

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

CONFIDENTIAL

Project title:

1. Professional Education in Industrial and Environmental Safety (PRECISE);
2. Vocational Training in the Field of Renewable Energy (TVET4RE)

Processing number:

PRECISE G-012114-001;
TVET4RE G-012113-001

Country: Bangladesh

Subject of the tender procedure:

Support in occupational standards/curricula modernisation in industrial & environmental safety & SE¹; ToTs and piloting

No° of tender procedure:

10001912

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¹ Sustainable Energy
Form 41-8-8-en

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0. List of abbreviations

ADB	Asian Development Bank
ADVANTAGE	Skills Training and Employment Promotion for Women Workers in Bangladesh
ASSET	Accelerating and Strengthening Skills for Economic Transformation
BGMEA	Bangladesh Garment Manufacturers and Exporters Association
BKMEA	Bangladesh Knitwear Manufacturers and Exporters Association
BIBB	German Federal Institute for Vocational Education and Training
BNQF	Bangladesh National Qualification Framework
BTEB	Bangladesh Technical Education Board
CSDDD	Corporate Sustainability Due Diligence Directive
CS	Competency Standard
CBT	Competency-Based Training
DTE	Directorate of Technical Education
EE	Energy efficiency
EEGIRE II	Energy Efficiency and Grid Integration of Renewable Energy II
GOTAN	Module Good Working Conditions in Tanneries
GTC	General Terms and Conditions of Contract for supplying services and work on behalf of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH
HELD	Higher Education and Leadership Development for Sustainable Textiles in Bangladesh
HSC Voc	Higher Secondary Certificate – Vocational Stream
HCDP-21	Human Capital Development Programme for Bangladesh 2021
ILO	International Labour Organization
ISC	Industrial Skills Council
KOMP	Cost per output monitoring and forecast
LNOB	Leave No One Behind
LoI	Letter of Intent
MoE	Ministry of Education
MoU	Memorandum of Understanding
NGO	Non-governmental organisations
NSDA	National Skills Development Authority
NSDP	National Skills Development Policy

NTVQF	National Technical and Vocational Qualification Framework
OECD	Organisation for Economic Cooperation and Development
PAP II	Policy Advice for the Promotion of Energy Efficiency and Renewable Energy II
PI	Polytechnic Institute
PRECISE	Professional Education in Industrial and Environmental Safety
ProGRESS	Promoting Gender Responsive Enterprise Development and TVET-Systems
RSC	Ready-made Garment Sustainability Council
RE	Renewable energies
RMO	Risk Management Office
SE	Sustainable Energy, which covers Renewable Energy and Energy Efficiency
SEIP	Skills for Employment Investment Programme
Skills4SE	Skills Development for Sustainable Energy Solutions
SSC VOC	Secondary School Certificate – Vocational Stream
SICIP	Skills for Industry Competitiveness and Innovation Program
STILE	Sustainability in the Textile and Leather Industry
TMED	Technical and Madrasah Education Division of the MoE
ToRs	Terms of reference
TSC	Technical Schools and Colleges
TVET	Technical and Vocational Education and Training
TVET4RE	Vocational Training in the Field of Renewable Energy

1. Context

The two GIZ bilateral projects, “Professional Education in Industrial and Environmental Safety” (**PRECISE**) and “Vocational Training in the Field of Renewable Energy” (**TVET4RE**) support the political partner, the Ministry of Education (MoE), in strengthening the TVET system of Bangladesh in line with the Strategic Objectives of its “TVET Implementation Plan (2025-2030)”² by

- Aligning TVET curricula with labour market demand in close cooperation with the private sector (*Strategic Objective 1.2*)
- Providing pedagogical and technical training for TVET teachers (*Strategic Objective 1.1*)
- Facilitating cooperation between TVET institutions and industries (*Strategic Objective 1.2*)
- Advancing digitalisation and green TVET for modernisation and sustainability (*Strategic Objective 3.3*)

In this context, the **PRECISE** project focuses on improving practice- and demand-oriented training in **industrial and environmental safety** to ensure compliance with EU sustainability requirements. The **TVET4RE** project, for its part, supports the alignment of Bangladesh’s TVET system with the emerging labour-market demand in the **sustainable energy**³ sector.

Objectives, indicators, and implementation structures:

1.1 Professional Education in Industrial and Environmental Safety (PRECISE)

Title of module	Professional Education in Industrial and Environmental Safety
Core area	Sustainable Economic Development, Training and Employment
Area of intervention (initiative area if applicable)	Technical and vocational education and training
Cooperation outside the agreed core areas	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Core problem	The vocational training sector in Bangladesh is insufficiently able to meet the demand for skilled labour in the field of industrial and environmental safety in order to ensure compliance with increased international due diligence requirements in the industry.
Module objective	The vocational training sector in Bangladesh offers practice- and demand-oriented training and professional education courses in the

² [TVET Implementation Plan \(2025-2030\) 06 - 08 - 2025 | PDF | Vocational Education | Governance](#)

³ Sustainable energy includes Renewable Energy and Energy Efficiency. Please consider this in the whole ToR.

	field of industrial and environmental safety that are closely aligned with EU sustainability requirements.
Target group	Graduates of general and vocational schools, employees with vocational or higher education qualifications. Intermediaries: managers at vocational education and training authorities, teaching staff, in-company trainers, and management staff.
Lead executing agency	Ministry of Education (MoE)
Key outputs	1) Steering capacities for better cooperation between vocational training institutions/industry, 2) Capacity Development for the implementation of cooperative vocational training programmes in industrial and environmental safety, 3) Transition to practical vocational training/employment for girls/women
Term	07/2025-06/2029 (4 years)

Initial situation in the area of intervention:

Since the 1990s, Bangladesh has made steady development progress and aims to achieve middle-income status by 2031 and become an industrialized nation by 2041. The textile sector remains the backbone of the economy, accounting for 81,0% of export earnings and employing 4 million people, over half of them women. However, economic growth has not sufficiently translated into formal employment, particularly for youth and women. In 2024, frustration over limited job prospects culminated in mass protests, triggering political upheaval.

Women's participation in the formal sector remains low at 4.6% (compared to 17.7% for men), and gender pay gaps persist. Despite some progress in legal and policy frameworks, violence and harassment in education and workplaces remain common. Gender-responsive TVET offers are scarce. Structural barriers such as unsafe transport, inadequate facilities, inflexible programs, and a lack of female teachers contribute to low female enrolment.

Many workers face unsafe conditions in formal employment. Meanwhile, international compliance demands, particularly from the EU, are rising. Regulations such as the Carbon Adjustment Mechanism (CBAM) and the Corporate Sustainability Due Diligence Directive (CSDDD) require robust risk management and adherence to human rights and environmental standards. For Bangladesh to remain competitive and access high-value markets, the country must improve industrial and environmental safety and build related expertise. This is also essential for climate-resilient, sustainable production and increasing demand for skilled labor in this field.

TVET in Bangladesh is divided into two streams: (1) long-term, school-based programs under the Ministry of Education (MoE), including the Department of Technical Education (DTE) and the Bangladesh Technical Education Board (BTEB), and (2) short-term, skills-based training under the National Skills Development Authority (NSDA). However, both systems face quality and relevance challenges.

Rationale for the module objective:

Despite recent reforms, TVET remains inadequately equipped to meet the demand for qualified specialists in industrial and environmental safety. Programs are often outdated and too theoretical, lacking alignment with international due diligence standards. Qualified trainers with practical experience are scarce. The **core problem** is that the vocational training sector in Bangladesh is insufficiently able to meet the demand for skilled workers in industrial and environmental safety to ensure compliance with increased due diligence requirements in the industry. This hampers the country's growth and reduces employment prospects for graduates.

Changeability of root causes:

Challenges include outdated curricula, a shortage of practically trained teaching personnel, and weak private sector involvement in planning and certification. Key occupational profiles, such as safety officers, are missing, and existing courses (e.g., mechatronics) lack market-relevant specializations, e.g., "Refrigeration and Air-Conditioning Mechatronics Technician". Limited inter-ministerial coordination also hinders curriculum alignment with national sustainability strategies. TVET continues to be perceived as a second-tier option, with school graduates favoring university pathways. Although Bangladesh has made legal strides in gender equality, planning and managing vocational training continues to neglect the specific needs of girls and women.

Objectives, target group, results hypothesis, and indicators

Module objective:

The vocational training sector in Bangladesh offers practice- and demand-oriented TVET and continuing training offers in the field of industrial and environmental safety that are closely aligned with EU sustainability requirements.

Indicators:

1. After completion of the project, 8 programmes ("technologies" in Bangladesh context) of Diploma in Engineering and Advanced Certificate courses will be modernised in the field of industrial and environmental safety which will be needs-based, aligned with EU sustainability requirements and accredited by BTEB as part of cooperative dual TVET models for long-term implementation. These will be introduced in 5 selected Polytechnic Institutions, which will serve as "Lighthouses" for Dual TVET and green jobs.
2. 150 participants, including 45 women and 20 individuals from marginalised groups, who have completed cooperative education and training courses in the field of industrial and environmental safety, confirm that their employment prospects on the national or international labour market have improved.
3. 14 out of 19 companies that train or employ trainees or graduates of the modernised cooperative dual Technologies will confirm that the trainees' skills meet their needs.

Target Group

The primary target groups are school graduates from general and vocational streams, as well as employees in the industrial sector with vocational or higher education qualifications seeking training at MoE-affiliated institutions. Also targeted are the 1.24 million trainees enrolled in MoE vocational institutes whose existing training programs are being upgraded in industrial and environmental safety. Special focus is placed on girls, women, and marginalized groups, including persons with

disabilities and minorities. Intermediaries include approx. 200 staff from MoE's vocational education bodies (TMED, DTE, BTEB), teaching staff, and company-based trainers and managers.

Output-wise methodological approach

Output 1 aims to strengthen the steering capacities of the MoE and the subordinate TVET authorities with regard to improved steering of cooperation between TVET institutions and industry in the field of industrial and environmental safety. New training needs arising from EU sustainability requirements can be recognised and integrated more quickly. Output 1 also aims to improve interministerial cooperation between the MoE and the Ministry of Industry, Labour and the Environment. The central results hypothesis - which is also documented in various studies by the German Federal Institute for Vocational Education and Training (BIBB) - is that improved regulations and guidelines as well as strengthened personnel capacities of the MoE, DTE and BTEB will lead to structured cooperation between representatives of industry and the vocational education and training authorities in the planning, implementation and certification of qualification programmes.

Output 2 is designed to strengthen capacities in selected TVET institutions and companies for the implementation of demand-oriented and cooperatively designed TVET programmes in the areas of industrial and environmental safety. This objective is based on the proven results hypothesis that cooperatively designed vocational education and training with a strong involvement of companies results in a significant increase in the demand and practice orientation as well as the quality of the qualification programmes. A further results hypothesis is that 1) the development and application of curricula that didactically link school and company-based training phases in a meaningful way and 2) qualified management and teaching staff at vocational schools as well as in-company trainers in the partner companies and a clear distribution of roles within the framework of formalised partnerships between the vocational schools and their partner companies are necessary prerequisites for increasing the quality and relevance of the funded qualification courses.

Output 3 aims to improve careers guidance and counselling for girls, women, and marginalised groups in the transition from school to TVET and from TVET to employment. The results hypothesis proven by studies, e.g. by BIBB, is that the establishment of an encouraging environment through specific support formats, such as career planning and mentoring programmes, breaks down socio-cultural barriers to access to needs-oriented and practice-relevant TVET with in-company training phases. The results hypotheses for outputs 2 and 3 are based on the assumption that the measures of the TC project are supported at the management level of the MoE and its subordinate authorities and that the personnel are competent to adequately implement this support in the course of the promotion through output 1. Another assumption is that industrial companies in Bangladesh are willing to enter formalised partnerships with TVET institutions. It is also assumed that the TVET teachers and company trainers involved in outputs 2 and 3 are willing to expand their practical and didactic skills and adapt their teaching and learning methodology to deal with heterogeneous groups and gender sensitivity.

Implementation Structure

The political partner and lead executing agency is the Ministry of Education (MoE), responsible for long-term vocational training (BNQF Level 6) and BTEB-accredited courses. The Technical and Madrasah Education Division (TMED) serves as the main counterpart. Implementation partners

include DTE and BTEB. Under the previous GIZ project HELD, capacity gaps were identified among the approximately 200 MoE staff in planning, coordination, and industry engagement.

Downstream partners include selected MoE-regulated training institutes (especially polytechnics) and private sector actors – initially from the textile and garment industry (e.g. BGMEA, BKMEA) and light industry, including ceramics. Industrial Skills Councils⁴ (ISCs), established by the ILO 'Skills 21' project, will also be engaged to help define occupational standards and develop training content.

Civil society partners include experienced NGOs advocating for marginalized groups, such as Karmojibi Nari (KN), Centre for Disability in Development (CDD), and Manusher Jonno Foundation (MJF), who require capacity development in working with the private sector.

Strategy

The module follows a multi-level approach to strengthen the TVET sector with a focus on long-term formal training in industrial and environmental safety aligned with EU standards. This includes upgrading shorter training courses to increase the attractiveness and relevance of vocational education.

The training programs are based on a broad understanding of industrial and environmental safety, including safe work environments, circular practices, waste and chemical management, and emissions reduction – both in industry and as models within training institutions.

To address skill gaps, the module supports selected TVET institutions and companies in establishing cooperative vocational training models tailored to Bangladesh's sectoral and institutional needs. All new or improved qualification offers will be accredited under the BNQF.

The capacity development (CD) strategy focuses on:

- Qualifying trainers, managers, and staff from TVET institutions and partner companies
- Building capacity of business associations and civil society actors
- Enhancing governance and coordination capacities of MoE, DTE, and BTEB to institutionalize knowledge on industrial safety and EU compliance

Perceptions of TVET will be improved through:

1. National image campaigns and digital platforms
2. Model workplaces in line with international standards
3. Role-model leadership and inclusive, gender-sensitive teaching at the institutional level

⁴ [Industry-Skills-Council-Management-Guidelines.pdf](#) (in English from page 23)

1.2 Vocational Training in the Field of Renewable Energy (TVET4RE)

Title of module	Vocational Training in the Field of Renewable Energy (TVET4RE)
Core area	Climate and energy, just transition
Area of intervention	Renewable energies and energy efficiency
Cooperation outside the agreed core areas	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
Core problem	There are hardly any vocational training offers that can meet the demand for technical specialists in the renewable energy (RE) sector.
Module objective	The Bangladeshi TVET system is more strongly geared towards the needs of the emerging labour market in the sustainable energy sector.
Contribution to national implementation of the 2030 Agenda	Contribution to the National Action Plan of Ministries/Divisions by Targets for the Implementation of SDGs, in particular SDG 4 (quality education, 5 (gender equality), 7 (clean energy), 13 (climate action)
Target group	Students at vocational secondary schools, school leavers (graduates and dropouts); intermediaries: TVET teachers, in-company trainers, managers and specialists from state institutions, companies and NGOs
Political partner and lead executing agency	Ministry of Education (MoE)
Key outputs	(1) Improved information base on supply and demand in vocational education and training; (2) capacity development for TVET stakeholders; (3) improved secondary/higher secondary TVET; (4) improved diploma programmes.
Term	07/2025-06/2028 (three years)

Initial situation in the area of intervention:

Rapid economic growth in Bangladesh, driven by favorable demographics, stable macroeconomic conditions, and strong exports, has increased demand for affordable electricity. Renewable energy (RE) is intended to play a central role in future energy generation. While RE accounts for about 5% of installed capacity, it contributes less than 2% to actual electricity generation. The national target is 40% RE in the energy mix by 2041. However, the current vocational training system is not adequately equipped for this transformation.

Despite reform efforts (National Education Policy 2010, NSDP 2022, and establishment of NSDA), Bangladesh still lacks a reliable data basis to develop practice-oriented, demand-driven training in RE. As already mentioned for PRECISE, structural issues such as unclear institutional

responsibilities, weak coordination between MoE (TMED, DTE, BTEB) and NSDA, understaffing, and capacity gaps hinder responsiveness to labor market changes. Corruption and political instability further delay progress.

TVET is offered through two tracks: short-term skills development under NSDA and formal vocational training under MoE. However, formal TVET institutions, such as Technical Schools and Colleges (TSCs), offer predominantly theoretical education with limited practical relevance:

- **SSC Voc** (BNQF⁵ Level 3): The graduates are awarded a Secondary School Certificate
- **HSC Voc** (BNQF Level 5): The graduates are awarded a Higher Secondary Certificate

Polytechnic Institutes provide more comprehensive **Diploma Programmes**, but these prepare to work in mid-level management and often lead to overqualification for practical RE jobs such as installation or maintenance, and require significant time investment (Duration: 4 years; Qualification: Diploma in Engineering, BNQF level 6).

To bridge the gap, BTEB introduced in 2024 a formal policy for Advanced Certificate Courses (ACCs). These courses respond to labour-market demand for mid-level technical qualifications, particularly in emerging sectors such as renewable energy and industrial safety. Each course with a duration of up to one year must include a minimum of 60% practical content and an industrial attachment component to strengthen employability.

However, although the corresponding regulation has been adopted, the availability of mid-level Advanced Certificate Courses that could provide low-threshold, job-relevant training opportunities in sustainable energy remains limited in number and coverage.

Social norms, gender roles, and employer or parental bias limit women's participation in technical training and employment. According to GIZ's TVET labor market analysis (2022), women are underrepresented both among students (27%) and teachers (20%), with even lower shares in technical fields. Women also lack access to information on training and employment opportunities in emerging sectors. These factors constrain the supply of qualified female professionals in RE-related occupations.

Rationale for the module objective

To support Bangladesh's transition to a climate-friendly energy system, the development and operation of RE infrastructure must be accompanied by a significant increase in skilled labor. This includes professionals and qualified workers for planning, installation, operation, and maintenance of RE technologies, as well as for energy efficiency and management.

However, there are very few vocational training offers that meet the demand for technical professionals in the renewable energy sector (**core problem**). The current system, which is fragmented, outdated, and heavily theory-oriented, does not equip young people with the job-

⁵ BNQF covers TVET and skills development at Levels 1 to 6, and Higher Education – 7 to 10.
[65e74bc898039700956840.pdf](https://www.giz.de/pressroom/2022/06/65e74bc898039700956840.pdf)

relevant skills required by the evolving RE labor market. Moreover, gender-based barriers and the absence of inclusive, demand-driven guidance and training mechanisms exacerbate existing inequalities and prevent the sector from tapping into its full workforce potential.

The module, therefore, seeks to realign Bangladesh's TVET system with the needs of the emerging labor market in the sustainable energy sector by:

- strengthening institutional and human capacities for planning and implementing labor market-oriented training,
- expanding the availability of vocational (SSC Voc/HSC Voc) and diploma programmes at Polytechnic Institutes, as well as Advanced Certificate Courses (ranging between vocational and diploma programs), focused on RE,
- and improving the information basis on TVET supply and demand and gender-responsive access to vocational education and training.

Changeability of root causes:

Cultural norms and the lack of gender-responsive information and counselling continue to limit women's access to technical careers. Public institutions lack effective tools to steer labour-market-oriented and inclusive TVET, while companies often fail to communicate their skills needs to the relevant authorities. These gaps can be partially addressed through the module; however, deeper-rooted challenges such as political instability and systemic corruption remain difficult to influence. The prevailing focus on short-term skills training also overlooks the need for foundational, comprehensive programmes that develop the competencies necessary for more complex technologies. This gap can be mitigated by developing practice-oriented courses and programmes focusing on sustainable energy production, distribution, efficiency, and equipment maintenance.

2. Tasks to be performed by the contractor

2.1 Term

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

2.2 Objectives, indicators, work packages, milestones

The contractor is responsible for contributing to the module objectives and output indicators described in this document.

The objective of this assignment is to support the Government of Bangladesh, through TMED, DTE, and BTEB, in **modernising existing and developing new TVET offers** aligned with **labour-market demand and EU sustainability criteria**, while strengthening capacities of TVET stakeholders and ensuring **representative private sector involvement** from setting of occupational/competency standards to training implementation.

Module objective indicator(s) PRECISE:

- **Module objective indicator 1: 10** vocational and continuing training offers in the field of industrial and environmental safety, aligned with labour-market needs and EU sustainability requirements, and accredited by the BTEB or other relevant authorities, have been introduced at **13** selected TVET institutions as part of cooperative vocational training models.

Baseline: **2** accredited vocational training offers at **8** VET institutions

Target value: **10** accredited vocational training offers at **13** TVET institutions (12/2026)

Target value to be achieved by the contractor: 8 accredited vocational training offers at **5** VET institutions (12/2026)

- **Module objective indicator 2: 150** participants, including 45 women and 20 persons from marginalised groups, who have completed cooperative vocational and continuing training offers in the field of industrial and environmental safety, confirm that their employment prospects on the national and international labour market have improved.

Baseline: **0**

Target value: **150** participants, including 45 women and 20 persons from marginalised groups(12/2028)

- **Module objective indicator 3: 15** out of **20** companies that train or employ students or graduates of cooperative TVET offers have confirmed that their skills meet their needs.

Baseline: **1** out of **1**

Target value: **15** out of **20** companies (12/2027)

Target value to be achieved by the contractor: 14 out of **19** companies (12/2027)

Output 2 (PRECISE): TVET institutions and companies have strengthened their capacity to implement demand-oriented and cooperatively designed TVET offers in the areas of industrial and environmental safety

Output indicators:

- 2.1 **10** demand-oriented training and continuing training offers in the field of industrial and environmental safety are available for implementation within the framework of cooperative vocational training models between TVET institutions and companies.

Baseline: **2**

Target value: **10** demand-oriented training and continuing training offers (06/2027)

Target value to be achieved by the contractor: 8 demand-oriented training and continuing training offers (06/2027)

- 2.2 **167** teaching, training, and management staff, 30% of whom are women, are qualified at TVET institutions and partner companies to implement cooperative training and continuing training offers in the field of industrial and environmental safety.

Baseline: **67**, of them 7 women

Target value: **167** teaching, training, and management staff, 30% of whom are women (12/2027)

Target value to be achieved by the contractor: 100 teaching, training, and management staff, 30% of whom are women (12/2027)

Module objective indicator(s) TVET4RE:

- **Module objective indicator 1:** The percentage of potential employers involved in the implementation of training programmes on sustainable energy who confirm that students have skills relevant to the labour market.

Baseline: **10%** of 80 employers surveyed (10/2024)

Target value to be achieved by the contractor: 40% of 80 employers surveyed (03/2028)

- **Module objective indicator 3:** The percentage of students surveyed who confirm that the teachers trained under the project in the field of sustainable energy are competent.

Baseline: **15%** of 500 students surveyed (10/2024)

Target value to be achieved by the contractor: 45% of 500 students surveyed (03/2028)

- **Module objective indicator 4:** The number of young women who have started a VET programme or Advanced Certificate Course in sustainable energy field.

Baseline: **25** young women (10/2024)

Target value: **100** young women (09/2027)

Target value to be achieved by the contractor: 75 young women (09/2027)

Output 3: Training offers in the vocational branch of Secondary Education and Advanced Certificate Courses are expanded by elements of sustainable energy.

Output indicators:

- 3.1** The number of gender-responsive, adapted (SSC Voc/HSC Voc) that include theoretical knowledge and practical competencies in the field of sustainable energy.

Baseline: **2** curricula (10/2024)

Target value: **5** curricula (02/2027)

Target value to be achieved by the contractor: 3 curricula (02/2027)

- 3.2** The number of students and graduates of vocational schools who possess theoretical knowledge and practical competencies in the field of sustainable energy.

Baseline: **10** students and graduates, 5 of them women (10/2024)

Target value: **100** students and graduates, 30 of them women (03/2028)

Target value to be achieved by the contractor: 90 students and graduates, 25 of them women (03/2028)

- 3.3.** The number of gender-responsive, new curricula for Advanced Certificate Courses that include theoretical knowledge and practical competencies in the field of sustainable energy.

Baseline: **0** curricula

Target value to be achieved by the contractor: 2 curricula (02/2027)

Output 4: Existing Diploma Programmes are expanded by elements of sustainable energy.

Output indicators:

- 4.1** The number of gender-responsive adapted diploma curricula that include theoretical knowledge and practical competencies in the field of sustainable energy.

Baseline: **1** diploma curriculum (10/2024)

Target value: **4** diploma curricula (06/2026)

Target value to be achieved by the contractor: 3 diploma curricula (06/2026)

- 4.2** Number of students in diploma programmes who possess theoretical knowledge and practical competencies in the field of sustainable energy.

Baseline: **40** students and graduates, 10 of them women (10/2024)

Target value: **160** students and graduates, 50 of them women (03/2028)

Target value to be achieved by the contractor: 120 students and graduates, 40 of them women (03/2028)

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

2.2.1 Work package 1

Revision/development of **16 occupational/competency standards** and **corresponding curricula** in the areas of **industrial and environmental safety** as well as sustainable **energy**, including development of **teaching and learning materials**. (PRECISE: Output Ind. 2.1; TVET4RE: Output Ind. 3.1, 3.3 and 4.1)

This work package covers technical and administrative support to Bangladeshi partners in the adaptation or development of 16 TVET offers, taking into account existing mechanisms, regulations, and institutional responsibilities. The development and adaptation of competency standards based on occupational profiles are defined in the “National Technical and Vocational Qualifications

Framework (NTVQF)”⁶, while the corresponding process for curriculum development follows the “Competency-Based Training (CBT) Curriculum Development Framework” (Annex 8.7). The contractor shall consider the existing regulatory framework and mechanisms, but also advise partners on process optimisation, especially with regard to the representative involvement of private-sector stakeholders. This includes taking into account regular updates to the legal and organisational foundations of the TVET system and ensuring necessary adjustments and compliance.

The list of occupational fields (**trades** for SSC/HSC Voc and **technologies** for Diploma Programmes in the local context) presented below is based on current partner priorities and **may be subject to change**, in consultation with BTEB, DTE, TMED, and private sector stakeholders. Where required, the occupational/competency standards and curricula shall not only be complemented with elements related to occupational and environmental safety and/or sustainable energy, but, if necessary, be modernised as a whole, based on state-of-the-art international standards and local labour market requirements in the respective occupational field (e.g., electronics).

Tasks to be performed by the Contractor:

PRECISE:

- **6** Diploma Programs (Diploma in Engineering, BNQF level 6, duration four years) have to be revised, integrating **industrial and environmental safety aspects** in the following technologies/occupational fields:
 1. Electrical Technology
 2. Mechanical Technology
 3. Civil Technology
 4. Chemical Technology
 5. Refrigeration and Air-Conditioning Technology
 6. Ceramic Technology
- **2** new Advanced Certificate Courses (BNQF level 4-6 duration one year) have to be newly developed, focusing on industrial and environmental safety aspects.

TVET4RE:

- Adaptation of **3** vocational (SSC or HSC Voc) and **3 Diploma Programs** in some of the following occupational fields/trades and technologies (list can be subject to change):
 1. General electrical works & maintenance
 2. Refrigeration & Air-conditioning
 3. Automotive (EV Car)
 4. Electronics
 5. Mechanical Technology
 6. Power Technology

⁶ *Implementation Manual: National Technical and Vocational Qualifications Framework (NTVQF)*. (2014). Dhaka: Ministry of Education, Directorate of Technical Education (DTE), Bangladesh Technical Education Board (BTEB), with support from ILO, [wcms_222644.pdf](https://www.wcms.ilo.org/public/2022/222644.pdf)

3 trades (SSC Voc/HSC Voc) and 3 technologies (Diploma Programs) will be prioritised by TVET4RE in coordination with partners by the start of the contract.

- Development of **2** new Advanced Certificate Courses (BNQF level 4-6, duration ca. six months to one year), focusing on sustainable energy. The exact occupational fields should be defined in cooperation with the partners and take gender aspects strongly into account. The qualifications acquired should offer women realistic long-term employment opportunities, considering working conditions and chances on the labour market (RENAC, 2024, Annex 8.8).

Tasks to be performed by the contractor for each of the 16 curricula:

- 1) Full compliance with BTEB requirements to facilitate timely approval.
- 2) Curricula should be formulated activity-centered, including several options leading to hands-on experiences, taking into account the diversity of students and the different equipment of TVET institutions.
- 3) **Consideration of existing occupational/competency standards and curricula in international context:** The Contractor shall systematically review existing state-of-the-art occupational standards and curricula in relevant occupational fields that have been developed or revised in other countries, in particular those elaborated with support from GIZ and/or the Contractor, and, where appropriate, utilise and adapt relevant international experience to the Bangladeshi context (including local labour market demand, qualification levels, and national regulations).
- 4) **Strong consideration of gender equality in the result of curricula development**, including the review of practical training requirements to reduce structural barriers and support equal access and participation of women and men. Curricula shall avoid gender stereotypes and reflect realistic employment opportunities for women.
- 5) Specification of the **equipment and materials** required for implementation, ensuring that all items can be procured locally and prioritising tools and devices that enable active, hands-on exercises (e.g., installations, measurements, repairs, workpiece fabrication, assembling - “low-tech, high-learning”) instead of simulation-only equipment.
- 6) Organise and facilitate the **curriculum development workshops**
- 7) **Teaching, learning, and examination materials** (trainer and student versions, in English and Bangla languages, provided in **digital** and **printed** format) developed in cooperation with relevant Bangladeshi public and private partners to ensure contextual relevance and applicability. They shall cover all curriculum components newly developed or modernised under this ToR, including Sustainable Energy (RE, EE), Industrial and Environmental Safety, and any trade-specific updates resulting from new technologies or additional competencies. Teaching and learning materials may include, but are not limited to:
 - a. Teacher/Trainer presentations
 - b. Student handbooks and worksheets

- c. Description of **theoretical** and **practical tasks** and exercises, including sample solutions for trainers.
- Practical exercises reflecting real workplace tasks (e.g., installation, repair, measurements, maintenance, fabrication, assembling)
 - Step-by-step instructions for each practical task, including required tools and materials, as well as clear safety and environmental protection notes relevant to the task.
 - Model solutions to ensure quality, comparability, and standardised delivery across institutions
 - Feasible low-cost practice setups, suitable for TVET institutions with limited equipment (see 2). *Equipment*)
 - Short demonstration videos, posters, photo guides or any other relevant learning material, where appropriate, to support trainers and learners

The Contractor shall review and assess **existing teaching and learning materials** developed under GIZ-supported or other development partner TVET projects, as well as relevant materials freely available on international platforms. Where appropriate, such materials shall be adapted and aligned with the curricula developed or revised under this ToR and with the requirements of the Bangladeshi TVET system.

Printing and Delivery

- **Printing (hardcover)** of the finalised teaching and learning materials for all piloting TVET institutions
- Quantities and distribution lists to be agreed upon during the inception phase
- Digital master files handed over to BTEB for future nationwide rollout

8) **Assessment/examination instruments** aligned with the respective occupational/competency standards and BTEB assessment regulations

The Contractor shall develop practice-oriented assessment and examination instruments aligned with the respective occupational/competency standards, curricula, and BTEB assessment regulations.

Assessment instruments shall support transparent, valid, and fair evaluation of both theoretical knowledge and practical competencies, and may include, but are not limited to:

- Instruments for assessment of theoretical knowledge (e.g., written tasks with model answers and marking schemes, professional discussions/Fachgespräche, case studies)
- Practical assessment tasks reflecting real workplace activities with task descriptions, including:
 - Required tools, materials, time allocation, and safety requirements;
 - Documentation templates for assessors, such as observation checklists structured by performance criteria with clear pass/fail rules and a definition for the weighting of theoretical and practical components

- Where appropriate, instruments combining the assessment of practical competencies and theoretical knowledge to holistically assess comprehensive professional competence (volle berufliche Handlungskompetenz).
- **Assessor guidelines:** Instructions for assessors on examination procedures, use of testing instruments, and documentation, ensuring validity, reliability, objectivity (e.g., avoidance of gender or other bias), fairness, inclusiveness (e.g., special arrangements/Nachteilsausgleich for participants with special needs), and cost-efficiency of assessments.

Where available and appropriate, existing assessment instruments and examination materials from previous GIZ-supported or comparable international TVET projects shall be reviewed and adapted to the Bangladeshi context.

Assessment/examination instruments and related guidelines shall be developed considering the **involvement of representatives of the organised private sector and companies in examination boards** to ensure practical applicability of the tasks and support credibility of the qualifications and employability of the graduates.

The contractor is expected to plan and implement all activities required to achieve the objectives of this assignment, such as **workshops, consultations, and validation meetings**, under its own responsibility, while ensuring **close coordination and agreement with the GIZ project teams and relevant partners**, and taking into account all **applicable legal and organisational requirements for meetings and coordination processes for curricula development or revision**. The above-mentioned activities shall be organised in line with the respective national regulations and agreed with DTE, BTEB and the ISCs/sector associations related to the particular occupations. The contractor shall flexibly adjust the work plan in response to emerging legal or organisational developments in the Bangladeshi TVET system, in consultation with GIZ and the partners.

For coordination with GIZ, the contractor shall schedule regular meetings at least every two weeks and more frequently if required. For coordination with GIZ, the contractor shall schedule regular meetings at least every two weeks and more frequently if required. Furthermore, the contractor shall inform GIZ in due time about all upcoming activities (e.g., workshops, consultations) to ensure the participation of GIZ representatives.

Deliverables:

- **16 newly developed or revised occupational/competency standards and corresponding curricula** (Word and PDF), approved by BTEB
- **Teaching and learning materials** (trainer and student versions) in **English and Bangla**, developed for each curriculum and officially handed over to BTEB
- **Digital master versions** of all teaching, learning and examination materials, prepared in **BTEB-compliant printing format** (print-ready files)
- **Printed materials for piloting institutions**, including:
 - **Teacher versions** (trainer guides, presentations, task sheets, model solutions, safety instructions)

- **Student versions** (handouts, worksheets, practical task descriptions, activity sheets). Quantities and distribution to be agreed during the inception phase.
- **Lists of required equipment and consumables** for each new or revised curriculum, including technical specifications and confirmation of local availability
- **Brief technical report** (max. 30 pages) summarising the curriculum development process and providing recommendations for optimisation, particularly regarding representative private-sector involvement

Milestones for work package 1 Output 2 (PRECISE), Outputs 3.1, 3.3, 4.1 (TVET4RE)	Delivery period
Inception report submitted; Detailed Operational Plan with GANTT chart agreed with partners	1 month after the start of the contract
Familiarisation and analysis of selected trades/technologies for occupational/competency standards and curriculum development or adaptation	1-2 months after the start of the contract
Support BTEB in forming Technical Sub-Committees ⁷ in collaboration with the respective Industry Skills Councils (ISCs), ensuring representative involvement of the private sector	3 months after the start of the contract
Curriculum development workshops implemented	3-5 months after the start of the contract
Newly developed and revised curricula validated and approved by BTEB for piloting	4-5 months after the start of the contract
Teaching, learning and examination materials developed for each curriculum and printed learning material for piloting TVET institutions	6-9 months after the start of the contract
Technical report with recommendations for process optimisations presented to partners	10-11 months after the start of the contract

2.2.2 Work package 2

Technical and pedagogical **teacher training** at piloting TVET institutions and preparation of **master trainers**; **Support of enrolment and implementation** of new or revised TVET offers (PRECISE: Module Ind. 1, 2; Output 2.2; TVET4RE: Module Ind. 3, 4; Output Ind. 2.2, 3.2 and 4.2)

Work Package 2 focuses on strengthening the **technical, digital and pedagogical competencies** as well as **gender-sensitivity** of **teachers, trainers, and management staff** at selected TVET institutions, as well as **in-company trainers** at partner companies, to enable the effective

⁷ Regulated in “Competency-Based Training (CBT) Curriculum Development Framework” (Annex 8.7).

implementation of cooperative TVET programs and courses (developed or revised under Work Package 1) in the fields (or expanded by the elements) of industrial and environmental safety and renewable energy.

To enable the nationwide implementation of the newly developed or adapted curricula, a group of **master trainers** will be qualified to independently conduct teacher training in these areas. To ensure sustainability, the Contractor shall plan and implement training measures and qualify master trainers in close cooperation with partners responsible for TVET teacher training in Bangladesh⁸

Furthermore, this work package ensures that the newly developed or adapted TVET offers (Work Package 1) are implemented effectively at the piloting TVET institutions. The Contractor provides **targeted support to institutions and teachers**, promotes consistent use of the teaching and learning materials, and monitors implementation progress to identify strengths, bottlenecks, and areas for improvement. It covers **advisory support to institutions for enrolment**, pedagogical and technical **coaching for TVET teachers**, and systematic monitoring of implementation. The contractor will work in close coordination with BTEB, DTE, and the project teams.

Piloting TVET institutions will be selected in cooperation with partners based on defined criteria:

- **PRECISE:** 5 Polytechnic Institutes piloting Diploma Programs and Advanced Certificate Courses
- **TVET4RE** (in total maximum 7):
 - 3 to 5 Vocational Schools to implement SSC (Voc)/HSC (Voc) programs and Advanced Certificate Courses developed or adapted under WP 1
 - 3 to 5 Polytechnic Institutes

The list of selected TVET institutions, agreed with partners, will be provided by GIZ.

Tasks to be performed by the Contractor:

- **Task 1: Nomination of participants**

Support BTEB and DTE in nominating teachers and management staff from piloting TVET institutions, ensuring gender balance and subject relevance both for technical/subject-based training and pedagogy training, aligned with national standards.

- Deliverable: Consolidated anonymised list of participating teachers, their subject expertise, and TVET institution

- **Task 2: Training Needs Assessment**

Conduct a structured assessment of teachers and trainers at participating institutions to identify **training needs in technical/subject-related and digital competencies** (related to the modernised curricula under WP 1) and **pedagogical⁹ skills** (student-centred teaching

⁸ E.g., Technical Teachers Training College, Dhaka; Vocational Teachers Training Institute, Bogura; Dhaka Technical Teachers Training Institute (DTTTI) through MoU with BTEB

⁹ Considering standards for TVET teacher training, e.g. Competency Based Training and Assessment Methodology (CBTAM) level-4 and level-5

methods, project-based learning, use of digital tools, inclusive/gender-sensitive approaches, assessment instruments), aligned with national standards.

- **Deliverable:** Brief technical report summarising applied assessment instruments, identified **Training Needs**, disaggregated by program/course (WP 1) and VET institution

▪ **Task 3: Design of the Training of Trainers (ToT)**

TVET teachers/trainers: Based on the findings of the Training Needs Assessment, design a tailored Training of Trainers (ToT) that combines **technical and pedagogical components** aligned with the modernised curricula, defining key modules, learning objectives, and suitable delivery modalities (in-person, blended, or online) in close cooperation with institutions responsible for TVET teacher training in Bangladesh.

In-company trainers: In addition to preparing teachers at TVET institutions, the ToT concept shall also extend to in-company trainers in partner enterprises. Therefore, dedicated **training modules for in-company trainers** shall be developed, with a focus on workplace pedagogy, including how to plan, deliver, and evaluate workplace learning, structure practical tasks into learnable steps, provide constructive feedback, and ensure safe, effective on-the-job training.

Management of TVET institutions: To ensure the institutional ownership and coherent implementation of the revised curricula across all piloting VET institutions, the Contractor shall design and deliver **at least one management training session** for the leadership teams of all piloting VET institutions.

The management training shall include:

- **Purpose, rationale, and implications of curriculum revision**
- **Principles of dual/cooperative training models**, including roles and responsibilities of TVET institutions and companies, coordination mechanisms, and documentation requirements; **Strategies for cooperation with companies**, including establishing agreements, supervising students, and ensuring quality and safety.
- **Role of organised private sector bodies**, such as sector associations or Industry Skills Councils, e.g., in curriculum development, labour-market analysis, and facilitating workplace learning
- **Fundamentals of institutional quality management**, focusing on monitoring of training delivery, consistent use of teaching and learning materials, coordination of workplace learning, and feedback mechanisms.

Deliverables:

- ToT programme outline, including modules, learning objectives, and an indicative schedule agreed with BTEB
- Master Trainer guide for implementing ToT sessions, including required training materials and logistical requirements
- Training modules for **in-company trainers** (workplace pedagogy, supervision of trainees, structuring workplace tasks for learning, occupational safety during training, assessment of competencies, etc.)

- **Management training package**, including agenda, training materials, and a summary report of the session delivered for management teams of piloting VET institutions.

- **Task 4: Delivery of the Training of Trainers (ToT)**

Conduct the Training of Trainers based on the approved design to prepare **TVET institution management, TVET teachers, and in-company trainers** for the effective implementation of the newly developed or revised curricula, strengthening their technical competencies, as well as their methodological and didactical skills, using participatory, inclusive, gender-responsive, and practice-oriented approaches.

The Contractor shall deliver the ToT in cooperation with the designated **pool of Master Trainers**. Master Trainers from partner institutions shall be actively involved in the planning and provision of the training sessions, alongside the trainers appointed by the Contractor. (see Task 5)

The number of training sessions for different participant groups (teaching staff from different professional fields, management, and in-company trainers), format (in presence, digital, blended), and duration should be suggested by the Contractor and agreed with GIZ and the partners, based on the principles of economy, efficiency, and effectiveness.

Where appropriate, **regional or centralised training formats** may be applied to enable more effective use of specialised trainers and infrastructure and facilitate **peer exchange and networking** between management of piloting VET institutions and teaching staff from related occupational fields.

ToT sessions may be delivered jointly for teaching staff and in-company trainers or, where justified by training needs and feasibility, partially separately.

- **Deliverables:**

- ✓ ToT sessions for teaching staff of all piloting TVET institutions implemented and documented (agenda, participant lists, photos) for all newly developed or revised curricula
- ✓ **Training modules for in-company trainers delivered**, using flexible formats adapted to workplace realities (e.g., short modular sessions, on-site coaching, blended delivery)
- ✓ **Management training session for management teams of piloting VET institutions conducted**, focusing on curriculum revision, dual/cooperative training implementation, cooperation with companies, and institutional quality responsibilities; documentation to include agenda, anonymised participant lists, materials, and photos.
- ✓ Documentation of successfully implemented training for **management and teaching staff** of TVET institutions and **in-company trainers**, including:
 - **Quantity:** At least **240** training participants are prepared for the implementation of new or revised TVET offers in cooperation with companies

- **Quality:** Summary of pre- and post-assessment results reflecting changes in participants' competencies; Implementation monitoring
- ✓ Brief training report summarising training delivery, participant progress, feedback, and recommendations for further improvement of ToT formats.
- **Task 5: Establishment of a Pool of Master Trainers**

Identify jointly with BTEB and qualify a **pool of master trainers** capable of independently conducting future teacher and in-company trainers qualification in the areas of industrial and environmental safety and renewable energy for newly developed or adapted curricula. The contractor shall agree with BTEB on a certification/recognition process to ensure institutional anchoring¹⁰ and sustainable use of the master trainer pool for nationwide roll-out of the new and adapted curricula.

 - **Deliverable:**
 - ✓ Pool of master trainers specialised in industrial and environmental safety and renewable energy established in cooperation with BTEB
 - ✓ Training materials developed for the qualification of master trainers for all 16 occupations/trainings/curricula
- **Task 6: Enrolment and Implementation Support**
 - ✓ **Enrolment:** The contractor supports piloting TVET institutions in organising enrolment in new or adapted TVET offers through regional information activities, with attention to gender-responsive and inclusive outreach.

Indicative activities:

- Support piloting TVET institutions in the **preparation and implementation of region-specific information activities** addressing potential learners in the institutions' immediate catchment areas
- Advise on selection and enrolment procedures aligned with institutional and BNQF requirements, applying gender-sensitive and inclusive approaches
- Explore opportunities for involving **organised private-sector** (ISCs, sectoral associations) and/or **local companies** in outreach activities at the regional level and **enrolment**

¹⁰ Following institutions are responsible for TVET teacher training: Technical Teachers Training College, Dhaka; Vocational Teachers Training Institute, Bogura; Dhaka Technical Teachers Training Institute (DTTTI) through MoU with BTEB

- ✓ **Implementation support:** The contractor provides structured **pedagogical and technical support to teachers** and **in-company trainers** delivering the piloting TVET offers, ensuring effective, practice-oriented, gender-sensitive, and inclusive training delivery.

Indicative activities:

- Provide demand-driven coaching and guidance to teachers during implementation
- Support teachers in applying the teaching and learning materials and organising practical exercises
- Facilitation of cooperation with partner companies

Deliverables:

- Summary of **enrolment outcomes** (disaggregated by TVET institutions, TVET programmes and courses, and gender)
- Documentation of **teacher and in-company trainer support**, including the approach and the consolidated record of issues addressed, as well as feedback
- Summary of emerging good practices and recurrent challenges

▪ **Task 7: Monitoring and Quality Assurance of Implementation**

The Contractor monitors the delivery of the piloting TVET offers to assess implementation quality and early learning outcomes, and provide actionable recommendations for improvement and scale-up.

Indicative activities:

- Conduct structured classroom and workshop observations covering theoretical and practical delivery
- Collect feedback from teachers, students, institutional management and partner training companies on the relevance of the training content, effectiveness of teaching methods, and quality of materials
- Identify implementation gaps and discuss appropriate adjustments with TVET institutions and partners

Deliverables:

- Monitoring framework (observation and feedback tools)
- At least two monitoring visits per piloting institution with structured observation notes
- Monitoring report (max. 10 pages) summarising implementation quality, deviations from planned delivery, learner engagement, companies feedback and recommendations for improvement and scale-up

Milestones for work package 2	Delivery period
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List of participating teachers/trainers consolidated (nominations validated with BTEB/DTE; gender balance ensured)	5 months after the start of the contract
Training Needs Assessment completed and technical report submitted, including disaggregated gaps by programme/course and VET institution	6 months after the start of the contract
ToT programme design finalised and agreed with BTEB (modules, learning objectives, indicative schedule; Master Trainer guide drafted)	7 months after the start of the contract
ToT sessions implemented jointly with Master Trainers; participatory, practice-oriented approach applied	8-10 months after the start of the contract
Pool of Master Trainers established	8-14 months after the start of the contract
Technical report with evaluation of ToT implementation and further optimisation recommendations	15 months after the start of the contract
Enrolment outcomes documented	10-11 months after the start of the contract (first enrolment round) 22-23 months after the start of the contract (second enrolment round)
Implementation support provided and documented	10-30 months after the start of the contract
Consolidated implementation and quality assurance reports submitted (Monitoring results, implementation findings, and recommendations for optimisation and scale-up)	18 th and 31 st months after the start of the contract

2.2.3 Work package 3

Strengthening Cooperation Between TVET Institutions and the Private Sector (PRECISE: Module Ind. 3; Output Ind. 2.1; TVET4RE: Module Ind. 1, 2)

This work package aims to strengthen **sustainable cooperation mechanisms** between **TVET institutions** and **industry** to ensure the labour market relevance, quality, and employability outcomes of the TVET offers developed under Work Package 1. **Cooperation between TVET institutions and local companies** is central to ensuring that new or adapted TVET programs can be implemented in a dual or cooperative mode, providing meaningful, practice-oriented learning opportunities.

The contractor shall support existing or emerging dialogue and cooperation platforms between the public and private sectors in TVET, initiated and led by national stakeholders.

If functional **ISCs** or **Sector Associations** exist in the respective sector, they should be involved in facilitating contacts with companies and thereby contribute to establishing sustainable, **institutionalised cooperation** between **TVET institutions** and **employers**.

The objective is to enable students to gain practical experience and improve their employability, as well as ensure that TVET institutions have continuous access to internship opportunities, evolving sector-specific practices, and innovation.

Task 1: Support of Dialogue and Cooperation Platforms

Drawing on its technical expertise, the Contractor contributes to strengthening dialogue formats between public and private sectors, especially by sharing its lessons learned from the development/revision of curricula and the piloting of cooperative training, as well as national and international good practices.

Indicative activities:

- Contributions to a national dialogue format on cooperative TVET bringing together MoE and its entities (TMED, DTE, BTEB), relevant line ministries (Labour, Industries, Environment), Business/industry associations, local companies, functional ISCs, etc.
- Participation in discussions or consultations on organisational and legal requirements for dual/cooperative training (e.g., roles of companies in training delivery, responsibilities of TVET institutions, status of apprentices/trainees, participation of companies in examination, quality assurance); Sharing lessons learned and good-practice examples, and providing recommendations

Deliverables:

- Brief documentation of contributions to dialogue meetings, consultation, etc.

Task 2: Industry Engagement for Practical Learning Opportunities

The Contractor facilitates cooperation between piloting TVET institutions and local companies to enable practice-oriented learning opportunities for students and to strengthen the implementation of dual or cooperative training elements. Cooperation shall focus on gradually integrating company-based learning components into the piloting TVET offers. Where functional ISCs or capable sector associations exist, they should be involved in facilitation contacts with companies and support the institutionalisation of cooperation models.

Activities:

- Facilitate linkages between TVET institutions and companies to provide:
 - Student internships/workplace learning places
 - Industry expert training sessions and lectures for TVET teachers
 - Opportunities for joint curriculum updates based on emerging skills needs
- Enable opportunities for TVET teachers to gain direct workplace insights and practical experience through short-term industry attachments or job shadowing at partner companies
- Identify in-company trainers and ensure their participation in ToT (Work Package 2)

- Document and share models for sustained cooperation between TVET institutions and companies
- Support TVET institutions in formalising and institutionalising cooperation models (e.g., MoUs or cooperation agreements)

Deliverables:

- List of partner companies per piloting institute, including agreed forms of cooperation
- Number of TVET students participating in dual/cooperative training, disaggregated by TVET institutions, TVET programme or course, gender, and partner company
- Summary report of industry expert sessions held
- Documentation of teacher workplace exposure activities
- Brief documentation outlining established cooperation models and recommendations for their institutionalisation

Task 3: Support of an Online TVET–Industry Knowledge and Resource Platform

Activities:

- Support partners in organising and structuring a **centralised digital knowledge space within existing platforms** to facilitate systematic knowledge exchange between TVET institutions, industry partners, and relevant public stakeholders. The suitable platform will be identified by GIZ in cooperation with BTEB before the contract starts. **The services to be provided do not include the programming or customisation of software.**
- Ensure upload quality-assured digital resources, including but not limited to:
 - Curricula, teaching and learning materials, and training packages developed under WP 1, WP 2, and WP 3
 - Digital learning materials (e.g., presentations, manuals, videos, assignments) suitable for online libraries and self-directed learning
 - Case studies and good practice examples related to industrial and environmental safety, renewable energy, and energy efficiency
 - Cooperation model between TVET institutions and companies, and good practice examples
 - Industry-provided materials supporting practical, labour-market-oriented learning
- Define, in cooperation with partner institutions, **roles and responsibilities for content ownership, updating, and long-term maintenance** of the uploaded materials
- Provide **online orientation and guidance** to designated institutional focal points on accessing, effectively using, updating, and maintaining resources

Deliverables:

- Project materials **systematically integrated into agreed existing online platforms**, with content management arrangements
- **Online orientation/briefing session(s)** for focal points from each piloting institution and further relevant partners

Task 4: Organisation of exchange and cooperation events

The contractor has to organise at least 2 exchange and cooperation events in close cooperation with partners:

- At the beginning of the assignment, an onboarding and information event for the relevant public and private stakeholders: Ministries, Business Membership Organisations, piloting TVET institutions, etc.
- Cooperation and exchange event in the course of implementation to facilitate networking between public and private stakeholders involved in the piloting of modernised curricula

Deliverables:

- Event documentation, including agenda, presentations, participant number (disaggregated by gender and represented institutions)
- Brief results documentation: Discussion outcomes, cooperation agreements, shared good practice examples

Milestones for work package 3	Delivery period
Contributions to Dialogue Platform between relevant ministries and the organised private sector provided	2 - 30 months after the start of the contract
Partner companies for piloting TVET institutions identified, cooperation agreements concluded	6 months after the start of the contract
Online TVET–Industry knowledge platform supported	9 - 30 months after the start of the contract
Report outlining established cooperation models and recommendations for their institutionalisation, including a list of partner companies of piloting TVET institutions, and the number of students they train, disaggregated by gender and occupation	18 months after the start of the contract
Onboarding event organised and implemented in cooperation with partners	2-3 months after the start of the contract
Cooperation event implemented; Results documented	15 - 18 months after the start of the contract

2.3 Project and knowledge management requirements

Requirements on the assignment of experts:

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

Requirements on materials and equipment and operating costs:

- The contractor makes the required materials, equipment and consumables available and covers their operating and administrative costs.

Requirements on expenditure management and cost control:

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

Monitoring and reporting requirements:

- The contractor plays an active role in the results-based monitoring of the project. Regular monitoring activities must cover at least the following areas :
 - Degree to which activities are implemented
 - Degree to which the objectives, indicators and milestones listed in section 2.2 of these ToRs have been achieved
 - Results that have occurred in the contractor's sphere of responsibility
 - Results that have occurred outside the contractor's direct sphere of responsibility (indirect effects)
 - Risks that may arise during the course of implementation, including operational, institutional, financial, contextual, or partner-related risks, must be identified, assessed, and monitored continuously. The contractor shall document emerging risks, their potential impact on the achievement of results, and proposed mitigation measures in line with GIZ requirements.

GIZ will provide standard **reporting templates** where applicable, and the contractor is required to use these formats to ensure consistent reporting and enable seamless **integration of data into the M&E systems of PRECISE and TVET4RE**. At the beginning of the assignment, an M&E plan has to be developed and agreed upon in cooperation with GIZ M&E officers.

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 up to 20 pages one month after the start of the contract
- Interim reports: Brief **quarterly** reports on the implementation status of the project (3-5 pages)
- **Final report** in the last month of the contract, **March 2029**.

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:

- Contributions to conferences: This includes contributions to conferences, consultations and relevant professional events occurring during the contract period, such as presentations, facilitation of sessions, or sharing of project results, in line with GIZ visibility and communication guidelines.
- The contractor provides support in implementing a project evaluation (if it occurs during the contract period) with special emphasis on ensuring the effectiveness of the knowledge management process.

Backstopping requirements:

The contractor ensures appropriate backstopping. The following services form part of the standard backstopping package. In accordance with GIZ's General Terms and Conditions for supplying

services and work on behalf of the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, these services – as well as the ancillary personnel costs – must be priced into the fee schedules of the staff listed in the tender:

- The contractor's responsibility for its seconded/field staff;
- Ensuring the flow of information between GIZ and the contractor's field staff;
- Process-oriented technical and conceptual steering of the consulting services;
- Steering adaptations to changing framework conditions;
- Ongoing performance monitoring;
- Ensuring the administrative management of the project;
- Ensuring compliance with reporting requirements, particularly the timely submission of coherent, well-structured, comprehensible, and proofread reports in English;
- 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 data protection and information security provisions set out in the most recent GIZ AVB (sections 1.7 Confidentiality, 1.11 Data Protection) apply.

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

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

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

Special categories of personal data under [article 9 of GDPR](#) (e.g. health-related data like disability status) must be collected and processed only in a strictly anonymous and aggregated manner. Unless explicitly required by GIZ, assessments, reports, surveys or any other data and information shared with GIZ must be provided in a strictly anonymous form, which means that any information relating to an identified or identifiable natural person ('data subject') must be excluded.

2.5 Other requirements

Safeguards and gender measures with specific reference to services:

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

- **Gender equality:**

The contractor integrates gender considerations across all activities, including gender-responsive outreach and selection/enrolment of TVET students, balanced participation in teacher qualification measures, and gender-sensitive pedagogical approaches. Curricula development and adaptation shall systematically address barriers for female learners and promote their long-term employment opportunities. When supporting the development of Advanced Certificate Courses, the Contractor ensures that occupational fields and course structures are selected and designed in a way that offers realistic and sustainable employment perspectives for women (RENAC, 2024, Annex 8.8).

Safe learning environments, inclusive didactics, and monitoring through gender-disaggregated data are ensured.

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

The contractor incorporates environmental, climate, and OHS standards into curricula, teacher training, and workshop practices. Pilot TVET institutions are supported in adopting safe, resource-efficient training environments. Environmental risks in practical and company-based learning are assessed and mitigated.

- **Conflict and context sensitivity:**

A Do-No-Harm approach guides all activities. The contractor ensures inclusive access across regions and social groups, avoids reinforcing local inequalities, and coordinates transparently with BTEB, NSDA, DTE, and industry partners. Context sensitivities at pilot TVET institutions and partner companies are monitored, and an accessible, confidential mechanism for reporting concerns and complaints is established.

- **Human rights:**

Human rights principles: non-discrimination, accessibility, freedom from harassment, safe and decent work, are embedded throughout training delivery, curricula development, teacher training, and industry cooperation. The contractor actively prevents any form of exploitation of TVET students, ensuring that workplace-based learning provides adequate, supervised, and pedagogically meaningful training opportunities rather than substituting regular labour.

During the preparation of in-company trainers and HR specialists, the status, rights, and obligations of TVET students must be explicitly addressed, including lawful working hours, supervision requirements, and decent working and learning conditions.

The Contractor emphasises occupational health and safety, such as **fire safety**, safe handling of equipment, personal protective equipment (PPE), emergency preparedness, and **evacuation routes**.

All partner companies and TVET institutions involved in practical training must be assessed for compliance with local labour regulations, OHS standards, and decent work principles. Accessible channels for reporting concerns or complaints are ensured.

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

3. Technical-methodological concept

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

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

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

The contractor must undertake a critical examination of the ToRs (section 1.1.2 of the assessment grid):

- 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.

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

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

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

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

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

3.3 Strategy (section 1.3 of the assessment grid)

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

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

3.3.1 Strategic approach to achieving the objectives mentioned in the ToRs (section 1.3.1 of the assessment grid)

The tenderer is required to describe and justify the approach it plans to adopt in order to achieve the milestones, objectives and results (see section 2) for which it is responsible.

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

The tenderer is required to develop and describe a strategy for developing 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)

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

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

Gender equality

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

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

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

Conflict and context sensitivity

The tenderer is required to outline in the tender how it is planning its activities in the context of conflicts or violence and what specific measures it has adopted for conflict- and context-sensitive implementation (see also relevant requirements in section 2.5).

Human rights

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

Requirement: 'Gender equality':	4 points out of 10 (maximum)
Requirement: 'Environmental protection and climate action (climate change mitigation/adaptation)':	3 points out of 10 (maximum)
Requirement: 'Conflict and context sensitivity':	1 points out of 10 (maximum)
Requirement: 'Human rights':	2 points out of 10 (maximum)

3.4 Project management (section 1.4 of the assessment grid)

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

3.4.1 Operational plan (section 1.4.1 of the assessment grid)

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

3.4.2 Coordination with GIZ or the commissioning project (section 1.4.2 of the assessment grid)

In the tender, the tenderer is required to describe the procedure for coordinating with GIZ commissioning projects PRECISE and TVET4RE.

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

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

3.4.4 Monitoring (section 1.4.4 of the assessment grid)

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

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

- The tenderer is required to explain and, as far as possible, provide specific evidence of how it will make use of national resources (for example, national institutions, network partners, etc.) in the context of service delivery: 3 out of 10 (max.).
- The tenderer is required to describe its **backstopping strategy**: 4 points out of 10 (max.)

A CV must be provided for the position for technical backstopping:

Requirements for the technical backstopper:

- 5 years of professional experience in backstopping or managing international TVET projects engaging government, private sector, and TVET institutions in South Asia: 3 points out of 10 (max.)

4. Personnel

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

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

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

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

4.1 Expert 1: Team leader

(section 2.1 of the assessment grid)

This position is a **key expert**.

Tasks of expert 1: (team leader)

- Overall responsibility for the advisory packages of the contractor
- Ensuring the coherence and complementarity of the contractor's services with other services delivered by the project at the local and national level

- Advisory and support **of the private sector** (chambers, associations, ISCs) in taking over functions in TVET, such as curricula development, cooperation between companies and TVET institutions, mobilisation and support of training companies, examination
- Facilitation of **international networking** and establishment of cooperation with peer organisations (e.g., sector associations, Chambers of Commerce, TVET institutions, companies) in international context
- Responsibility for taking cross-cutting themes into consideration (for example, gender equality)
- Staff management, in particular identifying the need for short-term assignments within the available budget, planning and managing the assignments, and supporting experts
- Ensuring that the M&E system is established, monitoring procedures are carried out, and results are regularly reported to GIZ
- Regular reporting in accordance with deadlines
- Responsibility for checking the use of funds and financial planning in consultation with the commission managers (AVs) at GIZ
- Supporting the commission managers in evaluations if required
- Maintaining contact with development partners in Bangladesh

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

Education/training (section 2.1.1 of the assessment grid):	University degree ('master's or equivalent diploma) in educational science, vocational education, psychology or other related fields such as social science, or economics
Language (section 2.1.2 of the assessment grid):	Knowledge of English, C1-level in the Common European Framework of Reference for Languages
General professional experience (section 2.1.3 of the assessment grid):	10 years of professional experience in the sector in the field of vocational education
Specific professional experience (section 2.1.4 of the assessment grid):	10 years of professional experience in the private sector involvement in TVET with an established international network with relevant stakeholders. Evidence shall be provided through the CV by listing specific projects, roles, activities performed and results achieved involving cooperation with private-sector stakeholders in TVET, naming respective chambers, sector associations, employers organisations, and companies
Leadership/management experience (section 2.1.5 of the assessment grid):	10 years of management experience in projects, companies or other organisations with disciplinary leadership responsibility for at least 5 people
International professional experience outside the country/region of assignment (section 2.1.6 of the assessment grid):	10 years of professional experience outside Southern Asia
Professional experience in the country/ region of assignment (2.1.7 of the assessment grid):	5 years of professional experience in Southern Asia, except Bangladesh (5/ 10 points) 3 years of professional experience in Bangladesh (5/ 10 points)

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):	Familiarity with thematic areas of sustainable energy and/or industrial and environmental safety, demonstrated through relevant professional assignments (3 years of experience, indicating project title, role, duration and tasks) or through qualification measures (from 6 months' duration, documented through certificates or diploma).

4.2 Expert 2: Deputy Team Leader with National Experience (section 2.2 of the assessment grid)

This position is a **key expert**.

Tasks of expert 2

- Support to the Team Leader in the **management and coordination of experts** with national experience (Pool 2)
- Technical lead for the **development/revision of occupational/competency standards and curricula** (WP1), ensuring alignment with national regulations
- Regular **coordination with public and private Bangladeshi partners** to ensure sustainable cooperation formats
- Coordination of teaching and learning materials development
- Conceptualisation and co-development of Training-of-Trainers (ToT) programmes for TVET teachers and in-company trainers, as well as management of TVET institutions
- Contribution to monitoring, documentation and evaluation of curricula implementation, including recommendations for nationwide roll-out
- Methodological advice to the Team Leader to ensure technical consistency

Qualifications of expert 2

Education/training (section 2.2.1 of the assessment grid):	University degree ('master's or equivalent diploma) in vocational education, educational sciences, engineering, economics, social sciences, or another sector-relevant field with a strong focus on skills development
Language (section 2.2.2 of the assessment grid):	Knowledge of English, C1-level (5 / 10 points) Bangla, C2-level (5 / 10 points) in the Common European Framework of Reference for Languages in the Common European Framework of Reference for Languages
General professional experience (section 2.2.3 of the assessment grid):	10 years of professional experience in the TVET sector with a focus on developing or revising occupational or competency standards and curricula with involvement of organised private sector acquired within the last 15 years
Specific professional experience (section 2.2.4 of the assessment grid):	5 years of professional experience in ToT development and implementation

Leadership/management experience (section 2.2.5 of the assessment grid):	2 years of experience in managing small expert teams, leading technical working groups, or coordinating multi-stakeholder curriculum development processes
International professional experience outside the country/region of assignment (section 2.2.6 of the assessment grid):	– <i>Not applicable</i> –
Professional experience in the country/ region of assignment (2.2.7 of the assessment grid):	15 years of professional experience in Bangladesh
Experience in the field of development cooperation (section 2.2.8 of the assessment grid):	10 years of experience in development cooperation projects
Other (section 2.2.9 of the assessment grid):	Gender and inclusion in TVET, demonstrated through relevant examples (e.g. integration of gender-responsive and/or approaches in TVET/skills development programmes, inclusive curricula development, measures targeting women and/or disadvantaged groups). Evidence must be indicated in the CV with project/work title, role, duration, tasks, activities and results. Full points are awarded if at least three relevant examples are documented.

4.3 Expert 3: Pool 1 ‘Experts with international experience in TVET as well as Sustainable Energy (Renewable Energy and Energy Efficiency) and Industrial & Environmental Safety’ with up to 10 experts

(section 2.3 of the assessment grid)

In derogation from the number of experts mentioned above, **5** CVs must be added to the tender. The ability of the tenderer to offer the pool of experts required here is assessed solely on the basis of these exemplary CVs.

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

Tasks of the expert pool

- Provide specialised technical expertise for the development and revision of occupational/competency standards and curricula in occupational fields listed under Work Package 1, focusing on sustainable energy and industrial & environmental safety aspects, and applying best international practices
- Facilitate interministerial platforms on dual/cooperative TVET topics
- Lead technical working groups on curricula development
- Contribute to the development of teaching and learning materials

- Develop and implement Training of Trainers (ToT) modules for TVET teachers, TVET institution management, and in-company trainers
- Qualify Master Trainers and support creation of Master Trainer Pool
- Facilitate sustainable cooperation between TVET institutions and companies
- Support piloting TVET institutions in implementing the revised curricula and ensuring coordination with partner companies
- Contribute to monitoring, documentation and technical quality assurance of the piloting phase and provide recommendations for nationwide roll-out
- Facilitate networking with international organisations relevant to Bangladeshi public and private partners
- Take over further technical and advisory tasks required to achieve the objectives of the contract

Qualifications of the expert pool

Education/training (section 2.3.1 of the assessment grid):	All experts with a university degree (e.g., 'master's or equivalent diploma) or German "Meister"/technician qualification in vocational education, educational sciences, economics, social sciences, electrical/electronic engineering, renewable energy, energy management, mechanical/automotive engineering, occupational health and safety, environmental science, and further occupational fields relevant for the WP1
Language (section 2.3.2 of the assessment grid):	All of experts with knowledge of English, C1-level in the Common European Framework of Reference for Languages
General professional experience (section 2.3.3 of the assessment grid):	All experts, each having 10 years of professional experience in the sectors of engineering with a focus on sustainable energy, energy management, industrial and environmental safety
Specific professional experience (section 2.3.4 of the assessment grid):	All experts, each having 10 years of professional experience in TVET with a focus on occupational or competency standards and curricula development
Leadership/management experience (section 2.3.5 of the assessment grid):	– <i>Not applicable</i> –
International professional experience outside the country/region of assignment (section 2.3.6 of the assessment grid):	All experts with 10 years of professional experience outside Bangladesh (country/region of assignment)
Professional experience in the country/ region of assignment (2.3.7 of the assessment grid):	All experts, each having 5 years of professional experience in South Asia
Experience in the field of development cooperation (section 2.3.8 of the assessment grid):	All experts with 5 years of experience in development cooperation projects

Other (section 2.3.9 of the assessment grid):	All experts with 10 years of proven experience in planning and implementation of ToT and development of teaching and learning materials
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4.4 Expert 4: Pool 2 ‘Experts with national experience in TVET as well as Sustainable Energy and Industrial & Environmental Safety’ with 10 experts

(section 2.4 of the assessment grid)

In derogation from the number of experts mentioned above, **5 CVs** must be added to the tender. The ability of the tenderer to offer the pool of experts required here is assessed solely on the basis of these exemplary CVs.

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

Tasks of the expert pool 2

- Provide specialised technical expertise for the development and revision of occupational/competency standards and curricula in occupational fields listed under Work Package 1, focusing on sustainable energy and industrial & environmental safety aspects
- Facilitate interministerial platforms on dual/cooperative TVET topics
- Facilitate technical working groups on curricula development
- Contribute to the development of teaching and learning materials
- Develop and implement Training of Trainers (ToT) modules for TVET teachers, TVET institution management, and in-company trainers
- Qualify Master Trainers and support creation of Master Trainer Pool
- Facilitate sustainable cooperation between TVET institutions and companies
- Support piloting TVET institutions in implementing the revised curricula and ensuring coordination with partner companies
- Contribute to monitoring, documentation and technical quality assurance of the piloting phase and provide recommendations for nationwide roll-out
- Take over further technical and advisory tasks required to achieve the objectives of the contract

Qualifications of the expert pool 2

Education/training (section 2.4.1 of the assessment grid):	All experts with a university degree (Master’s degree or equivalent)) in vocational education, educational sciences, economics, social sciences, electrical/electronic engineering, renewable energy, energy management, mechanical/automotive engineering, occupational health and safety, environmental science, and further occupational fields relevant for the WP1
Language (section 2.4.2 of the assessment grid):	All experts with knowledge of English, B2-level (5 / 10 points) Bangla, C2-level (5 / 10 points)

	in the Common European Framework of Reference for Languages
General professional experience (section 2.4.3 of the assessment grid):	All experts, each having 10 years of professional experience in the sectors of engineering with a focus on sustainable energy, energy management, industrial and environmental safety
Specific professional experience (section 2.4.4 of the assessment grid):	All experts, each having 10 years of professional experience in TVET with focus on occupational/competency standards and curricula development
Leadership/management experience (section 2.4.5 of the assessment grid):	– <i>Not applicable</i> –
International professional experience outside the country/region of assignment (section 2.4.6 of the assessment grid):	– <i>Not applicable</i> –
Professional experience in the country/region of assignment (2.4.7 of the assessment grid):	All experts with 5 years of professional experience in Bangladesh
Experience in the field of development cooperation (section 2.4.8 of the assessment grid):	All experts, each having 5 years of experience in development cooperation projects
Other (section 2.4.9 of the assessment grid):	All experts, each having .10 years experience in planning and implementation of ToT and development of teaching and learning materials

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

Soft skills of team members

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

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

Soft skills are not evaluated.

5. Costing requirements

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

5.1 Assignment of experts

The number of expert days corresponds to full working days.

Expert	Expert days in the country of residence /remote	Availability of expert in the country of assignment (Bangladesh) in expert days	Expert days in total	Consecutive stay > 3 months (see General Terms and Conditions, section 3.6.2)	Number of inter-national flights (inbound and outbound together)	Number of national flights (inbound and outbound together)
Expert 1: Team leader	50	100	150	No	10	5
Expert 2: Deputy Team Leader with national experience	0	500	500	No	1	12
Expert 3: Expert pool 1 with intl. experience	120	180	300	No	19	5
Expert 4: Expert pool 2 with national experience		800	800	No	0	28

5.2 National administrative staff

The following national administrative staff are needed:

1 Administration and Finance Officer for 30 months.

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 specified amounts are the maximum amounts the tenderer can include in the tender. In other words, the tenderer can also offer lower individual amounts.

Higher amounts must not be included in the tender.

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

Travel expenses item	Quantity/budget
Total number of international flights	30 return flights / 1.200 EUR
Total number of regional/national flights	50 return flights / 300 EUR
CO ₂ offsets for flights An unalterable budget for CO ₂ offsets for settlement against evidence is specified.	8.000 EUR
Transport costs (rail travel, car travel, public transport)	7.450 EUR
Per-diem allowances	200 expert-days à 46 EUR
Accommodation allowances	200 expert-days up to 189 EUR (see below)
Other travel expenses (visa, vaccination if required)	4.550 EUR

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

Notes on the settlement of accommodation allowances outside Germany:

For the country of Bangladesh, tenderers may offer accommodation allowances up to EUR 189,00. This is the maximum amount permissible under tax law as per the BMF circular on travel expense reimbursement.

- If the contractor offers accommodation allowances at up to 75% (EUR 141,75) of the maximum amounts permissible under tax law as per the BMF circular on travel expense reimbursement, the expenses will be reimbursed **on a lump-sum basis** in the contractually agreed amount.
- If the contractor offers accommodation allowances at between 75% and 100% (EUR 141,75 and EUR 189 EUR) of the maximum amounts permissible under tax law as per the BMF circular on travel expense reimbursement, the corresponding **evidenced expenses** will be reimbursed up to the contractually agreed amount.

Accommodation allowances outside Germany that exceed the maximum amount permissible under tax law as stipulated by BMF and were unavoidable (e.g. due to security requirements) can be settled exclusively on presentation of a written justification of the specific case for the evidenced costs up to the contractually agreed amount.

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

5.4 Materials and equipment

Budget for materials and equipment: EUR 8,000

The fixed, unalterable budget above is earmarked for the procurement of the Office furniture and IT equipment (payment against evidence).

All purchases must be agreed in advance with the project/ commission manager.

All materials and equipment shall be **formally handed over to the designated project partners upon completion of the contract.**

5.5 Operating costs in the country of assignment

The specified lump sums per month are the maximum amounts the tenderer can include in the tender. In other words, the tenderer can offer lower individual lump-sum amounts. The corresponding lump sums are to be entered into the price schedule by the tenderer.

Higher lump sums are not to be included in the tender.

	Months	Lump sum per month up to
Office operating costs	30	2.000 EUR

5.6 Workshops, education and training

Workshop budget: EUR 120.000,00

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

- Room hire (where workshops or ToTs cannot be implemented at partner premises, e.g., technical ToTs can be implemented in the workshops of TVET institutions, curricula workshops in partner meeting venues)
- Technical systems
- Catering
- Workshop materials
- Travel expenses for partner experts (subsistence, accommodation, travel costs)
- Other costs relating to the workshops

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

5.7 Local contributions

– Not applicable –

5.8 Other costs/Subcontracts

The following budgets are fixed and unalterable in the price schedule and intended only for the specified use.

5.8.1 Printing of Materials including proofreading, layout and design

Budget for printing services for teaching and learning materials: EUR 25.000,00

5.8.2 Translation and interpretation

Budget for translation and interpretation: EUR 20.000,00

This includes translation of teaching and learning materials (Work Package 1), and further documents, which might become necessary in each of the Work Packages, as well as interpretation during ToT or other events if necessary. The ToR of the subcontracts must be designed accordingly.

5.8.3 Event Management (for representative public events)

Budget for Event Management: EUR 20.000,00

This includes event management, organisation of logistics including venue, catering, participant management, and documentation for all public and representative events (e.g., involving the MoE and its subordinate institutions) outside the workshops for curricula development and ToT.

5.9 Flexible remuneration item

Budget for flexible remuneration: EUR 139.000,00

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

6. Requirements on the format of the tender

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

The technical-methodological concept of the tender (section 3 of the ToRs) must not exceed 20 pages (not including the cover page, list of abbreviations, table of contents, brief introduction and CV for the backstopper). Additional annexes not requested will not be assessed. External content (e.g. links to websites) will also be disregarded.

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

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

- Name of the company/organisation/reference project in which the expert worked
- Position held and task(s) performed by the expert in the company/organisation/reference project
- Work outcomes or products produced by the expert, or expert's contribution to the completion of these outcomes and projects (if relevant)
- Duration of the expert's assignment in the company/organisation/reference project per calendar year **in full-time expert days, weeks or months** (for example: 2019: 2 months, 2020: 10 months, 2021: 1 month)
- Leadership experience/management: clear information on the reference projects or fixed positions within the company/organisation in which the requirements specified in section 4 were fulfilled (for example, period, number of persons for whom the expert had disciplinary responsibility, project budget) (if relevant)
- International professional experience/professional experience in the country of assignment: clear information on the reference projects or fixed positions in the company/organisation in which the requirements specified in section 4 were fulfilled (for example, actual duration of assignment on the ground in full-time expert days, weeks or months)

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 options 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 projects (PRECISE and/or TVET4RE) or commissions a follow-on project and/or an agreement is concluded to provide cofinancing for the measure for one or both of the projects.

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.

8. Annexes

- 8.1. Module offer PRECISE
- 8.2. Module offer TVET4RE
- 8.3. Results matrix of the module – PRECISE
- 8.4. Results matrix of the module - TVET4RE
- 8.5. Stakeholder map (PRECISE)
- 8.6. Stakeholder map (TVET4RE)
- 8.7. Bangladesh Technical Education Board (BTEB). *Competency-Based Training (CBT) Curriculum Development Framework*. Dhaka: BTEB
- 8.8. RENAC (2024). *Renewable Energy and Energy Efficiency Market Needs Assessment in Bangladesh*. Commissioned by GIZ. Berlin/Dhaka: Renewables Academy AG.
- 8.9. GIZ (2025). Summary: *Advanced Certificate Courses in Bangladesh*.