

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



### Short term expert as trainer for anti-sexual harassment workshop

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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

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.

After the organisation of Training of Trainers (ToT), teachers and directors are led to implement Competency based trainings (CBT) in their respective sectors and to train participants from different backgrounds through practical training and to tutor them in the frame of Work Based Learning, where participants spend 2 weeks in companies from the private sector to apply the learned skills.

TVET teachers require anti-sexual harassment training, especially in male-dominated domains, to foster a safe and inclusive learning environment for female students, ensuring their dignity and promoting equal opportunities in technical and vocational education.

To support teachers and directors in their tasks, QuA-VET will organise training workshops on the topic of sexual harassment, starting from the basic concepts and also covering the topics of definition, complaint procedures, teacher's roles and responsibility and focusing on the anti-sexual harassment supporter task from a psychological aspect.

The training should take place in Beirut in a location made available by the QuA-VET project and will gather teachers and directors from different TVET schools from all over Lebanon. The one-day training (8 hours) should be repeated up to 7 times for up to 15 participants for a total of up to 75 participants.

Target group: Directors and teachers of TVET schools

Group size: 7 to 15

Topics	Description/Comments
What is sexual harassment and what are the roles and responsibilities of resource persons.	Should include <ul style="list-style-type: none"> <li>Self-reflection on what participants understand as sexual harassment and own stereotypes</li> <li>Definition and meaning of Sexual Harassment</li> <li>Complaint procedures</li> <li>External based support (Examples of NGOs when the public system is not available, Legal hotlines, etc.)</li> </ul>
What needs to be done, by whom and when while colleagues, employees or students seek support?	
Cover the psychological and legal aspect of sexual harassment cases and how to support a victim of sexual harassment.	
<i>Example cases:</i> What approaches can be used in specific cases?	Analysis, role plays and example of cases and how to react (differentiate psychological from physical symptoms, cover first aid if needed, etc.)
How to react when a colleague approaches a resource person with a case?	
How to protect your own boundaries?	
How (and with who) to communicate in specific situations?	

Commented [NF1]: Maybe specify in hours?

Commented [NR2]: We know that we will not have 10-11 teachers each time, but we have 75 teachers + directors in total, so that gives us a bit of margin

Commented [PM3]: Legal hotlines

Commented [PM4]: And role plays

Commented [PM5]: I don't know if we can add also basic first aid. Meaning, the teacher should differentiate between a student having a stroke or a panic attack for example.

c. GIZ shall hire the contractor for the anticipated contract term, from **15.12.2023** to **30.06.2024**.

Commented [NF6]: June has 30 days

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

Commented [NF7]: Maybe add something related to satisfaction of attendees? For example average trainees satisfaction is 3 over 4

Commented [JG8R7]: And add development of training agenda and ppt in EN & AR

- Critical examination of relevant project documentation
- 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, including training material (PowerPoint), agenda, training content in Arabic and English
- Regular information and consultation with the Project Team members
- Organisation of the training room for workshop purpose, taking in account the room set up
- Recording of the participants' attendance to the ToT with the attendance sheets provided by QuA-VET
- Adjustment of the following workshops based on the results of the satisfaction survey filled by the participants at the end of each workshop. Satisfaction rate is expected to be above 75%.
- Delivery of the training: up to 7 editions of the one-day training (equivalent to 8 hours), with up to 15 participants per training: full day training to the anti-sexual harassment supporters on their functions and psychological perspective. How they can support, communicate and deal with any case and what are their roles and responsibilities. The training should be interactive with case study and analysis should be presented
- Writing of mission report and required administrative deliverables
- Availability after the short term-mission through internet for follow-up discussion

Commented [PM9]: Equivalent to 8 hours

QuA-VET will provide plans and ppt of former workshops as examples for the trainer to take inspiration from.

## Administrative Deliverables:

- Training agenda and training material
- PowerPoint presentation in EN & AR
- Attendance sheets of the trainings
- 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 digital supports such as ppt, or
  - Remarks, complains or relevant insights gained during the training in regard to its organisation and also to the mission of the school staff with the perspective of sexual harassment (hindering facts or structures)

## Tender requirements

### 1. Qualifications of proposed staff

#### 1.1. Expert 1:

##### 1.1.1. General qualifications

Education: Master's degree in Psychology, Gender or Social Science.

Professional experience: More than 5 years' experience in moderating and providing trainings related to Gender and Sexual Harassment.

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

Experience in the knowledge of the country Lebanon for more than 5 years.

##### 1.1.3. Language skills

Business fluency in English and Arabic.

### 2. Specification of inputs

Fee days	Number of experts	Number of days per expert	Comments
• Preparation	1	3	
• Implementation of training	1	7	
• Reporting	1	1	
Travel expenses	Number of experts	Number of days/nights per experts	Comments
• Per-diem allowance in country of assignment	N/A	N/A	
• Overnight allowance in country of assignment	N/A	N/A	
• Travel costs (train, private vehicle)	N/A	N/A	

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

Required documents:

- An updated CV in English language.
- The applicant shall submit their CV in PDF format by **Sunday, 04.02.2024 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 Trainer for ASH workshop*”
- 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 26.01.2024 before 23:59.

The CV submitted for each expert can have a maximum of four pages, and should include every experience related to the STE mission, including references, description of missions done in the past, etc. 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.