



International
Labour
Organization



Country Office for Zimbabwe and Namibia

Expert support to the review of curricula, training programmes and institutional capacity for the promotion of skills for green jobs in Zimbabwe

Deadline: 17 May 2019

The International Labour Organization, Harare Country Office, is seeking a short-term consultancy to support the review of curricula, training programmes and institutional capacity for the promotion of skills for green jobs in Zimbabwe.

Green enterPRIZE Innovation and Development in Zimbabwe

These Terms of Reference (1) provide background information on the Green enterPRIZE Innovation and Development Project; (2) outline the framework for the assignment; and (3) describe the specific inputs and outputs required from the Consultant and (4) list the terms and conditions of the assignment.

1. BACKGROUND

1.1. Introduction

With support from the Government of Sweden, the International Labour Organization (ILO) is implementing the Green enterPRIZE Innovation & Development Project in Zimbabwe. The project is being implemented in partnership with the Government of Zimbabwe, Employers Organizations (Employers' Confederation of Zimbabwe and Confederation of Zimbabwe Industries), Workers Organisations (Zimbabwe Congress of Trade Unions), the Private Sector and other Business Organisations, Non-Governmental Organisations and SMEs.

The project seeks to contribute to solving a series of inter-related development problems, such as high levels of youth unemployment, low levels of formal and growth oriented entrepreneurship and unsustainable production processes of SMEs in Zimbabwe. The causes of these problems stem from, among other things, historical gender inequality where women, and especially young women, do not have access to equal technical skills and entrepreneurship development opportunities.

The aim of the Green enterPRIZE Project is to support green and growth oriented male and female owned small and medium sized enterprises (SMEs), stimulate the market for green products and services through expansion of access to relevant skills and the greening of existing enterprises. The ultimate goal is the creation

of 2,000 green and decent jobs especially for young women and men. One of the most effective approaches to facilitating the entry of young women and men in the labour market is an integrated package, which brings together the provision of relevant and quality skills training, labour market information, career guidance and employment services. Additionally, the project proposes to enhance the capacity of training providers to design and implement training programmes that provide skills for green jobs and the greening of economy for both young women and men.

1.2. Outcomes of previous studies

To ‘green the economy’ of Zimbabwe, one of the first steps is to identify the availability of green jobs opportunities, assess the skills required to meet the potential green jobs demand and then ‘green’ vocational, technical and professional training institutions and their curricula in order to produce skilled green collar workers.

The ILO conducted an in-depth assessment which provided recommendations on how to bridge the supply and demand side of technical and vocational skills to support the greening of Zimbabwean economy. The assessment resulted in the identification of **twenty-seven TVET and professional (public and private) training institutions in Zimbabwe** that currently offer, or have the capacity or potential of integrating technical and business skills for green jobs into their curricula. The assessment focused on different economic sectors, while prioritizing productive activities that have strong links to the environment and that show employment potential for the young women and men.

The findings that emerged from this initial research work informed the ILO and its Constituents of a number of training programmes, within the identified twenty-seven institutions (Annex II) that can be reviewed/expanded to build new skills for green jobs and the greening of the Zimbabwean economy. According to the outcomes of the assessment, seven economic sectors are expected to hold most of the green employment potential in Zimbabwe, namely; Agriculture and Livestock; Construction; Waste Management and Recycling; Renewable Energy; Tourism and Hospitality; Forestry and Manufacturing. Furthermore, these sectors were also recognized with the potential for TVETs, Colleges and Polytechnics to improve/enhance their skills development offer to meet the expected demand for green jobs as Zimbabwe transitions to a greener economy.

Annex I and II provide a detailed list of the twenty-seven TVET and professional (public and private) training institutions identified as well as the selection criteria applied for their identification. The list of training programmes/courses that will be considered for upgrade/development to provide skills for the green economy should be reviewed and validated as part of this assignment.

Building on the first study, a second assessment process was initiated by the ILO to conduct an in-depth analysis and review of the current curricula, training programmes and capacity of the faculty in the twenty-seven selected TVET and professional (public and private) training institutions in Zimbabwe.

The on-going review has a twofold objective:

1. Assess the extent to which the current training programmes and the respective curricula incorporate skills required for green jobs and the greening of the economy. The analysis will, as a first step, confirm or amend, per each institution, the list of courses/training programmes proposed for review. Secondly, it will identify gaps that currently exist in the identified courses/training programmes against the expected green jobs demand and opportunities in the green economy (as identified in the previous assessment).
2. Assess the capacity, awareness and experience of management and key teaching/training staff in the identified training institutions in terms of their awareness of and capacity to deliver courses demanded in the green economy.

Furthermore, as part of the stakeholders engagement process, a national consultation was facilitated by the ILO in collaboration with UNESCO and it involved the twenty-seven selected TVET institutions. The dialogue provided a platform for discussion and experience sharing on the potential for Greening TVET and promoting Skills Development for a Green Economy, and resulted in a clearer understanding of the Project objectives and expected outcomes.

2. FRAMEWORK OF THE ASSIGNMENT

2.1. Purpose of the assignment

The purpose of the assignment is to support the ILO in:

- Finalizing the on-going assessments, consultation and stakeholders' engagement process and
- Consolidating their outcomes in a structured way forward for the review of curricula and training programmes to support skills development to meet the demand for green jobs.

The Consultant will work as expert advisor to the ILO, carrying out different tasks including: reviewing inputs provided by other consultants involved in the curricula review and institutional capacity assessment, participating in skills for green jobs related consultations with relevant project stakeholders and providing feedbacks and recommendations on the way forward, with the objective of ensuring quality delivery.

2.2. Objectives

1. To ensure consistency and coherence between the findings and recommendations of the first assessment (supply and demand side of technical and vocational skills to support the greening of Zimbabwean economy) and the work carried out under the second assessment (review of curricula, training programmes and institutional capacity).
2. To contribute to the validation of the project research methodology in the area of skills for green jobs in order to ensure adherence to the ILO quality standards and achievement of expected results.
3. To provide technical feedback to the inception, progress and final reports submitted by other consultants and recommendations on the way forward, in particular in both the review of current curricula and in the development of new curricula (short and long training courses).
4. To participate in dialogues and stakeholders consultations (upon mutual agreement between the Consultant and the ILO of a selected number of meetings throughout the consulting period) and to contribute to the stakeholders mapping for some economic sectors.

2.3. Deliverables

1. Written review of the inception, progress and final reports produced under the twofold on-going second assessment (Review of curricula, training programmes and institutional capacity for the promotion of skills for green jobs in Zimbabwe).
2. Active participation in at least five meetings or working sessions with the ILO team, the task force in the Ministry of Higher and Tertiary Education, Science and Technology Development.
3. Active participation in at least five meetings or working sessions with TVET representatives and other skills development consultants involved in the project.
4. Stakeholders mapping for new curricula development in selected economic sectors.
5. Contents provision to support at least one new curricula development in a selected economic sector.

2.4. Profile of the Consultant

The Consultant must meet the following minimum requirements:

- Advanced University degree in education, skills development, business administration, economics, environmental studies, development studies or other closely related field.
- At least 7 years of relevant experience in the TVET and skills development, green jobs, green economy, skills development and employment promotion related projects, at least 5 years of relevant or associated management experience in areas of similar green jobs and skills development-related.
- Excellent expertise and experience in conducting skills development assessment as well as business and entrepreneurship training support programmes.
- A strong background and experience in green issues with emphasis on TVET and professional skills development, employment creation including a proven track record in this type of work.
- Experience in undertaking institutional capacity assessments, dialogues and consultations with public and private sector stakeholders and labour market institutions.
- Good knowledge and understanding of the ILO and the Zimbabwean TVET skills development is an added advantage.

2.5. Timeframe and working days

The Consultant shall commence the activity on 27 May 2019 and shall conclude no later than 31 August 2019.

The total expected number of workdays should not exceed fifteen (15).

A detailed work plan for the consultancy period will be agreed in the first week of contract.

2.6. Technical and Financial Proposal

The fees for the service will be per workday. The selected Consultant will be paid based on the delivery of the expected outputs of the assignment. The Consultant(s) is expected to provide the following:

- Curriculum Vitae.
- Technical proposal not exceeding 3 pages in length with in length with the suggested approach to respond to the Terms of Reference.
- A detailed financial proposal/budget indicating consultancy fees per day

2.7. Evaluation Criteria

The Consultant will be evaluated technically and points are attributed based on how well the proposal meets the requirements of the summary Terms of Reference iterated above. The proposal will be selected based on the following criteria:

Technical Criteria

- Adequacy of the proposed work plan and methodology in responding to the Terms of Reference.
- Qualifications and competence of the Consultant for the assignment.
- Specific experience of the Consultant related to the assignment and evidence of previous similar work undertaken.

Financial Criteria

- Feasibility of the proposed budget in relation to the proposed work to be undertaken during the assignment.

2.8. Proposal submissions

Interested Consultants are requested to submit a technical proposal of how they intend to undertake the assignment. The submission should include a separate financial proposal with a detailed breakdown of service provision fees and related expenses. The technical and financial proposal submissions should reach the ILO no later than 17 May 2019 and should be sent to the emails below as follows:

Technical Proposal: harare@ilo.org

Financial Proposal: hunidzarira@ilo.org and murungu@ilo.org

2.9. Special Terms and Conditions

Confidentiality Statement and Intellectual Property of Data

All data and information received from the ILO and the stakeholders for the purpose of this assignment are to be treated confidentially and are only to be used in connection with the execution of these Terms of Reference. All intellectual property rights arising from the execution of these Terms of Reference are assigned to ILO according to the grant agreement. The contents of written materials obtained and used in this contract may not be disclosed to any third parties without the express advance written authorization of the ILO.

Unsatisfactory or Incomplete Work

For the assignment, the ILO's Standard Rules and Procedure for Ex-Col/ Service Contracts shall be applicable. In event that the service delivered is unsatisfactory or fails to conform to the conditions set out above, the ILO reserves the right, as appropriate to interrupt it, to request that it be corrected or modified, or to refuse to accept the service.

Annex I: TVET institutions selection criteria

- i. **Ensure an inclusive and proportional representation of the training institutions across TVETs and professional training institutes in Zimbabwe (Government, NGO and private):** The recommended list for technical, vocational and professional training facilities/institutes interview respondents and visits aimed to its best ability to ensure a fair, adequate and proportional distribution of TVETs among Government, NGO and private sector training institutes targeting youth and NGOs and private sector.
- ii. **Ensure a proportional representation of training institutions across Zimbabwe:** Training institutes in nine (9) of the 10 Provinces (Harare, Midlands, Matabeleland North, Bulawayo, Harare, Matabeleland South, Masvingo, Manicaland, Mashonaland East and Mashonaland West) were included in the list of 27 pre-selected training institutions.
- iii. **Ensure sufficient balance between training institutes tailoring to urban and rural areas:** The first assessment considered carefully the balance between training institutes located in rural and urban areas as well as the catchment areas of training institutions to ensure students from both rural and urban areas could receive project support.
- iv. **Ensure coverage of various economic sectors across the existing curricula:** The assessment looked at curricula and training programmes/courses that covered various economic sectors, in particular those that are expected to have most green employment potential, including Renewable Energy; Agriculture & Livestock; Waste Management and Recycling; Construction; Tourism & Hospitality; Forestry and Manufacturing.
- v. **Considering institutes that have an outreach to large audiences for their strategic location:** A number of pre-selected training institutes have an across-the-country outreach and tailor to large numbers of students (e.g. provincial VTCs, Polytechnics, speciality training institutes). These training institutes have been balanced out with training institutes located in rural areas that tailor to smaller amounts of students and have a smaller catchment area.
- vi. **Ensure that the gender dimension is enhanced:** The assessment considered carefully the type of training institutes and the courses selected for 'greening' to ensure that the % of female students was higher than the average enrolment percentage for females.
- vii. **Provide training or expertise in areas that have shown green employment potential or have the ability to offer green jobs related training/courses in the future:** The short-listed training institutions have some level of expertise, and/or ability/potential to offer green jobs related courses (including but not limited to Manufacturing, Renewable Energy, Agriculture & Livestock, Forestry, Services and Tourism, Transport, Water, Information, Communication and Technology, Waste Management and Recycling).
- viii. **Good reputation:** Based on previous engagements with the ILO (ILO skills training and ILO entrepreneurship development programmes) and/or other Donor/NGOs support, the short-list training institutions have in the past shown willingness to innovate/improve and are committed to participate in new programmes.
- ix. **Dedicated Staff:** It was noted that the success of the introduction of new skills in curricula and practicals depends on dedicated specialised teachers/lecturers and committed principals. Those teachers also tend to have a tendency to emphasize practical application of taught subjects, which is easy to observe when touring a training facility (organized, clean, use of agricultural fields, visible private sector partnerships, etc.).
- x. **Career Guidance:** Most training institutes have no systematic career guidance system in place that young people can rely on to obtain reliable and up to-date information on learning opportunities and employment outcomes. However, all of the identified and short-listed training centres are engaged in outreach programmes that involve school visits to inform young people of their programmes or have some staff in place responsible for Career Guidance.
- xi. **Industrial Attachments & Tracer Studies:** In selecting TVETs the team considered the Institution's ability to facilitate and monitor work-based learning, as well as conduct Tracer Studies. Whilst there is no evidence that TVETs do undertake systematic Tracer studies to track the destination of their graduates in the world of work, there were some limited exercises done by the selected TVETs on how they solicit feedback from their past students.
- xii. **Training in Renewable Energy and Waste Management:** In shortlisting training centres, the assessment team also considered centres that had programmes in renewable energy and waste management.

- xiii. **To what extent the institution is Green:** Based on the philosophy of practicing what is being preached, the assessment evaluated what the proposed institutions were doing to reduce the ecological footprint of students, teachers and staff within the TVET institutions. This assessment included the operation of the buildings, machines, equipment, tools and materials, as well the design of the buildings. The most important fields of action assessed were: • Reduction of energy consumption, • Reduction of water consumption and pollution, • Reduction of waste generation and encouragement of recycling, • Control and correct handling of hazardous materials, • Healthy and environmentally friendly food and food services, • Green landscaping & consideration of biodiversity on the school ground, • Green construction & buildings.

Annex II: List of pre-identified training institutions and examples of training programmes to be considered for upgrade/development to provide skills for the green economy

No.	Province	Name of institution	Type of Institution	Main Courses offered	Examples of courses to be considered for upgrade/development to provide skills for the green economy
1.	Mashonaland East	Marondera Training Centre	Ministry of Youth, Sports, Art and Recreation	▪ Electrical Engineering ▪ Clothing ▪ Welding ▪ Hotel and Catering ▪ Motor mechanics/maintenance ▪ Carpentry and joinery	▪ Electrical Power Engineering
2.		Tabudirira Training Centre	Ministry of Youth, Sports, Art and Recreation	▪ Motor mechanics/maintenance ▪ Welding ▪ Carpentry and joinery ▪ Brick and block laying ▪ Electrical installation ▪ Livestock production / Animal Husbandry ▪ Horticulture ▪ Dressmaking / Garment construction / Sewing ▪ Hotel and catering ▪ Cosmetology	▪ Horticulture
3.		Jamaica Inn National Training Centre for Rural Women (NCRW)	Ministry of Women's Affairs, Community, Small and Medium Enterprises	▪ Business Management Studies ▪ Livestock production / Animal Husbandry ▪ Dressmaking / Garment construction / Sewing ▪ Hotel and catering (food preparation, bakery studies and food and beverage studies)	▪ Hotel and catering (food preparation, bakery studies and food and beverage studies) (OM, 200F)
4.		UMAA Agriculture College	Private	▪ (Commercial) Agriculture	▪ Crop Production ▪ Animal Husbandry ▪ Agriculture Engineering
5.	Manicaland	Magamba VTC	Ministry of Youth, Sports, Art and Recreation	▪ Business Management Studies ▪ Computer studies ▪ Motor mechanics/maintenance ▪ Auto mobile electronics ▪ Welding ▪ Brick and block laying ▪ Commercial Agriculture ▪ Dressmaking / Garment construction / Sewing ▪ Hotel and catering (food preparation, bakery studies and food and beverage studies)	▪ Agriculture ▪ Welding
6.		Forest Industries Training Centre (FITC)	Ministry of Environment, Tourism and Hospitality Industry	▪ Forestry	▪ Forestry
7.		Zimbabwe College of Forestry (ZCF)	Ministry of Environment, Tourism and Hospitality Industry	▪ Wood Technology ▪ Saw Doctoring	▪ Forestry

8.		Mutare Polytechnic	Ministry of Higher and Tertiary Education, Science and Technology Development	- Applied Arts and Design - Automotive Engineering - Computer Science - Construction and Civil Engineering - Hotel and Catering and Tourism	- Wood Technology - Civil & Construction Engineering
9.	Masvingo	Mushagashe VTC	Ministry of Youth, Sports, Art and Recreation	- Business Management Studies - Motor mechanics/maintenance - Auto mobile electronics - Welding - Carpentry and joinery - Building and Construction (Commercial) Agriculture - Plumbing and Drain Laying - Dressmaking / Garment construction / Sewing - Tourism and hospitality management - Cosmetology	- Tourism and Hospitality - Construction (incl. plumbing)
10.		Mushandike Wildlife College	Ministry of Environment, Tourism and Hospitality Industry	- NC Wildlife Management - NC Accountancy - NDI Wildlife Management - ND II Wildlife Management - BSc (Hons) Wildlife and Protected Area Management	Wildlife Management
11.		Roger Howman Training Centre	Ministry of Women's Affairs, Community, Small and Medium Enterprises	- Business Management Studies - Clothing and textile technology - Dressmaking / Garment construction / Sewing - Hotel and Catering (Food preparation, bakery studies, and food and beverage studies)	Hotel and Catering (Food preparation, bakery studies, and food and beverage studies)
12.	Midlands	Mlezu Agriculture College	Ministry of Lands, Agriculture, Water, Culture and Rural Resettlement	Diploma in Commercial Agriculture, consisting of: - Crop production - Animal production - Agricultural Engineering - Farm and Agri-Business	Commercial Agriculture
13.		Kwekwe Polytechnic.	Ministry of Higher and Tertiary Education, Science and Technology Development	- ICT, Motor, Manufacturing, Food, Civil Engineering, Commerce, Agriculture and Construction NC, ND, NHD, Btech - Business Management Studies - Secretarial studies - Motor mechanics/maintenance - Auto mobile electronics - Metal fabrication/works - Fitting and Turning - Brick and block laying - Building and Construction - Electrical power engineering - Electronics	- Electrical power engineering - B-Tech Electrical - Building and Construction - Science Technology - Industrial and Manufacturing Engineering

				- Plumbing and Drain Laying - Computer studies - Dressmaking / Garment construction / Sewing - Environmental health - Hotel and catering - Cosmetology - Interior decoration / Home Decoration - B-Tech IME - B-Tech Electrical - Refrigeration - Met Assaying - Science Technology - Industrial Metallurgy - Food Science - Instrumentation and Control - Computer Systems	
14.		Kaguvi VTC	Ministry of Youth, Sports, Art and Recreation	Brick and Block laying, Carpentry and Joinery, Metal Fabrication, Motor Mechanics, Cosmetology, Clothing and Textile Technology, Leather Studies, Tourism and Hospitality management, Auto Electrics, Business Studies, National Strategic Studies	- Agriculture - Livestock - Waste Management
15.	Harare	Danhiko Training Centre	NGO	- Clothing Technology - Carpentry - Electricals	- Electrical Engineering - Waste Management
16.		Msasa Industrial Training Centre	Ministry of Higher and Tertiary Education, Science and Technology Development	National Certificate and Skilled Worker Class One - Motor mechanics/maintenance - Auto mobile electronics - Panel beating and Spray painting - Metal fabrication/works - Welding - Carpentry and joinery - Fitting and Turning - Brick and block laying - Building and Construction - Electrical power engineering - Electrical installation - Plumbing and Drain Laying	- Electrical Engineering - Construction (incl. plumbing)
17.		Young Africa	NGO	- Secretarial studies - Motor mechanics/maintenance - Panel beating and Spray painting - Metal fabrication/works - Welding - Carpentry and joinery - Wood Technology - Plumbing and Drain Laying - Clothing and textile technology - Dressmaking / Garment construction / Sewing - Hotel and catering	- Renewable Energy – Solar - Dry plumbing

				▪ Cosmetology ▪ Interior decoration / Home Decoration	
18.		Harare Institute of Technology	Ministry of Higher and Tertiary Education, Science and Technology Development	▪ Energy ▪ Chemical ▪ Heavy Industry ▪ Manufacturing sectors ▪ Business Management Studies ▪ Metal fabrication/works ▪ Electronics	To provide support in the capacity building of lecturers and other institutes
19.		ZESA National Training Centre	Ministry of Energy and Power Development	▪ Metal fabrication/works/welding ▪ Electrical power engineering ▪ Electrical installation	▪ Renewable Energy - Solar
20.		Delta Training Institution	Private	▪ Motor mechanics/maintenance ▪ Auto mobile electronics ▪ Panel beating and Spray painting ▪ Coach builder ▪ Fitting and Turning ▪ Electrical power engineering ▪ Instrumentation and control technicians ▪ Refrigeration ▪ Millwrights	▪ Refrigeration ▪ Electrical power engineering
21.	Bulawayo	Hotel School of Tourism and Hospitality	Ministry of Higher and Tertiary Education, Science and Technology Development	HEXCO ▪ Tourism and Hospitality Management ▪ Professional Cookery ▪ Baking Technology and Management ▪ Food and beverage Management ▪ Tourism and hospitality management ▪ Hotel and catering	▪ Tourism and Hospitality ▪ Ecotourism
22.		Sizinda VTC	Ministry of Youth, Sports, Art and Recreation	▪ Motor mechanics/maintenance ▪ Carpentry and joinery ▪ Brick molding ▪ Electrical installation ▪ Electronics ▪ Clothing and textile technology ▪ Dressmaking / Garment construction / Sewing ▪ Hotel and catering ▪ Cosmetology ▪ Interior decoration / Home Decoration	▪ Carpentry
23.		Lobengula VTC	Ministry of Youth, Sports, Art and Recreation	▪ Brick and Block laying, Carpentry and Joinery, Metal Fabrication, Motor Mechanics, Cosmetology, Clothing and Textile Technology, Leather Studies, Tourism and Hospitality management, Auto Electrics, Business Studies, National Strategic Studies	▪ Carpentry and Joinery
24.		Jairosi Jiri	NGO	▪ Business Management Studies ▪ Secretarial studies	▪ Renewable Energy ▪ Agriculture

				▪ Welding ▪ Carpentry and joinery ▪ Electronics ▪ Horticulture ▪ Clothing and textile technology ▪ Leather studies ▪ Cosmetology / hairdressing department	
25.	Matabeleland South	Esigodini Agricultural College	Ministry of Lands, Agriculture, Water, Culture and Rural Resettlement	▪ Agriculture and Livestock Training	▪ Livestock
26.	Matabeleland North	Umguza VTC	Ministry of Youth, Sports, Art and Recreation	▪ Carpentry and joinery ▪ Brick and block laying ▪ Horticulture ▪ Dressmaking / Garment construction / Sewing ▪ Hotel and catering	▪ Ecotourism
27.	Mashonaland Central	Chaminuka VTC	Ministry of Youth, Sports, Art and Recreation	▪ Brick and Block laying, Carpentry and Joinery, Metal Fabrication, Motor Mechanics, Cosmetology, Clothing and Textile Technology, Leather Studies, Tourism and Hospitality management, Auto Electrics, Business Studies, National Strategic Studies	▪ Agriculture