

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

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Curriculum development and Training of Trainers under the developPPP project on “Skill Manthan” in India

**Project number/  
cost centre:**

**PN: 12.1003.8-  
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## 1. Context

GIZ is a service provider in the field of international cooperation for sustainable development and international education work, dedicated to shaping a future worth living around the world. GIZ has over 50 years of experience in a wide variety of areas, including economic development and employment promotion, energy and the environment, and peace and security. GIZ's main commissioning party is the German Federal Ministry for Economic Cooperation and Development (BMZ). As a federal enterprise, GIZ supports the German Government in achieving its objectives in the field of international cooperation for sustainable development in more than 120 countries worldwide.

India has the second largest population in the world and is expected to touch 1.4 billion by 2025<sup>1</sup>. The country has a significant working age population with more than 62% of the total population between 15-59 years of age.<sup>2</sup> Youth currently comprise 27.5% of India's population and contribute more than 34% to the Gross National Income. Skills are one of the key determinants for productivity, and India is expected to see a shortage of 347 million skilled workers by 2022.<sup>3</sup> The demand of human resources is likely to be the highest in the realty sector, transport, the retail segment including health and hygiene products. However specific market research on the rural market needs in terms of skill training and development needs has been sporadic and regional in nature.

India's ability to reap this demographic dividend will largely depend on the productivity of its young workforce<sup>4</sup>. However, various reports and research indicate the low level of employability and skill development in the Indian youth. India ranked last among 60 countries on labour productivity (World Competitiveness Yearbook, 2012).<sup>5</sup> The India Skills Report 2015 indicates that only 37% of surveyed people were found employable; 34% among male and 38% among female. Nearly a million young people join the labour force in India every month. Although many of them have college degrees, they are still found to be unemployable by industry.

As the skill gap among youth in India became significant, the Government designed various policies and identified skill building of the youth as one of the key objectives of the Indian government.

While skill development interventions in India have been constantly evolving, they have often seen lesser uptake and active participation, and hence, impacting outcomes.<sup>6</sup> According to a study by the Confederation of Indian Industry (CII), one of the key reasons for this low participation in skilling interventions is the misalignment of interests and aspirations of India's youth with the curriculum and structure of vocational courses.<sup>7</sup> Some of the key career aspirations of Indian youth often do not correspond to the jobs or skills that are imparted by

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<sup>1</sup> <http://www.thehindu.com/news/national/Indias-population-to-surpass-Chinas-by-2025/article14685642.ece>

<sup>2</sup> Census 2011 population data

<sup>3</sup> *Skill Development in India, A Transformation in the Making*, Confederation of Indian Industry

<sup>4</sup> *Skill Development in India, A Transformation in the Making*, Confederation of Indian Industry

<sup>5</sup> *Skill Development in India/ www.swaniti.in*

<sup>6</sup> *NCAER 2010 – 2011 survey on youth aspirations*

<sup>7</sup> *Skill Development and Productivity of the Workforce*, Confederation of Indian Industry

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vocational training courses in India.<sup>8</sup> Given these issues, there is a need for standardization of course curriculum, and certification and recognition of skill trainings provided by various stakeholders. This entails systemic changes to mainstream vocational education and livelihood-centred skilling in India.

Under the aegis of develoPPP.de programme GIZ has partnered with Reckitt Benckiser to develop a training programme and skill development module for rural youth in India. The training programme and skill development module will focus on the following key areas:

- Focus: general commercial and marketing training, with one or two modules on Fast Moving Consumer Goods (FMCG) and affordable health and hygiene products will be developed
- Target group: open to all the eligible rural youth who comply with the qualification criteria
- Enhance employability: This would allow the training participants to 1) work with FMCG companies, 2) work with any other firm who needs commercial staff, 3) start up their own business in the retail sector after gaining suitable experience

## Objectives of the assignment

Given this, GIZ would like to engage an expert agency to develop a practice-oriented training curriculum, identify training institutes to anchor these trainings, conduct Training of Trainers in the identified training institutes to deliver trainings to the youth. Hence, the two broad objectives of the assignment include:

1. Curriculum design for the proposed employment enhancing curriculum
2. Identification and shortlist of the suitable training institutes in the identified project locations (Aurangabad, Warangal, and Hardwar/ Rishikesh)
3. Conduct training of Master Trainers on the proposed curriculum in the identified training institutes

## 2. Tasks to be performed by the contractor

The contractor is responsible for providing the following services:

- 1) Kick-off session in Delhi
  - a. In-depth discussion with the project team about expectations and directions for the assignment
  - b. Subsequent discussions with the project partner teams in Delhi and other project locations
- 2) Designing of proposed employment enhancing curriculum

**Job role:** Entry level sales jobs in FMCG companies

**Proposed Curriculum duration:** 80 Hr top-up training content

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<sup>8</sup> *The Skills They Want: Aspirations of Students in Emerging India, CASI*

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**Target Audience:** Rural & Peri-urban Youth in the age group of 18-35 years

**Language:** English and Hindi, with some content in local language (Marathi, Telugu)

## Details of the proposed curriculum:

In order to make the skills training for entry level sales roles for the retail sector more robust and comprehensive, an 80-hour top up curriculum has been proposed. This employer led top-up training curriculum should be designed to act as an enabler to the existing training being provided as outlined under the qualification packs designed by the Retailer's Association's Skill Council of India (RASCI). The top up curriculum should have the following components, see **Table 1**.

**Table 1: Indicative Summary of Components covered in the Proposed Top- up Curriculum**

<b>S.No</b>	<b>Modules</b>	<b>Purpose</b>	<b>Sessions<sup>9</sup></b>	<b>Duration<sup>9</sup> (hours)</b>
1	<b>Pre-Screening Assessment &amp; Readiness</b>	To enable the participant to work independently post training, make informed career choices and to increase the level of workplace readiness of trainees.  Pre-screening of level of skill and personality type of trainees.	5 sessions of 2 hours each	10
2	<b>Industry exposure</b>	Visit to regional offices of a few FMCG organizations to understand the day to day operations of the corporate as well as get a chance to connect with industry stakeholders.	2-day trips of 8 hours each	16
3	<b>Guest Lectures and career progression sessions.</b>	Representatives from corporate sales teams to instill confidence in the chosen career path. These lectures will act as motivation sessions for the trainees and help them visualize their career path. It will also help in retention of candidates post placements.	3 guest lectures of 2 hours each	6
4	<b>Retail specific case studies using multimedia components and role play.</b>	This will help trainees to ascertain on the job skill requirements and help prepare them for all eventualities at the workplace. Role plays will help them think through their job roles better and get a chance to prepare for them.	8 30-minute multimedia learning videos developed. 8 30-minute role	8

<sup>9</sup> Suggested

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playing activities developed.

5	<b>Motivation assessment</b>	To understand the candidate's level of interest and motivation to retain their job in retail as well as in sales specifically, to understand their willingness to migrate.	4 sessions of 1 4 hour each
6	<b>Mobile application Development</b>	<p>Development of a mobile application which contains gamified lesson plans for 2 retail sales roles under NSQF as created by RASCI.</p> <p>This will also provide access to knowledge database for training participants to use as refresher later on.</p> <p>Some of the modules (indicative)</p> <ol style="list-style-type: none"> <li>1. User Registration</li> <li>2. Curriculum Content</li> <li>3. Information &amp; Knowledge Module</li> <li>4. Gamification Module</li> <li>5. Reward &amp; Recognition Module</li> </ol>	<p>6 sessions 1 6 hour each</p> <p>Application Development NA</p>
7	<b>Module on entrepreneurs -hip promotion</b>	To guide trainees in pursuing their entrepreneurial ambitions by providing information and training on basic business economics, accounting, financial literacy etc. This will increase the number of rural youth taking up entrepreneurial activities.	15 sessions of 2 30 hours each
<b>Total duration of the Top Up Curriculum</b>			<b>80</b>

- 3) The curriculum development partner will also be responsible to provide issue resolution, data management and storage of the mobile application for a period of two years. The curriculum development agency will also be responsible for updation of the curriculum on annual basis, as per the feedback from the training institutes.
- 4) Conduct a detailed profiling on the training institutes active in the proposed geographies, namely – Haridwar/ Rishikesh, Aurangabad and Warangal to identify 3 potential training institutions that will be able to undertake training activity in different regions of rural India across the course curriculum identified
- 5) Support the identified 3 training institutions in developing a sustainable business model including fee structure to regularly conduct training for rural youth

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- 6) Conduct a Training of Trainers (ToT) for the master trainers from within the identified training partners in the proposed project locations. Details on the ToT are as follows:
- **Number of Master Trainers to be trained:** 10 to 12 annually. (Annual training is recommended considering attrition among trainers at the training institutes)
  - **Duration of Master trainer's training:** 5 – 7 days (proposed, however may change based on final curriculum design)
  - **Refresher Trainings:** One Refresher Training to be conducted every six months for the master trainers
  - **Hand holding support to master trainers:** Selected agency to provide handholding support to the master trainers during initial trainings.
  - **Training of master trainers will be conducted at one location:** All recommended master trainers will be trained at one particular location for the entire module.
  - Master trainers to further train other trainers at their respective institutes and share feedback with the agency
- 7) Documentation
- a. Final content developed on the following:
    - i. Top-Up adult learning curriculum
    - ii. Facilitator's (Trainers) Guidebook with worksheets
    - iii. Participant Guidebook with worksheets
    - iv. Assessment Methodology
    - v. Mobile Application
    - vi. ToT Approach & Methodology
  - b. Feedback-loops, incorporation of project team's input and finalisation of products for dissemination.

Certain milestones, as laid out in the table below, are to be achieved by certain dates during the contract term, and at particular location:

Milestone	Deadline/place
Kick-off session	10.11.2019 / Delhi
Designed employment enhancing curriculum	15.12.2019
Shortlist of 3 training institutes in the proposed project locations	30.12.2019
Development of a sustainable business model with the identified 3 training institutes	30.01.2020
Conduction of 1 <sup>st</sup> batch of ToT for master trainers	30.01.2020
Refresher training	30.06.2020
Conduction of 2 <sup>nd</sup> batch of ToT for master trainers	30.12.2020
Refresher training	30.06.2021
Final Documentation and report writing	30.08.2021

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The project's design identity as well as GIZ corporate design guidelines must be followed. In line with GIZ regulations, written declaration of consent of all people photographed or filmed will have to be collected. The photographs and videos are to follow the GIZ visual language.

*"Personal data will be processed on behalf of the client. Therefore, an agreement for the outsourcing of data processing (AuV) is concluded with the contractor, according to Art. 28 GDPR. For this purpose, the technical and organizational measures to comply with the data protection requirements must be presented before concluding the contract. If the company has already been audited by GIZ in the past, an update according to GDPR has to be sent. After a positive check, the contract is concluded with the annex AuV."*

The contractor is required to guarantee the overall quality and accuracy of work processes and outputs. The contractor is expected to conduct all necessary rounds of review with the project (and in some cases its implementing partners) and to integrate the feedback accordingly in order to meet quality expectations. The contractor may be required to submit more than one rough cut if quality standards are not met.

The videos need to be submitted in MP4 or MOV format and the photographs as JPEG and raw files, including one version with reduced resolution/file size suitable for online video streaming and/or dissemination over social media.

All deliverables including of this assignment remain the sole property of GIZ and should not be used further. GIZ holds an unlimited copyright to all produced material and assets. The contractor shall ensure that GIZ's copyrights are respected at all times. The contractor shall be responsible for obtaining necessary permissions/license/royalties for any material used (for e.g. music etc.) unless provided by the project.

**Period of assignment: From November'2019 until October 2021.**

## 3. Concept

In the bid, the bidder is required to show how the objectives defined in Chapter 1 are to be achieved, if applicable under consideration of further specific method-related requirements (technical-methodological concept). In addition, the bidder must describe the project management system for service provision.

### Technical-methodological concept

**Strategy:** The bidder is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see **Chapter 1**). Following this, the bidder presents and justifies the strategy with which he or she intends to provide the services for which he or she is responsible (see **Chapter 2**)

The bidder is required to describe the key **processes** for the services for which he or she is responsible and create a schedule that describes how the services according to Chapter **Error! Reference source not found.** are to be provided. In particular, the bidder is required to describe the necessary work steps and, if applicable, take account of the milestones and contributions of other actors in accordance with **Chapter 2**.

The bidder is required to draw up a **personnel assignment plan** with explanatory notes that lists all the experts proposed in the bid; the plan includes information on assignment dates

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(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.

## 4. Personnel concept

The minimum eligibility criteria and the requisite expertise/skill sets required for the project are as follows:

- a) The consultancy shall either be a
  - (i) trust registered under the Indian Trusts Act, 1882 or the Bombay Public Trusts Act, 1950 (or other applicable laws); or
  - (ii) a society registered under the Societies Registration Act, 1860 (or other applicable laws); or
  - (iii) a not-for profit company, incorporated under Section 8 under the Companies Act 2013/ Section 25 of the Companies Act, 1956 (or other applicable laws); or
  - (iv) a firm/ company/ partnership/ proprietorship firm registered under the Indian Companies Act, 1956 / the partnership Act, 1932 or
  - (v) Research and Higher educational institutions
- b) 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 50,000
- c) Number of employees as of 31.12 of the previous year shall be at least 20
- d) The consultancy should have undertaken similar practical oriented work for a minimum value of EUR 25,000 with a proof of projects undertaken.
- e) The consultancy should have prior experience of minimum 3 years in designing and delivering course curriculum and designing mobile/ web applications. The consultants shall provide samples of prior successful work.
- f) The consultancy should have prior experience of minimum 3 years in conducting training of trainers and implementing capacity building activities. The consultants shall provide samples of prior successful work.
- g) The consultancy must have conducted at least 6 successful skill development programmes for rural and urban youth. The consultants shall provide samples of prior successful work.
- h) The consultancy shall have experience of working in India. The consultants shall provide samples of prior successful work.



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- i) We assume that the assignment will be carried out by:
- i. 1 qualified Indian expert as team leader – who will be required to lead the assignment and all key discussion with GIZ
  - ii. 2 qualified mid-level expert with specific technical expertise in the relevant field.

The bidder is required to provide personnel who are suited to filling the positions described, on the basis of their CVs (see Chapter 7), the range of tasks involved and the required qualifications.

The below specified qualifications represent the requirements to reach the maximum number of points. The numbers given in brackets refer to the respective lines in the document “Grid for the technical assessment of bids”.

## Team leader

### Tasks of the team leader

- Overall responsibility for the assignment, particularly in terms of quality assurance and fulfilment of deadlines
- Overall responsibility for content development and training of trainers
- Coordinating and ensuring communication with the project and implementing partners
- Personnel management, in particular identifying, planning and steering the pool of experts needed to carry out the different tasks

### Qualifications of the team leader

- Master’s degree in mass communication, management, rural development or economics fields (2.1.1)
- Proficiency in English language (knowledge of regional languages of Telangana and Maharashtra would be considered a plus) (2.1.2)
- 15 years of professional experience in in project management, capacity building, organizing and facilitating training programs at community level as well as designing training manuals (2.1.3)
- Extensive professional experience and proven ability to coordinate a multi-partner process and have experience in brokering partnerships including: scoping, facilitation, interest-based negotiation, relationship-management, and reviewing (2.1.4)
- Proven management/leadership experience as project team leader and expected to have a strong network of the different stakeholders particularly training institutes (2.1.5)
- Record of successful implementation of similar assignments for other clients in the development cooperation sector in India (2.1.7)

## 2 Mid-Level Expert

### Tasks of the Mid-Level Expert

- Creative concept development and designing of curriculum
- Implementation of training programmes at all the three proposed locations

### Qualifications of the Mid-Level Expert

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- Degree in an area related to mass communication, management, rural development, business administration or economics (2.2.1)
- Good knowledge of English language (knowledge of regional languages Telangana and Maharashtra would be considered a plus) (2.2.2)
- 8 years of professional experience in in designing and implementing training programs at community level specifically on business skills/ entrepreneurship (2.2.3)
- Extensive professional experience and strong business acumen and established competencies in supporting start-ups/ new ventures / local entrepreneurs, etc. (2.2.4)
- Extensive professional experience in data collection & analysis, methodology & curricula development (2.2.5)
- Record of successful similar assignments for other clients in the development cooperation sector in India (2.2.7)

The bidder must provide a clear overview of all proposed experts and their individual qualifications.

### 5. Costing requirements

Assignment of personnel

Total 174 expert days (including 66 travel days), which break down into:

Tasks	Days Team Leader	Days Mid-Level Expert	Travel per person
Kick-off session in Delhi	1	1	1 day
Designed employment enhancing curriculum	18	30	-
Shortlist of 3 training institutes in the proposed project locations	6	12	6 days/3 nights
Development of a sustainable business model with the identified 3 training institutes	6	10	6 days/3 nights
Conduction of 1 <sup>st</sup> batch of ToT for master trainers	9	14	6 days/3 nights
Refresher training	6	10	4 days/ 2 nights
Conduction of 2 <sup>nd</sup> batch of ToT for master trainers	9	14	6 days/3 nights
Refresher training	6	10	4 days/2 nights
Final Report Preparation	4	8	-
<b>Total</b>	<b>65</b>	<b>109</b>	

### Travel

The bidder is required to calculate the travel by the specified experts and the experts he or she has proposed based on the places of performance stipulated in Chapter 5 and list the expenses

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separately by daily allowance, accommodation expenses, flight costs and other travel expenses.

## Mobile Application Development

The consultant shall also budget for the mobile application development cost, hosting environment cost and any other related cost in the budget separately.

## 6. Inputs of GIZ or other actors

GIZ and its Representatives are expected to make the following available:

- Establishment of contact to implementing partners and selected youth in the cluster locations

## 7. Requirements on the format of the bid

The structure of the bid must correspond to the structure of the ToRs. In particular, the detailed structure of the concept (Chapter 3) is to be organised in accordance with the positively weighted criteria in the technical assessment grid. It must be legible (font size 11 or larger) and clearly formulated. The bid is drawn up in English.

The complete bid shall not exceed 25 pages (excluding CVs).

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. The CVs must clearly show the position and job the proposed person held in the reference project and for how long.

If one of the maximum page lengths is exceeded, the content appearing after the cut-off point will not be included in the assessment.