Empowerment through Skills Program

REQUEST FOR PROPOSALS

Assessment of ICT Infrastructure at Partner Folk Development Colleges

Date RFP Issued: December 20, 2023   **Date RFP Closes:** January 12, 2024

Bids are to be returned by email to info@tz.collegesinstitutes.ca by January 12, 2024

Contact for queries on the RFQ:
- ➢ Email: info@tz.collegesinstitutes.ca
- ➢ Subject Line: ESP RFP - ASSESSMENT OF ICT INFRASTRUCTURE AT PARTNER FDCs

Colleges and Institutes Canada (CICan) is implementing the *Empowerment through Skills Program* (ESP) in Tanzania. The ESP is a 7-year program (2021-2028) implemented by CICan in close collaboration with the Tanzanian Ministry of Education, Science and Technology (MoEST) through the Department of Technical and Vocational Training (DTVET). The ESP is funded by the Government of Canada.

ESP's ultimate outcome is: Improved economic participation by women and adolescent girls in Tanzania.

Refer to Annex 1 for an overview of the project and the list of partner Folk Development Colleges (FDCs), Community Based Organizations (CBOs), and Canadian colleges & institutes.

Short-term Consultancy Requirement

ESP has a short-term consultancy requirement for the services of a Consultancy Firm to

- a) Assess and make recommendations to CICan/ESP for the locations, teaching & learning layouts, ICT specifications, and estimated costs for the respective computer labs in each of the 12 partner FDCs.
- b) Assess and make recommendations to CICan/ESP for the locations, specifications, and estimated costs of a stand-alone teacher computer station, multimedia projector and projection screen in each of the workshops and classrooms in each of the 12 partner FDCs.

Kiswahili is the language of instruction in the partner FDCs and CBOs as well as the most common language used in the districts that the project is working in (English is not spoken or understood in many communities, by many students, and by some staff). Hence, the consultancy firm will need to have some Kiswahili speakers for the fieldwork.

Applications are invited from suitably qualified Consultancy firms meeting the requirements outlined in the RFP.

Proposals are encouraged from qualified firms owned or led by women.

The RFP is outlined as follows:
1) Key Tasks
2) Timelines and Deliverables

3) Qualifications, Experience and Attributes
4) Reporting
5) Duration
6) Submission Requirements

1) Key Tasks

The Consultancy Firm will:

1. In consultation with the Principals of the 12 partner FDCs,

   a) Assess and make recommendations to CICan/ESP for the locations, teaching & learning layouts, ICT specifications, and estimated costs for the respective computer labs in each of the 12 partner FDCs.

   b) Assess and make recommendations to CICan/ESP for the locations, specifications, and estimated costs of a stand-alone teacher computer station, multimedia projector and projection screen in each of the workshops and classrooms at each of the 12 partner FDCs.

   Note 1: One computer lab is to be installed in each of the 12 partner FDCs. It is initially projected that each computer lab will have approximately 24 stand-alone student desktop stations, 1 stand-alone teacher computer station, 1 rugged printer/scanner, a multimedia projector and screen, a few whiteboards, tables and chairs, and access to the internet via a router / modem.

   The available space to house a computer lab varies by FDC and the consultancy firm will need to make FDC-tailored recommendations for the optimal teaching & learning layouts, and for the quantities, specifications and estimated costs of the ICT equipment, tables and chairs that will best fit into each of the available spaces.

   The recommended layouts for the each of the computer labs will include room dimensions, the arrangement of the tables and chairs, the power points, the location of the printer / scanner, the location for the router / modem, the location of the multimedia projector (two options – ceiling mount and portable) and projection screen, the location of other whiteboards, and other overall considerations such as adequate lighting, cleanliness, cooling / ventilation and overall power requirements. It is expected that the service providers for the modems / routers will vary by FDC.

   Note 2: Workshops and Classrooms: It is anticipated that the teachers will have access to a modem that can be used to connect the classroom & workshop desktops to the internet for teaching & learning purposes. Two options for the multimedia projectors in the workshops and classrooms will be provided – ceiling mount and portable.

   Note 3: It is anticipated that (a) the ICT assessments outlined in Key Task 1 will take approximately 2 days per FDC, and (b) the 12 FDC assessments will be completed within a 6-week period from the date of signing the contract.

2. Prepare and submit an interim report (see key task 3 for a report guideline).

   The interim report will include:
        i.   For the computer lab in each of the 12 partner FDCs, provide a narrative supported by scale drawings for –

- The proposed location (room) for each computer lab (with pictures of the room and building);
- The proposed teaching & learning layouts (to scale) with the computers, tables & chairs, multimedia projectors and screen, printer / scanner, modem / router and power points indicated; and
- The recommended specifications, quantities and estimated costs for the items in the computer labs (i.e., desktop computers, printer / scanner, multimedia projector, screen, tables and chairs, modem / router).
  ii. The locations and estimated costs of a stand-alone desktop computer, multi-media projector and projection screen in each of the workshops and classrooms at each of the 12 partner FDCs.

3. Prepare and submit a final report. As a guide, the final report should build upon the findings and recommendations in the interim report and include the following sections:
   i. Executive Summary
   ii. A summary of the final locations and final teaching & learning layouts for the computer labs at each of the 12 partner FDCs. The details can be provided in a *separate Annex* and organized by FDC.
   iii. A summary of the proposed specifications, quantities and estimated costs for the stand-alone desktop computers, multi-media projectors, projection screens, other whiteboards, printer / scanner, routers / modems for students and staff to access the internet, and the tables and chairs in each of the 12 FDC computer labs. The details can be provided in a *separate Annex* and organized by FDC.
   iv. A summary of the locations and estimated costs of the stand-alone desktop computer, multi-media projector and projection screen in the other workshops and classrooms at each of the 12 partner FDCs. The details can be in a *separate Annex* and organized by FDC
   v. Recommendations and conclusions.

   Annexes as outlined above.

The report will be the property of CICan and can be shared freely with stakeholders at CICan's discretion.

2) Timelines and Deliverables

1. Using the list of key tasks as a guide, draft a workplan for completing the activities outlined in Section 1 – *Key Tasks*. The draft work plan will be submitted to CICan by February 2, 2024.

2. Feedback on draft workplan received from CICan by February 9, 2024.

3. Final workplan submitted to CICan by February 16, 2024.

4. Submit a first draft of the interim report by March 29, 2024

5. Feedback from CICan on the interim report by April 5, 2024**.**

6. Submission of the final report to CICan for review by April 12, 2024.

7. Submission of regular Consultant / Consultant firm consultancy activity reports, timesheets, and invoices by April 19, 2024.

3) Qualifications, Experience and Other Attributes of the Consultancy Firm

Qualifications - The consultants used by the Consultancy Firm will have:
- Minimum of a bachelor's degree in a field related to Information & Communication Technology, Computer Engineering, Electrical or Electronics Engineering, Telecommunications or similar expertise. A Master's degree is preferred.
- Good understanding of the Skills and TVET sector in Tanzania.
- Excellent Information and Communications Technology (ICT) skills to include MS Teams, Zoom, Word, Excel, PowerPoint, Outlook / email.
- Excellent English and Swahili communication skills.

Experience – The Consultancy Firm will have:
- 5 years' of related work experience in the areas of computer and software installation, technical support, and ICT training.
- Experience conducting consultations and gathering information from different project partners/stakeholders.
- Experience in working across diverse regions of Tanzania.

4) Reporting

The Consultant / Consultant Firm will work under the direction of the Manager, Caribbean and Anglophone Africa, CICan or his designate. The Consultant/Consultant Firm is expected to work with a high degree of independence and autonomy.

5) Duration

The expected duration of the consultancy is 3 months from the signing of the contract.

6) Submission Requirements

Submissions should be limited to 10 pages and include the following documents:

1) Consultancy Firms are to submit copies of a formally registered business license or NGO Certificate from the Government of Tanzania, proof of conducting operations in Tanzania for a period of at least 3 years, proof of payment of taxes, and tax clearance for 2 years. These documents can be submitted as an annex and are not counted as part of the 10-page limit. Notarized copies will be required before a contract is awarded.

2) Relevant experience and qualifications of the organization including samples of previous work (2 pages maximum).

3) CV of the consulting team members that will be responsible for fulfilling the mandate (2 pages each maximum).

4) Proposed workplan for accomplishing the Key Tasks outlined in Part 1 (4 pages maximum)

5) Proposed budget with detailed costs (2 pages maximum).

    Please download and save a copy of the budget template at the link here:
    DRAFT_Budget_Template_OHS.xlsx

Key Tasks	Description	Units	Rate	Total
1. Workplan				
Consultant Fees				
[add/remove rows as needed, under each budget category]				
Communication Costs				
[add/remove rows as needed, under each budget category]				
Subtotal				
2. FDC ICT Assessments				
Consultant Fees				
[add/remove rows as needed, under each budget category]				
Transportation				
[add/remove rows as needed, under each budget category]				
Communication Costs				
[add/remove rows as needed, under each budget category]				
Subtotal				
3. Final Report Writing & Revision				
Consultant Fees				
[add/remove rows as needed, under each budget category]				
Communication Costs				
[add/remove rows as needed, under each budget category]				
Subtotal				
VAT 18%				
Total				

ANNEX 1

Program Description

The **Empowerment through Skills Program (ESP**) is a 7-year program (2021-2028) implemented by Colleges and Institutes Canada in close collaboration with Tanzania's Ministry of Education, Science and Technology (MOEST) through the Department of Technical and Vocational Education and Training. The ESP is funded by the Government of Canada.

ESP's Ultimate Outcome is *improved economic participation by women and adolescent girls in Tanzania.* The ESP will strengthen alternative pathways to education, employment, self-employment and entrepreneurship for women and adolescent girls. Working with Folk Development Colleges (FDCs) and Community-Based Organizations (CBOs) in 12 communities across Tanzania, ESP aims to increase rates of participation among women and adolescent girls in skills training programs and improve access to business, skills, and gender and human rights training in their communities. The Program will also expand opportunities in the informal and formal sectors through post-training support to transition to employment or self-employment.

Program Reach

Through an inclusive and participatory approach with the key stakeholders, MOEST, FDCs, CBOs, and with the support of key community leaders to influence social change, the ESP will work with 12 selected FDCs and 12 selected CBOs to:
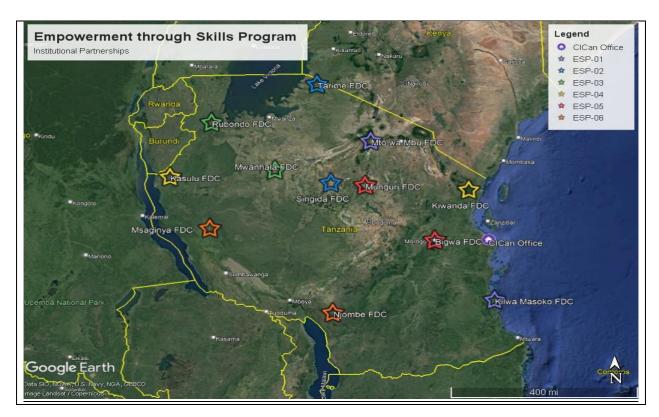- Establish a network of gender teams and female mentors;
- Engage local communities in gender equality awareness raising activities on the benefits of women's education and economic empowerment;
- Provide partner FDCs and CBOs with sustainable capacity building training in gender equality, human rights, pedagogy and andragogy, environmental sustainability, CBET, leadership, guidance and career counselling, occupational health and safety, marketing / recruitment, information and communication technology, labour market assessment, and demand driven program design and delivery;
- Develop and deliver short gender responsive, environmentally sensitive and demand driven skills programs specifically targeting women and adolescent girls at the partner FDCs;
- Develop and deliver short gender and environmentally sensitive and demand driven skills training activities at the partner CBOs targeting women's organizations and the community;
- Review program content and teaching methods to better integrate gender equality and human rights;
- Support the Elimu Haina Mwisho (Education without End) and the Early Child Development programs with teaching and learning resources;
- Ensure there are appropriate support services for women and adolescent girl students, especially young mothers at the partner FDCs.

Partnerships

The ESP supports six partnerships between Tanzanian FDCs and CBOs, in collaboration with 17 Canadian colleges.

Institutional Partnership	Partner FDCs	Partner CBOs	Partner Canadian Colleges	District	Region
ESP 1	Mto wa Mbu	International Collaborative For Science, Education and the Environment (ICSEE) / Maasai Stoves	Nova Scotia Community College North Island College Saskatchewan Polytechnic	Monduli	Arusha
	Kilwa Masoko	Tumaini Jipya la Wanawake Kilwa (TUJIWAKI)		Kilwa	Lindi
ESP 2	Tarime	Mara Development Organization (MADEO)	Fanshawe College of Applied Arts and Technology Cégep Trois-Rivieres Cégep de Chicoutimi	Tarime	Mara
	Singida	Sauti ya Pamoja ya Wanawake (SAPAWA)		Singida	Singida
ESP 3	Mwanhala	Christian Education and Development Organization (CEDO)	College of the North Atlantic NorQuest College Canadore College of Applied Arts and Technology	Nzega	Tabora
	Rubondo	Tumaini Orphan Support Organisation (TOSO)		Biharamulo	Kagera
ESP 4	Kiwanda	Zigi Community Stability and Development (ZICOSAD)	Humber Institute of Technology & Advanced Learning Cégep Saint-Jean-sur-Richelieu Collège communautaire du Nouveau-Brunswick	Muheza	Tanga
	Kasulu	Kituo cha Taarifa Na Maarifa		Kasulu	Kigoma
ESP 5	Munguri	Justice in the Society for Transformative Change	Seneca College of Applied Arts and Technology Niagara College of Applied Arts and Technology	Kondoa	Dodoma
	Bigwa	Young Strong Mothers Foundation		Morogoro	Morogoro
ESP 6	Msaginya	Tuelimike	Durham College of Applied Arts and Technology Sault College of Applied Arts and Technology Centennial College of Applied Arts and Technology	Mpanda	Katavi
	Njombe	Community Concern of Orphans and Development Association (COCODA)		Njombe	Njombe

Empowerment through Skills Program — Institutional Partnerships

Program Targets

It is projected that ESP will result in several lasting, sustainable, and scalable impacts.

The Program targets for the 12 partner CBOs are:
- A total of 480 women and adolescent girls will complete short gender sensitive skills training activities offered by the CBOs in the communities.
- A total of 36 (24F) volunteers and staff from 12 CBOs will be trained on technical and/or pedagogical skills and on delivering gender equality and human rights modules.
- A total of 2,400 (1,200F) community members will participate in gender equality and human rights awareness activities

The Program targets for the 12 partner FDCs are:
- A total of 720 women and adolescent girls will graduate from the gender responsive short programs developed under ESP.
- A total of 180 (60F) staff will be trained on technical and/or pedagogical skills and on delivering the gender equality and human rights modules.
- A total of 3,200 (1,000F) students will participate in gender equality and human rights awareness activities.