

# Expression of Interest (Eoi) for the procurement of services

Project title: Improving the Quality and Attractiveness of TVET in Lebanon (QuA-VET)

Services specified: STE to revise the Food inspection curriculum at TS level

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## 0. List of abbreviations

BT	Baccalaureat technique High school technical degree
CBA	Competency Based Assessment
CBT	Competency Based Training
DGVTE	Directorate General for Vocational Education and Training
EoI	Expression of Interest
HIFS	Health Inspection and Food Safety
QuA-VET	Improving the Quality and Attractiveness of Technical Vocational Education and Training in Lebanon
STE	Short-term expert
SAB	School Advisory Board
TI	Technical Institute
ToR	Terms of Reference
ToT	Training of Teachers
TP	Travaux Pratiques
TS	Techniciens superieur/Technical Supervisor

## I. General information

### 1. Brief information on the project

The project "Improving the Quality and Attractiveness of Vocational Education and Training in Lebanon" (QuA-VET) 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 labour market.

The implementing partner, the Directorate General for Vocational and Technical Education (DGVTE), which requires further support 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, testing competency-based, modularized training programs and developing e-learning solutions.

### 2. Context

#### The TS (Technicien superieur) curriculum in Health Inspection and Food Safety (HIFS)

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 hourly distribution and type of subjects. Recently a tentative of standardisation was carried out by GIZ setting common general education subjects in TS1 and TS2 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 the number of TP hours in the TS are not sufficient to develop the practical competences of the students. Eventually the project will propose a model to the DGVTE containing 2 to 4 CBT modules as TP 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 Competency Based Training (CBT) in the frame of continuous education.

The description of the curriculum of a CBT module can be found in the Annex 1.

After participating in either a Competency Based Training (CBT) session or a Practice Work session (TP), students' competencies are evaluated by a committee consists of trained assessors selected from both official TVET and private sector representatives appointed by the School Advisory Board. This evaluation process follows the Competency-Based Assessment (CBA) approach, which aims to evaluating individual's skills, knowledge, and abilities according to predefined competencies. Unlike traditional assessment, CBA places emphasis on showcasing practical skills and the effective application of knowledge in real-world scenarios.

The TS curriculum in HIFS should undergo the update to a more practice-oriented curriculum to include the CBT modules in lieu of the TP and the hourly grid should be revised to adjust the balance between theoretical hours in general subject, theoretical hours in technical subjects and practical hours for technical subjects (1/3 of the total allocated learning time for each) and the CBA concept should be introduced as well.

2 School Advisory Boards (SAB), namely the SAB of Nabatiyeh TI and the SAB of NINC recently issued official recommendations to the DGVTE for the update of the TS curriculum. The recommendations were approved by the DGVTE with the direction that both schools should collaborate in the revision of the curriculum. QuA-VET is therefor looking for 2 Short Term Experts (STE) from the aforementioned schools to collaborate on the inclusion of the CBT modules in the curriculum and the revision of the hourly grid.

3. GIZ shall hire the contractor for the anticipated contract term, from 01.06.2024 to 01.05.2025
4. The contractor shall provide the following work/service:
  - Critical examination of the existing curriculum, including the existing hourly grid officially in use at the DGVTE and in public TI
  - Critical examination of the CBT modules provided by QuA-VET
  - Proposal for new time allotment and hourly grid, inclusion of the CBT in the TP as well as recommendations for potential further updates
  - Proposal for a step-by-step concept to include CBA method in the assessment procedure, to be applied within one schoolyear
  - Presentation of the proposal to the official curriculum update committee and making sure that the revision is approved and formally written in the official gazette

<b>Milestones/partial works</b>	<b>Date/location /responsibility</b>	<b>Criteria for acceptance</b>
Revision of the existing curriculum	June 2024, Beirut, 2 STE with revision from QuA-VET	Report on observations (min. 5pages, incl. Observations on the hourly grid, possible outdated of information, balance between TP and theoretical hours, etc.)
Revision of the CBT modules	June 2024, Beirut, STE with revision from QuA-VET	Analysis on links that can be created between the CBT and the technical theoretical subjects (2 pages min.). Each CBT shall be linked to at least 2 technical theoretical subjects, and statement must be made on which year the CBT would be appropriate for.
Proposal for the hourly grid with inclusion of the CBT modules	July 2024, Beirut, STE with revision from QuA-VET	New hourly grid Formulation of the inclusion of the CBT module in the curriculum

Step by step concept for the introduction of the CBA assessment	August 2024, Beirut, STE who has CBA certificate of professional qualification with revision from QuA-VET	5 pages concept including milestones, steps (with timing within the school year), responsible persons, actions to take in preparation, results to be achieved
Formal submission of the proposal to the curriculum update committee	August 2024, Beirut, STE	Dossier including the proposal and the concept, with reception receipt form the committee
Approval and publication in the official gazette	August 2024, Beirut, STE	Signed letter from the DGVTE

## II. Tender requirements

A total of 2 STE is planned for the implementation of the services described in these ToR:  
 1 SAB Member of the Nabatiyeh TI  
 1 SAB Member of the NINC Bir Hassan  
 As per the requirement from the DGVTE for the collaboration of the 2 schools.

### 1. Qualifications of proposed staff

#### 1.1. Expert 1:

##### 1.1.1. General qualifications

Education: University Degree in Food safety or public health or any related subject

Professional experience: At least 5 years experience as a TVET teacher in the field of Health Inspection and food Safety

At least 3 years of experience in the private sector as a food inspector or any related activities

Experience in the writing of curricula and with the DGVTE procedure for curriculum approval

Experience with CBT modules

Be a SAB member in either Nabatiyeh TI or NINC

Experience with CBA methods

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

Lebanon for minimum 5 years

##### 1.1.3. Language skills

business fluency in Arabic and English *Select element*

## 2. Quantitative requirements

Fee days	Number of experts	Number of days per expert	Comments
• Preparation/debriefing	2	1	
• Implementation	2	7	
Travel expenses	Number of experts	Number of days/nights per experts	Comments
• Travel costs (train, private vehicle)	NA	0	

Since the contract to be concluded is a contract for works, the services will be offered at a fixed lump sum price, which provides **an itemised breakdown of all the relevant costs (fees, travel costs, etc.). The specification of inputs will provide guidance in this respect.** In the contract itself, the budgets will be contractually agreed as **maximum amounts.**

## III. Requirements on the format of the tender

- An updated CV in English language.
- The applicant shall submit their CV in PDF format by **Friday, 24.05.2024 by 23:59 Beirut Local Time** at the latest, to the following email address:  
**LB\_quotation@giz.de**
- The subject line of the mail must be clearly marked as follows: *“STE Revision of HIFS curriculum”*.
- Top 3 shortlisted candidates will be evaluated according to an interview and a technical assignment provided by QuA-VET project team.
- **If you have questions about this call, please contact us at the following email (LB\_quotation@giz.de). Deadline for questions is 21.05.2024 before 23:59.**

## Annexes

### 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.