

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

CONFIDENTIAL

Project title:

Socio-ecological economic transformation in selected rural value chains (EET)

Processing number:

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Country:

Sierra Leone

Transaction number:

10018858

Subject of the tender procedure:

Implementation of TVET support and women's economic empowerment activities in Sierra Leone

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0. List of abbreviations

ATVET	Agricultural Technical and Vocational Education and Training
BMZ	Federal Ministry for Economic Cooperation and Development
BFI	Banks and financial institutions
CBET	Competence-Based Education and Training
DACUM	Developing a Curriculum
EET	Youth Employment Promotion through Socio-Ecological and Economic Transformation of selected rural Value Chains in Sierra Leone project
EU	European Union
F4G	Facility for Growth
FAO	Food and Agriculture Organization of the United Nations
GALS	Gender Action Learning System
GDP	Gross Domestic Product
GDPR	General Data Protection Directive (GDPR)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
GmBS	Gender Makes Business Sense
GMF	Gender Model Family
GTA	Gender-transformative Approach
GTC	General Terms and Conditions
GTI	Government Technical Institute
GWB	German Act against Restraints of Competition
iDPP	Integrated Development Partnership with the Private Sector
MAFS	Ministry of Agriculture and Food Security
M&E	Monitoring & Evaluation
MELR	Monitoring, Evaluation, Learning and Reporting
MoGCA	Ministry of Gender and Children's Affairs
MoPED	Ministry of Planning and Economic Development
MoU	Memorandum of Understanding
MSME	Micro, Small and Medium Enterprises
MTHE	Ministry of Technical and Higher Education
NCTVE	National Council for Technical and Vocational Education
NQF	National Qualifications Framework
OD	Organisational Development

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pro-WEAI	Project-level Women's Empowerment in Agriculture Index
Pt	Point
RPL	Recognition of Prior Learning
SOP	Standard Operating Procedures
SME	Small and Medium-sized Enterprises
SSC	Sector Skills Council
ToR	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
UNDESA	United Nations Department of Economic and Social Affairs
UNSD	United Nations Statistics Division
VET	Vocational Education and Training
VgV	German Ordinance on the Award of Public Contracts
VSLA	Village Savings and Loan Association
WEE	Women's Economic Empowerment
WFP	World Food Programme
WP	Work Package

1. Context

About the project context

Sierra Leone is one of the world's poorest countries and faces persistent, interconnected development challenges. In 2024, the extreme poverty rate was 24.5%, while 63.5% of the population lived below the poverty line (USD 3.65/day), with rural areas disproportionately affected (World Bank, 2024). Since the end of the civil war (1991–2002), modest economic growth has repeatedly been undermined by external shocks, including the commodity, Ebola, COVID-19, currency and inflation crises.

Micro, small and medium-sized enterprises (MSMEs) account for 90% of the private sector and provide livelihoods for around 70% of the population. However, only 10% are formally registered, with most operating informally and having limited growth and job creation potential. Access to finance remains a major constraint: in 2019, fewer than 20% of people had access to financial services, while existing rural financial institutions lack the products and capital needed to meet demand.

Agriculture is the country's largest economic sector, contributing 57% of GDP and employing 60% of the workforce. However, production is largely subsistence-based and agricultural value chains suffer from inadequate infrastructure, including processing facilities and cold storage. As a result, crops are often sold to intermediaries and significant post-harvest losses occur. Limited product certification further restricts access to export markets, including the EU.

Women face significant economic and social inequalities (Gender Inequality Index 2019: 0.644; rank 155/162). Although over half of women participate in the labour force, most are concentrated in low-skilled employment. Women entrepreneurs face particular barriers to finance due to limited ownership of collateral such as land, while discriminatory customary practices continue to restrict women's economic rights, especially in rural areas.

About the Socio-Ecological and Economic Transformation of Value Chains Project (EET)

The project is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ) and implemented from January 2025 to December 2027. It builds on previous interventions and is co-funded by the European Union under the Multi-Donor Action Sustainable Food and Agricultural Value Chains Development in Sierra Leone.

The project promotes dynamic economic development by supporting companies with high growth and employment potential, particularly those that can strengthen entire agricultural value chains and create jobs for women and young people. Special emphasis is placed on women-led businesses and enterprises that can stimulate broader growth among MSMEs.

Using a multi-level approach, the project combines direct support to MSMEs with measures to strengthen the wider business ecosystem. At the enterprise level, MSMEs receive training, coaching, improved access to finance and investment grants. At the systemic level, the project strengthens value chains by improving market linkages, supplier relationships and supporting financial institutions and quality infrastructure, such as certification providers and laboratories, to create a more enabling environment for business growth.

The project focuses on MSMEs in the cassava, coffee/cocoa, vegetable and poultry value chains across Sierra Leone. It targets growth-oriented businesses – including formal and informal enterprises as well as cooperatives – rather than subsistence farmers or individual traders. Women and young people are key beneficiaries throughout the project.

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Output 1 strengthens the entrepreneurial and technical capacities of MSMEs in selected value chains, with a particular focus on women- and youth-led businesses. The emphasis is on SMEs engaged in agricultural processing, while smallholder farmers are supported where they are key suppliers. The project applies a combination of proven training, coaching and financing instruments, including SME Loop, the Facility for Growth (F4G), Integrated Farmers Training and integrated development partnerships with the private sector (iDPP). These interventions improve business models, management practices, access to finance and productive investments, while enabling enterprises to develop new products, strengthen supply chains and create sustainable employment.

Output 2 strengthens the entrepreneurial ecosystem by improving the business environment and expanding financial and business development services for MSMEs. The project supports the Bank of Sierra Leone in improving the regulatory framework for MSME and women's access to finance, while assisting financial institutions in developing appropriate financial products and financial literacy services. Village Savings and Loan Associations (VSLAs) are strengthened to expand outreach, and providers of business development services receive support to improve certification, production standards, traceability and market intelligence.

Output 3 improves the institutional framework for women's economic participation. The project supports intermediary organisations in developing and delivering gender-transformative training that promotes positive attitudes towards women's entrepreneurship. Women's rights organisations are strengthened to raise awareness of existing legislation, including the GEWE Act, through communication campaigns, events, media and outreach activities. In addition, mentoring providers are supported to offer tailored services that strengthen women's entrepreneurial skills, confidence and leadership.

Output 4 improves sustainable market access for women and youth engaged in agriculture. The project expands outgrower schemes and contract farming arrangements, strengthens agricultural cooperatives to provide services such as storage, transport and market access, and promotes women's participation in cooperative governance. Training and mentoring further enhance technical and entrepreneurial skills, contributing to increased market participation and reduced gender-related barriers.

Output 5 strengthens the responsiveness and inclusiveness of the vocational training system. Demand-driven curricula are developed to better reflect labour market needs while integrating gender-responsive approaches. Upgraded vocational schools provide inclusive learning environments, teachers are trained in gender-responsive teaching methods, and partnerships with private sector companies create practical learning and mentoring opportunities for women. These measures aim to improve women's access to quality skills development and employment opportunities.

The assignment is embedded within the EET project, with a particular focus on Outputs 3–5. Under this assignment, the contractor will primarily support the implementation of the Technical and Vocational Education and Training (TVET) and Women's Economic Empowerment (WEE) components, contributing to the project's objectives of promoting inclusive economic growth, women's economic participation, and improved employment opportunities for women and young people. The assignment is expected to be fully integrated into the overall EET project and should not be implemented as a standalone component. The contractor's team shall work in close coordination with the EET project's TVET experts to ensure that activities are jointly designed, implemented, and aligned with the broader project objectives. Gender equality and women's economic empowerment considerations should be embedded as cross-cutting principles throughout all relevant project activities, rather than being treated as a separate workstream, thereby strengthening the project's overall inclusiveness and impact.

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Technical and Vocational Education and Training (TVET): Sierra Leone's TVET sector remains underfunded, fragmented and insufficiently aligned with labour market needs. Training institutions face shortages of qualified instructors, outdated curricula and equipment, overcrowded facilities, and limited access in rural areas. Weak quality assurance, non-standardised qualifications and limited private sector engagement reduce the relevance of training for employment. As a result, technical careers remain unattractive, particularly for women and young people. The project supports more demand-driven, inclusive TVET systems by strengthening curricula, institutional capacities and partnerships with the private sector to improve graduates' employability.

Women's Economic Empowerment: Women's Economic Empowerment is a cross-cutting pillar of the EET project, promoting women's economic participation, leadership and access to productive resources while addressing structural and social barriers. Guided by Germany's Feminist Development Policy and the 3R+D approach (Rights, Resources, Representation and Diversity), the project strengthens women-led enterprises, cooperatives and producer groups through improved access to skills development, finance, business services and leadership opportunities. Interventions combine support at the individual, organisational and societal levels by enhancing women's capacities, promoting gender-responsive institutions, and fostering awareness and advocacy to advance gender equality and women's participation in economic decision-making.

Partners:

The lead executing agency is the Ministry of Planning and Economic Development (MoPED).

MoPED is responsible for the projection and steering of national and international development interventions and therefore has an interministerial cross-cutting function. Although there are no plans for the project to strengthen the human or institutional capacities of the ministry, implementation of the project will be closely coordinated with MoPED, and its results will flow directly into MoPED's results monitoring.

Institutions of the downstream partner structure: Several key ministries will play a central role in the project's implementation. The Ministry of Technical and Higher Education (MTHE) is the lead institution for TVET in Sierra Leone. It oversees tertiary institutions, Government Technical Institutes (GTIs), and the National Council for Technical and Vocational Education (NCTVE), which regulates, accredits, and certifies technical and vocational programs in line with the TVET Policy and the Dual Apprenticeship Policy. Under this project, cooperation with MTHE will focus on developing and rolling out Agricultural TVET (ATVET) curricula. NCTVE will be supported in certifying trainees, while selected GTIs will receive equipment, tools, and training materials for ATVET courses. The listed partner institutions, together with the GTIs agreed with the EU, form the basis of the project's implementation structure. Therefore, any stakeholder mapping should be limited to validating and refining this existing structure rather than conducting a comprehensive institutional analysis.

In the area of WEE, the Ministry of Gender and Children's Affairs (MoGCA) will play a leading role. MoGCA is mandated to develop, implement, and monitor policies and legal frameworks for women and children under 18, including promoting political and economic empowerment. Gender officers attached to all district councils work with devolved line ministries on gender issues and support development partners in implementing gender-focused project activities. A range of partner organisations, civil society actors, and networks are also strengthening women's economic participation and empowerment through advocacy, training, mentoring,

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and awareness-raising activities. Women in Politics, Send, Aurora Foundation for SME Development, 50/50 Group, and activist Naasu Fofaneh advocate for gender equality and the enforcement of laws such as the Gender Equality and Women's Empowerment Policy GEWE Act. They lead awareness campaigns, promote women's rights, and contribute to changing societal perceptions of women in business and leadership. ConNet (a women-led fintech company), Women in Agriculture Network, Rural Initiative and Community Development Organisation, Mabunduka Agro Farms, National Farmers' Association Sierra Leone, and Solidaridad implement gender-transformative activities that strengthen women's roles in value chains, expand market access, and support the professionalisation of women-led enterprises.

The **target groups** of the TVET intervention include students enrolled in the pilot TVET courses at the selected GTIs; TVET instructors trained and potential and returning migrants supported in accessing relevant TVET pathways.

The WEE component targets women engaged in micro, small, and medium enterprises (MSMEs) to enhance their economic participation, competitiveness, and income-generating capacity. This includes women entrepreneurs and managers with the potential to act as role models and create employment for women and youth, supported through gender-responsive training, mentoring, and business development services.

Direct institutional **beneficiaries** include the GTIs, which will receive modern training equipment and capacity-building support, including basic business modelling. Implementation of the Dual Apprenticeship Policy will be supported through management and technical capacity development benefiting key institutions under the MTHE, in particular the TVET Directorate and the NCTVE.

Potential and returning migrants, including youth and future TVET students, will benefit from modernised curricula, flexible entry pathways, and Recognition of Prior Learning (RPL) mechanisms.

Under the WEE component, women's rights organisations supported to strengthen advocacy capacities and implement gender equality initiatives, as well as mentoring service providers for women entrepreneurs, are also beneficiaries.

2. Tasks to be performed by the contract

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 the achievement of the BMZ and EU outputs listed below. Please note that EU Output 2.2 corresponds to BMZ Output 5. They are referenced separately to reflect the different results frameworks and should not be interpreted as additional or duplicate outputs.

Through the delivery of these outputs, the contractor contributes to the achievement of outcomes of the project.

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For BMZ the following indicators are relevant:

Module objective

Micro, small and medium-sized enterprises in selected value chains in Sierra Leone have improved their competitiveness, particularly with regard to the employment impact on women and young people.

Module objective indicator 3

150 women in supported MSMEs have achieved an improvement in their economic participation in one of the following areas: access to resources, representation in political and social decision-making processes, or access to economically relevant rights.

The contractor will indirectly contribute to the module objective and its module objective indicator 3.

Output 3: The institutional framework for increased female economic participation has improved.

- 3.1. Six representative bodies for exercising existing rights for women in the economy have been set up (contractor's responsibility).
- 3.2. Gender transformative training elements have been integrated into 4 skills development measures for MSMEs (contractor's responsibility).

The contractor will be fully responsible for the achievement of output 3 and its two related output indicators.

Module objective indicator 5

Two reforms adopted by the Ministry for Technical and Higher Education (MTHE) in the field of vocational training.

Output 5: The vocational training system is more gender-responsive and better aligned with labour market needs.

- 5.1 Six demand-oriented vocational training curricula that contain gender-responsive elements were developed as part of the project (contractor's responsibility).
- 5.2 The equipment of three GTIs has been fundamentally renewed in a gender-responsive manner (contractor's contribution).

The contractor will only be partially responsible for the achievement of output 5. While the contractor has full responsibility for output indicator 5.1, they are only expected to support the achievement of indicator 5.2 as GIZ will take responsibility for the procurement of the required equipment for the GTIs. The contractor's responsibility is to identify the needs for equipment and to support in the formulation of technical specifications of the required equipment.

For the EU cofinancing the contractor is expected to contribute to the following objectives and indicators:

The overall objective of the EU Action is to strengthen sustainable and climate-resilient agri-food systems in Sierra Leone. The specific objective of the Action implemented by the EET project is:

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Outcome 2: Improve use of market opportunities by Sierra Leoneans, in particular of women and youth that participated in TVET programmes.

The contractor will contribute to the outcome 2, responsibility for the achievement of this outcome remains with GIZ though.

Output 2.2: Enhanced capacity of TVET institutions to deliver on their mandate, in line with the Feed Salone strategic orientation and newly approved Act, including strengthening of the certification function for employability of women in all their diversity and youth.

2.2.1 Three TVET institutions (Kono, Matru Jong, Kabala) upgraded (contractor's contribution).

2.2.2 Six TVET curricula and courses supported (contractor's responsibility).

Note, this outcome corresponds to BMZ Output 5.

Output 2.3: Increased certification opportunities for Sierra Leoneans, in particular women in all their diversity and youth, for skills required to engage in value chain upgrading

2.3.1 Students benefitting from formal VET programmes supported. 90 students certified (contractor's responsibility).

While the contractor is fully responsible for the achievement of output 2.3, they are only partially responsible for output 2.2: The contract is fully responsible for output indicator 2.2.2, but will only contribute to output indicator 2.2.1 through the identification of needs at the selected GTIs, while GIZ will be responsible for the necessary procurement of needed equipment.

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

Work package 1: Kick- off and Technical Onboarding

The objective is to establish the operational foundation for the assignment. It ensures a common understanding among all stakeholders, validates the implementation approach, and results in a jointly agreed implementation plan that guides the sequencing and delivery of all subsequent work packages.

Activities Summary

- Briefing about planned TVET sector interventions and WEE activities
- Detailed project plan that includes timelines, planned interventions, responsibilities and resources needed.

The contractor is asked to:

Organize and implement a one day in in person kick-off meeting with all the relevant stakeholders, notably the GIZ team and relevant institutional partners. In this meeting, the contractor shall

- a. Brief the participants about planned TVET sector interventions and WEE activities to ensure a mutual understanding of the overarching approach and implementation strategy.
- b. Present and discuss a detailed project plan about the mission, including a rough timeline, milestones, responsibilities and needed resources.

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- c. Give space for interactive participation, discussion and mutual exchange to engage the participants and create ownership among the stakeholders and partners.

Milestones for work package 1	Delivery period
Project plan for the mission is developed	2 weeks after the start of the contract
Joint Kick-off meeting	4 weeks after the start of the contract

Work Package 2: Monitoring, Evaluation, Learning & Reporting

Establish and run a Monitoring, Evaluation, Learning & Reporting system to track progress and results across all work packages, ensure data quality and accountability, and generate learning to support adaptive management. As the contractor's work packages contribute to both the BMZ- and EU-funded components of the project, the MELR system must comply with the reporting requirements of both donors while ensuring clear traceability and separation of funds, activities, and results.

Activities Summary

- Establish a comprehensive Monitoring, Evaluation, Learning and Reporting (MELR) framework for this assignment aligned with GIZ standards.
- Implement harmonised monitoring systems, data management, and quality assurance processes across all work packages.
- Generate evidence-based learning through routine monitoring, reflection, and outcome tracking to support adaptive programme management.
- Conduct outcome monitoring and a final evaluation, including synthesis and reporting of results.

The contractor is asked to:

a) Development of the MELR Framework

Submit a MELR system aligned with GIZ reporting standards, including the results framework, indicator matrix and reference sheets, baselines and targets, data sources, data collection methods, defined roles and responsibilities, and a reporting calendar. Confirm baselines and targets, specify verification methods, and collect baseline data where required.

b) Implementation of Monitoring Systems and Data Management

Roll out harmonised monitoring tools and processes across all work packages, ensuring routine monitoring and field verification, including gender- and age-disaggregated data collection where relevant. Consolidate monitoring results in a data-management system, such as a simple database or dashboard, and feed results into the EET programme monitoring tool (Toda Data). Maintain a consolidated data repository and submit quarterly progress reports in form of brief presentation providing the status quo of the implementation, indicator tables, including documentation of deviations and corrective actions. Once a year, in December, a more elaborative report, incl. brief narrative, is required to support the EET projects reporting to the BMZ and EU.

c) Data Quality Assurance and Documentation

Apply data-quality assurance measures and establish documentation standards for all reported results. Maintain complete and verifiable evidence files to support reported data and ensure compliance with agreed quality standards.

d) Learning, Outcome Monitoring and Evaluation

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Alongside the progress reporting, facilitate regular learning and reflection processes, such as quarterly review briefs, and produce short learning documenting key findings and agreed adaptations (as PowerPoint presentations). Plan and conduct outcome monitoring activities, including tracer checks for certified trainees and selected case studies. Under the WEE work package the Women's Empowerment in Agriculture Index (WEAI) for outcome measurement should be used (baseline and endline of the pilot training). Coordinate a final outcome review or evaluation and submit a final completion report, including an endline synthesis of results.

Milestones for work package 2	Delivery period
Monitoring, Evaluation, Learning & Reporting inception package (plan, results framework, indicator matrix, tools, reporting calendar, responsibility matrix and baseline and target confirmation note (or baseline report where required)).	4 months after the start of the contract
Operational monitoring system (repository/dashboard) with user guidance and evidence of rollout	4 months after the start of the contract
Periodic progress (quarterly) and final project report with indicator tables, evidence register, risks/issues, and recommendations.	First report 6 months after the start of the contract, afterwards quarterly
Learning outputs: quarterly review documentation and learning briefs.	First briefing 12 months after the start of the contract, afterwards quarterly

Component 1: Enhancing Market Opportunities for ATVET Participants in Sierra Leone, with Focus on Women and Youth

Objective: Improved integration of agricultural ATVET graduates, especially women, into the labour market, specifically the agri-food system.

All activities and measures shall be designed and implemented in a gender-sensitive and gender-transformative (elements of the adapted curricula). Furthermore, safeguarding standards shall be systematically considered and applied across all learning, residential, and workplace-based training environments.

Work Package 3: Strengthening Institutional Capacity & Market Linkages

The objective is to strengthen coordination and alignment of the TVET system with national strategies and labour market needs by enhancing institutional cooperation and systematically engaging private sector actors to improve the relevance and employability of TVET graduates in particular women and youth. The implementation should take place in close cooperation with MTHE, NCTVE, FAO, WFP and the supported GTIs.

Activities Summary

- Strengthen institutional cooperation with Ministry of Technical and Higher Education (MTHE), the National Council for Technical Vocational and Education (NCTVE) and Government Technical Institutes (GTIs),
- Comprehensive mapping of existing courses delivered by GTIs and other private TVET institutions
- Integrate private sector actors through Sector Skills Councils (SSCs) to ensure market relevance and support graduate employability.
- Provide targeted institutional support, including administrative strengthening, business model development, facility/equipment upgrades, and practice-oriented training.

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The contractor is asked to:

a) Facilitate close political and institutional coordination

Work closely with MTHE, NCTVE, and relevant TVET institutions to ensure coordinated implementation, alignment with national strategies, and integration with the Feed Salone framework.

b) Map existing ATVET course offerings

Conduct a comprehensive mapping of existing courses delivered by GTIs and other private TVET institutions which are recognized by the government. This mapping should identify gaps and opportunities of TVET institutions, provide an overview of currently used curricula and alignment with private-sector labour market demand.

c) Support private sector integration

Support the establishment and facilitation of Sector Skills Councils (SSCs) at the supported GTIs to facilitate systematic engagement with private sector employers

- Jointly with the selected stakeholders, develop a suitable format and frequency for the SSCs ensuring stakeholder ownership
- Organize and facilitate first two meetings and provide support to at least two additional ideally stakeholder-led sessions (per selected GTI)

SSCs should contribute to:

- Curriculum development and review
- Participate in CBET assessments
- Alignment of skills training to labour market needs

d) Develop tailored support plans

- Jointly with the targeted GTIs in Kabala, Koidu and Mattru Jong prepare plans detailing institutional capacity gaps and recommended interventions.
- Provide targeted support including administrative strengthening, business model planning for the supported GTIs, equipment and facility upgrades, and enhanced practice-oriented training

Milestones for work package 3	Delivery period
A jointly endorsed implementation note or action plan confirming alignment with national TVET strategies and the Feed Salone framework.	6 months after the start of the contract
A Comprehensive ATVET mapping & gap analysis report covering existing course offerings, institutional capacities, market demand alignment, and recommendations for ATVET expansion.	6 months after the start of the contract
Private sector engagement & SSC operationalisation plan detailing SSC formation, meeting outputs, private-sector contributions to curricula, and mechanisms for internships and employment linkages Documentation of two organized SSC meetings and support provided to at least two additional stakeholder-led dialogues.	Plan and first meeting organized: 8 months after the start of the contract Second meeting organized and additional meetings supported: 30 months after the start of the contract
Targeted support for targeted GTIs , outlining capacity gaps, priority interventions, required resources, and proposed support measures, including administrative strengthening, business model development, facility/equipment upgrades, and practice-oriented training	12 months after the start of the contract

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Work Package 4: Inclusive ATVET Course Development and Certification

The objective is to expand and strengthen learning opportunities and certification. Building on work package 1, work package 2 supports the development and delivery of ATVET courses within the selected GTIs and contributes directly to increasing the number of certified graduates.

Activities Summary

- Develop or adopt and introduce six ATVET courses, including curricula design & update, teacher capacity-building
- Assess and specify required equipment and training material
- Support the coordination of enrolment, training delivery and certification processes in alignment with NCTVE standards.

The contractor is asked to:

a) Develop or adopt ATVET curricula

In close collaboration with MTHE, NCTVE and the private sector, develop or adopt at least six agricultural ATVET curricula based on Competence-Based Education and Training (CBET) principles. Ensure that the content is gender-transformative, market-oriented and aligned to national certification requirements. The curricula will be implemented at three GTIs in Kabala, Koidu and Mattru Jong.

b) Assess and specify equipment, tools and teaching materials needed

Jointly with the GTIs, define equipment, tools, and materials required for each newly developed or updated curriculum. While GIZ will be responsible for the procurement of the equipment, the contractor, jointly with the respective GTIs, is supporting the identification and specification of required equipment. Small-scale equipment and tools which can be locally sourced as well as teaching material, incl. training manuals, will be provided by the contractor.

In Mattru Jong, support the development and establishment of a model farm as a centre of excellence, including a detailed business plan for income-generating units (e.g., seed multiplication, processing, production). The concept development for the model farm will be part of the assignment, thus must not be developed for the tender.

c) Support and back-stop the implementation of ATVET courses

Support the introduction and institutionalisation of the developed or adopted ATVET courses at GTIs in Kabala, Koidu and Mattru Jong, ensuring that each GTI offers at least two additional courses. This includes facilitating approval processes, preparing teaching materials, and supporting integration into the institutional training calendar. The contractor will support the coordination of enrolment, course scheduling and compliance with NCTVE requirements, including minimum duration standards (18 months, ideally 3 years).

d) Train teachers and strengthen institutional teaching capacity

Design and implement a training-of-trainers (ToT) programme for GTI teachers covering:

- Delivery of developed or adopted ATVET curricula
- Modern, learner-centred teaching methodologies, including andragogy
- Inclusive training approaches that promote participation of women and youth

e) Support certification of at least 90 individuals

Support the monitoring and administrative processes required to ensure that a minimum of 90 trainees successfully complete the training and obtain NCTVE certification during the project's implementation period, with a strong focus on gender balance.

Milestones for work package 4	Delivery period
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A complete package of six fully developed or adopted and NCTVE-aligned ATVET Curricula , including occupational standards, facilitator guides, learner manuals, assessment tools, and gender-responsive, CBET-based content	18 months after the start of the contract
Equipment assessment and specification for available for GIZ procurement. Small-scale equipment and teaching material procured and installed, evidence of equipment delivery (handing over protocols) available	12 months after the start of the contract
Business plans for the three targeted GTIs and the model farm and production units in Mattru Jong finalised	12 months after the start of the contract
Training-of-Trainers (ToT) completed , training delivery records, instructor competency assessments, and a post-training coaching plan available	24 months after the start of the contract
A trainee certification achievement report , documenting trainee enrolment, attendance, assessment results, NCTVE certification records for at least 90 individuals, and gender-disaggregated data (50% women) available	36 months after the start of the contract
Newly developed or adopted ATVET courses operational across three GTIs	24 months after the start of the contract

Component 2: Improving Institutional Conditions for Women's Economic Empowerment

Work Package 5: Strengthening the Institutional Framework for Women's Economic Empowerment

To improve the institutional ecosystem for women's economic empowerment by strengthening representative bodies to provide better services, advocate effectively for the implementation of women's economic rights, and sustain peer-learning and mentoring structures beyond the project period.

Activities Summary

- Enhance the capacities of six representative bodies to enable women to exercise their economic rights.
- Provide training and advisory support to organisations promoting women's rights (GEWE and other national laws).
- Conduct an awareness campaign and set up communication platforms for women's empowerment.
- Support mentorship programme

The contractor is asked to:

a) Enhance the capacities of six representative bodies for women's economic rights

Enhance the capacities of six representative bodies at national and/or regional level to enable women to exercise their economic rights by providing advisory services on governance structures, clearly defined mandates, and operational capacity to engage effectively with public and private sector stakeholders, supporting evidence-based advocacy on policy development and regulatory reforms, and offering technical advice and examples of regional best practices to improve governance, service delivery, and stakeholder engagement.

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b) Provide training and advisory support to representative bodies for women's economic rights

Design or adapt training modules for organisations promoting women's economic rights, including the implementation of the Gender Equality and Women's Empowerment Act (GEWE) and other relevant national laws, advise organisations on operationalising women's economic rights and integrating gender considerations into programmes and policies, and provide advisory support to improve existing complaints mechanisms so that women can address experienced injustices and access redress.

c) Conduct an awareness campaign and set up communication platforms

Draft the strategy and design of an awareness-raising campaigns on women's economic rights, access to resources, and representation. Jointly with relevant stakeholders, propose the lead agency (face) of the campaign, main topic(s) of the campaign (link to complaint mechanisms) e.g., campaign channels (radio, road show, etc.), frequency of campaign, etc. The campaign should address women's economic rights, access to resources, and representation. Facilitate and coordinate the implementation of the campaign.

Establish online communication channels and offline communication formats to promote knowledge exchange and economic empowerment among women-led enterprises.

d) Support established mentorship programme

In collaboration with and implemented by Innovation SL the EET project developed a mentoring programme (women supporting women) to strengthen business, social, and family guidance for women entrepreneurs. The service provider is requested to provide technical backstopping and international expertise to support Innovation SL, who has a contractual agreement with the project (until 11.2027). To enhance the effectiveness of mentoring programme, best practices and lessons learned from regional or international women mentoring initiatives should be scoped and adopted if applicable.

Milestones for work package 5	Delivery period
Women's economic rights capacity enhancement report , documenting strengthened capacities of six representative bodies, including governance structures, defined mandates, operational procedures, evidence-based advocacy on policy and regulatory reforms, and adoption of (regional) best practices to improve governance, service delivery, and stakeholder engagement.	30 months after the start of the contract
Training and advisory support package for women's economic rights organisations , including training modules, delivery records, advisory notes, and guidance materials on operationalising women's economic rights, implementing the GEWE Act, integrating gender considerations, and improving complaints mechanisms.	18 months after the start of the contract
Draft campaign strategy and online communication channels and offline communication formats	12 months after the start of the contract
Awareness-raising campaign and communication platforms report , covering strategy and design of campaign, implementation outputs, and establishment of online and offline channels to promote women's economic rights, access to resources, and knowledge exchange among women-led enterprises.	24 months after the start of the contract
Support of Innovation SL mentoring programme and documented best practices and lessons learned.	18 months after the start of the contract

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Work Package 6: Gender-Transformative Skills Measures

To adopt well-proven gender-transformative skills development measures for MSMEs and build the capacities of service providers to effectively incorporate and apply these measures in their training programmes.

Activities Summary

- Adopt at least three well-proven gender-transformative skills development measures for MSME
- Provide training and guidance to public and private service providers to include the gender-transformative skills modules in their training offers
- Pilot gender-transformative training modules

The contractor is asked to:

a) Adopt gender-transformative training modules

Adopt and if necessary, update at least three gender-transformative skills development measures for MSME and producers, ensuring content addresses operational management, market access, and inclusive business practices. The adopted measures should be stand-alone modules which can be easily integrated into or added to existing training manuals. Each module should have trainer notes and integration guidelines. Well-proven gender-transformative skills development measures which should be built on include: Gender makes Business Sense (GmBS), Gender Action Learning Systems (GALS) and Gender Model Family (GMF)

b) Provide training and guidance to service providers

Introduce the adopted gender-transformative skills modules to a minimum of eight service providers (such as the supported GTIs, Solidaridad, MAFS as well as suitable private sector service providers) and provide training and guidance on how they can integrate them into their training offers in order to strengthen their capacities in delivering gender-transformative skills elements

c) Pilot the adopted gender-transformative training modules

The three adopted gender-transformative skills development measures (GmBS, GALS and GMF) shall be piloted with at least 150 women-led MSMEs supported under the EET project, ensuring a minimum of 50 MSMEs per measure. The contractor shall, in close coordination with GIZ and the trained service providers, select the participating MSMEs.

The contractor is responsible for fully funding, organizing and accounting for the trainings. The delivery shall be conducted jointly with staff members of the trained service providers as part of structured capacity building and practical knowledge transfer. The trainings should partly take place in Freetown as well as in the districts (depending on the location of the selected MSME).

Milestones for work package 6	Delivery period
Gender-transformative MSME and producer training modules , adopting and updating at least three proven measures (e.g., based on GmBS, GALS, GMF). Each module is stand-alone with trainer notes, integration guidelines, and content on operational management, market access, and inclusive business practices.	12 months after the start of the contract
Capacity-building and guidance report , documenting module introduction to at least 8 service providers, training delivered, integration guidance, strengthened delivery capacity, provider feedback, and recommendations for future use.	24 months after the start of the contract

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Successful piloting of GmBS, GALS and GMF with at least 150 women-led MSMEs (minimum 50 per measure), including joint delivery with trained service providers and complete financial and activity reporting.	30 months after the start of the contract
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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 equipment and operating costs:

The contractor makes the required 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.

Monitoring and reporting requirements:

See work package 2 for details. The EET project works with Kobo toolbox and Tola data. The contractor is expected to align with the project monitoring and provide data in the required format.

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 3 months after the project start.
- **Baseline and endline reports** using the Women's Empowerment in Agriculture Index (WEAI) measure are required for the piloting of gender-transformative training modules with at least 150 women-led MSME (see WP 6)
- Quarterly **M&E reports**
- **Final report** at 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 the following services in compliance with the requirements for company-wide learning, knowledge and innovation:

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- (Virtual) **debriefing** with the commissioning unit (EET) and the responsible Competence Centre KC 4B40 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.
- **Contributions to (virtual) meetings/ conferences** to share learnings.

In addition, the contractor

- provides support in implementing a **project evaluation** with special emphasis on ensuring the effectiveness of the knowledge management process.
- provides services to **facilitate and/ or support other contractors** (e.g. photographers, videographers, M&E specialists, gender specialists, evaluators) to engage with institutional partners in the framework of the EET project, if required.
- **supports the organisation of field visits** with delegations from Germany, the EU or the Government of Sierra Leone, if required.

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:

- 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 (section 1.11 Data protection) apply.

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

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

If the contractor is not subject to the GDPR and the applicable laws do not contain any explanation on the data protection principles and rights mentioned here, the definitions and meanings provided by the GDPR (Regulation (EU) 2016/679) could be helpful. The GIZ is available to support the contractor whenever need arises.

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:

Since EET is a "gender-transformative" project, gender equality is of particular importance for this entire mission. 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 (in addition to the WEE focused work packages 5 and 6):

- **Gender equality:**
 - Foster the **economic empowerment of women**, with a particular emphasis on narrowing the gender gap in employment and economic opportunities through gender-transformative business development support and facilitation of equitable access to financial resources and asset ownership for women.
 - **Facilitate networking and mentorship** to connect women entrepreneurs with experienced business leaders, investors, and mentors. This can help in building confidence, sharing knowledge, and fostering supportive relationships.
 - Proactively **address the entrenched socio-cultural norms** perpetuating gender disparities, including patriarchal structures, caste-based discrimination, and entrenched traditional practices.
 - Implement training and awareness programs to **address unconscious bias** and stereotypes that may hinder women's participation and leadership in the business ecosystem. Encourage stakeholders to recognize and challenge these biases in their interactions and decision-making processes.
 - **Highlight success stories of women entrepreneurs** who have excelled in their businesses. Creating visibility for these role models can inspire other women and change perceptions among stakeholders.
- **Environmental protection and climate action**
 - Limit their environmental footprint of their interventions by limiting travel where possible.
 - Promote sustainable and climate-smart agricultural production and processing in TVET curricula, including circular economy modules (reuse, repurpose, recycle),

with a focus on green jobs when supporting institutions and selecting courses to strengthen.

- Contribute to the development of inclusive business models as part of the investment projects that can be geared towards minimizing environmental risks and exploiting environmental protection potential.

In addition, the Contractor shall ensure that all activities are implemented in a conflict- and context-sensitive manner, applying the Do No Harm principle and a human rights-based approach throughout project implementation. The Contractor shall promote equitable and inclusive access to project benefits, establish appropriate risk mitigation and accountability mechanisms, and ensure adaptive implementation in line with applicable international human rights standards. The contractor's staffing profile should be balanced in terms of gender and age.

3. Technical-methodological concept

In this section, the contractor 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 contractor 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 ToR 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 ToR (**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

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 contractor 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**).

Section 1.2.2–1.2.3 of the assessment grid: N.A. The contractor is not expected to describe the relevant actors or their interactions as this is set out in detail in the ToR.

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 ToR
- 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 ToR (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.

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

The contractor is required to develop and describe a strategy for developing the cooperation with the actors in the partner system who are relevant for the implementation of the services in the tender. The project partnerships already mentioned in section 1 must also be taken into account.

3.3.3 Approaches for leverage effects and measures for scaling-up (section 1.3.3 of the assessment grid)

Not applicable.

3.3.4 Consideration of environmental and social compatibility requirements (section 1.3.4 of the assessment grid)

Gender equality

The contractor 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 and work packages 5 and 6).

In addition, the contractor must clearly explain how a gender-transformative approach will be integrated across all aspects of the project, including planning, implementation, monitoring, and evaluation.

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

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

Conflict and context sensitivity

The Contractor shall apply a conflict- and context-sensitive approach throughout implementation, in line with the Do No Harm principle. This includes identifying and mitigating risks of exclusion and unintended negative impacts, promoting inclusive participation, and adapting activities to the evolving operating environment.

Human rights

The Contractor shall implement all activities in accordance with a human rights-based approach, ensuring non-discrimination, participation, transparency, and accountability. Particular attention shall be given to equitable access and the inclusion and empowerment of women, young women, migrants, and returnees, in line with applicable national legislation and international human rights standards.

Requirement: 'Gender equality':	5 points out of 10 (maximum)
Requirement: 'Environmental protection and climate action	3 points out of 10 (maximum)
Requirement: Conflict and context sensitivity	1 points out of 10 (maximum)
Requirement: Human rights	1 points out of 10 (maximum)

3.4 Project management (section 1.4 of the assessment grid)

In this section, the contractor 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 contractor 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 describe all the necessary work stages in detail and in chronological order. The contractor 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 contractor is required to describe the procedure for coordinating with GIZ or with the commissioning project.

3.4.3 Steering or coordination of measures with the relevant implementing partner (section 1.4.3 of the assessment grid)

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

3.4.4 Monitoring (section 1.4.4 of the assessment grid)

In the tender, the contractor is required to describe how it can ensure that the requirements resulting from the monitoring system of the project are met (see section 2). In doing so, the contractor is required to describe how the information that is relevant for monitoring is collected and in what form and at what intervals monitoring data are updated.

3.5 Further requirements (section 1.5 of the assessment grid)

Not applicable.

4. Personnel

The contractor 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 personnel concept should consider how to effectively reach and work with female teachers and students in TVET institutions as well as supporting women-led enterprises (e.g. through female master trainers and advisors/ coaches).

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

For a permanent position, 'one year of professional experience' is defined as a cumulative 12 expert months with at least 18 expert days per month.

Team Leader & Senior TVET expert (section 2.1 of the assessment grid)

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This position is a **key expert**.

Tasks of Team Leader & Senior TVET Expert

- Overall responsibility and technical oversight for the advisory packages of the tenderer (quality and deadlines)
- Coordinating and ensuring communication with GIZ, partners and others involved in the project
- Ensuring the coherence and complementarity of the contractor's services with other services delivered by the project at local and national level
- Responsibility to mainstream gender-transformative and in all project activities
- Create guidelines and standard operating procedures (SOPs) for the management and execution of the TVET and WEE activities.
- Staff management, in particular planning and steering assignments and supporting local and international short and long-term experts
- Overall responsibility for the M&E process and reporting
- Develop a sustainability plan to ensure the long-term viability of the provided equipment and TVET courses anchored with institution
- Identify potential funding sources and partnerships to support ongoing activities
- Responsibility for checking the use of funds and financial planning in consultation with the commission manager at GIZ

Ensure that safeguarding and the prevention of sexual exploitation, abuse, and harassment are systematically integrated into the design, delivery, and implementation of all project activities, with particular attention to ensuring safe and inclusive learning, living, and workplace environments for women and other participants.

Qualifications of international Team Leader & Senior TVET Expert

Education/training (section 2.1.1 of the assessment grid):	University degree (e.g. Bachelor) in Vocational Training, Education, Engineering, Agronomy or related degrees
Language (section 2.1.2 of the assessment grid):	Knowledge of C1-level English in the Common European Framework of Reference for Languages
General professional experience (section 2.1.3 of the assessment grid):	10 years of professional experience in the (A)TVET sector and in advising public partners and learning institutions on quality assurance systems, standards, and procedures
Specific professional experience (section 2.1.4 of the assessment grid):	10 years of professional experience in supporting TVET policy reform processes, including TVET funding
Leadership/management experience (section 2.1.5 of the assessment grid):	5 years of management experience in projects, companies or other organisations with disciplinary leadership responsibility for min. 3 people

International professional experience outside the country/region of assignment (section 2.1.6 of the assessment grid):	10 years of professional experience outside Western Africa
Professional experience in the country/ region of assignment (2.1.7 of the assessment grid):	• 3 years of professional experience in Western Africa (5/10pts) • 3 years of professional experience in Southern Africa (5/10pts)
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):	At least 2 years of professional experience in women's economic empowerment, gender-transformative approaches, or gender-responsive and inclusive TVET/skills development programmes, including demonstrated experience in integrating gender equality, safeguarding standards into learning, residential, and workplace-based training environments.

Expert 2: Deputy Team Leader: Senior TVET and Policy Expert (section 2.2 of the assessment grid)

This position is a **key expert**.

Tasks of the Deputy Team Leader: Senior TVET and Policy Expert

- Provide high-level advisory services on the implementation of TVET and WEE activities, including recommendations on implementation modalities, management tools, and alignment with GIZ programmes and national policy frameworks
- Lead the development and rollout of DACUM- and CBET-based curriculum packages, including occupational profiles, training modules, and learning materials, ensuring alignment with national qualifications frameworks and policy objectives
- Advise on the design, piloting, and application of competency-based assessment tools, certification procedures, and quality assurance systems in accordance with national standards and policy guidelines
- Design and implement Training-of-Trainers (ToT) and coaching concepts for instructors and master trainers, providing on-the-job support during rollout at Government Technical Institutes (GTIs) while promoting policy-aligned instructional practices
- Support capacity development of instructors and institutional staff on CBET, assessment, certification systems, and modern, learner-centred, inclusive, and practice-oriented teaching methodologies, in line with policy directives

- Provide technical backstopping and coaching to ensure effective CBET implementation at institutional level, fostering adherence to national policy frameworks and standards.
- Advise on ATVET/TVET system strengthening, including National Qualifications Frameworks (NQF), Recognition of Prior Learning (RPL), accreditation, and certification processes, ensuring policy coherence and compliance
- Support institutional strengthening of ATVET providers, focusing on governance, management processes, service delivery quality, and labour-market orientation through employer engagement, occupational standards, and private-sector cooperation, while reflecting national policy priorities
- Ensure gender-responsive and inclusive approaches in curricula, training delivery, and assessment, with particular attention to women, youth, migrants, and returnees, and consistent with national gender and social inclusion policies
- Contribute technical inputs to reporting, results documentation, and knowledge management related to CBET and DACUM implementation, including lessons learned for policy development and refinement

Qualifications of the Deputy Team Leader: Senior TVET and Policy Expert

Education/training (section 2.2.1 of the assessment grid):	University degree (e.g. master's or Diplom) in Education Sciences, Curriculum Development, Human Resource Development, Engineering, Social Sciences or a related field
Language (section 2.2.2 of the assessment grid):	Knowledge of C1-level English in the Common European Framework of Reference for Languages
General professional experience (section 2.2.3 of the assessment grid):	6 years of professional experience in the educational and TVET sector, curriculum development, teaching institutions support and policy reform advise
Specific professional experience (section 2.2.4 of the assessment grid):	• 3 years of professional experience with DACUM- and CBET-based curriculum development, design and implementation of Training-of-Trainers (ToT), learner-centred, inclusive, and practice-oriented teaching and learning methodologies as well as gender-transformative learning approaches in teaching (5/10pts) • 3 years of professional experience in TVET Policy (5/10pts)
Leadership/management experience (section 2.2.5 of the assessment grid):	3 years of leadership/management experience
International professional experience outside the country/region of assignment (section 2.2.6 of the assessment grid):	Not applicable

Professional experience in the country/ region of assignment (2.2.7 of the assessment grid):	5 years of professional experience in Sub-Saharan Africa
Experience in the field of development cooperation (section 2.2.8 of the assessment grid):	5 years of experience in development cooperation projects
Other (section 2.2.9 of the assessment grid):	Not applicable

Expert 3: Private Sector Engagement Specialist (section 2.3 of the assessment grid)

This position is a **key expert**.

Tasks of the Private Sector Engagement Specialist

- Support GTIs to integrate private sector participation into institutional planning, curricula development, internships, and employment pathways
- Establish and strengthen Sector Skills Councils (SSCs) at supported GTIs to enable structured engagement with the private sector
- Facilitate private-sector input into CBET curriculum development, review, and validation to ensure relevance to labour-market needs
- Support employer participation in CBET assessments and alignment with occupational standards
- Coordinate internships, apprenticeships, and employment placements with private-sector partners
- Strengthen linkages to business development services, incubators, and accelerators to support graduate employment and self-employment
- Support all targeted GTIs in developing or updating viable business plans for their institutions and services offered
- In Mattru Jong, support the establishment of a model farm as a Centre of Excellence, integrating production, processing, and seed multiplication for training and income generation Develop a model farm business plan with clear market assumptions and income-generating units
- Ensure business / private sector orientation throughout the service contract

Qualifications of the Private Sector Engagement Specialist

Education/training (section 2.3.1 of the assessment grid):	University degree (e.g. master's or Diplom) in Business Administration, Economics, Agronomy, Social Sciences or related relevant subjects
Language (section 2.3.2 of the assessment grid):	Knowledge of C1-level English in the Common European Framework of Reference for Languages

General professional experience (section 2.3.3 of the assessment grid):	5 years of professional experience in supporting the private sector or working in the private sector
Specific professional experience (section 2.3.4 of the assessment grid):	2 years of proven experience (cf. section 6) in private-sector engagement, ATVET/TVET implementation, labour-market integration, or workforce development. Practical experience with internship placements or dual apprenticeship models
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):	Not applicable
Professional experience in the country/ region of assignment (2.3.7 of the assessment grid):	5 years of professional experience in Africa
Experience in the field of development cooperation (section 2.3.8 of the assessment grid):	5 years of experience in development cooperation projects
Other (section 2.3.9 of the assessment grid):	Not applicable

Expert 4: Gender & Women's Economic Empowerment Specialist (section 2.4 of the assessment grid)

This position is a key expert.

Tasks of the Gender & Women's Economic Empowerment Specialist

- Adopt and, where necessary, adapt at least three gender-transformative skills development modules for MSMEs and producers, building on proven approaches such as GmBS, GALS, and GMF
- Introduce and provide training and technical guidance to service providers on integrating gender-transformative modules into their training offers.
- Strengthen service providers' capacity to deliver gender-transformative skills content effectively and consistently
- Enhance the organisational and operational capacities of six women's representative bodies at national and/or regional level

- Provide advisory support on governance structures, mandates, stakeholder engagement, and evidence-based advocacy on policy and regulatory reforms related to women's economic rights
- Design or adapt training modules on women's economic rights, including implementation of the Gender Equality and Women's Empowerment Act (GEWE) and other relevant national legislation
- Advise partner organisations on operationalising women's economic rights, integrating gender into programmes, and strengthening complaints and redress mechanisms
- Develop and support the implementation of awareness-raising campaigns on women's economic rights, access to resources, and representation, in coordination with relevant stakeholders
- Establish and facilitate online and offline communication platforms to promote knowledge exchange, peer learning, and economic empowerment among women-led enterprises.
- Support the implementation of the women-supporting-women mentorship programme, strengthening business, social, and family guidance for women entrepreneurs
- Document and promote best practices and lessons learned to enhance mentoring systems and service linkages.
- Jointly with the MELR specialist ensure that the impact/results of the projects support to women can be measured by the pro-WEAI method
- Support the GIZ team in gender and WEE related questions for the program implementation as well as general requests in the area of gender

Qualifications of the Gender & Women's Economic Empowerment Specialist

Education/training (section 2.4.1 of the assessment grid):	University degree (e.g. master's or Diplom) in Social Sciences, Gender Studies, Development Studies, Business Studies or related relevant subjects
Language (section 2.4.2 of the assessment grid):	Knowledge of C1-level English in the Common European Framework of Reference for Languages
General professional experience (section 2.4.3 of the assessment grid):	• 5 years of professional experience in gender equality (3/10pts) and • women's economic empowerment (4/10pts), • including gender-transformative programming (3/10pts).
Specific professional experience (section 2.4.4 of the assessment grid):	• 3 years of demonstrated experience (cf. section 6) in capacity development and organisational development (OD) of civil society or representative bodies (5/10pt) • 3 years of practical experience with gender-transformative approaches such as GALs, GmBS, GMF, or comparable methodologies (5/10pt)

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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):	5 years of professional experience outside Africa
Professional experience in the country/ region of assignment (2.4.7 of the assessment grid):	5 years of professional experience in Africa
Experience in the field of development cooperation (section 2.4.8 of the assessment grid):	5 years of experience in development cooperation projects
Other (section 2.4.9 of the assessment grid):	Not applicable

Expert 5: MELR specialist (section 2.5 of the assessment grid)

This position is a **key expert**.

Tasks of the MELR specialist

- Establish and maintain monitoring, evaluation, and learning mechanisms to track progress, outputs, outcomes, and impact of project interventions
- Support mapping activities under WP 1 and WP 3; needs analysis to identify knowledge gaps, local requirements, and data needs for the supported institutions as well as the project
- Lead inception, baseline assessments, data quality assurance, and final evaluation/endline processes
- Specifically for WP 7 and 8 include the integration of Women's Empowerment in Agriculture Index (pro-WEAI)
- Provide regular feedback, reporting, and technical inputs to partner institutions and the project management team, supporting knowledge management and decision-making
- Ensure cross-cutting monitoring, evaluation, and learning support for all relevant project activities to strengthen accountability and impact. Ensure gender and age disaggregation is provided for relevant data
- Contribute to reporting to GIZ as stipulated under section 2.3 above.
- Contribute to GIZ's company-wide learning, knowledge and innovation management as stipulated in section 2.3 above

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Qualifications of the MELR specialist

Education/training (section 2.5.1 of the assessment grid):	University degree (e.g. master's or Diplom) in Social Sciences, Business Administration, Economics or related relevant subjects
Language (section 2.5.2 of the assessment grid):	Knowledge of C1-level English in the Common European Framework of Reference for Languages
General professional experience (section 2.5.3 of the assessment grid):	7 years of professional experience in monitoring and evaluation (cf. section 6)
Specific professional experience (section 2.5.4 of the assessment grid):	• 2 years of Proven experience (cf. section 6) in MELR in the international development sector (5/10pts) and • knowledge of pro-WEAI methodology (5/10pts)
Leadership/management experience (section 2.5.5 of the assessment grid):	Not applicable
International professional experience outside the country/region of assignment (section 2.5.6 of the assessment grid):	Not applicable
Professional experience in the country/ region of assignment (2.5.7 of the assessment grid):	Not applicable
Experience in the field of development cooperation (section 2.5.8 of the assessment grid):	5 years of experience in development cooperation projects
Other (section 2.5.9 of the assessment grid):	Not applicable

Knowledge and experience in applying the pro-WEAI methodology are mandatory for the performance of this assignment. The contractor shall ensure that this expertise is available within the proposed team. Where the proposed MELR Specialist does not possess this expertise, another designated team member or backstopper shall fulfil this requirement.

Expert Pool 1 'Curricula development' with a minimum of 3 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.

The experts supporting the development or adaptation of ATVET curricula must demonstrate proven theoretical knowledge and hands-on professional experience in the relevant technical fields. This is essential to ensure that curricula are technically sound, detailed, accurate, complete, and aligned with international standards and national certification requirements. In addition at least one of the experts must have proven knowledge in developing and setting up apprenticeship and on-the-job training concepts

Experts must be able to:

- Apply Competence-Based Education and Training (CBET) principles effectively;
- Ensure curricula are market-oriented, gender-transformative, and responsive to private sector needs;
- Integrate appropriate adult learning and pedagogical approaches into training content;
- Ensure consistency in content depth, quality, and delivery methods.
- Develop, introduced and setting up of apprenticeship and on-the-job training concepts

Each newly developed or adapted TVET course must be technically backstopped by at least one qualified expert. Where multiple courses require similar or overlapping technical expertise, the same expert may support the development of more than one course, provided adequate technical coverage and quality assurance are maintained.

Tasks of expert pool 1

- Provide in-depth technical advice to TVET curriculum development/adaptation in line with CBET principles and international standards
- Review and validate curricula and training materials for technical accuracy, depth, completeness, and alignment with national certification requirements
- Advise on integration of gender-transformative, market-oriented, and private-sector-responsive approaches
- Support implementers on appropriate adult learning methodologies and training delivery approaches
- Provide targeted technical inputs for specific occupational areas, as required.
- Support quality assurance processes and address technical gaps identified during curriculum development
- Develop, introduced and advice on setting up of apprenticeship and on-the-job training concepts
- Coordinate with MTHE, NCTVE, and relevant stakeholders to ensure technical coherence and compliance

Qualifications of expert pool 1

Education/training:	At least 3 experts with a university degree (e.g. Bachelor) in Agricultural Sciences, Agricultural Economics, TVET/Education, Curriculum Development, Engineering, Environmental or Green Economy–related fields, or other relevant equivalent qualifications.
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Language:	At least 3 experts with knowledge of C1-level English in the Common European Framework of Reference for Languages
General professional experience:	At least 3 experts with a minimum of 5 years of professional experience in TVET/ATVET systems, curriculum development, skills development, or workforce development.
Specific professional experience:	At least 1 expert each with a minimum of 4 years of proven experience agriculture (4pts), green (3pts) and circular economy (3pts) respectively.
Leadership/management experience:	Not applicable
International professional experience outside the country/region of assignment:	Not applicable
Professional experience in the country/ region of assignment:	Not applicable
Experience in the field of development cooperation:	Not applicable
Other:	At least one expert with 2 years of professional experience in experience in women's economic empowerment, gender-transformative approaches

Expert Pool 2 'Training' with a minimum of 2 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.

The experts are expected to possess proven theoretical knowledge and hands-on experience in the relevant technical and pedagogical fields. They must have in-depth knowledge of the national TVET system and established linkages with the private sector to ensure that TVET delivery is market-relevant and closely aligned with labour market needs.

Experts are further expected to integrate inclusive and gender-responsive approaches into teacher trainings, with particular attention to the needs of youth, women, potential migrants, and returnees, ensuring that training delivery methods and learning environments are accessible, inclusive, and responsive to diverse learner backgrounds.

Experts will support and deliver trainings for TVET teachers and participate in coordination meetings at supported TVET institutions, which require regular travel to project locations. Consequently, the contractor is expected to recruit experts locally.

Tasks of expert pool 2

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- Deliver training-of-trainers (ToT) sessions to TVET teachers on the content and structure of newly developed or adapted ATVET curricula
- Build teachers' capacities to apply modern, learner-centred and competence-based training methodologies, including practical and workplace-oriented approaches
- Support teachers in effectively integrating inclusive and gender-responsive teaching practices, with particular attention to youth, women, potential migrants, and returnees
- Provide practical guidance on aligning training delivery with private sector needs and labour market requirements
- Coach and mentor TVET teachers during initial implementation of the new curricula to address technical or pedagogical challenges
- Support coordination between TVET institutions and private sector actors for practical training components
- Contribute to quality assurance by identifying gaps in training delivery and recommending improvements

Qualifications of expert pool 2

Education/training:	At least 2 experts with a Master in TVET/Education, Agricultural Sciences, Agricultural Economics, Pedagogy, Curriculum Development, Engineering, Green Economy–related fields, or other relevant equivalent qualifications.
Language:	At least 2 experts with knowledge of C1-level English in the Common European Framework of Reference for Languages (5pts). At least 1 expert with knowledge of C1-level Krio in the Common European Framework of Reference for Languages. (5pts)
General professional experience:	At least 2 experts with a minimum of 5 years of professional experience in TVET teaching, teacher training, or capacity development of TVET instructors.
Specific professional experience:	At least 2 experts with a minimum of 4 years of proven experience in designing and delivering training-of-trainers (ToT) or in-service teacher training in TVET contexts, applying CBET and learner-centered training methodologies, including practical and workplace-oriented learning, integrating inclusive and gender-responsive teaching approaches, with a focus on youth, women, potential migrants, and returnees, working closely with TVET institutions and private sector partners to align training delivery with labour market needs as well as coaching and mentoring teachers during curriculum roll-out or early implementation phases.
Leadership/management experience:	Not applicable
International professional experience outside the country/region of assignment:	Not applicable
Professional experience in the country/ region of assignment:	At least 2 experts with 5 years of professional experience in Sierra Leone

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Experience in the field of development cooperation:	Not applicable
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, West Asia/Middle East, Eastern Europe, Northern Europe, Southern Europe, Western Europe, Australia, Melanesia, Micronesia and Polynesia; refer to UNSD methodology for country assignment.

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

Soft skills of team members

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

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

5. Costing requirements

5.1 Assignment of experts

In your tender, please do not deviate from the specification of quantities required in these ToR (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.

The number of expert days corresponds to full working days.

Expert	Expert months 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,	Number of international flights (return)	Number of national flights (return)
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				section 3.6.2)		
Team Leader & Senior TVET expert	0	385	385	Yes	1	0
Expert 2: Deputy Team Leader: Senior TVET and Policy	0	385	385	n/a	0	0
Expert 3: Private Sector Engagement Specialist	0	225	225	n/a	0	0
Expert 4: Gender & Women's Economic Empowerment Specialist	0	550	550	Yes	1	0
Expert 5: MELR specialist	0	250	250	n/a	0	0
Expert Pool 1: Curricula development	90	45	135	n/a	2	0
Expert Pool 2: Training	0	60	60	n/a	0	0

5.2 National administrative staff

The following national administrative staff are needed:

- 1 Admin & Finance specialist for **36** months, to be approved in writing by GIZ based on project requirements

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.

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	4 return flights
Total number of regional flights	0 return flights
CO ₂ offsets for flights <i>Link to working aid and table for setting the budget</i>	560 EUR (fixed budget) An unalterable budget for CO ₂ offsets for settlement against evidence is specified.
Transport costs (rail travel, car travel, public transport)	30,000 EUR (fixed budget)
Per-diem allowances for national and international experts ¹	265
Accommodation allowances for national and international experts ²	265
Other travel expenses (visa, project-related travel expenses outside the place of business etc.)	1,000 EUR

¹ For experts who do not receive other allowances related to their stay in the country of assignment.

² For experts who do not receive other allowances related to their stay in the country of assignment.

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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.

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

For the country Sierra Leone, tenderers may offer accommodation allowances **up to EUR 108.75**. This is 75% of the maximum amount 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.

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, if applicable, in the price schedule under '2.2 Costs related to the contract in the country of assignment'.

5.4 Materials and equipment

Budget for materials and equipment: **EUR 210,000**

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:
- IT equipment: 11 laptops, 2 projectors, 11 mobile phones, 1 printer - Workshop / training materials - Small scale equipment to upgrade three GTIs as well as teaching material, incl. training manuals

5.5 Operating costs in the country of assignment

The GIZ project will provide the office space and furniture.

To cover the **office operating costs** (stationary, communication, internet, etc.) a **monthly lump sum of 500 EUR** is calculated.

The project will provide **two cars and drivers** to support the implementation.

Monthly costs to cover vehicle related costs, incl. a mileage allowance of 2,500km, as well as salaries for the drivers are calculated as a **lump sum of 1,650 EUR per month per car and driver**.

5.6 Workshops, education and training

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

- Onboarding workshop with institutional partners in Freetown (2 days)
- Curriculum Development Committee meetings
 - Kick-off meeting (2 days), internal review workshop (2 days), external validation & stakeholder meeting (3 days). 2 curricula per Committee meeting, total of 21 days
- Training of Trainers workshops in supported GTIs
 - ToT: 3 training workshops (3 x 4 days each, total of 36 days)
- 6 Sector Skills Councils (SSCs) formation trainings (two 1-day trainings at each GTI, total of 6 days)
- 2 2-day workshops with institutional partners on the TVET sector/ TVET policies in Freetown (total of 4 days)
- 1 workshop with representative bodies for women's economic rights in Freetown (2 days)
- Training of Trainer workshop for service providers to implement gender-transformative training modules in Freetown (3 days)
- 7 training sessions for women-led MSMEs (5 days each, total of 35 days)
- 2 networking events for representative bodies of women economic empowerment and relevant stakeholders and in Freetown (2 days each, total of 4 days)
- 2 workshops on M&E (2 days each, total of 4 days)

Workshop budget: EUR 100,000

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:

- Venue hire
- Technical systems, e.g. sound, IT
- Workshop materials
- Catering
- Travel expenses and accommodation for partner experts and entrepreneurs (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).

For some workshop participants will likely travel locally or across provinces and will require accommodation. These costs should be considered in the budget.

5.7 Local contributions

– Not applicable –

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5.8 Other costs

– Not applicable –

5.9 Flexible remuneration item

Budget for flexible remuneration: **EUR 150,000**

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

6. Requirements on the format of the tender

The structure of the tender must correspond with the structure of the ToR. 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 ToR) must not exceed 30 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 ToR must be in the **EU format EuropeAid** 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)
- 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

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(for example, actual duration of assignment on the ground in full-time expert days, weeks or months)

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

7. Options or follow-on contract

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

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

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

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

Not applicable.

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.

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8. Annexes

- Module proposal
- Results model