<u>Addendum 1 – JO-MODEE-453779-CS-QCBS</u>

Purchaser**:** Ministry of Digital Economy and Entrepreneurship (MODEE)

Project**:** Youth, Technology, and Jobs (YTJ) project (P170669)

Activity Title: Consultancy service for "Career Accelerator Program" - Professional Training and Certification

Country**:** The Hashemite Kingdom of Jordan

Loan No.: 9061-JO/ GCFF TF NUMBER TF0B2559

Reference No: JO-MODEE-453779-CS-QCBS

Addendum No. : 1

Dear All,

<u>Subject: Addendum 1 – JO-MODEE-453779-CS-QCBS</u>

This addendum is to present the response to the consultants' queries.

Please find attached the following.

1. Answers on Clarifications (Response to the received 32 questions).

<u>This addendum considered a part of REOI and TOR documents</u>

This addendum is to reflect the **Answers on Clarifications (Response to the received 32 questions).**

#	Question	Answer
1	The scope considers 3000 total participants in the program divided into 10 cohorts, each approximately 300 students each. Does YTJ envision these cohorts aligning program participation with the academic/semester schedule of universities? Or may a contractor plan for summer or winter break cohorts as well, independent from university calendars?	The TOR specifies that the program will be delivered in 10 cohorts, but it does not explicitly limit them to the academic calendar. The contractor may consider delivering cohorts during summer or winter breaks, depending on the needs and availability of participants. This flexibility could help maximize participation. (Page 6 of the TOR)
2	The scope emphasizes the need for participants to have adequate English language skills to join the program, does YTJ envision the contractor conducting a pre-training language assessment at the selection stage to qualify applicants and/or divert applicants with lower levels to an English training provider, and should the contractor budget for such assessments?	The TOR highlights the need for participants to possess adequate English language skills (within the professional awareness context) but does not mandate pre-training assessments. However, given the importance of English proficiency in accessing certification programs, the consulting firm may propose conducting assessments, at a later stage, in the technical proposal "suggestions to the TOR". However, the bidding firm should NOT include this in the financial offer, at the RFP stage. (Page 5-Task 3 of the TOR)**.** **Important Note:** the CEFR level in D6 description- table of deliverables- pages 11 has been removed.
3	The scope obliges a bidder to be specifically an AWS Authorized Partner or an authorized member institution with AWS Academy. However, other credential providers may be more relevant for market needs, such as GCP or Microsoft. Does YTJ anticipate the selected vendor to acquire these partnership arrangements with other providers if needed?	The following statement: "The consulting firm or one of its proposed partners / subcontractors should be an AWS Authorized Partner or an authorized member institution of AWS Academy." Under "**Team Composition & Qualification Requirements for the Key Experts**"- TOR Page 7 has been removed.
4	Are the structure, roles and number of staff for the project required? Or may the bidder propose an alternate structure that streamlines and combines certain processes to reduce overall administrative costs?	The TOR outlines specific roles and staffing requirements, including Project Manager, Training Coordinators, Outreach Officers, and Employment Officers. However, it does not preclude the bidder from proposing a streamlined structure as long as the key responsibilities are covered and program quality is maintained. (Page 8 of the TOR)**.**
5	REOI Page 2: Will the 20-page limit for the EOI package cover both the technical and financial proposals?	At this stage, no financial or technical proposal is required. This is a Request for Expression of Interest (REOI), and you will need to submit an EOI addressing the criteria outlined in the REOI.
6	REOI Page 2: Would a license agreement with an association be considered a joint venture or a sub-consultancy?	A license agreement with an association would not be considered a joint venture or a sub-consultancy agreement**.**
7	REOI Page 2: When and how will the key staff assigned to this tender be evaluated, and what criteria will be used?	Key staff will be evaluated during the RFP stage, and the specific criteria will be outlined in the RFP.
8	TOR Page 7, Item #4, Point #3: What does "execution partner's proposed team" mean? Is it mandatory for the consultant to establish a small PMU for this tender, or should the team be embedded within the consortium of sub-contractors?	It means "The consultant's" proposed team which should include the requested key experts as well as any proposed non-key experts. However, the consultant is not required to form a Project Management Unit (PMU)

		team. More information on key and non-key experts can be found in the World Bank standard RFP.
9	TOR Page 11: Since the contract is lump sum, does that imply a single financial figure for the entire tender?	At this stage, no financial proposal is required. Instructions on how to submit a financial proposal will be provided in the RFP.
10	Can the consulting firm suggest additional certification pathways (beyond Microsoft and AWS) if market demand shows other certifications are equally relevant?	Yes, the consulting firm is expected to verify and continuously update the most demanded certification pathways based on market demand in collaboration with certification providers such as Microsoft and AWS. If other certifications become more relevant based on the findings, they can be considered and proposed to the PMU. (Page 3, Task 1 of the TOR).
11	Will the training focus solely on IT-related certifications, or can we integrate other high-demand areas such as data analytics, UX/UI, or digital marketing?	The primary focus is on IT-related certifications provided by AWS and Microsoft, but the consulting firm can propose other certifications in high-demand areas if they align with the findings from the demand assessment. (Page 3, Task 1 of the TOR).
12	How customizable are the certification programs to local market needs or employer feedback?	The certification programs should be aligned with the findings from the Digital Skills Supply and Demand Gap Analysis and adapted to local market needs, including employer feedback, as part of the annual demand assessment. (Page 3, Task 1 of the TOR).
13	What level of technical expertise is expected from the educators for the Training of Trainers (ToT) program?	Educators are expected to have practical experience in the ICT sector, with at least two years of practical experience. Additionally, at least 30% of the educators should be female, and they should be certified to deliver the programs assigned to them. For example, an AWS certified Cloud Practitioner will deliver the Cloud Practitioner training to participants. (Page 3-4, Task 2 of the TOR).
14	Will the consulting firm have autonomy in selecting the 72 educators, or will the universities provide initial recommendations?	The consulting firm will have the responsibility to select the educators, and the selection criteria must be approved by the PMU. (Page 3-4, Task 2 of the TOR).
15	Can we propose our own instructors or educator network, or is the ToT mandatory for all educators involved?	The ToT is mandatory for all educators involved in delivering the training to ensure consistency and quality in certification delivery. However, the consulting firm may propose its own instructors as long as they meet the selection criteria. (Page 3-4, Task 2 of the TOR).
16	Are the 72 educators expected to deliver the training to the 3000 university students without external support?	The educators will deliver training to the students, but they will receive support from the consulting firm and certification providers throughout the process, including test vouchers and continuous updates on certification pathways. **Important Note:** The consulting firm is not required to engage certified educators on a full-time basis. Educators may be compensated on an hourly basis for the time spent delivering training, as well as for preparation and follow-up activities associated with their assigned groups of participants.

17	Does the program allow for a blend of instructor-led training and self-paced learning?	Yes, the program includes both self-paced learning and instructor-led virtual training sessions to ensure a comprehensive learning experience for participants. (Page 5, Task 4 of the TOR)
18	What is the desired ratio of instructor-led sessions to self-paced work for the students?	Participants will have 20 hours of instructor-led virtual training, supplemented by self-paced learning materials provided by certification providers. (Page 5, Task 4 of the TOR).
19	What specific mechanisms or platforms are currently in place for tracking the employment outcomes of the participants? Would we be able to propose our own tracking tools?	The consulting firm is responsible for facilitating and tracking employment and income generation for participants. While there is no specific platform mandated, the firm can propose its own tools as long as they meet the reporting requirements outlined in the TOR. (Page 6-7, Task 5 of the TOR)
20	Is there a preference for in-country (Jordan) employment versus regional or international job placement?	**Answer:** The TOR focuses on enhancing employment opportunities for youth, but it does not specify a strict preference for in-country versus regional or international employment, giving flexibility to the consulting firm to facilitate the most relevant opportunities for participants. (Page 6-7, Task 5 of the TOR).
21	Can you clarify the level of support and involvement expected from universities beyond providing physical space and outreach? For example, would university staff assist with student tracking and performance evaluation?	The TOR specifies that universities are expected to provide physical learning spaces and support outreach activities. The coordination with universities, including student tracking and performance evaluation, will primarily be managed by the consulting firm in collaboration with the YTJ PMU. However, universities may assist in facilitating communications with the participants while all program activities and outcomes remain within the mandate of the consulting firm. (Page 3 of the TOR).
22	Will we have flexibility in how we collaborate with universities, or is there a pre-defined framework for working with them?	While the TOR outlines certain expectations from universities, including providing learning spaces and outreach support, the consulting firm is granted flexibility in how they collaborate with universities to best meet the program's objectives. Coordination will be through the YTJ PMU. (Page 3 of the TOR).
23	In the context of collaboration with AWS and Microsoft across multiple areas, as outlined in the TOR including but not limited to tasks such as verifying and updating the gap analysis and establishing admissions criteria—could you please provide a detailed definition of the roles and responsibilities for both the consultant and AWS/Microsoft?	The consulting firm is responsible for verifying the demanded certification pathways with local, regional, and international employers. AWS and Microsoft, as certification partners, will provide learning materials, professional certification, and capacity-building support for educators. They will also provide access to their online learning platforms. The consultant will work closely with these partners to ensure program alignment with market demand.
24	Are there any specific reporting or data-sharing requirements beyond collecting and verifying trainee data, particularly around placement rates?	Yes, the consulting firm is responsible for facilitating and tracking employment/income generation for participants, with a target of at least 60% of participants reporting sustainable income within 6 months. Detailed reporting on employment outcomes, including type of income, income

		frequency, and employment contracts, is required. (Pages 6, 7 and 11 of the TOR).
25	What is the budget allocated for this project?	The TOR does not specify the budget allocated for the project. At a later stage, following the qualification of bidding firms from the Expression of Interest (EOI), bidders are expected to submit a financial proposal that reflects the scope of services required. (Budget-related details are not explicitly provided in the TOR).
26	Can we connect other funding bodies to this project that could help increase the budget per learner?	The TOR does not explicitly mention partnering with other funding bodies to increase the budget per learner. However, if additional funding sources align with the project's objectives, this could potentially be proposed for consideration.
27	Can we propose a pricing model that reflects the high employment rates we deliver and our commitment to a quality learner experience?	At this stage, no financial proposal should be submitted. Instructions on how to prepare your financial proposal will be provided in the RFP.
28	Is there a maximum amount for cost per learner?	The TOR does not define a maximum cost per learner, leaving this to be determined based on the financial proposal submitted by the consulting firm.
29	Is there a maximum amount or percentage for management fees and program expenses?	The TOR does not specify a cap on management fees or program expenses. Bidders should propose a cost structure that aligns with the scope of work and expected deliverables.
30	Are there specific cultural or regional considerations (e.g., language, local market needs) we need to incorporate into the curriculum and delivery style to ensure it aligns with the expectations of Jordanian universities and employers?	It is important to confirm that the consulting firm is NOT expected to develop curriculum, learning content and material is available through the online learning platforms provided by the professional training and certification providers (AWS and Microsoft). However, the delivery style and approach should be adapted to cultural considerations while instructors focus on providing employment insights.
31	Can you elaborate on the role of "professional communities"? Is this focused on student networks, alumni, or industry partnerships?	The role of "professional communities" as outlined in the TOR includes fostering networks of students, educators, and professionals who engage in ongoing learning and career development. These communities are intended to support the professional growth of participants through initiatives such as student ambassador programs, networking events, and collaboration with industry professionals. The goal is to build strong connections between program participants and local and international employers, creating a supportive ecosystem for career advancement. (Pages 4 and 5 of the TOR).
32	How would our global network and alumni community be integrated into this element of the program?	The global network and alumni community of the consulting firm can be leveraged to enhance the professional communities. Alumni can play a key role in mentoring current participants, sharing success stories, and facilitating networking opportunities. The firm is encouraged to integrate its global connections by organizing webinars, workshops, and virtual networking events that provide access to international insights and opportunities. (Pages 4 and 5 of the TOR)