

Terms of reference (ToRs) for the procurement of services below the EU threshold

Converting two existing face-to-face trainings on “Decent Work in Ethiopia” into an interactive online-format to be hosted on the digital learning platform “atingi”		Project number/ cost centre: 19.2040.4-005
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0. List of abbreviations

AVB	General Terms and Conditions of Contract for Supplying Services and Work
BMZ	German Federal Ministry of Economic Cooperation and Development
CC	Creative Commons
EU	European Union
GDPR	General Data Protection Regulation
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
IAIP	Integrated Agro-Industrial Park
ICT	Information and Communication Technology
ILO	International Labour Organization
MoLS	Ministry of Labour and Skills
PROSEAD	Promotion of Sustainable Ethiopian Agro-industrial Development
SCORM	Sharable Content Object Reference Model
STEP	Sustainable Training and Education Programme
ToRs	Terms of reference
TVET	Technical and Vocational Education and Training
UX	User Experience

1. Context

With a population of approximately 123 million people (2022), Ethiopia is the second most populous country in Africa and the fastest growing economy in the region with an economic growth rate of 6.4% in 2022. The country has been undergoing a political transition including far-reaching political as well as economic reforms, and the government aims to become a lower middle-income country by 2025. To achieve this, the government is focusing on the modernization of the agricultural sector, on industrial development with a focus on light industry (manufacturing and metallurgy) and on agro-industrialisation.

To increase the share of agro-processing to GDP and meet the rising demand for processed goods, the government established four initial integrated agro-industrial parks (IAIPs) that will process the agricultural raw materials that are produced in the agricultural growth corridors and aim to attract a total 400 local and foreign agro-processing companies with more than 16,000 direct jobs. To sustain this agenda for agro-industrialisation in Ethiopia, the IAIPs need a skilled workforce as well as linkage in the up- and down-stream of the value chain.

Against this background, the **Ethio-German Sustainable Training and Education Programme (STEP)**, commissioned by the Federal Ministry for Economic Cooperation and Development (BMZ) with co-funding by the European Union (EU) and implemented by the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, aims to align the technical and vocational education and training (TVET) system in Ethiopia with industry needs to bridge the gap between supply and demand in the labour market. Together with the **Ministry of Labour and Skills (MoLS)**, the joint project aims to expand employment-oriented qualification and skills development offers in six economic sectors.

STEP is furthermore part of the EU-led Action for the **Promotion of Sustainable Ethiopian Agro-industrial Development (PROSEAD)**, aiming to support Ethiopia's agro-processing sector in the context of the IAIPs through capacity development, skills enhancement especially of youth and women, and creating decent working conditions. Concretely, the output areas under PROSEAD which STEP is contributing to are the following:

1. Skilled and unskilled workforce is adequately trained to work in and around the targeted IAIPs.
2. Framework conditions for the decent work agenda are created in the targeted IAIPs.
3. Partnering educational institutions provide incubation, business, and employment relevant services.

The project is being implemented in the agricultural commodity production zones of the four pilot IAIPs in Bulbula (Oromia), Bure (Amhara), Yirgalem (Sidama), and the new Dilla RTC/medium size park in the Southern Region.

The following assignment will contribute to **Output 2 “Framework conditions for the Decent Work agenda are created in the targeted IAIPs”**.

The International Labour Organization (ILO) defines **Decent Work** as “*productive work for women and men in conditions of freedom, equity, security and human dignity*”. In general, work is considered as decent when: it pays a fair income, it guarantees a secure form of employment and provides safe working conditions. It includes issues like employment creation, rights at work, social protection and social dialogue. Lastly, it aims to achieve full equality and equity.

In order to promote Decent Work in Ethiopia's IAPs and their catchment areas, STEP is providing training for company managers, workers, as well as TVET teachers and students on various topics related to Decent Work, such as labour rights, occupational safety and health, and gender equality. In this context, an in-depth background assessment on the working conditions in the parks, surrounding companies and TVET colleges has been conducted to identify the most pressuring challenges.

The trainings cover the four main components of ILO's Decent Work Agenda: Employment Creation, Social Protection, Rights at Work, and Social Dialogue, with references to Ethiopian labour law and aiming at creating knowledge and raising awareness for both managers and workers. The trainings are a mix of inputs, group work, role plays and other interactive methods. Although the trainings are specified to the context of Ethiopia's Integrated Agro-Industrial Parks, they can be utilized in other economic sectors as well. The trainings are furthermore accompanied by the so-called weze-campaign, aiming at raising awareness and behavioural change among the target groups on Decent Work.

The following activities are currently being carried out:

- Conduction of face-to-face trainings for company managers, workers, and TVET stakeholders
- Roll-out of weze-campaign events
- Roll-out of workshops addressing sexual and gender-based violence through the usage of the serious game "Mela"
- Development of a serious game on Decent Work

In order to have a greater outreach of the training, the **objective of this assignment** is to transform the two existing face-to-face trainings (one for managers, one for workers) into one interactive, aesthetic online format containing between 8-10 modules and to be hosted on the digital learning platform **atingi**. The online training shall primarily target TVET students and fresh graduates.

atingi is the digital learning platform of the German Federal Ministry for Economic Cooperation and Development (BMZ), which exploits the potential of digitization and offers free learning opportunities worldwide that comply with the General Data Protection Regulation (GDPR). Users can access high-quality digital learning content anytime and anywhere and improve their employment opportunities. atingi was developed by a team of digital experts and works closely with Smart Africa, the African Union's digital initiative, as well as many other partners from business, politics, academia, and civil society. The goal is to establish atingi as the standard tool for digital learning offerings in German development cooperation. Both the course creation as well as accessing courses for learning are free of charge.

Learning Experience Design and **Instructional Design**, incl. corresponding methodologies and principles of adult learning, are relatively new fields in Ethiopia. Only with the recent wave of digital transformation, a gradual shift from text-based learning towards a more interactive learning has started. This development has been pushed forward by new study programmes at universities or newly established institutions that combine latest e-learning methodologies according to international standards and up-to-date technical as well as game thinking skills. This has created a new momentum for enhancing and expanding digital learning offers, particularly for young Ethiopians.

Against this background, **STEP is looking for experts in instructional design, learning experience design, curricula revision and gamification** to lead the transformation of the exiting trainings into a visual appealing, interactive online training.

The period of assignment is foreseen **from 01.04.2024 to 31.08.2024 with a total of up to 350 expert days.**

2. Tasks to be performed by the contractor

The contractor is responsible for providing the following services for the following target groups:

Target Groups / Learners:

- **Learners:** The primary target group of the e-learning offer shall be TVET students and/or fresh graduates predominantly from urban and pre-urban areas in Ethiopia, since they are the workers of tomorrow. A secondary target group are employees or workers of companies and other organizations in Ethiopia. Lastly, the training can be beneficial for persons in management positions from companies as well as management and instructors from TVET colleges.
- **Location of the target group:** The primary target groups of the project are TVET students from the peri-urban areas in Hawassa, Dilla, Yirgalem (Sidama and South), Shashamene, Batu and Arsi Negele (Oromia), as well as Bahir Dar and Bure (Amhara). Given the current situation in Amhara, focus is given to the other regions. In addition, the training shall be available for TVET students and the urban youth of Addis Ababa.
- **Knowledge of the subject:** The context assessment and face-to-face trainings have shown that persons working in management positions mostly possess a basic knowledge about the subject matter but might lack concrete strategies for action and implementation. In contrast, the level of knowledge on the subject matter is significantly lower among workers, and almost nearly existent for TVET students.
- **Digital literacy:** The digital literacy as well as the technical equipment of the target group is heterogeneous. While PCs and smartphones are mostly used at the management level or in cities, workers and students might not have the necessary equipment or sufficient digital skills for highly sophisticated technical formats.
- **Self-learning skills:** An often inadequate technical infrastructure inside the TVET colleges as well as a focus on face-to-face / frontal teaching might hamper the self-learning skills of the target group and non-familiarity with e-learning. This varies depending on the location as well as educational background of the users.

Course Parameters:

- **Self-paced:** The e-learning offer shall be designed as a self-paced learning tool without facilitation.
- **Language:** The final version of the e-learning offer shall be available in English and Amharic languages.
- **Duration:** The training shall contain between 8-10 modules. Each module shall have a duration between 15 minutes (min.) and 45 minutes (max.) depending on the complexity of the content. The overall duration of the training shall not exceed 6 hours.

- **License:** The content shall be provided under a Creative Commons (CC) license, preferably public domain, or attribution alone (CC BY), or attribution and shareAlike (CC BY SA).
- **Access:** In order to reach as many participants from the target group as possible and to enable them to receive further education, the training shall be made available in both an online and offline format.
- **Compatibility with devices:** A wide range of devices are used by the target group so that the training shall be designed in a way that it is accessible on a variety of devices with different technical specifications.
- **Authoring tools:** In order to support sustainability and enable the development of further courses in the same format, the training shall be developed using Open Source authoring tools. The bidder must specify in the offer which authoring software will be used.
- **Standards:** The training shall be delivered in SCORM format.
- **Contextualization:** Consideration of linguistic and cultural backgrounds is highly important. Graphics, characters, avatars and videos have to reflect regional locations and cultural characteristics.
- **Licensing and follow-up fees:** The client must be able to carry out any later modifications and extensions using its own resources (IT-persons with programming knowledge) or those of third parties, without the need to take licenses into account. The training must be implemented in such a way that no license fees or other follow-up fees are incurred during use and subsequent revision. This applies to both the content, such as illustrations, etc., and the authoring system.
- **Ownership:** All materials (images, audio, video etc.) have to be free of third-party rights. Right to materials developed for the project shall go to GIZ and its partners after completion of the project. When using other material/components, the contractor must ensure that all potential copyrights are adhered to and shall use open source resources.

Data Security and Upholding Data Privacy Regulations

- If personal data are gathered and processed in the course creation process, the process must comply with the legal requirements for data protection, including the EU GDPR. The principles of data protection, such as purpose limitation, data economy and avoidance, transparency, and necessity must be considered. The requirements of data protection law, such as the obligation to provide proof, to retain, and to delete data, must be fulfilled.
- Furthermore, the contractor shall ensure compliance with the GDPR and/or local formalities and shall include the necessary information in a protocol on processing activities. Company internal data and documents should be stored and processed in a secure environment that prevents unauthorized access.
- The learners will have to accept the privacy policy / data protection and cookies policy of the LMS on first login.

Collaboration with GIZ and other parties:

Throughout the assignment, close collaboration with the responsible product owner from the GIZ team (who also serves as subject matter expert) is required. In addition, throughout the assignment, close collaboration and coordination with the following sub-contractors is required in order to ensure a high quality of the training:

- **Sub-contractor responsible for Decent Work Output:** This sub-contractor developed the face-to-face trainings which will be implemented throughout the project duration. Close collaboration is required in terms of **subject matter expertise and alignment with the weze-campaign**.
- **Sub-contractor for Digital Skills Training:** This sub-contractor is responsible for developing and conducting digital skills trainings in GIZ's partner institutions. Close exchange is required in order to scope the ground with regards to **digital literacy and technical infrastructure**.
- **Sub-contractor for Decent Work Game:** This sub-contractor is responsible for developing an analogue game with an accompanying digital version on the topic of Decent Work. Close collaboration and coordination is required in order **to explore the integration of parts of the game, where applicable**, into the online training format.
- **Other stakeholders at the interlinkage between labour, cooperative training, decent work, and human rights**, if deemed relevant throughout the assignment.

Work Packages:

1. Work package: Content revision

- 1.1. **Familiarize** yourself with the existing trainings as well as the weze-campaign and accompanying measures of the project.
- 1.2. Develop a **profile of the target group and potential users** of the e-learning offer.
- 1.3. Develop an **instructional strategy**, with designing learning objectives and integrating pedagogical principles.
- 1.4. Develop a **strategy to track learners' progress** during the training and to assess their gained knowledge upon completion of the training.
- 1.5. Develop and present a **course content structure and overall curriculum containing 8-10 modules** based on the afore-mentioned steps.

2. Work package: Course creation

- 2.1. Based on WP 1, **create the online course content**, incl. text, multimedia and interactivity using open source authoring tools.
- 2.2. **Design visual elements**, such as images, icons, and user interfaces as well as **multimedia components** like videos, animations, and audio (music, narration). Ensure the course has an appealing and consistent visual design and ensure a high quality and clarity of the multimedia elements. Design elements that are used in the course shall be either self-created, or stemming from open source resources. The contractor must ensure that all potential copyrights are adhered to.
- 2.3. Develop and integrate a **tracking system of learner's progress**. The learner shall be able to identify modules they have already worked on. A module shall be shown as "completed" when pages are visited, and quizzes or other completion tasks are done. There shall be an option to repeat tasks that cannot be completed in the first try.
- 2.4. **Pre- and post assessment:** Like the face-to-face training, the online training shall start with a pre-test to examine the learner's starting level and complete with a final post assessment to assess the overall learning outcome. The learner shall be able to

see their final result in comparison with the pre-test and see the overall learning progress. There shall be an option to repeat final assessment in case it cannot be completed in the first try. Upon successful completion, the learner shall receive a certificate.

- 2.5. **Level of interactivity:** The training shall have a medium level of interactivity, including following features, page turner that includes animated illustrations and synchronized presentation elements; interactions or animations; advanced interaction; short dialogue sequences; quizzes; and adaptive feedback.
- 2.6. **Language:** The final version of the e-learning offer shall be available in English and Amharic languages.

3. Work Package: Integration into Learning Management Platform atingi

- 3.1. **Upload** the created course on the digital learning platform atingi. Close collaboration with the GIZ project team and the atingi team is required.
- 3.2. **To ensure proper hosting**, the digital format of the course shall be independent of the platform and fulfil general standards (SCORM 1.2 or SCORM 2004/X-API). In addition, the following criteria shall be met: using up-to date web standards (e.g. html5); cross-platform usability; no additional plugins required (e.g. no Flash).
- 3.3. **Updating the course:** The contractor shall develop the digital content in a way so that the content can be updated at a later date with own project resources. For this purpose, the contractor must hand over the source code of the developed training as well as all materials integrated in it. Additional days shall be considered in the offer to train focal persons on how to do the updates.

4. Work Package: Piloting and testing of the training

- 4.1. **Conduct workshops / testing sessions** to test the training in a total of 3 sprints, starting with testing a prototype in the 1st sprint, a beta version in the 2nd sprint, and a further finetuned version in the 3rd and final sprint, which will serve to finalize the training. The sprints shall happen in Addis Ababa and Hawassa (Sidama), equalling a **total of 6 sessions** with varying target groups. The sprints shall be conducted in collaboration with the Vocational Guidance and Counselling (VGC) Centers of the respective partner colleges in the mentioned locations.
- 4.2. After each testing session / sprint, integrate the **feedback** of the test users in order to improve the user experience.
- 4.3. Ensure coordination and quality assurance through the **atingi support team**.

Payment schedule: Payment will be done in tranches based upon completion of milestones as defined in the table below:

- 1st payment: 30% upon completion of milestone 3
- 2nd payment: 30% upon completion of milestone 7
- 3rd payment: 40% upon completion of milestone 12

Certain milestones, as laid out in the table below, are to be achieved during the contract term:

Milestones	Deadline
1. Inception report that contains the strategy, objectives, target audience analysis, needs and timeline for the overall assignment is submitted and approved by GIZ.	2 weeks after start of contract (15 April 2024)
2. Revised content and online training structure, incl. instructional strategy and curriculum is developed and validated by GIZ and partners (WP 1).	8 weeks after start of contract (30 April 2024)
3. Prototype with storyboard is developed and approved by GIZ and partners.	10 weeks after start of contract (15 May 2024) <i>1st payment</i>
4. First quality assurance check with atingi team took place and is confirmed.	11 weeks after start of contract (22 May 2024)
5. Prototype course is uploaded on atingi and ready to be tested.	12 weeks after start of contract (1 June 2024)
6. 1 st sprint took place: Prototype training is piloted and tested with the target groups. Training content is revised based on the feedback.	14 weeks after start of contract (15 June 2024)
7. 2 nd sprint took place: Improved training is tested with the target groups. Training content is revised based on the feedback.	16 weeks after start of contract (30 June 2024) <i>2nd payment</i>
8. 3 rd sprint took place: Improved training is tested with the target groups. Training content is finalized based on the feedback.	20 weeks after start of contract (26 July 2024)
9. Final quality assurance check with atingi team took place and is confirmed.	21 weeks after start of contract (2 August 2024)
10. Final version of training is being rolled-out.	22 weeks after start of contract (9 August 2024)
11. The course in SCORM format, the source code, and further material developed like images, character etc. is handed over to the client.	22 weeks after start of contract (9 August 2024)
12. Final report on the assignment, outcomes, challenges and lessons learnt, as well as first projections on learners outcomes is submitted and approved by GIZ.	24 weeks after start of contract (31 August 2024) <i>3rd payment</i>

Period of assignment: from **01.04.2024** until **31.08.2024**.

Location: Based in Addis Ababa with travels to Hawassa for the sprints.

3. Concept

In the tender, the tenderer is required to show *how* the objectives defined in Chapter 2 (Tasks to be performed) are to be achieved, if applicable under consideration of further method-related requirements (technical-methodological concept). In addition, the tenderer must describe the project management system for service provision.

Note: The numbers in parentheses correspond to the lines of the technical assessment grid.

Technical-methodological concept

Strategy (1.1): The tenderer is required to consider the tasks to be performed with reference to the objectives of the services put out to tender (see Chapter 1 Context) (1.1.1). Following this, the tenderer presents and justifies the explicit strategy with which it intends to provide the services for which it is responsible (see Chapter 2 Tasks to be performed) (1.1.2). Specifically, focus shall be given to underlying learning concepts and instructional design theories that will be applied in order to achieve the objectives.

The tenderer is required to present and explain its approach to **steering** the measures with the project partners (1.3.1) and its contribution to the **results-based monitoring system** (1.3.2).

The tenderer is required to describe the key **processes** for the services for which it is responsible and create an **operational plan** or schedule (1.4.1) that describes how the services according to Chapter 2 (Tasks to be performed by the contractor) are to be provided. In particular, the tenderer is required to describe the necessary work steps and, if applicable, take account of the milestones and **contributions** of other actors (partner contributions) in accordance with Chapter 2 (Tasks to be performed) (1.4.2).

The tenderer is required to describe its contribution to knowledge management for the partner (1.5.1) and GIZ and to promote scaling-up effects (1.5.2) under **learning and innovation**.

Project management of the contractor (1.6)

n.a.

Further requirements (1.7)

In the bid, the tenderer shall describe their approaches of how to monitor and track learners' progress (3 points).

In addition, the tenderer shall furthermore describe possible approaches of outreach and promoting the training for the target groups (3 points).

Lastly, the bidder shall describe in its bid how one will ensure the application of latest e-learning methodologies according to highest international standards and up-to-date technical as well as game thinking skills (4 points).

4. Personnel concept

The tenderer is required to provide personnel who are suited to filling the positions described, on the basis of their CVs (see Chapter 7), the range of tasks involved and the required qualifications.

The below specified qualifications represent the requirements to reach the maximum number of points in the technical assessment.

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 others 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 and international short-term experts
- Regular reporting in accordance with deadlines
- Facilitate the testing sessions together with key expert 1 (instructional designer) and take feedback back to key experts 2 and 4

Qualifications of the team leader

- Education/training (2.1.1): University degree (B.A. or M.A.) in instructional design, software engineering, ICT, or app development
- Language (2.1.2): C1-level language proficiency in English; C2-level language proficiency in Amharic
- General professional experience (2.1.3): 5 years of professional experience in the digital learning sector
- Specific professional experience (2.1.4): 3 years in the development of e-learning courses
- Leadership/management experience (2.1.5): 3 years of management/leadership experience as project team leader or manager in a company
- Regional experience (2.1.6): n.a.
- Development cooperation (DC) experience (2.1.7): 2 years of experience in DC projects
- Other (2.1.8): Evidence of at least one e-learning project required (e.g. by providing a link, a short portfolio description, a letter of project completion, or other evidence).

Key expert 1: Instructional Designer

Tasks of key expert 1

- Responsible for WP 1
- Support to WP 2, WP 3 and WP 4
- Close coordination and collaboration with subject matter experts (GIZ and GIZ's subcontractors)
- Support to Key expert 4 (UX and quality assurance)
- Facilitate the testing sessions and report feedback to key experts 2 and 4

Qualifications of key expert 1

- Education/training (2.2.1): University degree (B.A. or M.A.) in instructional design, pedagogy, or adult learning

- Language (2.2.2): C1-level language proficiency in English; C2-level language proficiency in Amharic
- General professional experience (2.2.3): 3 years of professional experience in the digital learning sector
- Specific professional experience (2.2.4): 2 years of instructional design strategy development, learning experience design, digital curricula development, creation of interactive e-learning courses
- Leadership/management experience (2.2.5): n.a.
- Regional experience (2.2.6): n.a.
- Development Cooperation (DC) experience (2.2.7): 1 year of experience in DC projects
- Other (2.2.8): Qualification as instructional or learning experience designer required (7 points); evidence of at least one e-learning project required (3 points)
 - Certificate of initial or further training as instructional or learning experience designer must be submitted. Training must have encompassed at least 90 hours. Duration and certifying institution must be clearly stated on the certificate.
 - Evidence of at least one e-learning project must be submitted e.g. by providing a link to the project/training, providing a portfolio, a letter of project completion by the client, or other evidence).

Key expert 2: Course Developer

Tasks of key expert 2

- Responsible for WP 2
- Support to WP 3 and WP 4
- Close coordination with Key expert 1
- Close coordination and collaboration with subject matter experts (GIZ and GIZ's subcontractors)
- Support to Key expert 4 (UX and quality assurance)

Qualifications of key expert 2

- Education/training (2.3.1): University degree (B.A. or M.A.) in app development, instructional design, software engineering, ICT
- Language (2.3.2): C1-level language proficiency in English; C2-level language proficiency in Amharic
- General professional experience (2.3.3): 3 years of professional experience in the digital learning sector
- Specific professional experience (2.3.4): 2 years of professional experience in creating online learning courses, application of authoring tools
- Leadership/management experience (2.3.5): n.a.
- Regional experience (2.3.6): n.a.
- Development Cooperation (DC) experience (2.3.7): 1 year of experience in DC projects
- Other (2.3.8): Qualification as course developer or learning experience designer required (5 points); evidence of at least one e-learning project required (5 points)
 - Certificate of initial or further training as course developer or learning experience designer must be submitted. Training must have encompassed at least 90 hours. Duration and certifying institution must be clearly stated on the certificate.
 - Evidence of at least one e-learning project must be submitted e.g. by providing a link to the project/training, providing a portfolio, a letter of project completion by the client, or other evidence).

Key expert 3: Multimedia Specialist

Tasks of key expert 3

- Responsible for creating the multimedia content of the course (texts, graphics, videos, animations, audio)
- Support for WP 2, WP 3 and WP 4
- Close coordination with Key experts 1, 2 and 4
- Close coordination and collaboration with subject matter experts (GIZ and GIZ's subcontractors)
- Support to Key expert 4 (UX and quality assurance)

Qualifications of key expert 3

- Education/training (2.4.1): University degree (B.A. or M.A.) in graphics design, multimedia design, video/audio making
- Language (2.4.2): B2-level language proficiency in English; C2-level language proficiency in Amharic
- General professional experience (2.4.3): 3 years of professional experience in creating multimedia for online formats
- Specific professional experience (2.4.4): 2 years of professional experience in creating videos, animations, audio elements for e-learning offers
- Leadership/management experience (2.4.5): n.a.
- Regional experience (2.4.6): n.a.
- Development Cooperation (DC) experience (2.4.7): n.a.
- Other (2.4.8): n.a.

Key expert 4: User Experience (UX) Designer

Tasks of key expert 4

- Responsible for the overall user experience, including navigation and ease of use, user-friendliness and accessibility
- Responsible for the quality assurance (leads the testing of the course for functionality and user-friendliness, identifies and reports any issues or bugs for correction)
- Support for WP 2, WP 3 and WP 4
- Close coordination with Key expert 1-3
- Close coordination and collaboration with subject matter experts (GIZ and GIZ's subcontractors)

Qualifications of key expert 4

- Education/training (2.5.1): University degree (B.A. or M.A.) in graphics design, multimedia design, app development, software engineering
- Language (2.5.2): B2-level language proficiency in English; C2-level language proficiency in Amharic
- General professional experience (2.5.3): 3 years of professional experience in the e-learning sector
- Specific professional experience (2.5.4): 2 years of professional experience in UX design, incl. wireframing and prototyping, interaction design, usability testing for e-learning offers
- Leadership/management experience (2.5.5): n.a.
- Regional experience (2.5.6): n.a.
- Development Cooperation (DC) experience (2.5.7): n.a.
- Other (2.5.8): n.a.

Short-term expert pool with maximum 4 members

If needed, the contractor can make use of short-term experts (up to 4 experts) to support the realization of the work packages. **Note: No CVs need to be submitted, as the short-term experts are not part of the technical assessment.**

Tasks of the short-term expert pool

- Support to all WPs

The short-term expert pool shall encompass the following range of qualifications:

- Education/training: University qualification in software engineering, , instructional design, multimedia and/or graphics design, marketing, translation/interpretation services
- Language: C1-level language proficiency in English, C2-level language proficiency in Amharic
- General professional experience: A total of 3 years of experience in e-learning projects
- Specific professional experience: A total of 2 years of experience in UI and UX design, marketing of educational programmes, facilitating testing sessions in different formats with different target groups, animations, narration, voice acting
- Regional experience: n.a.
- Development Cooperation (DC) experience: n.a.
- Other: n.a.

Soft skills of team members

In addition to their specialist qualifications, the following qualifications are required of all team members:

- Team skills
- Initiative
- Communication skills
- Socio-cultural skills
- Efficient, partner- and client-focused working methods
- Interdisciplinary thinking

5. Costing requirements

Assignment of personnel and travel expenses

Per-diem and overnight accommodation allowances are reimbursed as a lump sum up to the maximum amounts permissible under tax law for each country as set out in the country table in the circular from the German Federal Ministry of Finance on travel expense remuneration (downloadable at <https://www.bundesfinanzministerium.de>).

Accommodation costs which exceed this up to a reasonable amount and the cost of flights and other main forms of transport can be reimbursed against evidence.

All business travel must be agreed in advance by the officer responsible for the project.

Specification of inputs

Fee days	Number of experts	Number of days per expert	Total	Comments
Designation of TL	1	100	100	
Designation of Key expert 1: Instructional Designer	1	60	60	
Designation of Key expert 2: Course Developer	1	60	60	
Designation of Key expert 3: Multimedia Specialist	1	50	50	
Designation of Key expert 4: UX Designer	1	40	40	
Short-term expert pool	4	10	40	
Travel expenses	Quantity	Price	Total	Comments
Per-diem allowance in the regions (lump sum)	24	1,200	28,800 ETB	12 days for team leader 12 days for key expert 1 (instructional designer) for test sprints
Overnight allowance in the regions (against evidence)	24	2,500	60,000 ETB	12 days in total for team leader 12 days in total for key expert 1 (instructional designer) for test sprints
Transport	Quantity	Price	Total	Comments
Domestic flights (against evidence)	3	6000 ETB	18,000 ETB	Flights planned to the regions for the test sprints for the team leader and key expert 1 (instructional designer)
Other travel expenses (lump sum)	1	5,000 ETB	5,000 ETB	A lumpsum for other travel costs in the regions associated with the test sprints (e.g. car rent)
Other costs	Quantity	Price	Total	Comments
Workshops (against evidence)	6	92,000 ETB	552,000 ETB	
Flexible remuneration (against evidence)	1	500,000 ETB	500,000 ETB	This budget earmarked for flexible remuneration. Please incorporate this budget into the price schedule. Use of the flexible remuneration item requires prior written approval from GIZ.

Workshops and training

The contractor implements the following workshops:

Test sessions with test users: 3 sprints per location (Addis Abeba and Hawassa) with different target groups, which equals a **total of 6 test sessions** before the final roll-out of the training.

As seen in the table above, the budget foreseen for conducting the test sprints amounts to up to **552,000 ETB** for costs such as venue, catering, and other logistics.

Note: It is envisaged to conduct the test sprints in the Vocational Guidance and Counselling (VGC) Centers of the project's partner TVET college. For this purpose, close coordination with the respective partner colleges and the VGC coordinators is foreseen.

Flexible remuneration: As written in the table above, the contractor can make use of a flexible remuneration item of up to **500,000 ETB**. Kindly note that the flexible remuneration can only be used for cost items specified in the original contract that may exceed originally planned amounts. The use of this budget needs prior written approval by GIZ. Please incorporate this budget into the price schedule.

6. Inputs of GIZ or other actors

GIZ is expected to make the following available:

- Provide subject matter expertise
- Establish contact with relevant partners (such as VGC coordinators)
- Establish contact with relevant sub-contractors
- Establish contact with atingi support team
- Organize technical onboarding session on the atingi platform
- Provide access to the atingi platform
- Support in sourcing test users from the target groups

7. Requirements on the format of the tender

The structure of the tender must correspond to the structure of the ToRs. In particular, the detailed structure of the concept (Chapter 3) should be organised in accordance with the positively weighted criteria in the assessment grid (not with zero). The tender must be legible (font size 11 or larger) and clearly formulated. **It must be drawn up in English.**

The complete tender must not exceed 10 pages (excluding CVs). If one of the maximum page lengths is exceeded, the **content appearing after the cut-off point will not be included in the assessment.** External content (e.g. links to websites) will only be considered as evidence for the qualifications required under "Other" in chapter 4 of these ToR.

The CVs of the personnel proposed in accordance with Chapter 4 of the ToRs must be submitted using the format specified in the terms and conditions for application. The CVs shall not exceed 4 pages each. **They must clearly show the position and job the proposed person held in the reference project and for how long.** The CVs must be

submitted in English. **Note:** Together with the CVs, **evidence of the criteria under “Other” (2.2.8 and 2.3.8) must be submitted.**

Please calculate your financial tender based exactly on the parameters specified in Chapter 5 Quantitative requirements. The contractor is not contractually entitled to use up the days, trips, workshops or budgets in full. The number of days, trips and workshops and the budgets will be contractually agreed as maximum limits. The specifications for pricing are defined in the price schedule.

8. Option

n.a.

9. Outsourced processing of personal data

n.a.

10. Annex

- Link to atingi platform: <https://www.atingi.org/>