

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

CONFIDENTIAL

Strategic competence development for TVET stakeholder in Jordan – Empowering Leadership and Teaching Staff for Digital Transformation	Project number/ cost centre: 21.2161.4-001.02/ G-018071-001
1 st amended version (changes highlighted in yellow)	

0.	List of abbreviations	2
1.	Context.....	3
2.	Tasks to be performed by the contractor	4
3.	Concept.....	16
	Technical-methodological concept	16
	Project management of the contractor (1.6)	17
	Further requirements (1.7).....	17
4.	Personnel concept.....	17
	Key expert 1: Team Lead/ Expert Management training	17
	Key expert 2: Expert Teacher training	18
	Short-term expert pool with minimum 2, maximum 7 members: “Digital specialists 1”	20
5.	Costing requirements	22
	Assignment of personnel and travel expenses	22
	Sustainability aspects for travel	22
6.	Inputs of GIZ or other actors.....	26
7.	Requirements on the format of the tender	26
8.	Options.....	26
	Type and scope.....	27
	Requirements.....	29
	Quantitative information for the optional services	29
9.	Outsourced processing of personal data	36

0. List of abbreviations

AG	Commissioning party
AI	Artificial Intelligence
AN	Contractor
AR	Augmented Reality
AVB	General Terms and Conditions of Contract for supplying services and work
BTEC	Business and Technology Education Council (https://qualifications.pearson.com/en/campaigns/btec-in-jordan.html)
ETC	Educational Training Center
FK	Expert
FKT	Expert days
KZFK	Short-term expert
LMS	Learning Management System
MoE	Ministry of Education
NET	National Employment Training
QRTA	Queen Rania Teacher Academy
ToRs	Terms of Reference
ToT	Training of Trainers
TVET	Technical and Vocational Education and Training
NQF	National Qualification Framework
VR	Virtual Reality
VTC	Vocational Training Cooperation
VTI	Vocational Training Institute

1. Context

Jordan's technical vocational education and training (TVET) system is adapting to meet the needs of its young population, modernising economy, and an increasingly digital job market. Digital technology offers significant opportunities to improve the quality of training, make learning more flexible, and reach more students. Many TVET institutions and teachers have already started using digital tools in their teaching.

Jordan is committed to expanding these efforts as part of broader reforms aimed at modernising vocational education and training, making it more relevant to employer needs, and ensuring equal access for all students. However, digital readiness varies considerably between institutions and regions. Internet access and digital infrastructure are uneven, and digital teaching practices have not yet been standardised. Teachers need more training and support to use digital methods effectively. Disadvantaged groups, particularly young women, persons with disabilities, and students in rural areas, still face barriers in accessing digital learning.

High youth unemployment, persistent gender gaps, and mismatches between graduate skills and employer needs underscore the importance of creating modern, flexible learning pathways. Strengthening digital TVET is therefore a strategic opportunity to improve job prospects, promote fairness, expand access, and equip young people with the skills needed in today's digital economy.

The module objective of the DigiTVET project is therefore as follows:

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

By taking a holistic approach to structures, capacities, and learning opportunities, DigiTVET contributes to a modern, inclusive, and future-ready TVET system that prepares Jordan's young population for the demands of an increasingly digitalised labour market. The project focuses on the following activities:

- ✓ **Supporting the Ministry of Education and TVET stakeholders to develop structures, procedures and capacities for effective digital implementation in TVET institutions. (Output 1)**

Output 1 aims to develop procedures for implementing digital methods. To this end, staff from relevant units in the Ministry of Education and other institutions (including the Ministry of Digital Economy and Entrepreneurship, MoDEE, and NAQAC, which is responsible for infrastructure) are updating and developing quality criteria for digital learning, role and process descriptions for teaching and management staff, and guidelines for planning and managing digital methods. This may also include digitally supported quality management processes, among other things to improve cooperation and organisational processes, as well as contributions to the development of uniform continuing education standards for digital methods that are in line with the guidelines currently being developed for the reform of qualification and personnel development strategies for the public sector. The collaboratively developed processes and procedures create the basis for making informed decisions on the systematic and efficient integration of digital approaches.

- ✓ **Strengthening teachers' and managers' didactic, methodological and strategic skills for implementing digital methods. (Output 2)**

The objective of output 2 is to strengthen the didactic, methodological and strategic skills of trainers and teachers as well as of management staff at MoE schools and public training providers in the area of implementing and managing inclusive, gender-equitable digital methods. The qualification of teachers focuses on improving digital teaching and training (e.g. through blended learning formats that combine different forms of learning from face-to-face and e-learning lessons). Teachers' didactic and methodological skills for delivering digital teaching units are strengthened, for example for the development of e-content such as videos or the preparation of learning content for use as blended learning offerings. The qualification is not designed for a specific sector but aims to anchor the skills across the board. The aim is to be able to implement digital learning strategies in a didactically meaningful way, taking into account the existing IT equipment at the respective vocational training institutions.

A gender-sensitive methodology is used in the qualification of teachers. Topics such as the digital participation of people with disabilities are taken into account in the design of teaching materials and qualification. The module also trains management personnel from selected vocational training institutions in strategic skills for managing digital methods. The aim here is to effectively implement the procedures developed in Output 1 at the vocational school level. This includes adapting general concepts to the specific conditions and needs of the respective institution.

- **Piloting labour-market-oriented digital teaching and learning formats with TVET stakeholders, private sector and civil society, focusing on disadvantaged regions and groups. (Output 3).**

Output 3 aims to develop digital labour market-oriented teaching/learning opportunities with a focus on disadvantaged groups, in particular women and people with disabilities or those living in remote regions. The approach takes into account existing socio-cultural barriers and digital divides in order to develop inclusive and target group-oriented teaching and learning programmes. Within the framework of networking events, representatives of target groups work together with stakeholders from the private sector, civil society and the public sector to co-create digital teaching and learning programmes for identified problems faced by disadvantaged groups or regions. These range from low-threshold digital offerings that take access and competence limitations into account to advanced solutions that use artificial intelligence for inclusive personalised learning and simulations for learning work processes.

This service description refers specifically to activities within the scope of Output 2

2. Tasks to be performed by the contractor

The contractor is responsible for providing the following services:

- Practice-oriented design, development and implementation of training modules and coaching sessions on digitalisation for management staff of the Jordanian TVET System (find more information under 2.1.)
- Practice-oriented design, development and implementation of training modules on digitalisation for TVET teachers and trainers including virtual transfer support (find more information under 2.2.)
- Practice-oriented design, development and implementation of training and coaching of multipliers and internal service providers focusing on digitalisation including virtual transfer support (find more information under 2.3.) (optional, see option 3)

- Design, development and integration of a self-learning environment into a learning management system (find more information under 2.4.)

The services of the contractor contain in detail:

- Review and use of policies/ existing guidelines within Jordan/ MoE relevant for the abovementioned topics
- Review and consideration of BTEC strategy and approach
- Preparation of a detailed training plan for the overall qualification approach as well as the activities per target group (incl. learning objectives, contents, methods, schedule ...)
- Kick-of meetings and presentation of training concept to GIZ, MoE and QRTA
- Coordination of training process and sequence with GIZ / MoE stakeholders and participants: The trainers should be flexible to the needs of the participants.
- Provide specialised technical expertise and hands-on support in core and advanced digital topics (e.g. AI in TVET/education, HTML-based content development, video production, immersive learning VR/AR/XR).
- Development of training material and course design according to the requirements and criteria which are necessary for an accreditation through MoE/ETC
- If necessary, adaption of training courses according to accreditation criteria
- Preparation and implementation of training modules incl. technical inputs in Jordan
 - Clarification of organizational and logistical details with GIZ responsible persons in Jordan
 - Target-oriented and flexible execution of workshop, including technical inputs.
 - Together with the participants, development/ further development of possible transfer projects to ensure the transfer from theory to practice.
- Planning and moderation of management/trainer exchange events
- Online support for participants in the transfer phase:
 - Preparation and use of the digital learning environment (LMS will be provided by MoE or QRTA)
 - Introduction of the participants to the use of the virtual workspace for the transfer phase.
 - Assistance and advice in the further development, if necessary adaptation and implementation of the transfer projects.
 - Continuous monitoring of the work on the transfer projects.
 - Establishment of online consultation times for advice and answers to questions that arise.
 - Implementation of 3-4 live chats / virtual meetings for the exchange of participants with each other
 - Mix and variety of methods and tools/ applications as well as a continuous visualization of learning process
 - Balancing input and interaction (e.g. involving the participants, using varied interactive tools.
- Provide training and technical coaching to QRTA staff to ensure coherent training implementation.

- Support thematic inputs and facilitation of CoP activities, including moderation, content contributions, and knowledge exchange.
- Set up and optimization of a self-learning environment and self-study course "Onboarding to Digitalisation in TVET" in English and Arabic language on a Learning Management System (LMS) including interactive elements and open-source tools.
- Reporting,
- Reporting, the report shall take into account the requirements of the DigiTVET M&E system and consist of:
 - A review of the training process (work plan, flow charts incl. materials distributed to participants) incl. achieved results (presentations, coaching reports, ...) according to the planned learning objectives and any encountered difficulties during the implementation,
 - Evaluation of the qualification measure (evaluation forms, own assessment),
 - Recommendation for further topics and follow-up measures

Target groups

This qualification approach targets different groups that are connected in a professional or work context. The qualifications must therefore be linked in terms of content and methodology:

- Management staff of MoE and public training providers like school/ training institute managers and/or staff of partner organisations who are dealing with management tasks. A special focus lies on women in management positions.
- Teachers from MoE secondary schools (BTEC programmes) and trainers from public TVET providers, especially females. During the training, several trainers will be selected, qualified as co-trainers.

Time planning

The training of the different target groups and coaching assignments on site should be planned and combined in such a way that the learning objectives are achieved, and the most efficient use of the given resources (expert days and flights) can be realised. In doing so, training days and coaching sessions of the different target groups and different training courses should be effectively combined. The minimum stay on site should be 1 week. The proposed approach including the suggested trainers should be clearly presented in the technical offer. As the training modules must be accredited before the actual trainings can begin, the training materials must be developed promptly after the assignment of the contract. Training implementation shall start in Jan 2027, so that the development of training material and accreditation have to take place beforehand.

Language

The training outline as well as general training descriptions need to be developed in English and Arabic language. The training itself as well as all training material shall be carried out and developed in Arabic language.

Methodological and didactic concept

Practice-orientated implementation of the training modules: The trainings should be designed as flexibly as possible in order to be able to respond to the specific needs of the participants. The content input should be discussed with the participants and related to the programme context and the participants' working reality. Each module needs to include a practical task, final assignment and/ or exam considering the accreditation requirements of MoE. At the end of the programme, each participant who has successfully completed the training will receive a certificate. The certificates are issued by GIZ.

It should also be noted that the participants are managers, teachers and trainers, who have already been working in the profession for several years. Therefore, the methods used should be practice-orientated and consider the participants as experts in their fields. The trainer should take appropriate account of local requirements, deal with specific implementation issues and support the networking and collaboration of participants. This prepares and facilitates the way for transfer to the participants' work context. The basic principles of the implementation methodology are a participant-centred learning process, the visualisation of individual work processes and results and the involvement of all participants. Encourage collaboration among the participants shall be realised through group projects and cooperative tasks and room/space for sharing knowledge and experiences.

The integration of digital tools and platforms into teaching practices as well as the use of digital resources shall enhance the learning experience.

The training modules for teachers are to be designed according to the principle of the "pedagogical double-decker", This means that participants are going to be taught using those methods that they would later use as teachers. This allows participants to immediately see how the proposed concepts work in practice from the perspective of the learners.

The training modules must consider the inclusion of disadvantaged groups, such as women, people with disabilities, ethnic minorities, and refugees.

As training modules will be repeated, a ToT approach should be realized (see advanced training modules).

The qualification approach will be supported by the Queen Rania Teacher Academy (QRTA). The QRTA is a national partner of the Ministry of Education (MoE), conducting teacher training on behalf of the MoE.

QRTA experts have experience in training design and planning, as well as in the implementation of accreditation processes of training programs within the MoE. In order to leverage synergies and reinforce their involvement, it is envisaged that QRTA experts will be included in all phases of the qualification process: participant selection, accreditation, and the development and implementation of training modules, acting as co-trainers, as well as handling logistical organisation and coaching. Once the pilot projects have been successfully completed, it will be assessed whether the qualifications can be entirely implemented through QRTA.

Ensuring that participation in the courses contributes to increasing employability of the teachers, it requires prior accreditation of the training modules through MoE. The courses must therefore be developed accordingly so that accreditation can take place. The accreditation process is supported by local experts from the QRTA and must be completed

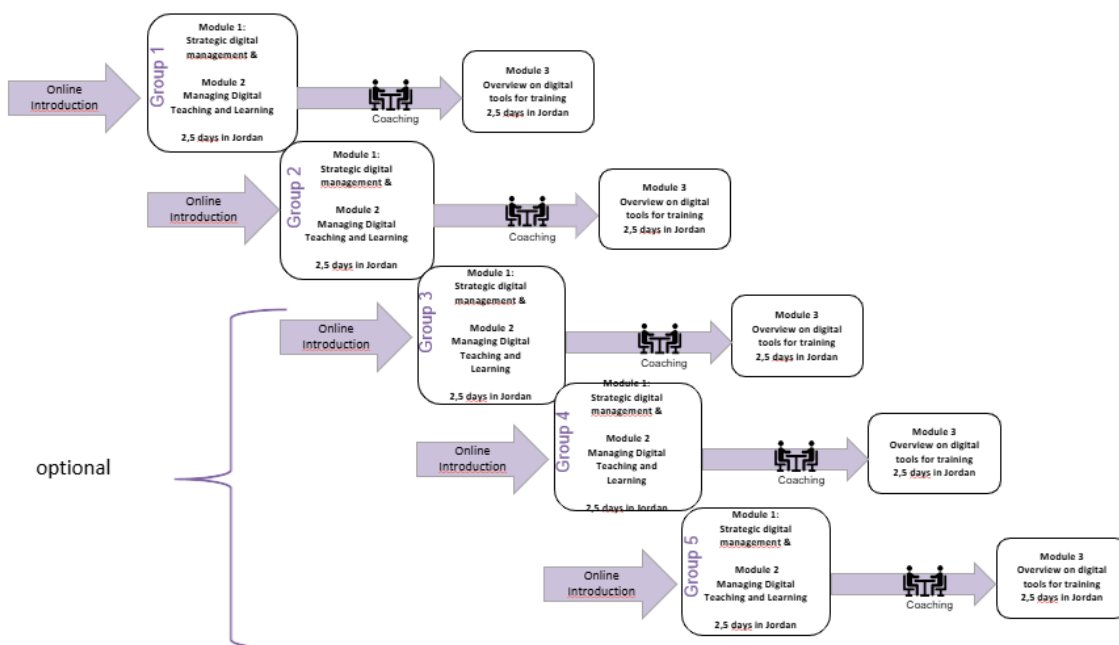
before the training modules are implemented. After piloting the modules, evaluation and possible adaptations should be realized.

2.1. Design, development and implementation of training modules and coaching sessions on digitalisation for Management Staff

Digitalisation of management processes is a global trend to improve effectiveness and efficiency in order to establish lean management systems in TVET institutions and national authorities. The effective and targeted management of vocational training institutions is a key challenge. The responsible leadership and management staff is expected to have wide-ranging competencies in order to meet the increasingly sophisticated expectations towards vocational schools and TVET institutions in general.

The suggested modular trainings provide the participants with the necessary knowledge and tools to start changes fostering more digital management processes and accompany teachers and trainers in implementing digital teaching and learning in their own institution. The partner institutions are going to be prepared to lead as role models.

Two face-to-face sessions (2 x 2,5 days, approx. 6 hours/ day) with online introductions and supportive online coaching are planned per training sequence. This sequence will be repeated for two groups. There is an option to assign a further up to three repetitions. Each group consists of up to 25 persons. One sequence is planned to be used as training for the QRTA trainers.



Learning objectives:

- ✓ Participants understand the role of school management in the transformation process
- ✓ Participants know financial aspects of digital teaching and learning
- ✓ Participants gain an overview on IT solutions, digital management tools and school management software
- ✓ Participants are able to derive digitalisation options suitable and affordable for their institutions

- ✓ Participants have an overview of useful hardware, software and tools for digital teaching and learning

Training modules and exemplary content:

The modules and contents are exemplarily and need to be consolidated, especially with regard to new developments in digitalisation in TVET and the planned time schedule.

Strategic Digital Management

- Requirements and IT infrastructure supporting the digitalization of management processes
- Good practice examples for “digital management processes”
- Overview on IT solutions, digital management tools and school management software

Managing Digital Teaching and Learning

- The need for transforming learning venues
- Overview on the digitalization of teaching and learning
- How to guide the implementation from a management perspective

Overview on Digital Tools for Teaching and Training

- Overview of content for teacher trainings

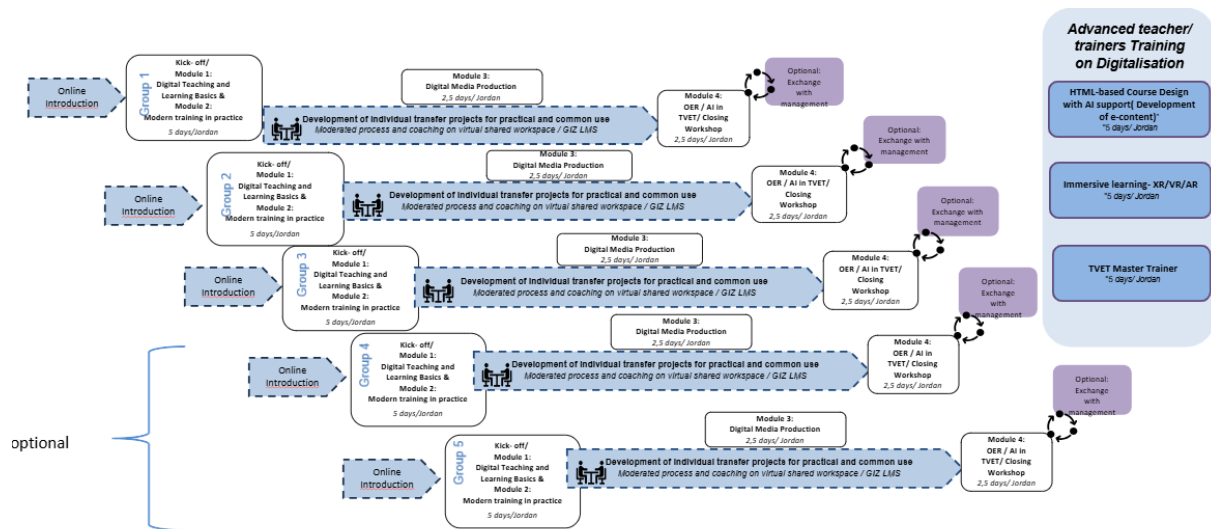
2.2. Design, development and implementation of training modules on digitalisation for TVET teachers and trainers including virtual transfer support

Teachers and trainers are key stakeholders in the process of digitalizing the TVET system in Jordan. Hence they are the main target group for competence development measures. This measure aims to empower teaching and training staff to improve their teaching and learning methodology to adapt and thrive in a transformed educational environment. It focuses on the transformation from traditional teaching methods and rote learning to a more modern, effective, digital approach. In an era where digital tools and technologies are reshaping the educational landscape, the importance of mastering platforms, tools and applications for teaching, learning, and collaboration cannot be overstated.

To reach a continuous and sustainable engagement of all important stakeholders, a consistent modular long-term training offer is preferred over short-term measures, if the possibility is given.

The core trainings consist of three face-to-face sessions (5 days and 2 x 2,5 days approx. 6 hours/ day) with online introduction and online transfer support per training sequence. This sequence will be repeated for three groups. There is an option to assign a further two repetitions. Each group consists of up to 30 persons. One sequence is planned to be used as training for the QRTA trainers.

Additionally, there are three more advanced modules (three five-day sessions) planned to further qualify participants of the core training. These modules will either prepare participants to become TVET Master trainers (ToT) or will allow them to learn more about HTML-based content development or immersive learning technologies like AR, VR and AX.



Learning objectives:

- ✓ Participants have an understanding of digitisation in the context of teaching and learning in TVET, its relevance, opportunities and risks
- ✓ Participants know the basic principles of meaningful digital teaching and learning
- ✓ Participants are able to apply modern methods and media for digital learner journeys
- ✓ Participants are able to support learners in digital teaching and learning processes
- ✓ Participants have tested suitable applications, tools and software to make their teaching more interactive.
- ✓ Participants produce videos and digital media tailored to their teaching needs
- ✓ Participants create interactive learning activities suitable for various learning situations
- ✓ Participants discover and utilize Open Educational Resources (OER)
- ✓ Participants understand the principles of AI and harness its capabilities to create innovative learning materials

Learning objectives for advanced modules:

HTML-based Course Design module:

- ✓ Participants know techniques of effective prompting
- ✓ Participants have the basic skills of vite coding
- ✓ Participants can create HTML-based online courses

TVET Master trainer module:

- ✓ Participants will be able to plan and design a short training session by understanding the role of the trainer, applying basic adult learning principles, and defining clear learning objectives with appropriate methods.
- ✓ Participants will be able to deliver and facilitate a short training session by using effective communication techniques, conducting micro-teaching, and providing constructive feedback to peers.

Immersive learning - XR / AR/ VR

- ✓ Participants know basics about the 21st Century technologies – XR (VR, 360, 3D, AR)

- ✓ Participants know the basics of „Immersive Learning and the usage of VR/AR in training situations
- ✓ Participants are able to identify when and where VR/AR methodology can be integrated into the teaching environment
- ✓ Participants are able to design didactical units in TVET using VR/AR
- ✓ Participants know necessary appropriate equipment, software/programmes and physical learning environment

Training modules and exemplary content:

The modules and contents are exemplarily and need to be consolidated, especially with regard to new developments in digitalisation in TVET and the planned time schedule.

Digital Teaching and Learning Basics

- Introduction to digital teaching and learning
- Digital literacy
- E-learning, blended learning and classroom formats and scenarios involving digital media
- Digitization in the context of teaching and learning in TVET, its relevance, opportunities and risks
- Plan, design, conduct and evaluate digital teaching and learning activities with digital media of a high pedagogical and didactic quality and tailored to the respective target groups - theoretical background and hands-on application
- Techniques and best practices for supporting learners in digital learning processes
- Tools for interaction, immersive learning, creativity, collaboration, and communication in an educational context

Modern Training in Practice

- Didactical fundamentals of creating teaching and learning material
- Significance of defining detailed personas and target groups to tailor digital teaching and learning activities
- Transforming traditional classroom settings into digital learning experiences
- Principles of motivational psychology in designing engaging digital educational content
- How to set up and plan a face-to-face lesson with digital elements
- Structure and selection of tools based on the step (energizer, repetition, reflection etc)
- (Online) communication techniques

OER/Video production

- Introduction to the principles of effective explainer videos and their uses
- Hands-on practice in creating videos with different software
- Smartphone video production
- Techniques for creating effective learning videos
- Video editing and finetuning skills
- Opportunities and Limitations of smartphone productions
- Data security and copyright
- Guidance on using Open Educational Resources (OER)
- Adapting OER to individual needs
- Free simulation programmes for technical topics

Media Production for Digital Teaching and Learning

- Introduction to the principles of media work and design basics.
- Exploration of tools
- Practical application in designing media
- Guidance on using Open Educational Resources (OER) effectively in media production

AI in TVET/Closing Workshop

- Basics of AI
- Why is AI important and how will it influence our teaching
- How do I use AI to promote learning?
- Ethics, Quality and Risks
- Tools presentation
- Coding Basics
- Effective Prompting
- Set up of chatbots for individual purpose
- Incorporating Artificial Intelligence in designing digital teaching and learning
- Presentation of transfer projects
- Discussion of next steps and role-out

Advanced Training modules for selected teacher/ trainer:

HTML-based Course Design with AI support (Development of e-content)

- Usage of open access tool for HTML-based design of self-learning courses
- Development of a modular self-learning course
- Adaptation, contextualization and delivery of AI related content
- Development of inclusive and flexible content

TVET Master Trainer

- Role of the Trainer & Adult Learning Basics
- Training Design Essentials
- Effective Training Delivery
- Communication & Feedback

Immersive learning - XR / AR/ VR

- Introduction VR/AR in TVET
- How does VR/AR support to gain vocational action competence? Advantages and limitations
- New roles and competencies in digital environment
- Framework conditions, technical equipment, and requirements for a VR environment
- Implications for teaching and training - how do we want to teach and learn in future?
- VR/AR learning processes
- Technical characteristics
- Set up and design of selected VR/AR environments
- Technical characteristics and specifications of technical equipment

Exchange with Management

The format of exchange and coordination with management is crucial to assure communication between school managers and teachers/trainers. Improved communication ensures that the strategies and policies formulated at the management level are effectively

communicated to teachers, aiding in their proper implementation. It helps in defining the roles and responsibilities of teachers, facilitates the adaptation of new teaching methods and allows management to understand the challenges faced by teachers and provide support and resources. Crucial in this regard is the attendance of management staff in the final workshops of teacher/trainer trainings where results are presented. Presence and commitment of management staff at teachers' activities and the involvement in the transfer projects that the teachers and trainers are going to develop for the use within their respective institutions are gestures of appreciation towards teacher/trainers, strengthen their role and increase the successful implementation of transfer projects.

Development of Transfer Projects for practical and common use

The transfer project is an element in ensuring the impact and sustainability of training measures. It is a practical work-related change project which each participant designs throughout the qualification sequence and implements afterwards in his/her institution. A transfer project addresses existing challenges and contributes to the solution of problems and optimization of working processes in the partner institution. The development and implementation of the transfer projects are actively accompanied and supported by the participants' superiors in the institution, the GIZ-team and technical experts. The major focus is the qualification of individuals enabling them to work in an independent and creative way leading to sustainable changes on the institutional level.

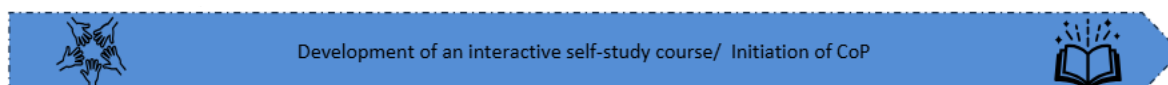
In the first qualification phase the participant (or a group of participants) identifies in cooperation with the technical expert, the GIZ-team and his/her superior the topic for the transfer project with consideration of newly acquired knowledge and/ or skills. For the concrete preparation of the implementation phase, he/she develops a realistic work plan, defining milestones and activities. Back on the job the participant checks within his/her working context the feasibility of the work plan and adapts it if necessary. Then he/she starts with the implementation of the planned activities. In this process the participant stays in close online-contact to the technical expert and other participants to get technical support and to exchange experiences.

Possible transfer ideas for the planned qualification of the Jordanian teachers and trainers could be the development of lesson plans and teaching units (with digital elements), or the preparation of digital media to be used in their respective fields as this topic is an integral part of the qualification, and it is necessary for the projects impact.

2.4. Design, development and integration of a self-learning environment for a learning management system (LMS will be provided)

The self-learning environment shall comprise

- ✓ state-of-the-art material (documents, videos, links, tools etc.) on digitalisation
- ✓ an interactive digital self-study course "Onboarding to Digitalisation in TVET" based on existing and accessible material
- ✓ a Community of Practice (CoP)



To complement the trainings for a limited number of teachers, trainers, management staff and multipliers, a measure to address the broad mass of teachers and trainers is necessary.

A suitable solution is a learning environment providing digital self-learning options, intending knowledge transfer and awareness raising as a first but crucial step to reach a basic common understanding within the target groups. Depending on the set-up and design, it can also be used for additional target groups (e.g. staff for partner institutions, students, companies, public, other countries in the region). The learning environment provides (a)synchronous learning possibilities for a big number of persons. To reduce costs, it is intended to use already accessible material, existing material developed within the project context, ready-made self-learning tools (e.g. free options) or existing tools can be adapted (further development of open-source tools/courses) instead of developing a tailor-made solution from scratch. Existing material on Digitalisation in TVET will be reused, selected and structured in a useful way. The self-learning environment keeps/stores material (documents, videos, links, tools etc.) and provides a guided interactive and responsive self-paced learning course. It intends to assure access to approved sources and knowledge at any time.

Self-learning environment and self-study course "Onboarding to Digitalisation in TVET"

Objectives:

- ✓ The target groups have access to a virtual workspace
- ✓ A big number of persons have a basic knowledge about digital topics and get onboarded to the digital transformation
- ✓ Introduction into a/Experiences of self-learning in a digital environment is provided
- ✓ The target groups gain a common understanding of digital transformation
- ✓ Knowledge management by collection and supply material and products on digital topics is set up
- ✓ A tool to reach a big number of persons is set up
- ✓ New colleagues and person in this topic will be provided a space and a broad range of material for onboarding

Content:

The approach and contents are exemplarily and need to be consolidated, especially with regard to new developments in digitalisation in TVET and the planned time schedule.

- Set up of a self-learning environment and course in English and Arabic language on a Learning Management System (LMS)
- Revise existing material (open source, from recognised national and international organisations, project-related) and adjust it for the target group
- Develop additional learning material (if necessary and not already available) for the self-study course according to the needs of the partners
- Design the self-learning environment and self-study course
- Integrate the self-study course into the self-learning environment and assure to assure a ready-to-use-status
- The self-study course
 - is to be interactive and responsive,
 - provides an automated certificate,
 - is to be developed with an open-source solution tool (e.g. LiaScript),
 - comprises elements of H5P, or other open-source applications,
 - needs to be set up, following e-pedagogical standards (pedagogical and structural).
- Collect and provide relevant digital documents
- Collection of tools for modern digitally enhanced teaching

- Guide on digital topics for TVET implementation
- Collect and provide material from other measures e.g. trainings, potential examples/good practices, presentations, recordings etc.

Initiation of a Community of Practice (CoP)

A Community of Practice (CoP) is a crucial measure to create a room for a group of individuals who share a common interest in a specific field and actively engage in exchanging practical knowledge and experiences over an extended period. The contractor has to set up a CoP to give members the possibility to communicate respectfully and collaboratively, promoting transparency, fairness, and solidarity, which helps boost ownership self-organization and support sustainable knowledge sharing on digital topics. The contractor has to foster activities and initiatives to support the CoP.

Objectives:

- ✓ Establishment of a digital working group across MoE-schools and multipliers and other public TVET institutions
- ✓ Provision of an exchange possibility for the users of the digital learning environment and the CoP
- ✓ Provide a space for exchanging practical knowledge and experiences
- ✓ Fostering collective learning processes that continuously generate and develop new knowledge
- ✓ Encourages knowledge exchange among individuals with similar thematic interests
- ✓ Support sustainable knowledge sharing and learning networks
- ✓ Develop and test collaboratively potential solutions to specific issues, with the result of improved outcomes
- ✓ Provide Knowledge Management structures
- ✓ The target groups get to know key persons from the field
- ✓ Improve the network on the topic of digital TVET

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

Milestones/process steps/partial services	Deadline/place/person responsible
First training modules for all target groups are ready to be accredited	2 months after contract assignment
Learning environment is ready to use	1 month after first training sequences for management and teachers have been implemented
Modules 1-4 for 3 sequences of teacher trainings are conducted	4 months after successful accreditation of the modules
Modules 1-3 for 2 sequences of management trainings are conducted	3 months after successful accreditation of the modules
Advanced training modules are conducted	2 months after successful completion of the teacher trainings
Digital self-study course is ready to be piloted	2 months after first training sequences for management and teachers have been implemented
Final report is handed in	28.02.2028

Period of assignment: from end of June 2026 until end 29 February 2028.

3. Concept

In the tender, the tenderer is required to show *how* the objectives defined in Chapter 2 (Tasks to be performed) are to be achieved, if applicable under consideration of further method-related requirements (technical-methodological concept). In addition, the tenderer must describe the project management system for service provision.

Note: The numbers in parentheses correspond to the lines of the technical assessment grid.

Technical-methodological concept

Strategy (1.1): The tenderer is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see Chapter 1 Context). 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.

Following this, the tenderer presents and justifies the explicit strategy with which it intends to provide the services for which it is responsible (see Chapter 2 Tasks to be performed) (1.1.2). Focus should be a sustainable approach to ensure the systemic transformation within the partner organisation.

The tenderer is required to present the actors relevant for the services for which it is responsible and describe the **cooperation (1.2)** with them. Here, the process of accreditation of the training modules needs to be considered.

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

The tenderer is required to draw up and explain an operational plan incl. key processes that describes how the services according to Chapter 2 (Tasks to be performed by the contractor) are to be provided, including a plan for the assignment and responsibilities of all the experts foreseen in the tender. The operational plan must include the assignment times (experts, periods and expert days) and assignment locations of the individual experts, and, in particular, describe all the necessary work stages in detail and in chronological order (1.4.1).

In particular, the tenderer is required to describe the necessary work steps and, if applicable, take account of the milestones and **contributions** of other actors (partner contributions) in accordance with Chapter 2 (Tasks to be performed) (1.4.2). A special focus should be on the involvement of the local experts from QRTA. The offer shall include a description of their possible contribution and cooperation mechanisms.

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

Project management of the contractor (1.6)

The tenderer is required to explain its approach for coordination with the GIZ project. In particular, the project management requirements specified in Chapter 2 (Tasks to be performed by the contractor) must be explained in detail. (1.6.1)

The tenderer is required to describe its backstopping concept (1.6.3). The following services are part of the standard backstopping package, which (like ancillary personnel costs) must be factored into the fee schedules of the staff listed in the tender in accordance with Section 3.1 of the GIZ AVB:

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

Further requirements (1.7)

The tenderer is required to reflect the listed learning objectives as well as respective modules and contents of the training modules considering latest technical developments.

4. Personnel concept

The tenderer is required to provide personnel who are suited to filling the positions described, on the basis of their CVs (see Chapter 7), the range of tasks involved and the required qualifications.

The below specified qualifications represent the requirements to reach the maximum number of points in the technical assessment.

Key expert 1: Team Lead/ Expert Management training

Tasks of key expert 1:

- Overall responsibility for the advisory packages of the contractor (quality and deadlines)
- Coordinating and ensuring communication with GIZ, partners and others involved in the project
- Personnel management, in particular planning and steering assignments and supporting local and international short-term experts
- Regular reporting in accordance with deadlines
- Ensure alignment of training content with national TVET policies and digitalisation strategies, in coordination with stakeholders.
- Integrate change management approaches to support institutional digital transformation and leadership.
- Ensure quality assurance and sustainability of the training measures, including feedback and institutional embedding.
- Support QRTA experts to ensure the practical applicability of training measures at institutional and system level
- Planning and design of training modules for school management
- Implementation of management training modules 1-2

- Coaching of management staff
- Planning and facilitation of exchange events with management/ trainers
- Coordinating concept ideas as well as teaching and learning materials

Qualifications of key expert 1

Education/training (2.1.1):

- EQF Level 6 qualification: Vocational (Master, Technician) or academic qualification (BSc) in in one of the following fields or related disciplines:

- Education Sciences / Vocational Pedagogy
- Business or Economics Education
- Media Pedagogy or Educational Technology
- Computer Science or Business Informatics
- Educational Management
- Instructional Design

Language (2.1.2): Both language skills are essential – absence of such skills will lead to technical exclusion of the entire bid.

- B2-level language proficiency in English (3 out of 10 points),
- C1-level language proficiency in Arabic (7 out of 10 points),

A level under B1 in one or both of the above-mentioned languages will lead to exclusion.

General professional experience (2.1.3):

- 9 years of professional experience in management and leadership training and coaching in the TVET sector

Specific professional experience (2.1.4):

- Professional experience in Digital Transformation projects in TVET sector (Skills must be demonstrated either through 9 years of continuous work or 8 project references)

Leadership/management experience (2.1.5):

- 5 years of management experience as coordinator or project team leader

Regional experience (2.1.6):

- Experience in projects in MENA (region) (Skills must be demonstrated either through 5 years of continuous work or 5 project references)

Development cooperation (DC) experience (2.1.7):

- 5 years of experience in DC projects

Other (2.1.8):

- Professional experience in IT solutions and digital tools for management level (Skills must be demonstrated either through 5 years of continuous work or 5 project references)

Key expert 2: Expert Teacher training

Tasks of key expert 2:

- Ensure alignment of training content with national TVET policies and digitalisation strategies, and MoE priorities, in coordination with stakeholders.
- Ensure pedagogical quality assurance and coherence across face-to-face, blended, self-learning, and advanced training modules, including continuous improvement based on feedback.

- Integrate change management approaches to support teachers and trainers in transitioning from traditional teaching methods to digitally enhanced pedagogy.
- Ensure sustainability and institutional embedding of training outcomes, including follow-up on transfer projects and uptake at school and training-centre level.
- Planning and design of training modules for teachers and trainers
- Implementation of management training modules 3
- Coordination and implementation of teacher training modules
- Coaching of teachers and trainers/ Accompany of transfer project development
- Support and coaching of master trainers
- Implementation of advanced teacher training modules
- Planning and implementation of multiplier trainings (optional)
- Planning and facilitation of management exchange events with trainers
- Design of the self-learning environment and self-study course
- Coordinate the integration of training modules, self-learning environment, LMS, and CoP into a coherent digital learning ecosystem.
- Revision of existing material (open source, from recognised national and international organisations, project-related)
- Development of additional learning material (if necessary and not already available) for the self-study course according to the needs of the partners
- Co-selection of potential TVET master trainer

Qualifications of key expert 2

Education/training (2.2.1):

- EQF Level 6 qualification: Vocational (Master, Technician) or academic qualification (BSc) in in one of the following fields or related disciplines
- Education Sciences / Vocational Pedagogy/ Teaching Profession
- Business or Economics Education
- Media Pedagogy or Educational Technology
- Computer Science or Business Informatics
- Educational Management
- Instructional Design

Language (2.2.2): Both language skills are essential – absence of such skills will lead to technical exclusion of the entire bid.

- B2-level language proficiency in English (3 out of 10 points),
- C1-level language proficiency in Arabic (7 out of 10 points),

A level under B1 in one or both of the above-mentioned languages will lead to exclusion.

General professional experience (2.2.3):

- 9 years professional experience in the initial, continuing or further training of management and teaching staff in the TVET sector

Specific professional experience (2.2.4):

- In-depth knowledge of digital teaching and learning (e-learning and e-didactics) with 7 years of practical professional experience, in relation to the above-mentioned course content

Regional experience (2.2.6):

- Experience in projects in MENA (region) (Skills must be demonstrated either through 5 years of continuous work or 5 project references)

Development Cooperation (DC) experience (2.2.7):

- 5 years of experience

Other (2.2.8):

- Practical experience with digital tools for teachers and trainers. Skills must be demonstrated either through 5 years of continuous work or 5 project references. (5 out of 10 points)
- Experience in the design and usage of Learning Management Systems (e.g. use of online communication and collaboration tools. Skills must be demonstrated either through 5 years of continuous work or 5 project references (5 out of 10 points)

Short-term expert pool with minimum 2, maximum 7 members: “Digital specialists 1”

For the technical assessment, an average of the qualifications of all specified members of the expert pool is calculated.

At this early stage of the process, it is not yet possible to fully determine the exact qualifications of this pool of experts. Since digital innovations, network and system environment and the corresponding needs for training of personal and services to be developed have to be driven by the needs of the national partners of the project, the required expertise will depend on the first pilots of the training sequences.

The tenderer is therefore not required to submit all CVs of the short-term experts during the tender.

Please send a CV for two up to three of the seven pool members with the qualifications listed below for the assessment. If additional expertise is required, the tenderer has to mobilize the respective experts and verify their expertise by handing in their CVs

Tasks of the short-term expert pool, to support the key experts if necessary

- Provide specialised technical expertise and hands-on support in advanced digital topics (e.g. AI in TVET/education, HTML-based content development, video production, immersive learning VR/AR/XR)
- Support planning and design of training modules for teachers and trainers
- Implementation of teacher training modules,
- Coaching of teachers and trainers/ Accompany of transfer project development
- Support and coaching of master trainers
- Implementation of teacher training modules
- Planning and implementation of multiplier trainings (optional)
- Planning and facilitation of management exchange events with trainers
- Design of the self-learning environment and self-study course
- Revision of existing material (open source, from recognised national and international organisations, project-related)
- Development of additional learning material (if necessary and not already available) for the self-study course according to the needs of the partners
- Contribute to the technical setup and optimisation of the LMS-based self-learning environment for all target groups
- Provide technical coaching to QRTA staff, teachers, trainers, and master trainers during trainings and transfer project implementation.

- Support thematic inputs and facilitation of CoP activities, including moderation, content contributions, and knowledge exchange.
- Set up and optimization of a self-learning environment and self-study course "Onboarding to Digitalisation in TVET" in English and Arabic language on a Learning Management System (LMS) including interactive elements and open-source tools.
- Planning and implementation of training modules related to AI in TVET
- Planning and implementation of training modules on HTML-based Content Development
- Planning and implementation of training modules on video production
- Planning and implementation of training modules on VR Scenario Development (Optional)

Qualifications of the short-term expert pool

Education/training (2.6.1):

- 2 experts with EQF Level 6 qualification: Vocational (Master, Technician) or academic qualification (BSc) in in one of the following fields or related disciplines
- Education Sciences / Vocational Pedagogy/ Teaching Profession
- Computer Science or Business Informatics
- Educational Management
- Computer Science
- Artificial Intelligence / Data Science
- Information Technology
- Engineering (Computer / Electrical / Software)
- Instructional Design
- Media Production

Language (2.6.2):

- 2 experts with C1-level language proficiency in Arabic, (3 out of 10 points),
- 2 experts with B2-level language proficiency in English (7 out of 10 points),

General professional experience (2.6.3):

- All experts with 7 years of professional experience in their respective field.

Specific professional experience (2.6.4):

- 1 expert with experience in coding and vite coding with free and open-source tools (HTML-based and LMS Content Development) (Skills must be demonstrated through 7 years of professional experience or 3 project references) (4 out of 10 points)
- 1 expert with experience in e-learning with a focus on design and implementation of video and media projects (Skills must be demonstrated through 7 years of professional experience) (3 out of 10 points)
- 1 expert with professional experience in AI in TVET Teaching and Learning (Skills must be demonstrated through 7 years of professional experience) (3 out of 10 points)

Regional experience (2.6.5):

- Not applicable

Development cooperation (DC) experience (2.6.6):

- 2 experts with 5 years of experience in DC

Other (2.6.7):

- 1 expert with professional experience in the VR Scenario Development (Skills must be demonstrated through 5 project references),

Soft skills of team members

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

Team skills

Initiative

Communication skills

Socio-cultural skills

Efficient, partner- and client-focused working methods

Interdisciplinary thinking

The tenderer must provide a clear overview of all proposed short-term experts and their individual qualifications.

5. Costing requirements

Assignment of personnel and travel expenses

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 (downloadable from the [Bundesfinanzministerium - Steuerliche Behandlung von Reisekosten und Reisekostenvergütungen bei betrieblich und beruflich veranlassten Auslandsreisen ab 1. Januar 2026](#)).

Accommodation allowances are reimbursed as detailed in the specification of inputs below.

With special justification, additional accommodation costs up to a reasonable amount can be reimbursed against evidence.

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

Sustainability aspects for travel

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

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

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

Specification of inputs

Fee days	Number of experts	Number of days per expert	Total	Comments/ Exemplary allocation of expert days (ED)
Team Lead/Key Expert 1 (Management Training)	1	24	24	Overall project management and coordination (10 ED) Training preparation/ Development of training material for management Training (3 ED) Management Training Implementation (5 ED) Coaching (6 ED)
Key Expert 2 (Teacher Training)	1	67	67	Training preparation/ Development of training material for teacher training (9 ED) Teacher Training Implementation, coaching and transfer support, management exchange events (30 ED) Preparation of advanced teacher training on TVET Master Trainer (3 ED) Implementation of advanced teacher training on TVET Master Trainer (5 ED) Development of self-learning course/ guideline (20 ED)
Expert Pool 1: Digital specialists	2-7		120	Training preparation/ Development of training material for Management Training (3 ED)

				<p>Management Training Implementation (5 ED)</p> <p>Training preparation/ Development of training material for teacher training (12 ED)</p> <p>Teacher Training Implementation, coaching and transfer support (21 ED)</p> <p>Preparation of advanced teacher training on HTML-based Course Design with AI support and immersive Learning (6 ED)</p> <p>Implementation of advanced teacher training on HTML-based Course Design with AI support and immersive Learning (10 ED)</p> <p>Development of self-learning course/ guideline (18 ED)</p> <p>Additional support (45 ED)</p>
Travel expenses	Quantity	Number per expert	Total	Comments
Per-diem allowance in country of assignment			82	
Overnight allowance in country of assignment			82	<p>Overnight stays abroad:</p> <p>Note: Under the BMF travel expense regulations, overnight allowances not exceeding 100% of the lump sum amounts can be submitted for reimbursement against evidence. Up to 75% of the maximum rates specified in the travel expense regulations can be submitted</p>

				<p>for reimbursement on a lump-sum basis.</p> <p>Please indicate in the price schedule whether your offer is on a lump-sum basis or against evidence.</p> <p>Overnight stays in Germany (deviation from the travel expense regulations):</p> <p>Note: Overnight allowances of up to EUR 130 can be submitted for reimbursement against evidence. Up to EUR 80 can be submitted for reimbursement on a lump-sum basis.</p> <p>Please indicate in the price schedule whether your offer is on a lump-sum basis or against evidence.</p>
Transport	Quantity	Number per expert	Total	Comments
International flights: Jordan (Economy)	16			Travel with Economy class.
CO ₂ compensation for air travel	16	100	1.600€	A fixed budget of EUR 100 per roundtrip (total 1.600€) is earmarked for settling carbon offsets against evidence.
Travel expenses (train, car)	16			Travel within the country of origin and assignment, transfer to/from airport etc.
Other travel expenses	16			e.g. Visa
Other costs	Number	Price	Total	Comments
Flexible Remuneration	1	15.000	15.000€	<p>A budget of EUR 15.000 € is foreseen for flexible remuneration. Please incorporate this budget into the price schedule.</p> <p>Use of the flexible remuneration item requires prior written approval from GIZ.</p>
Procurement of licences	100	150€	15.000€	Licences need to be purchased if there are no open-source

				solution for specific training programmes available (relevant for teachers trainings)
Other costs	3	250	750€	(Training material, tools and equipment needed for teacher training implementation, e.g. 360 degree cameras, VR googles, card boards for phones)

6. Inputs of GIZ or other actors

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

QRTA (QRTA is the local partner of MoE, conducting teacher trainings):

To use synergies and strengthen their role, it is intended to include experts from QRTA in all phases of the qualifications, selection of participants, accreditation, development and implementation of the training modules as well as the logistical organisation and coaching.

Logistics for workshops: Workshop logistics for Management exchange events as well as logistics for training implementation will be done by QRTA or GIZ.

7. Requirements on the format of the tender

The structure of the tender must correspond to the structure of the ToR. In particular, the detailed structure of the concept (Chapter 3) should be organised in accordance with the positively weighted criteria in the assessment grid (not with zero). The tender must be legible (font size 11 or larger) and clearly formulated. It must be drawn up in English

The complete tender must not exceed 15 pages (excluding CVs). If one of the maximum page lengths is exceeded, the content appearing after the cut-off point will not be included in the assessment. References can be submitted as external content, if necessary (links). Please identify the external content with its date of creation. This date may not lie outside the tender deadline.

The CVs of the personnel proposed in accordance with Chapter 4 of the ToRs must be submitted using the format specified in the terms and conditions for application. The CVs shall not exceed 4 pages each. They must clearly show the position and job the proposed person held in the reference project and for how long. The CVs can also be submitted in English (language).

Please calculate your financial tender based exactly on the parameters specified in Chapter 5 Quantitative requirements. The contractor is not contractually entitled to use up the days, trips, workshops or budgets in full. The number of days, trips and workshops and the budgets will be contractually agreed as maximum limits. The specifications for pricing are defined in the price schedule.

8. Options

After the services put out to tender have been completed, important elements of these tasks can be continued or extended. Specifically, the training for management staff and TVET teachers and trainers.

Type and scope

The contractor is responsible for providing the following optional services:

- **Option 1: Design, development and implementation of training modules on digitalisation for TVET teachers and trainers including virtual transfer support**

The option includes further up to two repetitions of the training described above for TVET teachers and trainers. Three face-to-face sessions (one 5-day session and two 2.5-day sessions) with transfer support are planned per training sequence. Each group consists of up to 25 people.

- **Option 2: Design, development and implementation of training modules and coaching sessions on digitalisation for Management Staff**

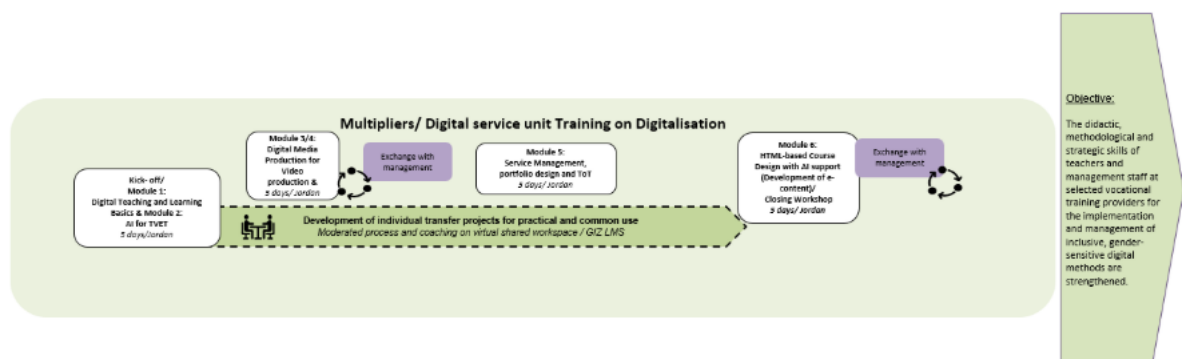
The option includes further up to three repetitions of the above-described training for management staff. Each group consists of up to 30 people. Two face-to-face sessions, each lasting 2.5 days, with supportive coaching are planned per training sequence.

- **Option 3: Design, development and implementation of training and coaching of multipliers and internal service providers focusing on digitalisation including virtual transfer support.**

Teachers and trainers are key stakeholders in the process of digitalizing the TVET system in Jordan. To reach a continuous and sustainable engagement and broad qualification of training personnel, it is necessary to qualify multipliers, to assure that the expertise stays in Jordan and can be distributed at any given time. This measure aims to empower multipliers and service units to improve their skills regarding digitalization, production of teaching and learning material and to strengthen their mandate as service provider.

The course contents of some suggested modules are identical with the courses suggested for teachers and trainers. Additional trainings on the topics of service management and portfolio design are provided to prepare them for their role as service units.

Four face-to-face sessions (up to 4 x 5 days) with transfer support are planned.



- **Learning objectives:**
 - Participants have an understanding of digitization in the context of teaching and learning in TVET, its relevance, opportunities and risks
 - Participants know the basic principles of meaningful digital teaching and learning
 - Participants are able to apply modern methods and media for digital learner journeys
 - Participants produce videos and digital media tailored to their teaching needs
 - Participants create interactive learning activities suitable for various learning situations,
 - Participants discover and utilize Open Educational Resources
 - Participants understand the principles of AI and harness its capabilities to create innovative learning materials
 - Participants understand their role as a service provider
 - Participants know how to design a portfolio for their target group
 - Participants are able to create HTML-based online courses
 - Participants are able to design and conduct ToT's for topics in their portfolio
- **Training modules and exemplary content:**
 - **The modules and contents are exemplarily and need to be consolidated, especially with regard to new developments in digitalisation in TVET and the planned time schedule.**
- **Digital Teaching and Learning Basics**
- **AI for TVET**
- **Video production**
- **Media Production for Digital Teaching and Learning**
- **Service Management, Portfolio Design and ToT**
 - Design of services
 - Delivery of services
 - Improvement of services
 - Meeting customers needs
 - Needs assessment
 - Portfolio Design
 - Didactics and pedagogy for ToT
 - Design and implementation of ToT's
- **HTML-based Course Design with AI support (Development of e-content)**
 - Usage of open access tool for HTML-based design of self-learning courses
 - Development of a modular self-learning course
 - Adaptation, contextualization and delivery of AI related content
 - Development of inclusive and flexible content
- **Exchange with Management**

The format of Exchange and coordination with management is crucial to assure communication between multipliers/service units as service provider and school managers as “clients”. Improved communication ensures that the strategies and policies formulated at the management level are effectively communicated to multipliers/service providers, which fosters the match of offered services and products with strategies. The mandate of multipliers/service providers needs to be strengthened which will be reached by regular exchange with management of Headquarters, schools and training institutions. It also helps in shaping and consolidating the roles and responsibilities of multipliers/service providers. It has the potential to bring multipliers/service providers more acceptance, attention and set up expert units individuals can turn to for support and as a source of experience and expertise.

Requirements

Exercising the option will depend on a positive assessment of interim results of the original commission through the partners as well as the team from GIZ. The decision on continuation is expected to be made until August 2027.

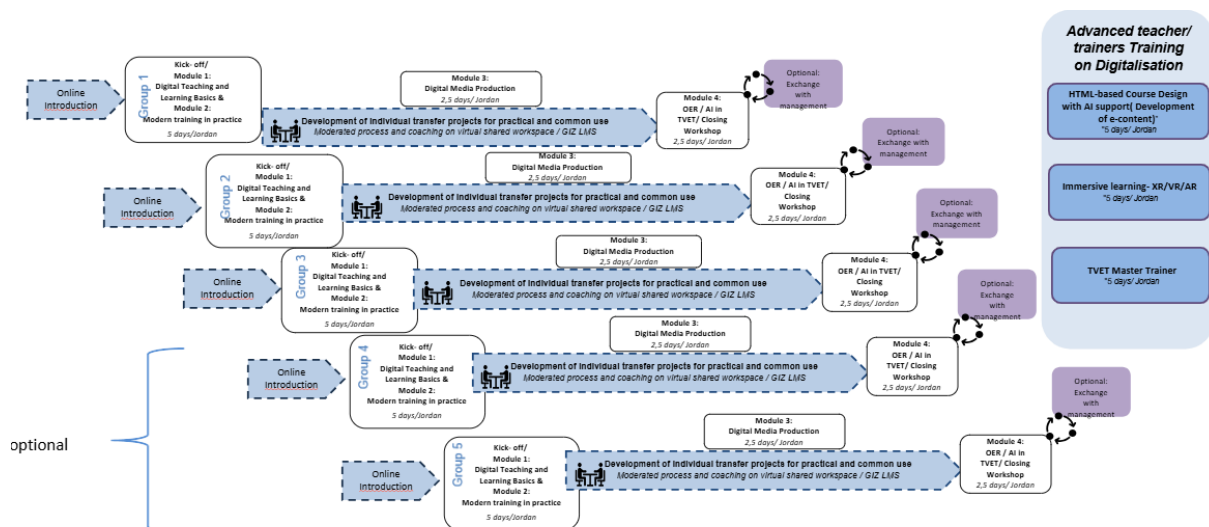
The option will be exercised by means of a contract extension on the basis of the individual approaches already offered.

Quantitative information for the optional services

Option 1:

Design, development and implementation of training modules on digitalisation for TVET teachers and trainers including virtual transfer support

The option includes a further up to two repetitions of the training described above for TVET teachers and trainers. Three face-to-face sessions (one 5-day session and two 2.5-day sessions) with transfer support are planned per training sequence. Each group consists of up to 30 people.

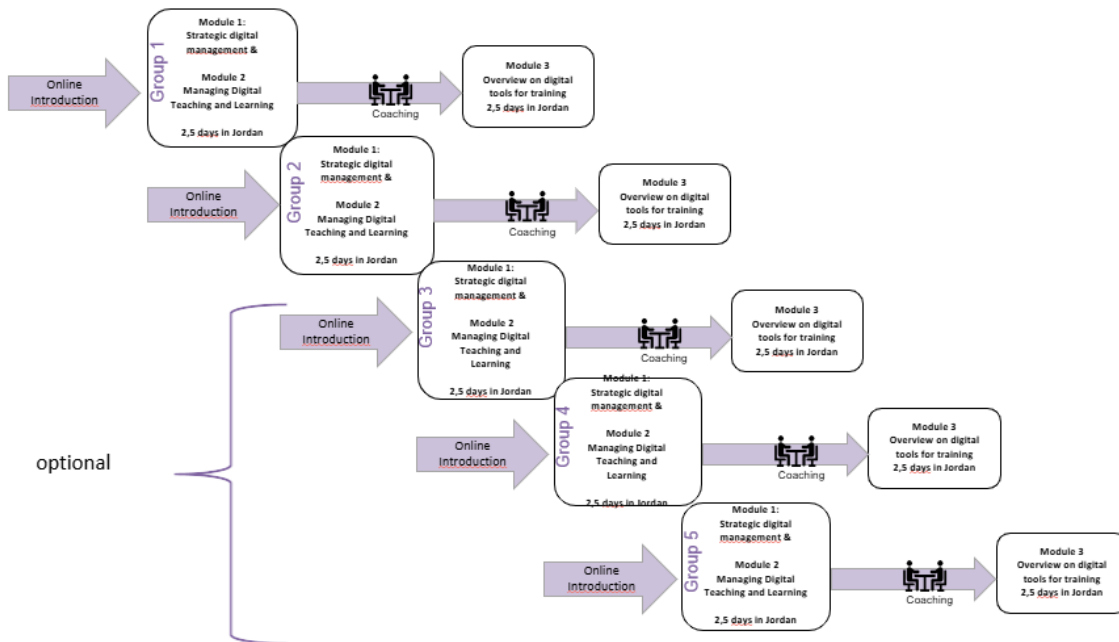


Fee days	Number of experts	Number of days per expert	Total	Comments/ Exemplary allocation of expert days
Team Lead/Key Expert 1 (Management Training)	1	5	5	Overall project management and coordination (5 ED)
Key Expert 2 (Teacher Training)	1	26	26	Training preparation/ Development of training material for teacher training (6 ED) Teacher Training Implementation, coaching and transfer support, management exchange events (20 ED)
Expert Pool 1: Digital specialists	2-7		22	Training preparation/ Development of training material for teacher training (8 ED) Teacher Training Implementation, coaching and transfer support (14 ED)
Travel expenses	Quantity	Number per expert	Total	Comments
Per-diem allowance in country of assignment			32	
Overnight allowance in country of assignment			32	Overnight stays abroad: Note: Under the BMF travel expense regulations, overnight allowances not exceeding 100% of the lump sum amounts can be submitted for reimbursement against evidence. Up to 75% of the maximum rates specified in the travel expense regulations can be submitted for reimbursement on a lump-sum basis. Please indicate in the price schedule whether your offer is

				<p>on a lump-sum basis or against evidence.</p> <p>Overnight stays in Germany (deviation from the travel expense regulations):</p> <p>Note: Overnight allowances of up to EUR 130 can be submitted for reimbursement against evidence. Up to EUR 80 can be submitted for reimbursement on a lump-sum basis.</p> <p>Please indicate in the price schedule whether your offer is on a lump-sum basis or against evidence.</p>
Transport	Quantity	Number per expert	Total	Comments
International flights: Jordan (Economy)	6			Travel with Economy class.
CO ₂ compensation for air travel	6	100	600€	A fixed budget of EUR 100 per roundtrip (total 600€) is earmarked for settling carbon offsets against evidence.
Travel expenses (train, car)	6			Travel within the country of origin and assignment, transfer to/from airport etc.
Other travel expenses	6			e.g. Visa
Other costs	Number	Price	Total	Comments
Procurement of licences	30	150€	4.500 €	Licences need to be purchased if there are no open-source solution for specific training programmes available (relevant for teacher trainings)
Other costs	2	250	500€	(Training material, tools and equipment needed for teacher training implementation, e.g. 360 degree cameras, VR goggles, card boards for phones)

Option 2: Design, development and implementation of training modules and coaching sessions on digitalisation for Management Staff

The option includes further up to three repetitions of the above-described training for management staff. Each group consists of up to 25 people. Two face-to-face sessions, each lasting 2.5 days, with supportive coaching are planned per training sequence.



Fee days	Number of experts	Number of days per expert	Total	Comments/ Exemplary allocation of expert days
Team Lead/Key Expert 1 (Management Training)	1	21	21	Training preparation/ Development of training material for management Training (4 ED) Management Training Implementation (8) Coaching (9 ED)
Expert Pool 1: Digital specialists	2-7		12	Training preparation/ Development of training material for Management Training (5 ED) Management Training Implementation (7 ED)

Travel expenses	Quantity	Number per expert	Total	Comments
Per-diem allowance in country of assignment			24	
Overnight allowance in country of assignment			24	<p>Overnight stays abroad:</p> <p>Note: Under the BMF travel expense regulations, overnight allowances not exceeding 100% of the lump sum amounts can be submitted for reimbursement against evidence. Up to 75% of the maximum rates specified in the travel expense regulations can be submitted for reimbursement on a lump-sum basis.</p> <p>Please indicate in the price schedule whether your offer is on a lump-sum basis or against evidence.</p> <p>Overnight stays in Germany (deviation from the travel expense regulations):</p> <p>Note: Overnight allowances of up to EUR 130 can be submitted for reimbursement against evidence. Up to EUR 80 can be submitted for reimbursement on a lump-sum basis.</p> <p>Please indicate in the price schedule whether your offer is on a lump-sum basis or against evidence.</p>
Transport	Quantity	Number per expert	Total	Comments
International flights: Jordan (Economy)	6			Travel with Economy class.
CO ₂ compensation for air travel	6	100	600€	A fixed budget of EUR 100 per roundtrip (total 600€) is earmarked for settling carbon offsets against evidence.

Travel expenses (train, car)	6			Travel within the country of origin and assignment, transfer to/from airport etc.
Other travel expenses	6			e.g. Visa

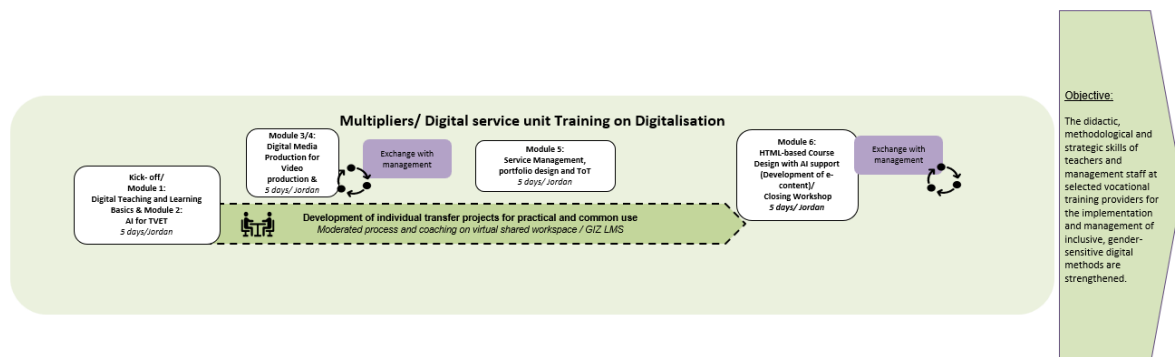
Option 3:

Design, development and implementation of training and coaching of multipliers and internal service providers focusing on digitalisation including virtual transfer support.

Teachers and trainers are key stakeholders in the process of digitalizing the TVET system in Jordan. To reach a continuous and sustainable engagement and broad qualification of training personnel, it is necessary to qualify multipliers, to assure that the expertise stays in Jordan and can be distributed at any given time. This measure aims to empower multipliers and service units to improve their skills regarding digitalization, production of teaching and learning material and to strengthen their mandate as service provider.

The course contents of some suggested modules are identical with the courses suggested for teachers and trainers. Additional trainings on the topics of service management and portfolio design are provided to prepare them for their role as service units.

Four face-to-face sessions (up to 4 x 5 days) with transfer support are planned.



Fee days	Number of experts	Number of days per expert	Total	Comments/ Exemplary allocation of expert days (ED)
Key Expert 2 (Teacher Training)	1	20	20	<p>Training preparation/ Development of training material for digital service unit (5 ED)</p> <p>Digital Service Unit Training Implementation, coaching and transfer support, management exchange events (15 ED)</p>

Expert Pool 1: Digital specialists	2-6		15	<p>Training preparation/ Development of training material for digital service unit (5 ED)</p> <p>Digital Service Unit Training Implementation, coaching and transfer support (10 ED)</p>
Travel expenses	Quantity	Number per expert	Total	Comments
Per-diem allowance in country of assignment			24	
Overnight allowance in country of assignment			24	<p>Overnight stays abroad:</p> <p>Note: Under the BMF travel expense regulations, overnight allowances not exceeding 100% of the lump sum amounts can be submitted for reimbursement against evidence. Up to 75% of the maximum rates specified in the travel expense regulations can be submitted for reimbursement on a lump-sum basis.</p> <p>Please indicate in the price schedule whether your offer is on a lump-sum basis or against evidence.</p> <p>Overnight stays in Germany (deviation from the travel expense regulations):</p> <p>Note: Overnight allowances of up to EUR 130 can be submitted for reimbursement against evidence. Up to EUR 80 can be submitted for reimbursement on a lump-sum basis.</p> <p>Please indicate in the price schedule whether your offer</p>

				is on a lump-sum basis or against evidence.
Transport	Quantity	Number per expert	Total	Comments
International flights: Jordan (Economy)	4			Travel with Economy class.
CO₂ compensation for air travel	4	100	400€	A fixed budget of EUR 100 per roundtrip (total 400€) is earmarked for settling carbon offsets against evidence.
Travel expenses (train, car)	4			Travel within the country of origin and assignment, transfer to/from airport etc.
Other travel expenses	4			e.g. Visa
Other costs	Number	Price	Total	Comments
Procurement of licences	20	150€	3000€	Licences need to be purchased if there are no open-source solutions for specific training programmes available

9. Outsourced processing of personal data

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

In addition, the provisions on data protection and information security of the current version of GIZ's General Terms and Conditions of Contract (section 1.10 Data protection) apply.