



DON BOSCO TECH AFRICA

Youth Empowerment Through Skills Training

November 5th,2025

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| Organization | Don Bosco Tech Africa (DBTA) |
| Vacancy | Consultancy (Duration: 6 months) |
| Project title: | Increased opportunities for decent work and improved living standards for young people in sub-Saharan Africa by improving the quality and relevance of vocational training programs – phase 2 |
| Assignment title | <p>Facilitate the development of:</p> <ul style="list-style-type: none">- Conduct a gender equity and inclusion audit in five countries: Chad, DRC, Kenya, Malawi, Nigeria- Guidelines for TVET gender equity and social inclusion in 11 countries: Angola, Burkina Faso, Burundi, Chad, DRC, Kenya, Madagascar, Malawi, Nigeria, Rwanda, and South Sudan through a five-day training workshop with involvement of key stakeholders including national government official.- A regional TVET gender equity and inclusion framework and its implementation plan.- Develop gender equity and inclusivity framework through creation a national working group in each 5 targeted countries: Chad, DRC, Kenya, Malawi, Nigeria- Support the gender equity and inclusivity framework in 30 TVET institutions in each 5 targeted countries: Chad, DRC, Kenya, Malawi, Nigeria |
| Reference number of the assignment | Ref. NO: DBTA GP-II-GEI-OCT-2025 |

Contents

| | |
|--|----|
| Background..... | 2 |
| Overall Objective of the Consultancy..... | 5 |
| Scope of the assignment..... | 5 |
| Areas to be examined in gender and inclusivity audit..... | 7 |
| Proposed approach and methodology..... | 9 |
| The Expected short-term outcomes and impact..... | 9 |
| Requirement for team composition and qualifications of the consultancy firm..... | 10 |
| Documents to be included when submitting proposals..... | 11 |
| Duration of the assignment..... | 12 |
| Financial proposal and payment..... | 14 |
| Ethics and copyright..... | 14 |
| Application procedures..... | 14 |

Background

Creating a truly inclusive and gender-equitable environment in major institutions requires a multifaceted and strategic approach. This process begins with establishing foundational principles that underscore an organization's unwavering commitment to these values.

Inclusion TVET is a transformative process that ensures full participation and access to quality learning opportunities for all learners: children, youth and adults, respects and values diversity, and eliminates all forms of discrimination in and through education. The term inclusion refers to a commitment to make learning places where each individual is valued and feels part of the group and where diversity is perceived as enriching.

The fundamental principle of inclusive TVET is to identify and remove barriers to ensure access and participation for all learners, including those who are marginalized or have special needs. This is essential to ensure that all individuals have access to quality training on the basis of equality for all.

Inclusive TVET enables all young people to access and participate fully in learning through accommodations and pedagogical strategies adapted to the specific needs of each individual. It aims to ensure that all learners, regardless of ability, ethnicity, gender, socio-economic status or any other factor, benefit from quality training.

It is in contrast to mainstream education, which corresponds to education in formal schools and training institutions, where learners follow a standardized curriculum and are assessed according to common criteria. This model of TVET aims to provide opportunities for all learners, but it may not take into account the specific needs of marginalized individuals or those with special needs.

The following are some of the legal instruments and frameworks at the international level that support and promote inclusion in TVET.

- UNESCO Convention against Discrimination in Education, adopted in 1960: It is the first legally binding international instrument entirely devoted to the right to education. This convention aims to ensure that all individuals, regardless of race, gender, social background or religion, have equal access to the education system, including TVET. It encourages States to take measures to eliminate all forms of discrimination in education.
- United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979: CEDAW aims to ensure gender equality and to combat all forms of discrimination against women in many areas. In the field of education, it sets out several important principles to promote gender equality and the education of women and girls, particularly in TVET.
- United Nations Convention on the Rights of the Child (UNCRC), adopted in 1990: The UNCRC is the first legally binding international treaty on the rights of the child. It recognizes that children enjoy fundamental rights (civil, political, economic, social, health and cultural) in the same way as adults.
- ILO Recommendation 6 (No. 195) on Human Resources Development, adopted in 2004: Since education and training are essential to make people employable and to enable them to have access to decent work and thus escape poverty, the ILO encourages States "to develop, implement and review national policies for human resource development, lifelong learning and which are consistent with economic, fiscal and social policies.
- United Nations Convention on the Rights of Persons with Disabilities (CRPD), adopted in 2008: The CRPD aims to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by persons with disabilities. Article 24 recognizes the right to education, including vocational training, for all disabled persons without distinction. It calls on the States Parties to ensure that persons with disabilities are provided with reasonable accommodation commensurate with their needs, and individualized support measures to facilitate their full integration. It also recommends that States take measures to train educational staff and personnel in disability awareness and the use of disability-friendly teaching techniques.

2030 Agenda for Sustainable Development: The Sustainable Development Goals (SDGs) are a set of 17 goals adopted by the United Nations in 2015, to guide sustainable development policies globally by 2030. Several of these SDGs are directly related to education and training.

SDG 5 – Achieve gender equality and empower all women and girls. This SDG aims to eliminate all forms of discrimination against girls and women in all fields. Equality policies (target 5.c): establish and strengthen sound policies and legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

At continental level, Africa has progressive frameworks, such as the Maputo Protocol and the African Union's Agenda 2063, which specifically address gender equality as central to the continent's transformation. These frameworks often go further than global instruments by confronting challenges pertinent to the African context, including harmful traditional practices and economic empowerment.

Crucially, this foundational stage involves providing clear and accessible definitions for key terms:

- Inclusivity: Creating an environment where all individuals feel valued, respected, and empowered to contribute their full potential.
- Gender Equity: Ensuring fairness in opportunities and outcomes for all genders, actively addressing historical disadvantages and systemic barriers. This is distinct from gender equality, which focuses on equal treatment, whereas gender equity acknowledges past injustices and seeks to create a level playing field.
- Diversity: Encompassing a broad spectrum of differences, including gender, race, ethnicity, age, disability, socioeconomic status, orientation, and more.
- Bias and Discrimination: Defining various forms of prejudice and unfair treatment to facilitate their identification and eradication.

Despite the critical role of TVET in Africa's economic development, significant disparities in access and participation persist, particularly for women and marginalised groups, due to a lack of context-sensitive understanding and application of inclusivity principles among stakeholders. This gap hinders effective implementation and limits opportunities for skills acquisition and socio-economic empowerment. To bridge this, DB Tech Africa is facilitating the development of a non-binding yet adaptable regional framework, a crucial first step in fostering shared understanding. This necessitates tailored national guidelines that define actionable steps for greater inclusivity and gender equality. Furthermore, while national frameworks are vital, many TVET centres in the second phase of Global program implementing countries lack integrated institutional strategies to tackle gender imbalances and barriers, manifesting in issues like gender-stereotyped enrolment and inadequate support. Developing and integrating these specific strategies at the national and institutional level is essential to create equitable learning environments and foster a more inclusive and skilled workforce.

In response to this, Don Bosco Tech Africa (DB Tech Africa) aims through its current strategic plan 2025 – 2029 especially under its one of thematic areas of "improving Access and Equity in its TVET provision through accommodation of greater numbers of underprivileged youth and those who are differently abled" to promote gender equality and inclusion in 118 TVET institutions operating in 34 countries in Africa. Currently, DB Tech Africa with the support of the Germany government through the second phase of the Global Program (GP II) would like to strengthen the gender equity and inclusivity in eleven countries: Angola, Burkina Faso, Burundi, Chad, DRC, Kenya, Madagascar, Malawi, Nigeria, Rwanda, South Sudan by increasing the awareness, development of actionable gender equity and inclusion guidelines and framework through a five-day training workshop in each country with involvement of key stakeholders including national government officials.

This initiative also aims to conduct an audit on gender equity and inclusivity in five countries: Chad, DRC, Kenya, Malawi, Nigeria which will provide detailed insights into the existing inequalities and gaps that need to be addressed in the frameworks.

In light of this, DB Tech Africa is seeking a qualified consultancy firm who will assist strengthening the gender equity and inclusion in the eleven countries through the implementation of activities mentioned above.

Overall Objective of the Consultancy

As defined in the strategic plan of DB Tech Africa, improving Access and Equity in its TVET provision through accommodation of greater numbers of underprivileged youth and those who are differently abled is a prerequisite for its development, a fundamental human right, and a crucial step toward a just and inclusive society.

The development of gender equity and inclusion guidelines and frameworks process will guide and equip the TVET staff and relevant stakeholders with the skills and knowledge necessary to strengthen the capacity of TVET institutions to integrate gender equity and inclusivity in their TVET policies, operational plans, strategic plans and practices.

This initiative also aims to create equitable learning environments and foster a more inclusive and skilled workforce for all especially marginalized youth in Africa.

Scope of the assignment

The implementation of this assignment will include:

| Deliverable | Description of task | Stakeholders to be involved | Countries | Responsible person |
|---|---|---|---|--|
| Conducted gender equity and inclusion audit in five countries. | This audit should provide a reliable data to create a sound basis for the guidelines of gender equity and inclusivity. It should provide detailed insights into the existing inequalities and gaps that need to be addressed in the guidelines. | National government officials Civil society organisations Businesses Religious and cultural leaders TVET institutions Don Bosco Tech Africa | Chad DRC Kenya Malawi Nigeria | Lead consultant |
| Developed training content of gender equity and inclusivity | Develop comprehensive training content to be submitted to DB Tech Africa for approval | Consultant Project Officers Program Coordinator Program Manager | | Lead consultant |
| Developed 11 guidelines and one Regional Framework Development and Dissemination through conducting an awareness training workshop in | To conduct one awareness training workshop each in 11 countries with involvement of the national government officials, civil society organisations, businesses and religious and cultural leaders (15 participants each) to | Ministry of Education National TVET authority Ministry of Labour Ministry of Gender and inclusivity Civil Society Organisations Private Sector: Industries/Employers Religious and Cultural Leaders | Angola Burkina Faso Burundi Chad DRC Kenya Madagascar Malawi Nigeria Rwanda South Sudan | Lead consultant in collaboration with DB Tech Africa |

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| <p>each participating country.</p> | <p>develop guidelines for inclusivity and gender equity that will inform the development of a regional gender equity and inclusivity framework to promote equitable practices and policies in TVET. The regional framework should through the input consolidation from stakeholders of 11 countries.</p> | <p>Educational Institutions Disadvantaged Group Youth and Community Representatives Principals of Don Bosco TVET centres Don Bosco Tech Africa</p> | | |
| <p>Developed five (5) gender equity and inclusivity framework through the creation of a national working group in each 5 targeted countries: Chad, DRC, Kenya, Malawi, Nigeria</p> | <p>The consultant, in collaboration with the respective focal persons and networks, will promptly establish a diverse National Working Group of at least five (5) experts in each selected country, including representatives from key Government Ministries, Civil Society, the Private Sector, Educational Institutions, and disadvantaged groups like women and people with disabilities.</p> <p>Informed by the national gender and inclusion audit, this team of five (5) national experts, led by the consultant, will have at most, 15 working days to develop a harmonized, comprehensive, contextually relevant</p> | <p>National government officials Civil society organisations Businesses Religious and cultural leaders TVET institutions including a gender and inclusivity expert</p> | <p>Chad DRC Kenya Malawi Nigeria</p> | <p>Lead consultant</p> |

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| | Gender Equity and Inclusivity Framework. This crucial framework will detail actionable instructions to practically implement gender equality and inclusivity measures across the five countries, ensuring long-term effectiveness. | | | |
| Reports writing and presentation to Don Bosco Tech Africa | The lead consultant will write a comprehensive report of executed assignments and present to Don Bosco Tech Africa. | | | Lead consultant |
| | Submission of all developed gender equity and inclusivity guidelines, regional framework and national framework to Don Bosco Tech Africa. | | | Lead consultant |

Note: for the international travels to the countries where the training workshops will take place, the international flights, visas, food and accommodation will be catered for by Don Bosco Tech Africa. The medical and other expenses in the countries should be catered by the consultant.

Areas to be examined in gender and inclusivity audit

The gender and inclusivity audit should examine the level of progress in integrating and implementing gender equity and inclusivity in all TVET policies, plans and practices of the five targeted countries. The following are the areas to be examined but not limited:

| # | Areas to be examined | Guiding questions |
|---|---|---|
| 1 | Gender equity and inclusion are overarching principles that guide all educational policies, plans and practices in each participating country | <ul style="list-style-type: none"> - How far are the principles of gender equity and inclusion understood and defined within TVET policies? - To what extent are gender equity and inclusion embedded as core principles in all TVET policies and plans? - To what extent are all national gender equity and inclusion policies and plans informed by the principles of gender equity and inclusion? - To what extent are TVET practices guided by the principles of gender equity and inclusion? |
| 2 | The national curriculum and its associated assessment systems are designed to respond effectively to all trainees/students. | <ul style="list-style-type: none"> - To what extent is the national TVET curriculum based on the principles of gender equity and inclusion? - To what extent does the national TVET curriculum have the robustness and flexibility to suit all trainees/learners? - To what degree are the assessment systems used to celebrate different levels of achievement and to support the development of all learners? |
| 3 | All stakeholders who work with trainees and their families understand and support the national policy goals for promoting gender equity and inclusion in Technical and Vocational Education and Training (TVET) | <ul style="list-style-type: none"> - To what extent is there a widespread commitment/agreement among all professionals who work with trainees/ students to act according to the principles of gender equity and inclusion? - To what extent do those who work with trainees and their families understand the implications of the principles of gender equity and inclusion for their roles? |
| 4 | All infrastructures and facilities are adapted to gender and inclusivity in TVET institutions | <ul style="list-style-type: none"> - To what extent the facilities are accessible by all trainees and staff in TVET institutions - To what extent the TVET management stakeholders understand the important of adapting the TVET infrastructure and facilities to the principles of gender equity and inclusion? |
| 5 | The systems are in place to monitor the presence, participation and achievement of all trainees within the TVET system | <ul style="list-style-type: none"> - How effective are the systems for collecting data (quantitative and qualitative) regarding the presence, participation and achievement of all trainees? - To what extent are data analyzed in order to determine the impact of efforts to foster greater gender equity and inclusion? - To what extent are actions taken in light of the data analysis to strengthen inclusive and equitable settings and practices? |

Proposed approach and methodology

The bidding firm shall propose a detailed approach and methodology to carry out each activity that responds to the objectives of the program. The proposed approach shall entail participative and learning approaches with involvement of national government officials, civil society organisations, industries, religious and cultural leaders to develop actionable gender equity and social inclusion guidelines and frameworks and plans for their application in TVET systems in the participating countries.

The Expected short-term outcomes and impact

| Activity | Elaboration of the activity | Expected Outcome | Expected Impact |
|--|--|---|--|
| Conduct an audit on gender equity and social inclusion | Data collection should be done in the five countries and the findings should provide detailed insights into the existing inequalities and gaps that need to be addressed in the guidelines. | reliable data are provided to create a sound basis for the guidelines of gender equity and inclusivity. | |
| Develop guidelines and a regional framework for gender equity and inclusivity in TVET. | Conduct workshops in 11 countries (15 participants each) involving government, civil society, business, and cultural leaders to develop a general framework for gender equity and inclusivity in TVET. | General guidelines developed; diverse stakeholder input collected. | Enhanced awareness and orientation toward inclusive practices; improved understanding of gender equity principles across Don Bosco institutions and across multiple training offers. |
| | Enhance the capacity of government agencies, civil society organizations, and other actors to implement gender-responsive practices through training, resources, and strategic engagement. | Improved stakeholder knowledge and readiness to apply gender-equity frameworks and inclusive practices. | Tangible progress in reducing gender disparities and fostering a more equitable and cohesive society. |
| Develop of national guidelines | Develop country-specific guidelines for Chad, DRC, Kenya, Malawi, and Nigeria through participatory workshops, expert teams, and gender/ inclusion audits . | Contextualized and actionable guidelines for gender equity and inclusivity were developed. | Stronger alignment with national policies and systems; enhanced relevance and implementation feasibility. |

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| | Guidelines are actionable and tailored to local needs. | | |
| | Foster collaboration across African countries and provide adaptable frameworks that catalyze context-specific strategies. Offer guidance to integrate gender equality into national policies and development programs. | Increased regional cooperation and policy prioritization of gender equity and inclusion in the TVET sector in the African region | More targeted and systemic interventions that address the root causes of inequality and promote inclusion at the national level |

Requirement for team composition and qualifications of the consultancy firm

The assignment will be conducted by a qualified consultancy firm. The successful consultant should meet the following requirements:

- The consultancy firm shall provide a multidisciplinary team with proven expertise in gender equality, social inclusion, institutional development, and capacity building, capable of managing and delivering multi-country assignments across Sub-Saharan Africa.
- A Lead Consultant shall lead the assignment with an advanced degree (Master's or higher) in Gender Studies, Sociology, Public Policy, or a related field, and at least 10 years of relevant professional experience.
- The Lead Consultant should have a proven track record in managing donor-funded, multi-country projects, facilitating stakeholder engagement, and leading the development of policy or institutional frameworks at national and continental levels. A prior experience advising government institutions will be an advantage.
- The supporting team should include qualified experts with postgraduate degrees in relevant disciplines (Gender Studies, Development Planning, Education, Statistics, or Organizational Development) and at least 7 years of practical experience in gender audits, institutional strengthening, and training. The team should have demonstrated the capacity to conduct gender and inclusivity audit assessments, deliver participatory training, and develop national or regional frameworks for gender and inclusivity.
- The consultancy firm should demonstrate proven technical knowledge and experience in conducting training and developing the gender equity and inclusivity with educational, social, governance, public sector, or related fields in Sub-Saharan African countries.
- The consultancy firm must be a legally registered and reputable entity with at least 10 years of institutional experience in Sub-Saharan Africa, and a solid record in managing donor-funded assignments supported by international development partners like European Union

(EU), the World Bank, African Development Bank, UN agencies, or bilateral partners. It should provide verifiable evidence of completed projects involving TVET policy formulation, framework development, and implementation support in gender and inclusion sectors.

- Proven tax clearance is required for consultancy firm.
- The consultancy firm should maintain robust internal quality assurance systems, and sufficient logistical capacity to coordinate simultaneous activities across multiple countries. It should also demonstrate ethical standards and gender-responsive operational practices.
- Established partnerships and networks with government ministries, gender machineries, regional bodies, and civil society organizations will be considered a key advantage.
- Proposals must present documented evidence of similar multi-country assignments completed within the last five years, including client references and proof of satisfactory performance, to confirm the firm's experience and reliability.
- The firm should possess an internal technical review mechanism that ensures consistency across deliverables. Firms lacking demonstrated internal oversight structures will not be considered technically responsive.
- The consultancy firm should possess strong team pooling relevant competencies for the assignment, stating the roles, relevant skills, and experience, and thematic focus of each team member.

Documents to be included when submitting proposals

When submitting the Technical and Financial Proposal, the applicant shall, in particular, ensure to attach the following:

- i. Profile of each consultant team (max 2 pages) explaining why they are the most suitable for the task(s).
- ii. Relevant experience of the firm (max 3 pages).
- iii. Detailed methodology and conceptual framework with expected deliverables and timelines, working days required, and budget
- iv. List of similar assignments successfully done.
- v. All required evidences in the sections of Requirement for team composition and qualifications of the consultancy firm.

Duration of the assignment

- ❖ The duration of the contract shall be for a maximum of six (6) months starting from the date of signing the contract

Assignment team and responsibilities

- ❖ The consultant will work closely with the Project Officers who coordinates the country, the Program coordinator the program in the respective countries.

| # | Designation | Responsibilities |
|---|-----------------------------------|---|
| 1 | Lead Consultant | The lead consultant is accountable to successful implementation of the assignment and leading to deliver the intended outcomes to be reported and submitted to Don Bosco Tech Africa. |
| 2 | Project officers | The project officers will work closely with the consultant and their respective countries implementation team in coordinate and provide technical assistance in planning the training workshops, implementing, review reports, respond to inquiries, and report to the program coordinator. |
| 3 | Accountant | The DBTA accountant will handle the financial related matters of the assignment. |
| 4 | Office assistant | The Office assistant will facilitate in logistics including applying for the visa, booking the flights and local cabs in Kenya - Office assistant to take minutes of the meetings about the assignment |
| 5 | Monitoring and Evaluation Officer | The DBTA M&E officer shall monitor and evaluate the planning and implementation of the assignment with appropriate M&E tools. |
| 6 | Program Coordinator | To oversee the coordination and implementation of the assignment and guiding the team work to deliver the intended outcomes of the program |
| 7 | Program Manager | The Program Manager shall lead and oversee the planning, implementation and approval of the consultancy work, and facilitating the teamwork to achieve the outcomes and managing the processes to deliver intended outcomes of the assignment. |
| 8 | Director | To oversee the assignment particularly the financial aspect. |

Duration of the assignment

- ❖ The duration of the contract shall be for a maximum of six (6) months starting from the date of signing the contract.
- ❖ The proposal should demonstrate a clear timeline of the assignment preferably on Gantt chart. Note: The proposed time might change due to availability of stakeholders in the countries.

| # | Activity | Description/strategy | Assigned Team representatives | Estimated period |
|---|--------------------------------------|--|--------------------------------|------------------|
| 1 | Engagement of the consultant process | Development of the terms of references and approval. Selection and contracting the consultant. | DBTA - Program Management team | 30 days |

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| 2 | Conduct a gender equity and inclusion audit in five countries: Chad, DRC, Kenya, Malawi, Nigeria | Data collection in the five countries. Through a questionnaire, interview and/or focal group discussion | Lead consultant in collaboration with respective project officers coordinating countries | 30 days |
| 3 | Develop guidelines and a regional framework for gender equity and inclusivity in TVET in 11 countries. | Through the training workshop. The consultant will travel together with one DBTA representative in each country. | Lead consultant in collaboration with one DBTA representative | Within a period of four months or less. The consultant should propose timeline which will be communicated to the countries 'implementing team for confirming their availability |
| | | Angola | Lead consultant & DBTA representative | |
| | | Burkina Faso | Lead consultant & DBTA representative | |
| | | Burundi | Lead consultant & DBTA representative | |
| | | Chad | Lead consultant & DBTA representative | |
| | | DRC | Lead consultant & DBTA representative | |
| | | Kenya | Lead consultant & DBTA representative | |
| | | Madagascar | Lead consultant & DBTA representative | |
| | | Malawi | Lead consultant & DBTA representative | |
| | | Nigeria | Lead consultant & DBTA representative | |
| | | Rwanda | Lead consultant & DBTA representative | |
| South Sudan | Lead consultant & DBTA representative | | | |
| 4 | Development of a regional framework for gender equity and inclusivity in TVET with consolidation of the guidelines from the 11 countries | Consolidation of the guidelines from each of 11 countries' training workshop | Lead consultant | 15 days |

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| 4 | Creation of the guidelines for gender equity and social inclusion. | To be carried out by a team of experts working group in country (5 days each) | A team of experts | 25 days |
| 6 | Developed five (5) national gender equity and inclusivity framework in five countries: Chad, DRC, Kenya, Malawi, Nigeria | Through working group of 5 experts in each country | Five experts including the lead expert | 60 days – 75 days |
| 7 | Reports writing and presentation to Don Bosco Tech Africa | | | 10 day |
| 8 | Review and approval | | | 5 days |

Financial proposal and payment

The technical and financial proposal shall specify a total lump sum amount (including a breakdown of costs for fees, tasks, and the number of working days). Payments will be made in installments based upon key outputs, i.e., upon delivery of the services specified in the ToR.

40% on signing the contract and submission of a blueprint, including the work plan and methodology for the assignment (in English).

40% on completion and submission of developed guidelines, frameworks the comprehensive assignment report (in English).

20% after the approval of the work.

All financial information should be provided in either Kenyan Shillings or Euros.

Ethics and copyright

The consultancy team shall follow the highest ethical standards during the entire process of the contract. The consultancy team shall not disclose any information related to DBTA and its associates to a third party without prior approval from DBTA. All the data generated, whether in soft or hard form, along with the report, shall be the property of DBTA, and they shall be submitted to DBTA upon completion. The consultancy firm will ensure that citations are well-referenced, plagiarism is avoided, and that there is no infringement of copyrights in the report.

Application procedures

All proposals should be submitted electronically in PDF format to application@dbtechfrica.org and copied to projectofficer2@dbtechfrica.org by quoting the reference number: **Ref. NO: DBTA GP-II-GEI-OCT-2025** to be **received not later than 19th November 2025 at 5.00 PM**. Proposals sent after the indicated date and time will not be considered.