Qiddiya College of Excellence and Hospitality

February 04, 2020
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DEFINITIONS

CoE  Colleges of Excellence, a publicly funded private company that is responsible for overseeing the rollout of public-private partnership (PPP) technical and vocational colleges in the Kingdom of Saudi Arabia.

TVTC  Technical and Vocational Training Corporation, an independent government entity that operates vocational education colleges and institutes in the Kingdom. These colleges are owned by the Saudi government and operated by TVTC.

TVET  Technical and Vocational Education and Training.

QIC  Qiddiya Investment Company is a closed joint stock company, incorporated under the laws of the Kingdom of Saudi Arabia, that is creating an integrated destination set to become the Kingdom’s Capital of Entertainment, Sports and the Arts, situated right outside of Riyadh.

PPP  The PPP model refers to a Public Private Partnership.

HRDF  Human Resources Development Fund, an independent government entity charged with financing and promoting the training and employment of Saudis in the private sector.

TP  Training Provider is an international education and training organization responsible for delivering education and training and associated services. TP also refers to a consortium intended to provide the same services with the lead bidder in the consortium being an international Training Provider.

College  Qiddiya College of Excellence and Hospitality (previously known as the International Tourism & Hospitality College at Riyadh).
EXECUTIVE SUMMARY

The importance of TVET in Vision 2030

Ensuring high-quality jobs for Saudi Nationals is one of the most critical priorities of the Kingdom of Saudi Arabia. Technical and Vocational Education and Training (TVET) has been identified as the most critical lever for improving the value of human resources in the country and helping Saudi youth, both male and female, to play a productive and meaningful role in the local labor market. The future of upcoming young generations of Saudi Arabia therefore depends on the success of the TVET project in the Kingdom.

This project is of great strategic importance to the entire country and to the initiatives of local entertainment industry, and to meet this aspiration, CoE intends to engage training providers who will help make this journey a successful one by investing in all means required to upgrade the quality of the system and meet the highest international standards.

With this in mind, it gives us great pleasure to announce the launch of this tender with which we will select the very best training provider to operate Qiddiya College of Excellence and Hospitality (previously known as the International Tourism & Hospitality College at Riyadh).

the college will be independently run by the TP, and regulated, funded and overseen by CoE and QIC.

Objective of RFI

The purpose of this Request for Information is to share an outline of the upcoming tender for the college, and to obtain information on the existing operations, experience and high-level strategies of interested candidates, to enable us to evaluate and select suitable bidders to receive the Request for Proposal.

Responses should be submitted electronically according to the timeline in 7.2 [Phase 1], to the following email address: itctendering@coe.com.sa
1) COLLEGE PRINCIPLES

Qiddiya Investment Company (QIC), one of the Giga projects launched by the Kingdom’s Public Investment Fund (PIF), will offer a broad portfolio of offerings expressed by five cornerstones supported by Real Estate and Community Services. These are: Parks & Attractions, Sports & Wellness, Motion & Mobility, Arts & Culture and Nature & Environment. The 334 square kilometer destination has set its Phase One to open in early 2023. In order to provide the required workforce to each business, and given the introduction of unprecedented forms of hospitality and entertainment along with sports and arts experiences, the scale of the undertaking and the significant growth from inception to opening day, Qiddiya has sought out to collaborate with CoE to establish appropriate criteria for hospitality and tourism education in the context of Qiddiya’s training and development strategy.

Technical and Vocational Education and Training (TVET) will play an increasingly important role in the preparation of Saudi youth for entering the workforce in the upcoming years. In order to support the expansion of quality and scale of the TVET system, the Technical and Vocational Training Corporation (TVTC) and the Human Resources Development Fund (HRDF), have spun off a publicly funded private company, Colleges of Excellence (CoE). CoE has established a partnership with the entertainment, tourism and hospitality sector companies to qualify national workforce for the sector.

One of the Saudi Tourism and Hospitality Sector challenges is the limited numbers of appropriate qualified young workforce to meet the local demand and to support the expansion in this sector.

To support bridging the workforce demand-supply gap, Qiddiya Investment Company (QIC) with Colleges of Excellence have established a specialized Tourism & Hospitality College to develop young Saudis. The college is located in Riyadh, the capital of Saudi Arabia, and it will mainly deliver a three-year main stream training program including on-the-job training (OJT). The college will train and graduate job-entry skilled Saudi workforce using English as its language of training and operation, and shall foster safety, instill values and implant the desired work ethics.

Making the college successful is the one of the biggest achievements of local Entertainment and Tourism & Hospitality Sector. The success of this program will be based on the principles listed below:

1. The common goal of CoE and the TP should be to improve skills, knowledge and competencies of Saudi students for them to be successfully employed by QIC, or Entertainment and Tourism & Hospitality sector companies in the Kingdom of Saudi Arabia.
2. CoE is committed to work closely with TPs to make them successful in that common goal. This close support includes providing information on the labor market in Saudi Arabia, giving the administrative support required to open a college, and giving ongoing advice once the colleges are open.
3. CoE will encourage TPs to take risks on the learning side by experimenting with innovative techniques and programs.
4. CoE, QIC and TPs will promote transparency in TVET, reporting outcomes and performance accurately, not only internally with the government, but to the broader community of students, parents, and employers.

5. CoE, QIC and TPs will share the respective lessons learned from developing this new college model in Saudi Arabia with a mindset of continuous improvement.

2) CONTEXT AND BACKGROUND

Ensuring high-quality jobs for Saudi Nationals is one of the most critical priorities of the Kingdom of Saudi Arabia. Technical and Vocational Education and Training (TVET) has been identified as the most critical lever for improving the value of human resources in the country, and helping Saudi youth, both male and female, to play a productive and meaningful role in the local labor market. The future of upcoming young generations of Saudi Arabia therefore depends on the success of the TVET project in the Kingdom.

To achieve this end, the country is now embarking on one of the largest TVET upgrades in the world.

**The cornerstones of this project are:**

Invest in all means required to upgrade the quality of the system and meet the highest international standards, including:

- **A.** Upgrading and improving regulatory capacity of TVET
  - I. Strengthening the involvement of the private sector in National Occupational Skill Standards (NOSS) and contributing to on-the-job training.

- **B.** Provisioning education through a Public Private Partnership (PPP) model
  - I. The government will provide support via facilities, buildings and funding
  - II. The TP will have to manage the college based on specific standards and are measured by results
  - III. The TP includes employers in training and college management

As the current Operation & Maintenance (O&M) Contract of the International College for Tourism and Hospitality in Riyadh will expire at the end of the academic year 2019-2020, CoE is seeking proposals to find the best training providers in the tourism and hospitality industry. The selected TP will operate a college offering a range of pre-defined tourism and hospitality programs lasting for 3 years. CoE and QIC are looking for distinctive partners who will be able to build distinctive institutes.

The present Request for Interest (RfI) is part of the process to operate Qiddiya College of Excellence and Hospitality. Eligible applicants will be invited to a Request of proposal (RfP) to submit full and detailed business plans to operate the college.
Colleges of Excellence

CoE is a public company jointly owned by the Human Resources Development Fund (HRDF) and the Technical and Vocational Training Corporation (TVTC). CoE manages all Public Private Partnerships (PPP) colleges and is extending PPP-based technical and vocational education in the Kingdom. CoE commenced its operations in 2013 with a number of international technical colleges to enhance the TVET sector in the Kingdom.

Over these years, more than 15,000 students have graduated on all tracks from the technical colleges from 28 different specializations.

Given the strong demand from various sectors as part of the Vision 2030, the demand for TVET graduates is seeing a significant increase. CoE intends to meet Saudi Arabia’s Vision 2030 by engaging and expanding the role of TPs who have a significant experience worldwide.

CoE provides “one-stop-shop” services for TPs to operate colleges and institutes in the Kingdom with the following functions:

- Handling tendering and contracting processes with training providers including monitoring college performance indicators
- Supporting PPP colleges educational improvement by conducting performance improvement dialogues, targeted interventions, and by encouraging the sharing of best practice
- Supporting PPP college operations by coordinating all pre-opening (e.g., the handover of buildings and student applications) and ongoing processes (e.g., maintenance)
- Fostering employer relations by building links with local employers and encouraging employers to be involved in partnerships
- Coordinating the centralized marketing and branding efforts of CoE network and supporting decentralized marketing
- Coordinating internal support functions, such as guaranteeing on-time payments towards PPP colleges with accurate documentation and enabling colleges to have the capability to run the operations independently

Selected training provider will operate the college offering predefined modular programs lasting three years. CoE is looking for long-term partners who are capable of building distinctive institutions, to diversify the educational basis.

The selected TP whom demonstrates excellence in operating the college will be given the opportunity of expanding their operations and business with CoE in the Kingdom of Saudi Arabia in the future.
3) THE ROLE OF THE TRAINING PROVIDER
This section provides high-level guidelines for the TP to successfully support the upgrade of Saudi Arabia’s TVET system.

3.1 PROGRAMS AND CURRICULUM
Training providers are expected to deliver the pre-defined courses and develop new and upgrade existing curricula in accordance with the minimum standards set by CoE and QIC. Since the ability of graduates to meet the needs of QIC and the local labor market is critical to TVET’s success, future training providers will need to adapt their existing programs and curricula to best meet local requirements in terms of:

Training duration:
The program will be three years in duration. An initial foundation year will focus on the English language, Sciences, IT, Islamic Studies, Employability Skills, and other basic skills, followed by two years of technical training where trainees will be streamed into one of the 8 specializations listed below.

Language taught
All training programs shall be delivered in English.

Alignment with the Saudi National Occupational Skills Standards
NOSS in Saudi Arabia cover the expected skills and competencies in that given occupation that are required to be successful on the labor market. The Saudi NOSS are currently undergoing a thorough review in an effort to ensure that they are helpful to training providers and in the labor market. CoE and QIC are working to develop sector-specific NOSS for the Entertainment, Tourism and Hospitality sector.

3.2 THE INSTITUTE, CAPACITY AND SPECIALTIES
The training provider will operate and deliver the services in a college that has a capacity of 2000 students, located in Riyadh, the capital of Saudi Arabia. Note that QIC management team will occupy some offices and a meeting room of the Administrative building. Colleges in the Kingdom of Saudi Arabia segregate genders – only male or female colleges exist. The college will be a male campus and will be operated as such.

The selected TP will be responsible for operating and maintaining the college to ensure that the college remains in the best operating shape during the length of the contract.

QIC and CoE have identified the required specializations in the Kingdom of Saudi Arabia for Entertainment, Tourism and Hospitality and are listed in the table below.
3.3 **Faculty**

The training provider will be autonomous in recruiting, training, remunerating, and managing all staff and faculty for the college. As such, the college staff, faculty and non-faculty, will be employees of the provider, not of CoE, nor of QIC, and not of the college either. All trainers should meet the standards set by CoE and QIC. The provider may consider drawing a portion of faculty and administrative staff (e.g., deans and department chairs) from the training providers’ overseas operations. Finally, local Saudi trainers that can meet the quality standards of the training provider should be enrolled early on as faculty and further scaled up over time to build local capabilities. Contacts from local and regional recruitment agencies can be shared with training providers upon request; however, CoE does not guarantee the quality and value for money of those agencies.

The training provider will be required to build local capabilities and increasingly hire Saudi trainers over time. It is recognized that in the short term, the training provider may choose to draw a majority of faculty from their existing overseas operations after suitable absorption of the existing personnel of the college that satisfy the minimum qualification requirements set by CoE and QIC, and further plans on how local capabilities will be developed will be considered positively during evaluation.
4) FUNDING

4.1 PAYMENT MECHANISM
Bringing in the highest quality training providers to the Kingdom of Saudi Arabia is a priority of CoE. The college will be funded with a base payment that depends on enrolment, attendance, and whether students have to repeat an academic year with more information in the RFP.

4.2 ENROLMENT AND STUDENT NUMBERS
The college will have 2 admission cycles per Training Year. They will be run by the TP based on the timeline and guidelines set out by CoE. The training provider will deliver all institute marketing activities in close coordination with CoE management team and QIC management team (A detailed projection of the next 2 years will be provided in the RFP).

5) CONTRACT DURATION
CoE is seeking long-term partnership with training providers. Contracts between CoE and training providers will cover management and operations of existing college initially for three years, with continuous opportunities for extension.
## 6) SUMMARY OF RESPONSIBILITIES

The table below provides a summary of the roles of the different parties in Technical and Vocational Education and Training in the Kingdom of Saudi Arabia.

<table>
<thead>
<tr>
<th>TP (Training Provider)</th>
<th>Provide turnkey Operation &amp; Maintenance solutions to include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Develop programs and curricula, in line with CoE, QIC and</td>
</tr>
<tr>
<td></td>
<td>national regulatory sector requirements</td>
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<tr>
<td></td>
<td>• Hire, train and remunerate all college faculty, including</td>
</tr>
<tr>
<td></td>
<td>Saudi nationals</td>
</tr>
<tr>
<td></td>
<td>• Provide training materials and tools,</td>
</tr>
<tr>
<td></td>
<td>• Utilize existing furniture and equipment/ provide additional</td>
</tr>
<tr>
<td></td>
<td>furniture and equipment if required.</td>
</tr>
<tr>
<td></td>
<td>• Deliver high quality training to students</td>
</tr>
<tr>
<td></td>
<td>• Recruit students via own admissions process in accordance</td>
</tr>
<tr>
<td></td>
<td>with requirements set by CoE and QIC.</td>
</tr>
<tr>
<td></td>
<td>• Facilities Management</td>
</tr>
</tbody>
</table>

| CoE                    | • Ensure obligations specified in contract are delivered     |
|                        | • Coordinate funding of colleges                             |
|                        | • Provide Government-owned college premises to training      |
|                        |   providers                                                  |
|                        | • Support all administrative onboarding and ongoing processes (e.g., visas, maintenance, hiring) to ensure the smooth set up and running of operations |
|                        | • Receive and distribute student applications across the college and set students recruitment/enrolment guidelines |

| TVTC                   | • Provide License for Technical and Vocational training      |
|                        |   providers                                                  |

| QIC                    | • Set programs and curricula requirements                     |
|                        | • Set staff and faculty eligibility requirements               |
|                        | • Set students recruitment/enrolment guidelines               |
|                        | • Hire the college graduates who meet the agreed upon         |
|                        |   employment requirements set by QIC                          |
7) TENDER PROCESS

7.1 ELIGIBILITY TO BID, CONSORTIA AND SUB-CONTRACTORS

Bidders should be well established and high performing International Technical and Vocational Education providers, with the following criteria to be eligible to apply for this tender:

- Minimum of five years of operations
- Public or private organizations, which is fully accredited in the respective home country
- Have delivered training to at least 5,000 full-time students in the field of Tourism and Hospitality
- Ability to demonstrate high quality of student outcomes while also ensuring competitive expenditures
- Sound financial standing as demonstrated by audited financial statements
- Qualified body of teachers and instructors, with experience as professionals in the field.
- Previous experience in setting up and running operations in foreign countries is preferred, but not required to be eligible to apply for the tender.
- The Lead Bidder in any consortium should be a training provider

Given the size and diversity of the services under contract, consortiums of training providers are encouraged to apply as well. A clear internal governance structure is a prerequisite for such training providers, and successful joint projects in the past are an advantage. Local Bidders are encouraged to establish partnership consortiums with Training Providers to be able to bid.

As part of their responses to this RFI, any consortium should describe their business model and their ability to provide the full range of services and programs required. Any consortium should have a main contracting party that will be held liable to CoE. All consortium members and subcontractors should be disclosed to CoE for approval. CoE can also facilitate introductions between different training providers who may wish to form a consortium. In this case, please contact the CoE team as early as possible.

7.2 OVERALL TIMELINE

All Fact Sheets will be acknowledged by CoE. The assessment process will proceed through several phases, with a request for more detailed or revised information following each selection phase. CoE may contact Bidders for further clarification or additional information at any time.

**Phase 1:**

The training provider or consortium first submits the form provided in Appendix 1 to **express interest** in this project.

Second, **Fact Sheet** (Appendix 2) as a response to the present Request for Information is submitted by eligible Bidders. The Request for Proposal will be shared with selected training providers.
**Phase 2**

Selected Bidders will be invited to respond to the Request for Proposal and develop and submit business plans/proposals with the support of CoE. CoE will engage in individual discussions with all Bidders in this phase to understand their application and business plan and to provide them with any missing information. Bidders will be expected to conduct site visits to Saudi Arabia. Bidders will submit an improved and detailed business plan, including a final and binding bid for the college. All proposals will undergo a thorough technical and financial evaluation process.

**Phase 3**

CoE and Bidders enter the final negotiation stage and CoE selects the preferred training providers for the college.

CoE reserves the right not to award the college if the quality of the applications does not meet the evaluation standards set by CoE.

A preliminary timeline describing the different stages of the process is detailed below. Amendments to the timeline described below will be communicated to prospective Bidders.

**TENDER PROCESS INDICATIVE TIMELINE – RFI (Phase 1)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issue of RFI</td>
<td>04/02/2020</td>
</tr>
<tr>
<td>Closing date to submit Appendix 1 from interested bidders</td>
<td>14/02/2020</td>
</tr>
<tr>
<td>Closing date for receiving questions (if any) via email</td>
<td>17/02/2020</td>
</tr>
<tr>
<td>Closing date to respond to clarification queries from bidders</td>
<td>20/02/2020</td>
</tr>
<tr>
<td>Deadline for submission of Fact Sheets (Appendix 2)</td>
<td>28/02/2020</td>
</tr>
</tbody>
</table>

**TENDER PROCESS INDICATIVE TIMELINE – RFP (phase 2)**

Dates reported below will be confirmed upon RFP release

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>RFP Release</td>
<td>March 2020</td>
</tr>
<tr>
<td>Bi-weekly electronic clarification with all bidders of questions received via email</td>
<td>Bi-weekly</td>
</tr>
<tr>
<td>Deadline for submission of proposal</td>
<td>May 2020</td>
</tr>
<tr>
<td>Bidders notified if shortlisted in the tender process</td>
<td>May 2020</td>
</tr>
</tbody>
</table>
TENDER PROCESS TIMELINE – CONTRACTING PROCESS (phase 3)

<table>
<thead>
<tr>
<th>Event</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final negotiation stage</td>
<td>May-June 2020</td>
</tr>
<tr>
<td>Selection of successful bidder</td>
<td>May-June 2020</td>
</tr>
<tr>
<td>Contract Signing</td>
<td>June 2020</td>
</tr>
<tr>
<td>Handover/mobilization</td>
<td>June-August 2020</td>
</tr>
<tr>
<td>Commencement of Operations</td>
<td>September 2020</td>
</tr>
</tbody>
</table>

7.3 REQUIREMENTS FOR RESPONDING TO THE RFI

7.3.1 Expression of Interest should be submitted electronically along with the form in Appendix 1 by February 14, 2020, to itctendering@coe.com.sa

7.3.2 Fact Sheets should be submitted electronically to itctendering@coe.com.sa by February 28, 2020. The Fact Sheets should not exceed 15 pages. They should include a table with the structure outlined in Appendix 2. All Documentations should be submitted in PDF format:

A) Executive Summary

B) General information

- Details of the Bidder, including name, address, principal place of business, telephone number, and fax number/email address of legal entity or individual with whom the contract would be signed;
- Name, address, and telephone number of each principal officer;
- Legal status of the Bidder (e.g., government entity, sole proprietorship, partnership, Joint Stock Company, etc.) and the year the entity was founded to do business as the entity now substantially exists;
- Commercial Registration where applicable;
- Rationale for submitting a Letter of Information in the context of the overall strategy and ambitions of the prospective Bidder.
- Details of the contact person. The prospective Bidder must nominate a person to answer requests from CoE for further information or to provide any clarification.
- Detailed references that can be contacted by CoE, in particular where the prospective Bidder has already worked with other foreign entities as contractor, advisor and/or opened colleges in
foreign countries. Those references should include a minimum of two names that CoE (including email and telephone) could contact.

- **Details of potential consortia and subcontractors.** Prospective Bidders should specify their interest (non-binding at this stage) in bidding alone or in a consortium, and, in the case of an interest in a consortium, suggest potential partners and envisioned role in the consortium.

**C) Existing operations**

- Description of the **nature of their operations.** The description should include, but not be limited to: Countries of operations;
- All licenses, including copies and contact of relevant regulator;
- Existing accreditations;
- Size and type of student pool, programs and curriculum taught (both short and long programs).
- Description of **quality of operations.** The description should include, but not be limited to: Qualifications of trainers;
- Key indicators on student outcomes (e.g., attrition rates, exam scores, job placement rates, graduation rates, cost per student per year, cost per hour of instruction);
- Audited balance sheet and financial statement or other indications of financial health.

**D) Sources of distinctiveness**

High-level description of suggested strategies, timelines and aspired scale that the prospective Bidder currently envisions delivering in order to meet the expectations laid out in the present Request for Information. Bidders should clarify what they see as their value proposition for the Kingdom of Saudi Arabia. Specifically, approaches on the following dimensions will be carefully considered: Plans to adapt programs and curriculums to local requirements, and potential programs being considered:

- Innovative training models, such as evening courses, electronic courses, and modular approaches to program length
- Involvement of the private sector as governance, faculty and for on-the-job training
- Hiring strategies to ensure that high-quality faculty is on boarded at reasonable expense, while building the capabilities of Saudi nationals as trainers
- A high-level indication of tolerance for risk in terms of both performance-based compensation and equipment financing, and how good value for money will be ensured
- Potential risks anticipated in the project, with mitigating factors.

Best-suited training providers, based on the information above, will be selected to receive a Request for Proposal that will be issued in March 2020. Criteria for inviting training providers for the RFP phase include:

1) “best-practice operator” in existing operations, including strong student outcomes, accreditations
2) international experience
3) teacher/trainer qualifications
4) source of distinctiveness
5) financial soundness of the training provider.

7.4 PARTICIPATION IN THE RFI PROCESS

Acknowledgment and disclaimer
It is the responsibility of the Bidder to obtain all information necessary or convenient for the preparation of their responses.

Bidder cost
All expenses and costs incurred by a Bidder in connection with this RFI, including (without limitation) providing CoE with further information and attending meetings are the sole responsibility of the Bidder.

Obligations
Nothing in this RFI should be construed to give rise to any contractual obligations or rights, expressed or implied, by the issuance of this RFI or in response to it.

Confidentiality
All recipients of any or all elements of this RFI shall treat the information detailed as private and confidential.

False or misleading claims
If a prospective Bidder is found to have made false or misleading claims or statements or to have obtained improper assistance, CoE may reject that Bidder’s submission from any further consideration.

Unlawful inducements
Prospective Bidders and their officers, employees, agents and advisors must not offer any unlawful inducements in connection with the RFI process.

Questions
All questions regarding the present Request for Information must be addressed to itctendering@coe.com.sa
APPENDIX 1 – TRAINING PROVIDER INTEREST FORM

To:
Tendering & Procurement Department
 Colleges of Excellence
2646 Al-Shohada – Riyadh 13241-7180, Unit 9,
Granada Oasis Business Centre, Riyadh, KSA

This is to confirm that We_________________________________________ (Name of Training provider/Consortium) express our interest to respond to the Request for Information, issued by the Colleges of Excellence.

Signed

Company:
Name:
Designation:
Date:
## APPENDIX 2 – TRAINING PROVIDER FACT SHEET

### Executive Summary
## General Information

<table>
<thead>
<tr>
<th>Name of Training Provider/ Consortium:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Consortium members (if applicable):</td>
</tr>
<tr>
<td>Main contact point of Training Provider/Consortium (email address)</td>
</tr>
<tr>
<td>Alternate contact point of Training Provider/Consortium (email address)</td>
</tr>
<tr>
<td><strong>Type of Ownership:</strong></td>
</tr>
<tr>
<td>Name of regulator/Quality Assurance Body:</td>
</tr>
<tr>
<td>Number of years of operation:</td>
</tr>
<tr>
<td>Current student number globally enrolled in the field of TVET:</td>
</tr>
</tbody>
</table>

## List of TVET institutions (please list all institutions) – Use the below template

<table>
<thead>
<tr>
<th>Institution (1):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country of operation:</td>
</tr>
<tr>
<td>Operations information to be provided by institution</td>
</tr>
<tr>
<td>Number of students:</td>
</tr>
<tr>
<td>Specialties taught with average training duration in hours:</td>
</tr>
<tr>
<td>Graduation rates:</td>
</tr>
</tbody>
</table>
### International Experience:

<table>
<thead>
<tr>
<th>Countries of operations in:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>List of colleges in non-home country with total student numbers:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Your experience in the Middle East region:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher/trainer qualifications (i.e. average years of experience, qualifications, accreditations, international experience, language skills, etc.) – please provide specific facts rather than high-level statements</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Source of distinctiveness (i.e. innovative training approaches; private sector support, on-the-job training, etc.) – please provide specific facts rather than high-level statements:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Financial soundness (i.e. annual revenue, overall debt, debt to equity ratio):</th>
</tr>
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</table>