

## Third party to assess the conditions for the implementation of CBT learning units in DGVTE schools with an active BT in “Hotel Arts - Production” and TS “Administrative Informatics”

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### I. General information

#### 1. Brief information on the project

The Multi-Donor Action “Improving the Quality and Attractiveness of Technical and Vocational Education and Training (TVET) in Lebanon for poor and vulnerable social groups” is jointly co-financed by the European Union and the Federal Ministry of Economic Cooperation and Development (BMZ). The joint action is implemented by GIZ as a specific Action within the wider BMZ project “Improving the Quality and Attractiveness of TVET in Lebanon (QuA-VET)”. The aim of the action is to orient the vocational training towards the qualification needs of the labour market in sectors with sustainable employment potentials, therefore improving the employment capacities for poor and vulnerable social groups living in Lebanon. The implementing partner, the Directorate General for Vocational and Technical Education (DGVTE), requires further support in involving the private sector in vocational education and training. Thus, the project’s emphasis is placed on improving the partnership between vocational training institutions and the private sector. This includes developing modularized and practice-oriented training programmes in selected sectors, digitalizing e-learning lessons for the technical theoretical subjects of the promoted TVET programs and general subjects, and enhancing the quality of in-company training for employees and work-based learning for vulnerable individuals.

The target groups of the project are vulnerable youth and young adults (aged 15-35), including Syrian and Palestinian refugees, individuals from hosting communities, TVET Lebanese students, unemployed or underemployed individuals (aged 17 to 35), and employees in Micro, Small, and Medium-sized Enterprises (MSMEs) seeking to improve their employment prospects through relevant qualifications.

## 2. Context

Due to a lack of systematic private sector involvement, vocational education in Lebanon has suffered from theoretical and outdated curricula in TS and BT programmes, that fail to meet industry needs. Moreover, limited public funding for TVET institutions has led to outdated equipment, inadequate infrastructure, and a shortage of qualified instructors.

The QuA-VET project seeks to introduce a more coordinated approach that allows students to practice the activities outlined in the curriculum in a work-based learning setting, extending beyond a simple site visit and observations. Capitalising on previous experiences in other sectors such as “industrial mechanics” and “health Inspection and food safety”, the Action adopts the approach of modularised and Competency-Based Training (CBT) to two new sectors: agrifood at BT level and Internet of Things (IoT) at TS level. The TPs can then be replaced with CBT modules that will developed by QuA-VET and tested in up 10 selected DGVTE schools.

Based on an initial screening, 17 schools are eligible to participate in the on-field assessment, with one school eligible for both specialization. All the involved schools will undergo an on-field assessments to ensure that they are properly equipped with tools and materials and have facilities and human resources adequate for conducting such training:

### Hotel Arts – Production:

1. Al Saadeh Technical Institute – Bireh, Akkar
2. Halba Technical Institute – Halba, Akkar
3. Douseh Technical Institute – Douse, Akkar
4. Kobayat Technical Institute – Kobayat, Akkar
5. Aرسال Technical Institute – Aرسال, Baalbek Hermel
6. IEFT - Hoch el Omara – Haouch Al Oumara, Bekaa
7. Machghara Technical Institute – Machghara, Bekaa
8. Hotel Technical Institute Dekwaneh – Dekwaneh, Mount Lebanon
9. Tebnin Technical Institute – Tebnin, Nabatieh
10. Hospitality Institute of Tripoli – Tripoli, North
11. St.Antonios Official Technical Institute – Khadiye, Zgharta
12. Saida Technical Institute – Saida, South

### Administrative Informatics:

1. Deir Ammar Official Technical Institute – Deir Ammar, North
2. Bednayel Technical Institute – Bednayel, Bekaa
3. Baalbek Technical Institute – Baalbek, Baalbek Hermel
4. Orthodox Higher Technical Institute – Cheikh Taba, Akkar
5. Nabatiyeh Technical Institute – Nabatieh El Tahta, Nabatieh
6. Douseh Technical Institute – Douse, Akkar

On the base of the comparative evaluation, the schools are to be classified in three groups (green, orange and red):

| Status                           | Assessment                | Feasibility*  |
|----------------------------------|---------------------------|---|
| CBT conditions mostly met        | School ready (Priority 1) | Implementing CBT short courses feasible   |
| CBT conditions partly met        | School ready (Priority 2) | Implementing CBT short courses feasible after minor adjustments to the facilities |
| CBT conditions hardly or not met | School not ready          | Implementing CBT short courses not feasible                                       |

The schools assessment report will be submitted to the DGVTE for the selection of up to 10 schools/institutes to be involved in the implementation of the action based on governorates and national coverage.

3. GIZ shall hire the contractor for the anticipated contract term, from **15.10.2024 to 30.04.2025**
4. The contractor shall provide the following work/service:
  - Critical examination of relevant project documentation, occupational standards developed by QuA-VET and adopted curricula by the DGVTE as well assessment criteria (checklists) for TVET schools in other sectors.
  - Organise and conduct structured meetings with Project stakeholders as considered necessary.
  - Inform and regularly consult the staff of the project.
  - Conduct preliminary virtual assessment (asking directors to send info on teachers, students and workshops including pictures to assess the status) of the vocational and technical institutes offering a TS and technical schools offering a BT or BP program aligned with the sector to be covered by the action.
  - Develop concept, criteria, and checklists (based on Annex 1&2) for the TVET school assessment in the two selected BT/TS programs reflecting readiness for implementation with regards to HR, tools and equipment, business environment
  - Organise and conduct visits to 17 schools that could satisfy the main requisites for:
    - assessing facilities and equipment available
    - presenting the overview of the assessment process
    - analysing the availability of trainers, their qualifications, and their motivation to attend Training of teachers (ToT)
    - assuring the commitment of the Director
    - advising the project staff on the most appropriate schools for the implementation of the activities
  - Issue a report on the school/institute to evaluate the suitability of the schools/institutes
  - Write end of mission report and provide the required administrative deliverables.
  - Be accessible after the short-term mission for follow-up discussions

The outputs / results requested from the STE are:

- Preliminary virtual assessment results
- Concept incl. criteria, and checklists for the TVET school assessment in 2 programs
- Visit schedule to the 17 schools
- Filled checklist and overview of the facilities, list of equipment and tools available in each school
- Brief assessment of the TP teacher competences/qualifications
- Justified recommendation on the 10 schools for the implementation of the activities
- Mission report according to project templates

Administrative Deliverables:

- Monthly Time Sheets according to the template provided at the beginning of the mission which includes a brief description of task(s) conducted each day. Holidays, weekends and working days outside Lebanon could not be included in the Time Sheet as working days.
- A comprehensive end of mission's report submitted to team leader for revision and approval following the structure:
  - Scope and objectives of the mission
  - 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
- Recommendations for the follow-up of the mission
- Recommendations for the improvement of project implementation
- Documents produced during the implementation of the mission in the form of definitive version (drafts can be included if and only if are relevant for the implementation of the mission or its follow-up).

## **II. Tender requirements**

### **1. Qualifications of proposed staff**

#### **1.1. Expert 1:**

##### **1.1.1. General qualifications**

Education: University degree at least at bachelor level in agrifood related fields

Professional experience: At least 5 years of working experience in the agrifood industry or related agricultural sector  
At least 2 years of experience in assessing agricultural or food production facilities

##### **1.1.2. Experience in the region/knowledge of the country**

At least 3 years working in the MENA region

##### **1.1.3. Language skills**

Business fluency in English and Arabic

#### **1.2. Expert 2:**

##### **1.2.1. General qualifications**

Education: University degree at least at bachelor level in engineering, computer science or a related field

Professional experience: At least 5 years of working experience in the Information Technology (IT)  
At least 2 years working experience in assessing IT related facilities

##### **1.2.2. Experience in the region/knowledge of the country**

At least 3 years working in the MENA region

##### **1.2.3. Language skills:**

Business fluency in English and Arabic

## 2. Quantitative requirements

| Fee days  | Number of experts | Number of days per expert         | Comments |
|---|-------------------|-----------------------------------|----------|
| <ul style="list-style-type: none"> <li>Assess the conditions for the implementation of CBT learning units in 12 DGVTE schools with an active BT in “Agrofood”</li> </ul>                  | 1                 | 12                                |          |
| <ul style="list-style-type: none"> <li>Assess the conditions for the implementation of CBT learning units in 6 DGVTE schools with an active TS in “Administrative Informatics”</li> </ul> | 1                 | 6                                 |          |
| <ul style="list-style-type: none"> <li>Submit the mission report for the selection of 10 schools, providing justification for their choice for the implementation</li> </ul>              | 1                 | 4                                 |          |
| Travel expenses   | Number of experts | Number of days/nights per experts | Comments |
| <ul style="list-style-type: none"> <li>Per-diem allowance in country of assignment</li> </ul>   | 0                 | 0                                 |          |
| <ul style="list-style-type: none"> <li>Overnight allowance in country of assignment</li> </ul>  | 0                 | 0                                 |          |
| <ul style="list-style-type: none"> <li>Travel costs (train, private vehicle)</li> </ul>   | 0                 | 0                                 |          |
| Flights   | Number of experts | Number of flights per experts     | Comments |
| <ul style="list-style-type: none"> <li>International flights</li> </ul>   | 0                 | 0                                 |          |
| <ul style="list-style-type: none"> <li>Domestic flights</li> </ul>  | 0                 | 0                                 |          |
| <ul style="list-style-type: none"> <li>CO<sub>2</sub> compensation for air travel (<i>giz.de</i>)</li> </ul>  | 0                 | 0                                 |          |
| Other costs   | Number of experts | Amount per experts                | Comments |
| <ul style="list-style-type: none"> <li>Flexible Remuneration</li> </ul>   | 0                 | 0                                 |          |

## III. How to apply

The potential companies are obliged to submit the following documents within the framework of the expression of interest:

- Technical offer including the following:
  - **Official letter expressing interest**
  - **Annual total turnover for each of the last three (3) years**
  - **Company portfolio (Company name, number of employees, focal point, contact details, exact location, year of establishment, availability of services)**
  - **Official registration document**
  - **Ministry of finance registration document**

- **2 reference projects in the technical field of assessing IT and agricultural (or food production) facilities**
- **CVs for two experts**  
*The CVs can have a maximum of four pages. If one of 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.*

The information and documents specified above shall be submitted to GIZ in PDF format by **Monday, 07.10.2024** by 23:59 Beirut Local Time at the latest, to the following email address: [LB\\_quotation@giz.de](mailto:LB_quotation@giz.de).

The subject line must be clearly marked as follows:

**EOI - Third party to assess DGVTE schools QuA-Vet (18.2208.9-002.00)**

## **Annexes**

- *Annex 1: School assessment criteria developed by QuA-VET for food inspection related trainings*
- *Annex 2: School assessment criteria developed by QuA-VET for machine maintenance related trainings*