

**Short term expert as trainer of trainers for CBT
module**

Maintaining a safe and healthy work environment

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General information

a. Brief information on the project

The project "Improving the Quality and Attractiveness of Vocational Education and Training in Lebanon" aims to increasingly align vocational education and training in sectors with sustainable employment potentials with the needs of the Lebanese economy.

Emphasis is placed on improving the partnership between vocational training institutions and the private sector, strengthening human resource capacity in vocational training institutions, and developing practice-oriented training programs. The target groups of the project are young people, unemployed and underemployed adults who want to improve their employment prospects through qualifications relevant to the labor market.

The implementing partner is the Directorate General for Vocational and Technical Education (DGVTE), which lacks capacity at various levels to involve the private sector in vocational education and training. This concerns curriculum development, teacher training and the expansion of practical elements in teaching. The project's advisory approach includes establishing and advising coordination bodies with representatives of the state vocational training sector and company representatives at the macro and steering levels, piloting cooperation models between vocational training institutions and the private sector, systematic

human resources development in public vocational training institutions and testing competency-based, modularized training programs in the field of Maintenance of Manufacturing Machine (MMM) at BT level as well as the field of Health Inspection & Food Safety (HIFS) at TS Level.

b. Context

Background – The BT (Baccalaureat Technique) curriculum

The public technical schools have existing BT and TS programmes, but the curricula are outdated and do not present a consistent content in terms of hour distribution and type of subjects. Recently a tentative of standardisation was carried out by GIZ in the frame of the QuA-VET project, setting common general education subjects in BT1 and BT2 for all programmes and stating the number of hours for theoretical subjects and practical activities (Travaux Pratiques). The TP is delivered in a school workshop where the trainees practice the use of tools and materials typical of the occupation.

Currently there are only 105 hours a year for TPs, meaning 2 TPs for each year in the TS, which is not sufficient to develop the practical competences of the students. Eventually the project will propose a model to the DGVTE containing 2 to 4 in a year with 50 to 80 hours per TP.

The curriculum of a TP is designed in a way that the same curriculum can be used to deliver a short-term course (named CBT module) in the frame of continuous education.

Background – The curriculum of a CBT module

A CBT module is a short-term course with 40 hours in the workshop in a school where the trainees practice the use of tools and materials typical of the occupation, the curriculum adopted is the same of the corresponding TP. At the end of this first in-school training a written assessment is carried out to issue a DGVTE certificate. Passing trainees will attend 80 hours of on-the-job training in a working site where they can practice in a working environment the skills acquired in the previous part of the course. At the completion of the experience in the workplace trainees' skills are assessed by and a professional certificate is issued.

The curriculum of a CBT module is composed of the following documents:

Occupational standard: A4 page describing synthetically the processes to be carried out by the job holder.

Competence standard: A4 page defining learning outcomes grouped in competence unit (indicatively 4 Competence Units (CUs) per CBT module).

Assessment standard: A definition of the conditions and the criteria for the assessment of the learning outcomes of each Competence Unit included in the qualification standard. The certification of competences is provided on the base of the verification of the criteria stated in the standard by an external professional assessor.

Education standard: The document describing synthetically the topics covered in each classroom lesson (if any) and the practical activities in the workshop and in the workplace (internship) carried out by the trainee with the timing planned for each of them.

Training standard: The training standard is a guidance for the teacher and the trainer to deliver the lessons. The training standard includes, the guideline, the list of tools and materials, the formative assessment and the summative assessment related to each competence unit.

- Training guideline:** The training guideline is defining the topics covered in the lessons with some description for each topic and at the same time set the working procedure that are in line with best practice that should be implemented during the training program. The training guideline includes the links to tutorial videos (at least two) that were used for the development of the guideline.
- Tools and materials:** An indicative list of tools and materials to be purchased for each Competence Unit to conduct the CBT training with a brief description and picture of the items, the quantities required per trainee, workshop, or CBT module edition, along with any further comments.
- Formative assessment:** A definition of the conditions and the criteria for the assessment of each learning outcome of each Competence Unit included in the competence standard for improving the performances of the trainees.
- Summative assessment:** A definition of the conditions and the criteria for the assessment of each learning outcome of each Competence Unit included in the competence standard to provide the trainees with the certification of competences on the base of the verification of the criteria by an external professional assessor.

Outline of the mission

Highly competent, qualified, motivated, flexible, and creative VTE teachers are the backbone of any TVET system; capable of adjusting to changing technological environments and creating conducive learning environments for their students. In the frame of QuA-VET project, GIZ organizes train the trainer (ToT) courses, aiming to address the entire range of necessary competences, **including practical skills**, occupational theory and technology as well as pedagogical, didactical, and methodological competences to enable them not only to gain skills in dealing with new technologies prevailing on the labour market, but also to develop practical experience in making teaching and training more responsive to the needs of the trainees and the labour market.

Selected public VTE schools in different regions of Lebanon are considering offering practice-oriented competency based modular training in “**Maintaining a safe and healthy work environment**” and therefore require qualified teaching and training personnel.

The approach adopted for the ToT course is that the teachers should go through all practical activities and assessment that also students should do during the courses offered by the teachers in the school.

The description of the ToT course and the Curriculum (occupational, qualification, assessment and training standards, Training documentation-in English, and Arabic) will be provided by the QuA-VET team. The ToT will cover the following occupation: **Maintaining a safe and healthy work environment** within the Industrial Maintenance training program at BT level.

The STE will prepare and conduct ToT trainings, according to and with the support of the provided CBT Module, for up to 30 participants in total, which are teachers from public TVET schools in Lebanon, having a background in industrial mechanics.

- c. GIZ shall hire the contractor for the anticipated contract term, from 01.07.2023 to 31.07.2024.

d. The contractor shall provide the following work/service:

- Critical examination of relevant project documentation (curricula and other materials provided by the Project Team)
- Structured meetings with Project Team Leader, Project Team Members, staff of the DGVTE and of other organisations involved in the project as considered necessary
- Preparation of training material under supervision of QuA-VET technical experts before the starting of the course, based on the given CBT curriculum
- Meeting with the Project Team for guidelines to conduct practical training in the workshop based on the CBT approach
- Regular information and consultation with the Project Team members
- Familiarisation with the training location and with the job-related equipment, materials, and consumables
- Preparation of a daily training plan for the implementation of the ToT based on the given CBT curriculum
- Organisation of the training site in a way that tools and materials purchased by the project team are available as well as personal protective equipment (PPE)
- Delivery of the ToT training program (applying the CBT model) using the Curriculum developed by QuA-VET
- Recording of the participants' attendance to the ToT with the attendance sheets provided by QuA-VET
- Conducting and documentation the formative assessment of trainees as stated in the curriculum
- Coordination with QuA-VET team for communication with the school(s) in advance for the list of necessary school supplies (Classroom with projector, white board...)
- Management of the proper use and storage of the training materials
- Follow-up of the implementation of the training at the schools through coaching of the teachers
- All activities necessary for the accomplishment of the required outputs / results
- Writing of mission report and required administrative deliverables
- Availability after the short term-mission through internet for follow-up discussion

Outputs/Results

The outputs / results requested to the Expert are:

Prior to training:

- Detailed daily training plan/agenda in coordination with the QuA-VET team
- Training documents (ppt., list of videos...)

During training:

- Delivery of minimum of up to 3x 40 hours¹ of training (4 hours for 10 consecutive days) in Arabic for one training module for teachers in industrial maintenance of public TVET schools (locations in Bekaa, North and Baalbek-Hermel to be defined by QuA-VET team)
- Follow-up on dropouts, document reasons, and inform the cooperating organizations

¹ The hours are a net value, breaks are not included in the calculation of hours, longer breaks, longer time in the premises but with the same number of hours.

- Conduct formative assessment of the trainers for each unit of competence as defined in the Curriculum and document the assessments
- Attendance sheets

After the training:

- Attendance of minimum 8 hours² during the summative assessment
- At least 1/3 of the teachers attending the ToT course should receive the qualification certificate (summative assessment will be carried out by a professional selected by the project)
- At least **one visit (equivalent to 1 Working day or 8 hours) per trained trainer in their respective schools** to follow up the implementation of training incl. short report on observations & recommendations.
- Training material (Videos used, ppt created incl. modifications done during the ToT if any)

Administrative Deliverables:

- A comprehensive end of mission's report submitted to team leader for revision and approval following the structure:
 - Scope and objectives of the mission (incl. preparation of training with the school and training itself)
 - Approach adopted for conducting the mission
 - List of outputs produced during the mission (including meetings and people met)
 - Description of the outputs produced during the mission
 - Problems and challenges encountered during the mission (incl. preparation of training with the school and training itself)
 - Recommendations for the follow-up of the mission
 - Recommendations for the improvement of project implementation
- All documents produced should be delivered in hard copy and in digital form using exclusively Ms-Office applications

Tender requirements

1. Qualifications of proposed staff

1.1. Expert 1:

1.1.1. General qualifications

Education: University degree at least at bachelor level on mechanical engineering or alternatively 4 additional years of working experience in the mechanical sector (preferably as maintenance manager) after a TS level or equivalent in a mechanical discipline (minimum requirement)

Professional experience:

- At least 5 years of working experience in the mechanical sector (minimum requirement),

² Ibid.

- At least 3 years of working experience in HSE (minimum requirement),
- At least 2 years of teaching experiences in a Vocational School or 200 hours of training delivery (preferred requirement)
- Certification for safety in an industrial environment (NEBOSH, IOSH, IRCA or international equivalent) (minimum requirement)
- At least 200h of delivering training courses to adults (minimum requirement)
- TVET experience is an asset
- Knowledge of the CBT approach is an asset

1.1.2. Experience in the region/knowledge of the country At least 5 years working experience in Lebanon (minimum requirement)

1.1.3. Language skills: business fluency in English (C1 Level minimum) and in Arabic (C2 level minimum)

2. Specification of inputs

Fee days	Number of experts	Number of days per expert	Comments
• Conduct up to 3 ToT sessions (each over 2 weeks, 4h per day)	1	15	30 half days
• Preparation of trainings (training material, meetings and training site preparation)		5	
• Attending 8h of assessment		3	
• Coaching of the teachers in their implementation of CBT modules at their schools (1 day per teacher)		30	
Travel expenses	Number of experts	Number of days/nights per experts	Comments
• Per-diem allowance in country of assignment	0	0	
• Overnight allowance in country of assignment	0	0	
• Travel costs (train, private vehicle)	0	0	
Flights	Number of experts	Number of flights per experts	Comments
• International flights	0	0	
• Domestic flights	0	0	
• CO ₂ compensation for air travel	0	0	
Other costs	Number of experts	Amount per experts	Comments

<ul style="list-style-type: none"> • Flexible remuneration 			
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Transport costs will not be reimbursed by GIZ and shall be included in the daily lump price.

3. Requirements on the format of the tender

The complete bid should be divided between technical and financial offer.
Please consider the following bullet points:

- Financial Offer: Filled excel sheet including the price (per unit and the total) of each item
- Technical offer: The CV submitted for the expert can have a maximum of four pages (Excluding certificates). If the maximum page lengths is exceeded, the content appearing after the cut-off point will not be included in the assessment. External content (e.g. links to websites) will also not be considered.

Application Process

The applicant shall submit the tender to LB_quotation@giz.de accompanied by copies of all the required documents in PDF format **on Wednesday, 24.05.2023 by 23:59 Beirut Local Times at the latest.**

Offer validity: Please note that the offer should be valid for at least 2 months from the date of submission

All documents must be submitted in English. Handwritten translation is allowed.

Note: Only applications containing the mentioned documents will be taken into consideration.