

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

	Project number/
ToR to conduct need assessment, user evaluation study and cost centre: curriculum mapping under the project Simulation-based Vocational Training for Green Energy Jobs (GreenSkills+)	23.1001.9-205.01

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List of abbreviations

AG	Commissioning party
AN	Contractor
AVB	General Terms and Conditions of Contract for supplying services and work
FK	Expert
FKT	Expert days
KZFK	Short-term expert
ToRs	Terms of reference
ILO	International Labour Organization
SCGJ	Skill Council for Green Jobs
IRENA	International Renewable Energy Agency
GIZ GmbH	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
SEI	Schneider Electric Industries
GreenSkills+	Simulation-based Vocational Training for Green Energy Jobs
BMZ	German Federal Ministry for Economic Cooperation and Development
SEIF	Schneider Electric India Foundation
MSDE	Ministry of Skill Development and Entrepreneurship
DGT	Directorate General of Training
ITIs	Industrial Training Institutes
NSTIs	National Skill Training Institutes
NGOs	Non-Governmental Organization
BMO	Business Membership Organizations
DETs	Departments of Employment and Trainings
MoUs	Memorandum of Understanding (MoU)
CTS	Craftsman Training Scheme
AR/VR	Augmented Reality/ Virtual Reality
NIMI, CSTARI	National Instructional Media Institute; Central Staff Training And Research Institute

1. General information

1.1. Brief information on the project

During COP26, India pledged to increase renewable capacity to 500 GW, install 50% non-fossil fuel power, reduce emissions by 1 billion tonnes, and decrease carbon intensity by 45% by 2030. However, achieving these targets hinges on addressing a crucial issue: the shortage of skilled workers. Studies from the International Labour Organization (ILO) and the Green Jobs Sector Skill Council suggest that by 2030, India could generate approximately 4.5 million green jobs, escalating to around 35 million by 2047. Yet, a significant hurdle lies in the lack of necessary skills. The Skill Council for Green Jobs (SCGJ) released a report in 2022 that found that there is a shortage of 1.2 million skilled workers in the green economy, particularly affecting sectors like renewable energy, waste management, and energy efficiency. Also, according to another report in 2022 by the International Renewable Energy Agency (IRENA), women make up only 20% of the workforce in the Indian renewable energy sector and only 22% of all participants in energy-related skill development programs, significantly lower than the global average of 32%.

To support India's energy journey, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH and Schneider Electric Industries (SEI) are working together on Simulation-based Vocational Training for Green Energy Jobs (also referred to as GreenSkills+) within the framework of the develoPPP programme, which GIZ implements on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). The project will be implemented on ground through SEI's implementation arm Schneider Electric India Foundation (SEIF). The project aims to increase the supply of labour by increasing the employability of trainees in the green energy sector.

Under this project, GIZ and SEI with support from Ministry of Skill Development and Entrepreneurship (MSDE)/ Directorate General of Training (DGT) aims to strengthen the Industrial Training Institutes (ITIs) and National Skill Training Institutes (NSTIs) network along with students from Non-Governmental Organization (NGO) partners by introducing digital training tools that complements physical courses, offering hands-on training through simulators at a reduced cost. The project aims to design digital practical trainings in consultation with DGT for job trades -Solar Technician and Electrician with user-centric research, experimentation, and prototyping that is innovative and will use simulation technologies. The employability in the energy sector will be enhanced by adapting pedagogy that addresses the current skill gap for electricians and solar technicians job trades. The project also aims to increase gender inclusivity in these job trades.

1.2. Context

The overall objective of the assignment is to conduct a need assessment study to understand the perception of energy sector (specifically in electrician and solar technician job role), it's existing skill gap for both trainers and trainees, identify the barriers to entry of female workforce, user evaluation of the developed prototype, potential job opportunities (especially for females) and curriculum analysis and mapping in the target job roles with industry validation. The contractor shall, in close coordination with the project team, conduct a landscape study to:

- a) Estimate the industry demand and labour market supply with respect to the energy sector (focussing on electrician and solar technician job roles) as well as the basic skill sets required to perform these jobs.

- b) Evaluate the target job roles from an industry perspective to identify the gaps in the existing curriculum (ITIs/NSTIs) of these job roles and the probable add-on to the curriculum
- c) Undertake the user evaluation of the developed prototype with the target population. Identify the skill gap in energy sector and barriers of entry for females and propose probable solutions to mitigate the same
- d) Design an interview guide for females to understand their perception of energy industry careers. (survey at least 25 females)
- e) Develop a list of region-wise/state-wise ITIs, NSTIs, and other training institutes that are offering the target job roles and could potentially introduce the add-on module along with an insight on infrastructure requirements (current state and future requirement);
- f) Analyse the existing curriculum of solar technician and electrician job roles offered by ITIs/ NSTIs for gaps, areas where new pedagogy can be introduced and areas where new competencies can be included to make the job roles move towards **energy transition**
- g) Identify relevant industry associations (Business Membership Organizations – BMOs) and individual industries (including MSMEs) who are offering or could potentially offer placement and/or apprenticeship opportunities in the identified sectors/job roles in the identified locations

1.3. Duration

GIZ shall hire the contractor for the anticipated contract term, from September 2024 to 28th Feb 2025.

2. Tasks to be performed by the contractor

The contractor is responsible for providing the following services:

I. Develop a detailed implementation plan for the assignment. This includes:

- i. Reviewing the terms of reference (ToR) as well as all other relevant material provided by the project team.
- ii. Participating in a kick-off call with the project team.
- iii. Outlining work packages, responsibilities, and timelines for the requested services in accordance with the ToR.
- iv. Outlining the overall strategic approach and methodology towards the different tasks and deliverables.
- v. Developing a sampling plan and finalizing the list State Directorates/ ITIs / NSTIs /NGO partners. From among these, narrowing a list of stakeholders in terms of potential youth, trainers, academic stakeholders from the training institutes, government officials and finally shortlisting the industry players to be interviewed/surveyed in consultation with project team.
- vi. Developing a sampling plan for survey of the youth
- vii. Determining and finalizing the key parameters to be assessed during the interviews/survey with stakeholders and survey with youth as well as the trainers.
- viii. Developing and finalising the questionnaire for the youth and trainer survey in consultation with project team.
- ix. Developing semi-structured guidance note for in-depth interviews with industry and other relevant stakeholders.

- x. Compiling the implementation plan and strategic approach in the form of an inception report and incorporating feedback and changes as required.
- xi. Reviewing the existing curriculum of solar technician and electrician offered in ITIs/NSTIs creating a plan for identification of gaps and areas of addition.
- xii. Reviewing the energy sector from a lens of energy transition and identifying competencies and skill that have industry demand and align with the target job roles

II. Conduct secondary/desk research through database searches, existing content reviews or any other tool deemed fit. This includes:

- i. Assessing the skills training that is imparted or which are currently acquired by youth in the energy sector (in the target job roles) and their linkage to existing employment.
- ii. Analysing the target job roles from the energy transition lens and bringing in insights on what can be included in these from the energy transition angle
- iii. Identifying the existing challenges and barriers present in the energy sector (in the target job roles) with a special focus on female candidates
- iv. Assessing the probable locations/regions/states/cities with good potential demand in the solar technician and electrician job roles
- v. Analysing the government policies related to the energy sector to access the focus of the government in the sector and identifying areas/policies which can be positively tapped by the project be it in terms of training, content, employment, apprenticeship, etc.
- vi. Analysing and bifurcating the Indian states in terms of positive, neutral and not so good regarding their perspective on the solar technician job role uptake and thereby approaching the positive states in the primary research for partnerships.
- vii. Awareness, exposure and acceptance to skill training programme through technology/ digital content – AR/ VR content, self-paced online trainings among others from both demand and supply side
- viii. Analysing the overall energy market locally in the positive states and assessing the current and future (up to 5 years) trends in these job roles. Also identify the vertical and horizontal movement opportunities of the said job roles.

III. Analysis of the curriculum of the solar technician and electrician job roles being offered in ITIs/NSTIs, improving the existing competencies and suggesting additional competencies. This includes:

- i. Review the existing CTS curriculum in the solar technician and electrician job roles
- ii. Identify the competencies and portions of the curriculum that can be adapted to use the simulation-based learning
- iii. Identify the gaps in the curriculum from an energy transition lens and suggest probable topics/competencies that can be added to the curriculum
- iv. Incorporate the findings from the primary and secondary research from industry perspective into the curriculum
- v. Discuss the findings with the GreenSkills+ project team and reach a common consensus.
- vi. Add elements from the energy transition lens into the curriculums
- vii. Draft a new curriculum with the modified pedagogy and competencies that compliments and supplements the existing CTS curriculum in the target job role

- viii. Support and participate in the organisation a series of workshops with the GreenSkills+ project team to take inputs from the officials of DGT, NIMI, CSTARI on the new curriculum designed

IV. Conduct primary research and collect data, online digital survey tools, telephonic interviews, field visits, focus group discussions or any other tool deemed fit. This includes:

- i. Assessment of supply side stakeholders shall include the following but not limited to:
 - a. Developing a list of region-wise/state-wise ITIs, NSTIs, and other training institutes that are offering the target job roles and could potentially become the recipients of the project's newly developed module and technological intervention. This will include assessment of opportunities (signing MoUs/ Letter of Intent) for tying up with State Directorates and Departments of Employment and Trainings (DETs) responsible for ITIs and NSTIs.
 - b. Estimating the overall supply of skilled youth in the target job roles and within the target states/regions identified above with respect to their age, qualification, aspirations and fee-paying capacity.
 - c. Assessing the skills trainings imparted in the target job roles or which are currently acquired by youth and their linkage to existing employment in the community
 - d. Identifying the skill gap in energy sector in general and barriers of entry for females (from supply side) and propose probable solutions to mitigate the same
 - e. Designing an interview guide for females to understand their perception of energy industry careers. (survey at least 25 females). The various aspects such as awareness, accessibility, motivation, technical know-how, support from family, etc. needs to be covered
 - f. **User Evaluation of the Prototype:** Testing the viability and usability of prototype training developed by Schneider Electric. This will include the following but not limited to:
 - Sample Size: 500 or more candidates/students. Over and above this number, inputs from the trainers/ training institute managers/ principals. The sample should have a good gender mix.
 - The sample should contain students from ITI/NSTI institutes/students along with SEIF training institutes
 - Areas of focus for the user evaluation:
 1. Understanding the viability, desirability and technical feasibility of the training developed. Assessment of the infrastructure w.r.t. hardware/ software requirements. Assessment of the devices available with the students and accessibility of the created content within the target audience/institutes
 2. Assessment of the institutes on the above parameters from where sample is being collected
 3. Assessment of trainees' expectations regarding digital training
 4. Identifying the response to the virtual system/format which also includes identifying: - main issues encountered during testing - trainees' ability to

navigate and independently resolve issues - main emerging concerns about managing the format, etc. Understanding the prototype from the perspective of the other stakeholders regarding their experience with the virtual format, including both the trainers and the heads of departments/training centers/ principals; perceived threat regarding the teaching profession from trainers; intention of usage as a teaching tool and needs (in practical terms given the lack of tools).

- ii. Assessment of demand side stakeholders shall include the following but not limited to:
 - a. Determining the main states/regions/cities along with an insight into the industry players where placement/apprenticeship opportunities of the target job roles is considerable.
 - b. Identifying the skill gap existing for the target job roles. Also identifying the additional skills that are required by the industry in the target job roles and currently missing from the ITI ecosystem.
 - c. Assessing the acceptance/advantage of the students trained on new pedagogy in addition to the current course in the target job roles from industry perspective
 - d. Assessing the key constraints experienced by the industry in mobilizing, recruitment and onboarding of skilled youth.
 - e. Assessing the industry demand in the target job roles w.r.t. female workforce and determining the barriers to entry for female in this sector from industry side. Also propose probable solutions/ recommendations.
 - f. Assessing the current and future (up to 5 years) trend in the job roles from the respective stakeholders.
 - g. Assessment of their interest in tying-up with the project to provide potential employment opportunity (demand mapping) to the trained youth.

V. Analysis and documentation of the findings from the desk research and the interviews. This includes:

- i. Design a comprehensive report presenting the analysis and findings based on the structured interviews of the industry and the survey results of the youth.
- ii. The report should encompass the following but not limited to:
 - a. Provide a snapshot of the energy sector, related government policies, current and future trends
 - b. Analyse the skill gap in general and barriers to entry for females (from both demand and supply side) in the energy sector with a special focus on the targeted job roles and provide recommendation for the same.
 - c. Draft a new curriculum with the modified pedagogy and competencies that compliments and supplements the existing CTS curriculum in the target job role and provide a snapshot of the development of the curriculum
 - d. Analyse the findings and come-up with probable regions/ states/ cities/ institutes where this project can be implemented.

- e. Create a specific section for the findings and recommendations related to the user evaluation of the prototype.
- f. Deep dive into the recommendations related to the industry players, identify their expectation, openness to training technologies and identify pockets/industries/organizations where placement/apprenticeship opportunities are present for the targeted job roles
- g. Create a list of industry players interest in tying-up with the project to provide potential employment opportunity to the trained youth

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

Milestones	Deliverable/ Format	Deadline
Detailed implementation plan for the assignment (= inception report)	Word document/ PDF document	30 th Sep 2024
Submission of final survey questions for each stakeholder	Excel sheets/ word documents/ presentation	5 th Oct 2024
Submission of interview guide	Excel sheets/ word documents	10 th Oct 2024
Implementation of survey and interviews across stakeholders and locations	Activity reports, interview and FGD transcripts, attendance, consent registers and pictures (Word / Excel documents. Time-stamped digital photographs)	10 th Nov 2024
Submit the new curriculum	Analysis of the curriculum existing in the target job roles; New curriculum developed. word documents/ presentation	30 th Nov 2024
Submission of draft report with inclusion of but not limited to <ol style="list-style-type: none"> 1. Survey and Investigation methodology 2. Interview guides and questionnaire 3. Locations identified for youth survey 4. Analysis and assessment of existing skill gap, perception of youth and barriers to entry of female in the energy sector 5. Analysis and recommendations on user evaluation 6. Interview guide for females and survey of female participants to understand their perception of energy sector 7. List of training institutes (Govt. and non-Govt.) for interviews 8. List of industry partners for interviews and their 	Word document / Power Point files	10 th Dec 2024

<p>perception about the supply side of the energy sector</p> <p>9. List of training institutes and state governments (along with MoU/ Lol copies) which are inclined to work with the project.</p> <p>10. List of companies along with their demand mapping interested to partner with the project to provide employment opportunities to youth</p>		
Submission of final report (not more than 70 pages) including all the results and analysis	Word Document	30 th Jan 2025

Period of assignment: from Sep 2024 until 28th February 2025.

Details of visits and interviews

S.N.	Activities	Description
1	Need Assessment and skill gap with barriers to entry for female	<ul style="list-style-type: none"> - Target Youth (with a good gender mix): 500 youth with a mix from ITI/NSTI/NGO training institutes/ aspirants who want to enroll, etc. Locations: Hyderabad, Bangalore, Pune, Trivandrum/ Kochi, Kolkata, Mumbai, Vadodara, Jodhpur, Cuttack, Chennai, Coimbatore, Delhi/NCR, Bhopal, Bhubaneshwar (Visits to at least 8 locations) - Trainers/ Center Managers/ Principals: From institutes such as ITI/NSTI/NGO training institutes to gain the perspective on energy sector training/ placement/ supply and demand - State Directorates/ DETs (responsible for ITIs and NSTIs)- 4-5 state directorates/ DETs [Tentative list of states- Gujarat, West Bengal, Telangana, Rajasthan, Karnataka, Kerela, Tamil Nadu Maharashtra, Odisha and West Bengal] - Industry players/ Associations/ MSMEs/BMOs: 2-3 organizations from each location deploying electricians/ solar technicians. Minimum 25-30 organizations to be targeted. The locations can be in and around the locations of youth interviews - Any other relevant stakeholder that the agency may deem fit to the study such as central ministry, DGT, etc.
2	User Evaluation of the Prototype	<ul style="list-style-type: none"> - At least 500 Students from State and Private ITIs/ NSTIs, SEIF's NGO partner locations who have been exposed to the prototype - A good mix of physical and online interviews can be adopted - A good gender mix is highly desirable - Physical visits to 5 physical locations - Physical Locations – Delhi/NCR (including Dadri), Hyderabad, Coimbatore, Ajmer, Gandhinagar, Mysore

Sectors of Travel: Pan-India

For need assessment and user evaluation: Hyderabad, Bangalore, Bhopal, Pune, Trivandrum/ Kochi, Kolkata, Mumbai, Mysore, Vadodara, Bhubaneshwar, Jodhpur, Cuttack, Chennai, Coimbatore, Delhi/NCR (including Dadri), Ajmer, Gandhinagar. For State Directorates/DET: Any additional locations not covered here where state directorates/DETs are present.

Travel to any of the 12-14 locations is mandated under this contract in consultation with the GreenSkills+ project team.

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.

3.1. 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) (1.1.1). 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).

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.

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 describe the key **processes** for the services for which it is responsible and create an **operational plan** or schedule (1.4.1) that describes how the services according to Chapter 2 (Tasks to be performed by the contractor) are to be provided.

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**.

3.2. Project management of the contractor

The tenderer is required to explain its approach for coordination with the GIZ project **(1.6)**. In particular, the project management requirements specified in Chapter 2 (Tasks to be performed by the contractor) must be explained in detail.

The tenderer is required to draw up a **personnel assignment plan** with explanatory notes that lists all the experts proposed in the tender; the plan includes information on assignment dates (duration and expert days) and locations of the individual members of the team complete with the allocation of work steps as set out in the schedule.

The tenderer is required to describe its backstopping concept. 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 1.6.3 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

4. Criteria for Eligibility of firms

1. The average annual turnover for the last three financial years (last-but-four financial years can be included in case of invitation to tender held within six months of end of last financial year) must be at least EUR 80,000
2. Number of employees as of 31.03.24 shall be 10 or more
3. The agency must submit a declaration on GWB clauses – refer Annexure “Legal Inferences”
3. Contractor should have undertaken similar practical oriented work for a minimum value of EUR 30,000 with a proof of projects undertaken.
4. The agency should have completed 3 successful assignments under need/ market assessment studies particularly from vocational education and skilling ecosystem perspective. The consultants shall provide proof of prior successful projects.
5. The agency should have at least 2 successful examples of user evaluation studies in India.
6. The agency should have 3 years or more of experience in mapping and designing various curriculum in alignment with Indian skill framework,
7. The agency should have strong industry and state government connect specifically within the skilling ecosystem
7. Preference shall be given to organizations who have worked with developmental sector clients
8. Consortium for the project is allowed. It will up to the consortium parties to select the lead partner for the project - refer Annexure “bidding conditions” for more details.

5. 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 4), the range of tasks involved and the required qualifications.

Expert 1: Team leader

Tasks of the team leader

- 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
- Responsible for strengthening and boosting the evaluation framework, interview and evaluation tools
- Responsibility for quality of the interviews, analysis and presentation of findings of the study
- Personnel management and managing the assignments within the available budget, as well as planning and steering assignments and supporting experts
- Support the evaluation team with review and inputs in implementing all preparatory tasks, evaluation tasks, analysis and documentation of findings and recommendations towards high quality final output
- Providing insights into energy sector and just energy transition
- Regular reporting in accordance with deadlines

Qualifications of the team leader

- Education/training (2.1.1): university degree (German ‘Diplom’/Master) in Project Management, Statistics, Education, Economics or related field

- Language (2.1.2): Good business language skills in English, Hindi and at least one local language from the proposed list of locations is desirable
- General professional experience (2.1.3): 15 years of professional experience in the Social Development/Education/Research sector
- Specific professional experience (2.1.4): 10 years in conducting need/market assessments or baseline/midline/endline studies or audit studies or sector research or any related field with a good experience and understanding of energy sector research
- Leadership/management experience (2.1.5): 4 years of management/leadership experience as project team leader or manager in a company
- Regional experience (2.1.6): 5 years of experience in projects in Asia Pacific (region), of which 2 years in projects in India (country)

Key expert 2: Research Design and Analysis Experts - 2 numbers

Tasks of key expert 2

- Designing of the survey tools, methodology and evaluation framework
- Determining the survey sample
- Analysing and processing of the survey data and interview results

Qualifications of key expert 2

- Education/training (2.2.1): University degree/master's degree in project management, business management, social development, social research, statistical sciences or a related field
- Language (2.2.2): Good business language skills in English
- General professional experience (2.2.3): 7 years of professional experience in research, education, statistics, audits, monitoring and evaluation studies with experience in skill development sector
- Specific professional experience (2.2.4): 5 years relevant professional experience in conducting research, sector research, market assessment, baseline, midline and endline assessments and strong demonstrated knowledge of evaluation methods
- Regional experience (2.2.6): Record of successful completion of 3-5 similar assignments in India

Soft skills of team members

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

- Team skills
- Initiative
- Communication skills
- Socio-cultural skills
- Efficient, partner- and client-focused working methods
- Interdisciplinary thinking

Key expert 3: Enumerators- 4 numbers

Tasks of key expert 3

- Implementing survey with the respective stakeholder group
- Entering the survey data into databases for analysis

Qualifications of key expert 3

- Education/training (2.3.1): University degree in statistics or a related field

- Language (2.3.2): Good business language skills in English, Hindi and at least one local language from the proposed list of locations is desirable
- General professional experience (2.3.3): 2-3 years of professional experience in data collection, survey conduction, etc.
- Regional experience (2.3.6): Record of successful completion of 3-5 similar assignments in India

Soft skills of team members

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

- Team skills
- Communication skills
- Socio-cultural skills
- Efficient, partner- and client-focused working methods.

Key expert 4: Desk Research Expert- 2 numbers

Tasks of key expert 4

- Conducting the secondary/desk research
- Supporting in primary data analysis
- Designing and drafting the report

Qualifications of key expert 4

- Education/training (2.4.1): University degree/ master's degree in business management, social development, social research, statistical sciences or a related field
- Language (2.4.2): Good business language skills in English
- General professional experience (2.4.3): 5 years of professional experience in desk research, report writing and evaluation studies with experience in development sector
- Regional experience (2.4.6): Record of successful completion of 3-5 similar assignments in India

Soft skills of team members

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

- Team skills
- Communication skills
- Socio-cultural skills
- Efficient, partner- and client-focused working methods
- Eye for detail

Key expert 5: Instructional Designer (ID)- 1 numbers

Tasks of key expert 5

- Reviewing the existing CTS curriculum in solar technician and electrician job role
- Identifying existing competencies that can be taught using simulation techniques in consultation with project team and SME
- Identifying new competencies that can be incorporated in the existing curriculum in the target job roles
- Creation and finalization of the new curriculums in consultation with project team and SME
- Supporting in the conduction of the workshop with the DGT, NIMI, CSTARI

Qualifications of key expert 5

- Education/training (2.5.1): University degree/ master's degree in instructional design, social development, social research, education, Sociology, language or a related field
- Language (2.5.2): Excellent business language skills in English
- General professional experience (2.5.3): 7 years of professional experience in content and curriculum, education, training and development with experience in development sector
- Specific professional experience (2.5.4): 5 years relevant professional experience designing content and curriculum, standards with an insight into the DGT and NCVET curriculum and content creation process
- Leadership/management experience (2.5.5): 3 years of management/leadership experience as team leader
- Regional experience (2.5.6): Record of successful completion of 3-5 similar assignments in India

Soft skills of team members

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

- Excellent drafting skills
- Communication skills
- Socio-cultural skills
- Team player
- Eye for detail

Short-term expert pool with maximum 2 member

For the technical assessment, an average of the qualifications of all specified members of the expert pool is calculated. Please send a CV for each pool member (see below Chapter 7 Requirements on the format of the bid) for the assessment.

Tasks of the short-term expert pool

- Bring in insights on the target job roles (electrician and solar technician) as a Subject Matter Expert
- Review the just energy transition policies, job roles and bring in insights w.r.t. to the subject into the job role
- Support ID in creation of the new curriculum by bringing in Subject Matter expertise and undertake the review of the curriculums created
- Support the new competencies in the curriculum by bringing-in industry expertise and approvals on the competencies
- Provide a comprehensive document with base content on the new curriculums for the target job roles to the GreenSkills+ project team

Qualifications of the short-term expert pool

- Education/training (2.6.1): University qualification (German 'Diplom'/Master/PHD) in Electrical Engineering, Energy, Renewable energy or related field
- Language (2.6.2): Good business language skills in English
- General professional experience (2.6.3): 15 years of overall professional experience in the energy sector or education and training sector related to energy
- Specific professional experience (2.6.4): 10 years of professional experience in energy, renewable energy, green practices, with experience in designing curriculum and content
- Regional experience (2.6.5): 10 years of experience in India (region)

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

6. Costing requirements

Assignment of personnel and travel expenses

Per-diem and overnight accommodation 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 at <https://www.bundesfinanzministerium.de>).

Accommodation costs which exceed this up to a reasonable amount and the cost of flights and other main forms of transport can be reimbursed against evidence

All business travel must be agreed in advance by the officer responsible for the project.

Specification of inputs

Fee days	Number of experts	Number of days for Project Lead	Number of days of Research Design and Analysis experts (combined for both the experts)	Number of days of Enumerators (combined for all the experts)	Number of days of Research experts (combined for both experts)	Instructional Designer	Short term expert	Comments
<ul style="list-style-type: none"> Preparation, discussion to understand the task, workplan and schedule for the assignment, short approach note. 	7	5	4	0	4	2	3	Includes online and telephone discussions to understand the project, concepts and expected outcomes along with review of the project documents
<ul style="list-style-type: none"> Desk Research (for need assessment and curriculum design) and preparation of interview guides, identification of potential participants for interviews and survey; preparation of inception report 	12	6	16	6	20	5	8	Includes finalization of evaluation concept, methodology and interview tool, transcripts development and conduction of interviews along with curriculum analysis documents
<ul style="list-style-type: none"> On-field primary interviews/ survey/ Prototype testing in 11 proposed locations (including physical and virtual interviews, FGDs, etc.) 	7	10	10	80	0	0	0	Conducting the interviews and developing transcripts
<ul style="list-style-type: none"> Creation of curriculum 	5	6	2	2	0	16	16	This includes the new curriculum supported by latest trends for the new job role, industry buy-in on the new competencies all

								this in the form of a comprehensive document
• Analysis and sharing of results and developing a draft report	6	10	10	8	30	4	6	Includes discussions with project teams, draft and final analysis
• Development and submission of final report	6	3	8	2	12	2	1	Includes draft and final report
Total number of days		40	50	98	66	29	34	
Travel expenses	Number of experts				Number of days/nights per experts		Comments	
• Per-diem allowance in country of assignment	4				20			
• Overnight allowance in country of assignment	4				20			
• Travel costs (train, private vehicle)- Long distance-intercity	4				2			
• Travel cost (local travel)	4				25			
Flights	Number of experts				Number of flights per experts		Comments	
• International flights	----				----			
• Domestic flights	4				16			
Other costs	Number of experts				Amount per experts		Comments	
• Flexible remuneration								

7. Requirements on the format of the tender

The structure of the tender must correspond to the structure of the ToRs. 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 (language).

The complete tender must not exceed 10 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. External content (e.g. links to websites) will also not be considered.

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. Option

After the services put out to tender have been completed, important elements of these tasks can be continued or extended. Specifically:

Type and scope

The contractor is responsible for providing the following optional services:

- Bringing in at least 30/or more industry validation as prescribed by the DGT for new curriculum approval process for solar technician and electrician job roles
- Creation and review of all the documents for DGT and/or NCVET approval of the new curriculum in consultation with the project team
- Supporting the project team with any other activity as required during the DGT and/or NCVET approval process

Requirements

Exercising the option will depend on in-principle approval of the curriculums by the office of DGT to be introduced in the ITIs/NSTIs. The decision on continuation is expected to be made in the period Jan 2025. If the option is exercised, it is anticipated that the contract term will be extended to Jul 2025.

The option will be exercised by means of a contract extension on the basis of the individual approaches already offered. **A bidder is requested to submit two proposals – with Option and without Option.**

Quantitative requirements for the optional services

Fee days	Number of experts	Number of days for team lead	Number of days for short term expert	Total	Comments
Getting industry validations for solar technician and electrician job roles	2	4	30	34	Validations on Official emails/ company letterhead, etc. as per the guidelines of approving body (DGT/NCVET)
Documentation related to DGT/NCVET approval	2	2	10	12	Documents as per the requirement of approving body (DGT/NCVET)

No Travel is foreseen for the Options part of the ToR

9. Outsourced processing of personal data

The requested services include the processing of personal data on behalf of GIZ. Therefore, an agreement on order processing is concluded with the contractor in accordance with Art. 28 EU-GDPR. For this purpose, the technical-organisational measures (TOM) for compliance with the data protection requirements must be presented prior to conclusion of the contract. If the company has already presented the TOM to GIZ in the past, an update must nevertheless be sent in accordance with EU-GDPR.

After a positive check of the TOM, the contract is concluded with the completed outsourcing of data protection form (AuV) as an annex. The AuV form is attached as part of these tender documents.

The bidder is required to submit the TOM along with the financial proposal. The TOM that must be outlined are specified in the AuV form on page 8. The TOM will not be assessed during the evaluation of the financial proposal; however, it is mandatory to submit them.