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General information

a. Brief information on the project

Project PN: 19.2311.9-001.00
 Output distribution: Output 4: 100%

CLM supports the Ministry of Agriculture’s national programme for "Sustainable Land Management" (SLM), which aims to reduce land degradation and increase agricultural productivity in the rural highland of six Regional States of Ethiopia.

Output 1 aims at strengthening the policy and institutional framework for Natural Resource Management (NRM) and SLM at federal and regional levels, through policy and institutional analysis, policy and change advisory and the further strengthening of systematic advisory and change processes.

Output 2 contributes to strengthening the capacity for decentralised, bottom-up land use planning and land use management. For this, it provides advisory services for up to 70 district governments towards the establishment of community based user associations and community-based planning. It also contributes to strengthening the capacity of the agricultural extension services through the digitalisation of technical training and communications.

Output 3 aims at reducing the detrimental effects of land degradation and erosion in the Lake Chamo catchment, with the ultimate goal to reduce sedimentation of the lake, which currently poses a significant threat for the lake’s ecosystem. Key activities are the introduction of SLM practices and the development of a sustainability strategy and action plan for the catchment area.

Output 4 aims to develop a “platform” for the digitalization of advanced professional training of Extension workers (DAs) through capacity building (create eco-system) to support start-ups and accelerators. Testing different approaches and methods to apply experiential learning to the digital training modules. Key activities are converting training manuals into tablet-based and also supporting key digitalization activities of MOA/BOA.

b. Context

MoA has developed a comprehensive Roadmap for the Digitalisation of Agricultural Extension and Advisory Services, 2021 to 2030. This Roadmap defines a series of specific tools, whereby CLM has committed itself to support the digitalization efforts in several ways including support the advanced digital training of Development Agents (DAs).

Since mid-2021, the project has mainly been working on supporting the MoA to bring best practices into the partner system. An important part is to train the ministry and its employees in the woredas and kebeles in the use of the new digital systems. This also includes the training and further education of the respective employees in the handling and use for example of the Training Management System, Procurement and Safeguards System. Furthermore, the systems and programmes have been developed, but they still need to be further tested, improved and adapted to the appropriate environment.

One of the key products, among other things, is the development of digital training courses based on learning experience design. The modules will train governmental Development Agents (DAs) on SLM-related topics as well as high quality service delivery and thus improving their communication and extension services to farmers in rural Ethiopia. So far, the CLM-project team has developed two pilot digital training products and is currently looking to develop additional digital products via an E-learning authoring tool (like H5P, Adapt, iSpring etc.) integrated with Moodle based online learning management system.

Regarding the software development, the CLM-project team follows an agile process which requires weekly/monthly sprints, follow ups and regular field testing of the products with the end users. This approach helps to produce a product in a high-quality, engaging, and effective way. In addition, modules will have features and insights from different areas of instructional design including modern adult learning methodology, engaging storytelling approach, game thinking and experiential design thinking.

Therefore, the CLM project team is now looking for a consultant/company to develop a customised Moodle LMS platform as per the learning experience design of the NRM training products and a1-2 digital learning modules on the Natural resource management (NRM) topics: *“Biological soil and water conservation: Vermicomposting”* together with a provision of a website hosting server to host the learning management system products for two consecutive years.

- c. GIZ shall hire the contractor for the anticipated contract term, from April 1st, 2023 to July 31st, 2023 .
- d. The contractor shall provide the following work:

1. Problem to be solved

The CLM-Digi. Team has tested different approaches to reach the highest learning engagement for the user. One of the approaches being tested is the development of an engaging digital training module. Until now, the team had developed application-based systems that were difficult to scale and multiply due to the high time and resource requirements and the lack of easy deployment.

2. Objective / Solution to be produced

As a solution, the team is now looking at digitalization solutions via authoring tools (Adapt, H5P, etc.) and the development of a Moodle learning management system to test the developed learning modules with the authoring tool.

The specific objectives of the assignment are:

- Developing a Moodle based learning management platform that is customised to the look and feel of the learning experience design for digital learning modules
- Develop a digital learning course with up to 11 learning modules using H5P or the Adapt authoring tool. Gamification, adult learning, human-centred design and exploration principles have to be applied in the development of the learning modules in order to provide practice-based and engaging learning scenarios.
- Structured user testing (in several regions of Ethiopia) of the developed Moodle system and the learning modules with the target group in order to evaluate the quality, compatibility and accessibility and to make necessary adjustments so that learning engagement can also be ensured at the highest quality. The findings should be summarised in a report in a clear and structured way and appropriate adjustments to the learning modules should be made if necessary.

3. Deliverables / Specification of Work

- Setup and provide a learning management system (Moodle) with a customised interface
 - Holistic learning experience design that immerses the trainee (Development Agent) in the training
 - Interactive, engaging and attractive user interface that enhances the trainees experience of the platform to a fun and game-like learning zone
 - Flexible design that can be used on any digital device (Desktop, Mobile, Tablet...)
 - Functional back end course management system for the admins
 - Integration of the design to Moodle
 - Develop and implement a Roles and Rights Concept for the long term use
 - Install and integrate appropriate plug-ins to create a social learning ecosystem and develop maximum user engagement
 - Features include but not limited to:
 - Interactive login of trainees (SSO)
 - Login support for various social media accounts
 - Course selection for students
 - Course tracking / learning analytics
 - Role management (For different users i.e. trainees, admin, trainers...)
 - Social media integration
 - Other features might be added with iteration

- 1-2 digital learning modules based on H5P for the module: “Vermicomposting” and another topic (another learning could be selected, due to any circumstances). The module contains 11 learning objectives.
 - Learning experience design framework. It should include:
 - User analysis explaining the DA (trainee) needs, behaviours and patterns
 - Contextual / localised experiential design for the DA clearly showing how the major features or elements of the module will look and feel
 - Adult learning approaches covering knowledge, skill and attitude development of the DA
- Story scripts based on the learning experience design for input videos, animations and podcasts
- Input videos, animations and/or podcast for each learning objective within the learning module
 - The input videos will need to meet the learning objective of the module
 - The videos can be recorded videos, animated videos, images with podcast voiceover or a combination of the listed types. The selection of which type of video for each learning objective will be decided with consultation of the NRM experts and the production team
 - Each video no more than 5-7 minutes long to keep and ensure the attention of the DA.
 - The recorded videos need to be simple, educational and low-resource. This means no need for high-calibre cameras, drones or a large team.
- Simulations/exploratory exercises for part of the learning objectives that require practical experience. The simulation games / exploratory exercises and tasks (like an escape game) will help the trainee to practise real life decision making and will change their behaviour to provide a better service to the farmers.
- Experiential knowledge, skills, attitude assessments (e.g. Quizzes, gamified assessments) for each of the learning modules as per the training manual
- User testing and structured reports for each testing session of the learning management system and training modules. Summarize elaborated findings in a structures report and include suggestions
- Based on the results of the user tests, the learning modules should be directly adapted/modified to provide high quality learning modules to achieve high learning engagement
- Testing the developed system and digital training module with a sizeable number of DAs
- Using a designed feedback session loop with questions and methodology in order to draw viable conclusions
- Hosting web server for learning module platform “moodle”
 - Provision of a website hosting server to host the learning management system moodle and the products for two years
 - Provision of object storage to store the assets and course materials enough for 500 GB

- Backup strategy
- Language which should be used for the Learning Management System and Learning Modules: English, Amharic, Oromifa and evtl. Other languages in special cases.

Certain milestones, as laid out in the table below, are to be achieved by certain dates during the contract term, and at particular locations:

Milestone	Deadline/place/person responsible
Handover Learning Course and onboarding supported by NRM Experts to understand the content to proceed with the following milestone	2 weeks after commencement of service
Set-up Moodle system and customization	8 weeks after commencement of service
Development and design of the Storyline / Storyboard / explorative exercises, tasks and situations for each learning modules	8 weeks after commencement of service
Learning modules programmed	13 weeks after commencement of service
User Testing and adoption of the findings in the learning modules	14 weeks after commencement of service
Handover workshop and implementation in the moodle system	15/16 weeks after commencement of service

4. Critical success factors, organisational and quality issues, approach

Features of the production process of the Moodle LMS customization and the digital training module:

- The project management approach will be a mix of agile and predictive/traditional. This means that there will be frequent touch points with the GIZ CLM team and the consultant to discuss, brainstorm and iterate on the development so that parameters can be adjusted to go directly in the right direction
- The development process will communication/project management tools
- Modules follow a storytelling approach with building dramaturgy.
- Modules follow basic standards of adult learning methodologies aimed at enhancing the viewers'
 - knowledge,
 - skills and
 - offer an alternative attitude towards NRM challenges and measures
- Modules are to provide a complete end-to-end learning experience.
- Modules are to be locally contextualised.
- The quality of the system and module structure/architecture and its user interface in terms of graphics etc. must be good with the acceptance of the DAs needs.

5. Support given by the CLM project:

- The project coordination will occur in close consultation with the Component Manager and/or Program Director (AV). For this, a jour-fixe is scheduled with the following structure:
 - updates on work done (Progress)

- challenges faced and solutions found / proposed (Problems)
- approvals required (in writing) (Plan)
- general / any other business (AOB) (Plan)
- A detailed training manual prepared for the “Vermi-composting” (and/or another learning course) will be provided to the consultant to be the basic source of training content
- Technical knowledge and insights on Natural resource Management (NRM) that need to be addressed will be provided by the GIZ CLM team.
- Facilitate communication with regional agriculture offices for field testing, video shooting and other activities
- Offer a solution to the COVID19 pandemic-related challenges such as travel restrictions and limited meeting options) to assure the DAs duties can be fulfilled

Tender requirements

1. Qualifications of proposed staff

1.1 Expert 1: Team leader

Tasks of the team leader

- Overall responsibility for the advisory packages of the contractor (quality and deadlines)
- Coordinating and ensuring communication with GIZ, partners and other stakeholders involved in the project
- Personnel management, in particular identifying the need for short-term assignments within the available budget, as well as planning and steering assignments and supporting local short-term experts
- Regular reporting in accordance with deadlines

Qualifications of the team leader

- Education/training (2.1.1): University qualification in Project Management and/or Economics and/or Business Management, Information Systems Management and/or Education and/or relevant, related subjects
- Language (2.1.2): C1 proficiency level English and Amharic¹. Other languages such as Oromia, Afar etc. are desirable
- General professional experience (2.1.3): 5 years of professional experience in the programming / creative / education sector
- Specific professional experience (2.1.4): 5 years in the national private programming sector linked to and/or focused on Software Development and/or IT solutions and education projects (2 reference projects with clearly described tasks and achievements)
- Leadership / management experience (2.1.5): 5 years of management / leadership experience as project team leader or manager in a company of min. 2 employees,

¹ See proficiency level descriptions according to the Common European Framework of Reference for Languages (CEFR) in Annex (F) or the following link:
<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

incl. task of financial management, knowledge management and process organisation (2 reference positions with a minimum of 2 years each)

- Regional experience (2.1.6): Experience and good knowledge about the several regions
- Other (2.1.8): Basics in IT and Software Engineering and/or Programming and/or Adult Learning conception etc.

1.2 Expert 2: Learning Module Developer & Learning Management System Expert (LMS)

Tasks of the Developer

- *Design and develop the various learning modules in close cooperation with other team members*

Qualifications of Developer

- Education/training (2.4.1): University qualification in Software Development / Computer Science (especially Authoring tools like H5P / Adapt) Adult learning Education, Architecture, and/or relevant, related subjects
- Language (2.4.2): B2 proficiency level English and Amharic²
- General professional experience (2.4.3): 5 years of professional experience in the (learning module) development/programming; verifiable experience in programming and adult learning principles (human-centered design, explorational design of tasks and assessments (creativity)).
- Specific professional experience (2.4.4): 5 years in the national IT and education sector, knowledge and experience in using Open-Source platforms and software
- Regional experience (2.4.6): Experience and good knowledge about the several regions
- Other (2.4.8): basics in Economics and design related subjects / Experience and skills in the production and development of videos, podcasts and other multimedia products / Storyboard Development – visualizing ideas and scenes, setting up Systems and customize them and implement appropriate plug-ins

1.2 Expert 3: Learning Module Developer & Learning Management System Expert (LMS)

Tasks of the Expert

- *Design and develop the various learning modules in close cooperation with other team members*

Qualifications of Expert

- Education/training (2.4.1): University qualification in Software Development / Computer Science (especially Authoring tools like H5P / Adapt) Adult learning Education, Architecture, and/or relevant, related subjects

² See above

- Language (2.4.2): B2 proficiency level English and Amharic³
- General professional experience (2.4.3): 5 years of professional experience in the (learning module) development/programming; verifiable experience in programming and adult learning principles(human-centered design, explorational design of tasks and assessments (creativity)).
- Specific professional experience (2.4.4): 5 years in in the national IT and education sector, knowledge and experience in using Open-Source platforms and software
- Regional experience (2.4.6): Experience and good knowledge about the several regions
- Other (2.4.8): basics in Economics and design related subjects / Experience and skills in the production and development of videos, podcasts and other multimedia products / Storyboard Development – visualizing ideas and sciences, setting up Systems and customize them and implement appropriate plug-ins

2. Appropriateness of proposed concept

A technical proposal comprising:

- **Interpretation of ToR & explanation of Methodology**
A detailed outline and interpretations of the ToR shall be designed and clearly formulated in accordance with the above criteria Deliverables im. The proposal shall be written in English.The complete interpretation shall not exceed 6 pages (excluding CVs). Pages exceeding this number can legally not be considered.
- **Work plan / Milestone-Activity Plan**
A clearly understandable and concise work plan / milestone plan must be submitted.
- **CV of proposed key experts**
The CVs shall not exceed 3 pages (information on exceeding pages cannot be considered). The CVs must clearly show the position and job the proposed person held in the reference project and for how long. The CVs can only be submitted in English (language).
- **Proven experience of work with GIZ (If available)**
- **Please provide also client reference** of at least three successful (web-based) applications developed previously in Ethiopia

³ See above

3. Specification of inputs

Fee days	Number of experts	Number of days per expert	Comments
• Preparation/debriefing	3	2	
• Implementation	3	Approx. 25	
Travel expenses	Number of experts	Number of days/nights per experts	Comments
• Per-diem allowance in country of assignment			
• Overnight allowance in country of assignment			
• Travel costs (train, private vehicle)			
Flights	Number of experts	Number of flights per experts	Comments
• International flights			
• Domestic flights			
Other costs	Number of experts	Amount per experts	Comments
• Flexible remuneration			

Travel

The contractor shall calculate the travel costs of the experts specified and those proposed by him on the basis of user tests and list them separately according to daily allowance, accommodation costs, flight costs and other travel costs.

4 Fixed lump sum price – contract for work

Since the contract to be concluded is a contract for work, the specification of inputs serves as guidance only. We request that you provide us with a fixed lump sum price for your services that includes an itemised breakdown of all the relevant costs (fees, travel costs, etc.). We require this information for our internal calculations. The assessment of the financial bid is based on the lump sum price tendered, which must be realistic for the services to be rendered.

0. Annexes (delivered after signing of the Contract)

Common European Framework of Reference for Languages (CEFR)

Proficient User

C2: Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.

C1: Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

Independent User

B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Basic User

A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A1: Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.