

Terms of Reference

Technical Development/design and Technical Support in Delivery of 5 eLearning Courses on Social Approaches

1. Background

NALAS is seeking a company for the **provision of professional services of technical development/design and technical support in the delivery of 5 e-learning courses** intended for local government administration on 5 approaches for social services delivery that will contribute to improved services as well as fostering evidence-based policy and decision making at the local level.

The e-learning courses will be developed within the NALAS e-Academy in the frame of the NALAS project “Enhancing local capacities to implement the 2030 Agenda and the Leave No One Behind Principle”, supported by GIZ. It contributes to the implementation of the project ‘Social Rights for Vulnerable Groups II (SoRi II)’ implemented by GIZ, commissioned by the Federal Ministry for Economic Cooperation and Development (BMZ). Specifically, the project is focused on scaling-up of successful approaches for social inclusion and developing and applying a social mapping methodology for planning and decision-making processes at the local level.

The project works with the local governments, members of NALAS – Associations of Local Governments and other relevant stakeholders. Specifically, the project addresses a lack of institutional capacities, expertise and experience of the local governments and other relevant stakeholders to ensure the social, economic and cultural human rights of their citizens, particularly of vulnerable groups, in five target economies of the Western Balkans - Serbia, Bosnia and Herzegovina, North Macedonia, Kosovo*¹ and Albania. It will institutionalize some of the project’s interventions within existing structures of NALAS (via its Knowledge System and e-Academy) and LGAs (via their thematic committees and training centres) and it will systematically work with municipalities to confirm their commitment to address the economic, social and cultural human rights of the vulnerable groups via appropriate institutional and budget resources.

Initially, complete sets of documents (curricula, detailed training plans, handouts and presentations) necessary for delivery of interactive face to face trainings related to the following 5 social approaches were developed:

1. Awareness Raising
2. Mobile Outreach Teams
3. Day Care Centers
4. Social Dialogue Forum
5. Emergency Responses and Disaster Risk Management

¹ This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

However, due to the COVID-19 pandemic, a transformation of the content of the already developed face-to-face trainings into e-learning courses has become necessary. Therefore, in December 2020 NALAS contracted an Instructional Design Consultancy (IDC), to prepare the instructional design elements for 5 e-learning courses related to the topics listed above and provide the necessary technical support, including 1) development of a Storyboard for each course, 2) support to the Subject Matter Experts (SMEs) in the process of development of e-learning materials and 3) support to the Information and communications technology consultancy (ICTC) in the technical development of the 5 e-learning courses and provision of technical support in the delivery of the courses.

2. Scope of the Assignment and Deliverables

Having developed the structure and content of the e-Learning course, NALAS is seeking a competent Information and communications technology consultancy company with proven experience and expertise in creation and use of e-learning platforms, technical development of e-learning courses, interactive multi-media products and online learning tools to provide **technical development/design of the 5 e-learning courses in English language and to provide technical support in delivery of the courses on the NALAS' e-Academy platform** (<http://nalas-academy.com/>).

More specifically, the ICTC company shall:

- 1) ***Provide technical design, graphic and audio-visual solutions for the e-Learning course materials, to support the learning process:***
 - Each of the 5 e-Learning courses on Social Approaches relies on effective e-learning techniques and contains diverse materials, which require application of appropriate e-tools, including: reading assignments, animated Power Point presentations with text, visuals (pictures, graphs) and voiceover, online exchange events-webinars, quizzes, exercises (case studies, essay writing) and forum discussions which need to be appropriately structured and designed. Different formats for delivery of the methods should be defined by using proper types of media and communication tools.
The structure of each of the courses is predefined and in accordance with sequences of the modules standardized within the Storyboard provided in the Chapter 7.1. Standard Course Storyboard.
 - The ICTC company shall closely cooperate with the Instructional Designer and SMEs in the development of the respective e-learning courses.
- 2) ***Upload the e-learning courses on the NALAS' e-Academy platform in the proper modular form***
 - The 5 e-Learning courses on Social Approaches will be a part of NALAS e-Academy and, thus, will be developed based on the standards introduced in the existing courses offered by NALAS e-Academy.
 - All NALAS e-Academy courses are developed in the Moodle platform. The course and its e-tools will, therefore, be properly aligned in Moodle.
- 3) ***Prepare a brief user's manual for moderators and participants of each course***
 - Each manual for moderators should include the technical aspects, description of the modular sequence and use of key course management features (use of e-tools, evaluation of assignments, participants' activity and performance records, etc).
 - Each manual for participants should include instructions for technical use and a detailed description of each course (including structure, modules, course dynamics, materials and assignments, etc.) with instructions for making use of the available e-learning tools.

4) Provide technical support to e-Learning Course to subject matter experts (SME) in charge of e-Learning Course delivery

- The ICTC company shall provide technical support in the process of the 5 e-Learning Courses' delivery.
- Each of the 5 eLearning Courses will be moderated by an SME. The ICTC company will grant them access to the relevant e-Learning course and will provide them with all the necessary technical support throughout the course delivery process.
- The ICTC company is expected to provide the necessary support to participants, as well, including opening participants' accounts (username and password), publication of the course modules according to the agreed dynamics and other support to individual users, as needed).

The ICTC company shall be responsible to provide the following **deliverables**:

1. Review the e-Learning Course Materials developed by the Instructional Development Consultancy;
2. Provide technical solutions - course architecture/design and e-learning tools in Moodle as well as visual/graphical design for the 5 e-Learning courses and related materials;
3. Upload of the learning content for 5 e-Learning courses developed by the SMEs on the e-Academy platform in Moodle;
4. Prepare e-Learning course user's (moderator and student) manuals and
5. Provide technical support in the delivery of 5 e-Learning courses.

3. Duration and Timeframe of the Assignment

The ICTC shall develop the e-learning courses and provide technical support in the delivery of the courses in the period from **4 March 2021 until 31 October 2021**, in accordance with the following schedule:

Activity	In cooperation with	From	To
1. e-Learning Course on Day-care Center (DCC)		4-Mar-21	25-Apr-21
UPLOADING and TESTING of e-Learning course on the NALAS e-Academy	IDC, SMEs	4-Mar-21	26-Mar-21
DELIVERY of DCC e-Learning course	NALAS, SMEs	29-Mar-21	25-Apr-21
2. e-Learning Course on Awareness Raising (AR)		27-Mar-21	16-May-21
UPLOADING and TESTING of e-Learning course on the NALAS e-Academy	IDC, SMEs	27-Mar-21	18-Apr-21
DELIVERY of AR e-Learning course	NALAS, SMEs	19-Apr-21	16-May-21
3. e-Learning Course on Mobile Outreach Teams (MOT)		12-Apr-21	30-May-21
UPLOADING and TESTING of e-Learning course on the NALAS e-Academy	IDC, SMEs	12-Apr-21	02-May-21
DELIVERY of MOT e-Learning course	NALAS, SMEs	03-May-21	30-May-21
4. e-Learning Course on Social Dialogue Forum		28-Apr-21	13-Jun-21
UPLOADING and TESTING of e-Learning course on the NALAS e-Academy	IDC, SMEs	28-Apr-21	16-May-21
DELIVERY of SDF e-Learning course	NALAS, SMEs	17-May-21	13-Jun-21
5. e-Learning Course on Inclusive Disaster Risk Management		17-May-21	03-Oct-21
Inclusive Disaster Risk Management – UPLOADING and TESTING on the NALAS e-Academy	IDC, SMEs	17-May-21	05-Jun-21
DELIVERY of IDRM course	NALAS, SMEs	06-Sep-21	03-Oct-21

The ICTC will work with the Instructional Design Consultant, Subject Matter Experts, NALAS and the team of GIZ Thematic Leads to understand the developed e-Learning structure and content, in order to develop the audio-visual solutions, eLearning tools and technical/visual design of the eLearning Courses.

The Technical Developer will work closely with the Instructional Design Consultant and shall exchange the assignment's progress with the NALAS and GIZ project staff, through regular communication via e-mail and meeting at online platforms (Zoom, Skype, MS Teams, etc.).

4. Offer

The ICTC Company is asked to submit an Offer, **by 25 February 2021, 16:00 (CET)**.

The Offer has to be submitted in English language **by e-mail, at info@nalas.eu subject: ICTC – NALAS + Company's name**.

Note: Emails without a proper subject line may not be taken into consideration.

The Offer shall contain the following sections:

4.1. ICT Company Profile

- Cover page, showing the company's name, address, contact information and authorized person;
- Presentation of the company's suitability for assignment in accordance with the requirements provided in the section "5.1. Company's Required Experience" of this ToR, including a detailed description of the understanding of the assignment;
- A document for registered activity as evidence that the ICTC is a registered business in accordance with the regulations of the target economy where the company is registered;
- Documents confirming the financial capability of the company.

Note: please group the documents into one (1) single PDF document!

4.2. Technical Developer's Profile

- CV of the Technical Developer, and
- Cover Page that responds to all requirements of the section "5.2. Technical Developer's Required Skills and Experiences" of this ToR.

Please provide **concise description**, one paragraph for each of the bullet points from the section 5.2.

Due to the overlapping activities in the development and delivery of the courses, besides the Technical Developer, the ICTC shall ensure availability of additional staff and shall provide his/her CV.

Note: please group the documents into one (1) single PDF document!

4.3. Financial Offer

The Financial Offer shall specify gross amount (including all taxes relevant to the payment):

- for development/design of e-Learning course and alignment at NALAS e-Academy platform in EUR
- for technical support for delivery of e-Learning course in EUR, as well as
- total amount for development and technical support for delivery of the 5 e-Learning courses, expressed in EUR.

The Financial Offer shall be submitted in the following table:

	Deliverable	Gross unit price in EUR	Number of unit (courses)	Total amount in EUR
1.	Development/design of e-Learning course, its manuals and alignment at NALAS e-Academy platform		5	
2.	technical support for delivery of one cycle of the e-Learning course		5	
Grand Total in EUR				

Note: please provide the Financial Offer into separate PDF document!

5. Required Skills and Experiences

5.1. Company's Required Experience

The ICT Company shall provide sound evidence for:

- At least 5 years of experience of the Company in the area of ICT design of e-Learning environment;
- Technical development of at least 3 e-learning courses, preferably on the Moodle platform;
- At least 5 years of experience in audio-visual and graphic design of eLearning course materials and technical design of e-Learning courses (graphic design of PPT presentations and reading materials, PPT voice over recording, use of e-Learning tools, such as forums, chats, etc.);
- Experience in working with Local Governments and their Associations from the Western Balkans;
- Previous experience in development assistance or related work with international organizations, at least three projects in the economies of the Western Balkans;

5.2. Instructional Designer's Required Skills and Experiences

The ICT Company shall provide sound evidence for the Skills and Experiences of the Technical Developer (an expert) who will be directly responsible for the implementation of the assignment:

- At least 5 years of experience in audio-visual and graphic design of eLearning course materials and technical design of e-Learning courses (graphic design of PPT presentations and reading materials, PPT voice over recording, application of e-Learning tools);
- At least 5 years of experience in Moodle platform use;
- Technical design of at least 3 e-Learning courses in Moodle and excellent knowledge and understanding of the available e-Learning tools, such as forums, chats, quizzes, etc.;
- Hands-on skills in the design and adaptation of Web applications together with a team of local government subject matter experts, in at least three projects;
- At least three projects and experience in working with Local Governments and Local Government Associations from the WB, preferably in the area of e-Learning and graphic and web design;
- At least 3 years of hands-on experience in the provision of technical support to e-Learning platform users (course moderators and participants);
- Previous successful experience in development assistance or related work with international organizations, at least three projects in the economies of the WB;
- Ability to communicate in English language and excellent interpersonal and communication skills.

6. Evaluation and Selection

The evaluation of the ICT Companies and selection of the best offeror will be made in accordance with the quality-cost based selection method (70 % technical component and 30% price component).

Modification of Terms

NALAS reserves the right to modify the terms of the ToR at any time at its sole discretion.

Consultant Expenses

Consultants are solely responsible for their own expenses in preparing a proposal and for subsequent negotiations with NALAS. Short-listed proposals may be asked to make a presentation to the Evaluation Committee, which will be solely at the Consultants own expense.

Acceptance and Rejection of Proposals

NALAS may not necessarily accept the lowest priced proposal or any proposal. At its sole discretion, NALAS reserves the right to reject any or all proposals received and to accept any proposal which it considers advantageous, whether or not it is the lowest priced proposal. NALAS is not under any obligation to award a contract, and reserves the right to terminate the Request for Proposal process at any time, and to withdraw from discussions with all or any of the Consultants who have responded. NALAS reserves the right to accept the proposed offer in total or in part, to reject any or all offers, to waive any minor informalities, irregularities, or technicalities, and to accept the offer deemed most favourable to the Network.

NALAS is not obliged to provide information about the selection process.

Contract Negotiation

NALAS reserves the right to negotiate specific terms of the contract with the short-listed proponents prior to the final award of the contract. NALAS also reserves the right to negotiate specific terms of the contract with the Contractor as the contract progresses.

Thank you for your interest in submitting a proposal. It is hoped that the information provided is of value and should anything be unclear, please contact NALAS directly.

We thank all companies for their interest, however only the selected will be contacted.

7. Detailed Description of the Course’s Structure

Each of the 5 courses is composed of 4 modules and 8 learning sessions and tools, with one week of learning space per module. The Courses are available in English language only. The target audience includes employees of municipal administration.

The proposed eLearning Course’s Storyboard and sequencing is a standard structure for each of the courses that need to be developed. Each SME can organize the content of the course, as needed. However, the structure (4 modules, 8 Lessons - 2 per module + 1 webinar session at the end of module 2 or 3), as well as the evaluation methods and scoring are standardized.

7.1. Standard Course Storyboard

Timeline	Component	Module Content	Materials and specification of deliverables by the technical developer
Week	Course	Course Title	Sidebar Content
Week One	Cover Page	Introduction to the Course	
	<ul style="list-style-type: none"> Main Course Page <p>The Table of Contents for the entire Course will appear on the left sidebar on each page.</p>	<p>Effective illustration of the topic (please, provide if applicable)</p> <p>Overall design and visibility identity of each course shall be provided by the ICTC Comapny.</p> <p>Main text, with the following sections:</p> <ul style="list-style-type: none"> Introduction of the topic (general intro, with the definition of key concepts and purpose of the course. Description of how the participants will benefit from the course and how they will be able to use and apply the acquired knowledge and skills. The purpose of the introduction is to motivate learners to participate in the course. (Text - up to 2 paragraphs) Course Objectives (one objective per module) (Text - up to 2 paragraphs) Target Groups. The program is designed for local government professionals engaged in social affairs. (Text - up to one paragraph) Course Modules – Module 1; Module 2, Module 3, Module 4 – (one sentence. With description and structure of individual modules (Text - one paragraph with description and structure of each module) Hours of Study: 12h - an infomration on the time necessary to finish the course shall be provided to participants. (Text - one paragraph) Evaluation and maximum points the participant can get: Infomration about the evaluation 100 is the maximum, threshold for successful completion: 70 points. Provide evaluation grid with all assignments listed (Table - type of assignment and number of points) Preliminary test - In order to check the knowledge of participants before attending the eLearning course, a preliminary test, will be conducted 	<ul style="list-style-type: none"> Introductory Webinar (video recording to be published after the event held in Zoom) Course Teaser-Leaflet in PDF Video on the respective topic (optional): A compelling with an event, instructions with graphic faciliation, testimonial of a local self-government, etc. Preliminary test (to determine the level of knowledge before the course through test – up to 10 questions. After finishing of the course, the participants should respond to the same questionnaire and progress should be measured. Comparison of the results to be measured automaticly by Moodle and visible to the facilitator)

	(Questionnaire – up to 10 questions. Possibility the evaluation of the knowledge through the questionnaire to be automated with Moodle) Go to Module One – (Button)	
Module 1	Main Theme	Sidebar Content
Session 1.1	Introduction to the Module	
Note: Each module contains an introductory session	<p>Main text: The purpose of this text is to introduce the objectives and key elements of the module (Text - up to 4 paragraphs)</p> <p>For example: Module One covers an overview of the basic principles of <u>XXXX</u>, <u>XXXX</u> and <u>XXXX</u>, key concepts, processes, stages...</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learning Objective 1 • Learning Objective 2 <p>(Text – up to 2 paragraphs)</p> <p>Go to Lesson 1.1.1 (Button)</p>	<ul style="list-style-type: none"> • Best Practice Examples (up to 4 pdf files to be attached with the library of Best practices. For each course there are minimum 2 best practices) • Interesting Links • Bibliography
Lesson 1.1.1	Subtopic 1	
Note: a module contains 2	<p>Main text is the lesson's narrative, and can contain text, tables, illustrations, graphs and pies. This is an extended content of the PPT. Wherever there is a cross reference to some interesting <u>web-page</u>, <u>handout</u>, video lecture, best practice, case study or example, these should be <u>hyperlinked</u> throughout the text. (Text - up to 2 pages)</p> <p>Instructions to participants: For more details and some interesting examples, please, go to the <u>PPT</u>. A printable version of this text is available in <u>Reading Materials</u> Examples/definitions/standards/principles are provided in the <u>Handouts</u>.</p> <p>Assignment: Quiz</p> <p>To test participants' understanding of the concept.</p> <p>If participants want to improve their score, they can do the quiz again.</p> <p>Instructions for the participants: To test your understanding of the concept, please, choose the correct answer(s) to the quiz questions. You can score 2 points for each correct answer. If you want to improve your score, feel free to do the quiz again.</p> <p>Go to Lesson 1.1.2 (Button)</p>	<ul style="list-style-type: none"> • Video of Animated Power Point presentation (5-7 slides and text of 3-5 sentences per slide will be provided by the expert. The design of the video/presentation and voice over to be ensured by ICTC Company) • Reading Material (same text in PDF up to 3 pages, to be aligned in the same visual identity of the course) • Handouts (in Word, PDF, Excel, or other format, to be aligned in the same visual identity of the course) • Quiz (5 multiple choice questions, 2 points each) Note: Not more than 3 quiz/test assignments per course
Lesson 1.1.2	Subtopic 2	
	<p>Main text is the lesson's narrative, and can contain text, tables, illustrations, graphs and pies. This is an extended content of the PPT. Wherever there is a cross reference to some interesting <u>web-page</u>, <u>handout</u>, video lecture, best practice, case study or example, these should be <u>hyperlinked</u> throughout the text.</p>	<ul style="list-style-type: none"> • Reading Material (same text in PDF up to 3 pages, to be aligned in the same visual identity of the course)

		<p>(Text – up to 2 pages)</p> <p>A printable version of this text is available in Reading Materials</p> <p>Assignment: FORUM DISCUSSION – guided discussion. It is also part of the evaluation strategy.</p> <p>Example text for participants: To test your understanding of the concept presented in the first lesson, as well as to exchange experience with your colleagues, please discuss the topic in the Forum</p> <p>You can score a total of 8 points if you:</p> <ol style="list-style-type: none"> 1. Give an example of awareness-raising activities in rights/non-disc/inclusion, from your own experience, or provide a link to an example on the internet, with a comment (6 points). 2. Provide at least 1 comment to a post (example) of your colleague (2 points) <p>Go to Module Two (Button)</p>	<ul style="list-style-type: none"> • Guided Forum Discussion participation at the Forum needs to be evaluated by the platform with max of 8 points: <ul style="list-style-type: none"> ▪ 6 points for posting /provision of an example with comment, plus ▪ 2 points for responding with comment to other colleagues’ posts
Week	Module Two	Main Theme	Sidebar Content
Week Two	Session 2.1	Introduction to the Module 2	
		<p>Main text: The purpose of this text is to introduce the objectives and key elements of the module (Text - up to 2 paragraphs)</p> <p>Module Two covers an overview of the basic principles of <u>XXXX</u>, <u>XXXX</u> and <u>XXXX</u>, key concepts, processes, stages...</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learning Objective 1 • Learning Objective 2 <p>(Text - up to 2 paragraphs)</p> <p>Go to Lesson 2.1.1 (Button)</p>	<ul style="list-style-type: none"> • Best Practice Examples (the same provided within the Module 1) • Interesting Links • Bibliography
	Lesson 2.1.1	Subtopic 1	
		<p>Main text is the lesson’s narrative, and can contain text, tables, illustrations, graphs and pies. This is an extended content of the PPT. Wherever there is a cross reference to some interesting <u>web-page</u>, <u>handout</u>, video lecture, best practice , case study or example, these should be <u>hyperlinked</u> throughout the text.</p> <ul style="list-style-type: none"> • For more details and some interesting examples, please, go to the <u>PPT</u>. • A printable, expanded, version of this text is available in <u>Reading Materials</u> • Examples/definitions/standards/principles are provided in the <u>Handouts</u>. <p>(Text – up to 2 pages)</p> <p>Assignment: Quiz To test participants’ understanding of the concept.</p>	<ul style="list-style-type: none"> • Case Study (up to 2 pages in PDF) • Reading Material (same text in PDF up to 3 pages) • Handouts (in Word, PDF, Excel, or other format) • Quiz (5 multiple choice questions, 2 points each) Not more than 3 quiz/test assignments per course

	<p>If participants want to improve their score, they can do the quiz again.</p> <p>Instructions for the participants: To test your understanding of the concept, please, choose the correct answer(s) to the quiz questions. You can score 2 points for each correct answer.</p> <p>If you want to improve your score, feel free to do the quiz again.</p> <p>Go to Lesson 2.1.2 (Button)</p>	
Lesson 2.1.2	Subtopic 2	
	<p>Main text is the lesson’s narrative, and can contain text, tables, illustrations, graphs and pies. This is an extened content of the PPT. Wherever there is a cross reference to some interesting web-page, handout, video lecture, best practice , case study or example, these should be hyperlinked throughout the text.</p> <p>(Text – up to 2 pages)</p> <p>Instructions for the participants: For more details and some interesting examples, please, go to the PPT.</p> <p>A printable, expanded, version of this text is available in Reading Materials</p> <p>Examples/definitions/standards/principles are provided in the Handouts.</p> <p>Assignment: Case Study Analysis: XXXX</p> <p>Instructions for the participants: Read the scenario and answer the questions below.</p> <p>You can score a total of 10 points for a detailed response to the task.</p> <p>(Text – up to 1 page)</p> <p>Go to Lesson 2.1.3 (Button)</p>	<ul style="list-style-type: none"> • Reading Material (same text of the Main text in PDF up to 3 pages) • Handouts (in Word, PDF, Excel, or other format) • Written assignment in Word format (case study analysis, practical exercises, essay, hypothetical situation). Maximum 12 points
Lesson 2.1.3	Peer Exchange Session: Webinar: XXXX	
	<p>Main text is the lesson’s narrative, and can contain text, tables, illustrations, graphs and pies. This is an extened content of the PPT. Wherever there is a cross reference to some interesting web-page, handout, video lecture, best practice , case study or example, these should be hyperlinked throughout the text.</p> <p>(Text – up to 2 pages)</p> <p>Instructions for participants: For more details and some interesting examples a printable, expanded, version of this text is available in Reading Materials</p> <p>Examples/definitions/standards/principles are provided in the Handouts.</p> <p>Assignment: Participation and Active Involvement in the Webinar_on XXXXXX (topic)</p> <p>Date Time Link</p> <p>(Text – up to 2 paragraphs)</p> <p>Participation at the Webinar is scored with maximum of 18 points.</p> <p>Instructions for the participants: Before the webinar, prepare effective messages...</p>	<ul style="list-style-type: none"> • Webinar (video recording to be published after the event held in Zoom) • Reading Material (same or expanded main text in PDF (up to 3 pages) • Handouts (in Word, PDF, Excel, or other format)

		<p>You can score 15 points for active participation in the webinar session Webinar recording is available here.</p> <p>Go to Module Three (Button)</p>	
Week	Module Three	Main Theme	Sidebar Content
Week Three	Session 3.1	Introduction to the Module	
		<p>Main text: The purpose of this text is to introduce the objectives and key elements of the module (Text - up to 2 paragraphs)</p> <p>Module Two covers an overview of the basic principles of <u>XXXX</u>, <u>XXXX</u> and <u>XXXX</u>, key concepts, processes, stages...</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learning Objective 1 • Learning Objective 2 <p>(Text - up to 2 paragraphs)</p> <p>Go to Lesson 3.1.1 (Button)</p>	<ul style="list-style-type: none"> • Best Practice Examples (the same provided within the Module 1) • Interesting Links • Bibliography
	Lesson 3.1.1	Subtopic 1	
		<p>Main text is the lesson’s narrative, and can contain text, tables, illustrations, graphs and pies. This is an extended content of the PPT. Wherever there is a cross reference to some interesting <u>web-page</u>, <u>handout</u>, video lecture, best practice , case study or example, these should be <u>hyperlinked</u> throughout the text. (Text – up to 2 pages)</p> <p>Instructions for participants: For more details and some interesting examples, please, go to the <u>PPT</u>. A printable, expanded, version of this text is available in <u>Reading Materials</u> Examples/definitions/standards/principles are provided in the <u>Handouts</u>.</p> <p>Assignment: Case Study Analysis: XXXXX Instructions for participants: Read the scenario and answer the questions below. You can score a total of 10 points for a detailed response to the task.</p> <p>Go to Lesson 3.1.2 (Button)</p>	<ul style="list-style-type: none"> • Video of Animated Power Point presentation (5-7 slides and text of 3-5 sentences per slide will be provided by the expert. The design of the video/presentation and voice over to be ensured by ICTC Company) • Case Study (up to 2 pages in PDF) • Reading Material (same text in PDF up to 3 pages) • Handouts (in Word, PDF, Excel, or other format) • Written assignment in Word format (case study analysis, practical exercises, essay, hypothetical situation). Maximum 12 points
	Lesson 3.1.2	Subtopic 2	
	<p>Main text is the lesson’s narrative, and can contain text, tables, illustrations, graphs and pies. This is an extended content of the PPT. Wherever there is a cross reference to some interesting <u>web-page</u>, <u>handout</u>, video lecture, best practice , case study or example, these should be <u>hyperlinked</u> throughout the text.</p>	<ul style="list-style-type: none"> • Reading Material (same text in PDF up to 3 pages) 	

		<p>Instructions for the participants: For more details and some interesting examples, please, go to the PPT. A printable, expanded, version of this text is available in Reading Materials Examples/definitions/standards/principles are provided in the Handouts. (Text – up to 2 pages)</p> <p>Assignment: Quiz To test participants’ understanding of the concept.</p> <p>If participants want to improve their score, they can do the quiz again. Instructions for the participants: To test your understanding of the concept, please, choose the correct answer(s) to the quiz questions. You can score 2 points for each correct answer. If you want to improve your score, feel free to do the quiz again.</p> <p>Go to Module Four (Button)</p>	<ul style="list-style-type: none"> • Handouts (in Word, PDF, Excel, or other format) • Quiz (5 multiple choice questions, 2 points each)
Week	Module Four	Main Theme	Sidebar Content
Week Four	Session 4.1	Introduction to the Module	
		<p>Main text: The purpose of this text is to introduce the objectives and key elements of the module (Text - up to 2 paragraphs)</p> <p>Module Two covers an overview of the basic principles of XXXX, XXXX and XXXX, key concepts, processes, stages...</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • Learning Objective 1 • Learning Objective 2 <p>(Text - up to 2 paragraphs)</p> <p>Go to Lesson 4.1.1 (Button)</p>	<ul style="list-style-type: none"> • Best Practice Examples (the same provided within the Module 1) • Interesting Links • Bibliography
	Lesson 4.1.1	Subtopic 1	
		<p>Main text is the lesson’s narrative, and can contain text, tables, illustrations, graphs and pies. This is an extended content of the PPT. Wherever there is a cross reference to some interesting web-page, handout, video lecture, best practice, case study or example, these should be hyperlinked throughout the text. (Text – up to 2 pages)</p> <p>Instructions for participants: For more details and some interesting examples, please, go to the PPT. A printable, expanded, version of this text is available in Reading Materials Examples/definitions/standards/principles are provided in the Handouts.</p> <p>Assignment: Essay writing Instructions for participants: Read the problem/case/hypothetical scenario and write a short essay – not longer than 1 page. You can</p>	<ul style="list-style-type: none"> • Video of Animated Power Point presentation (5-7 slides and text of 3-5 sentences per slide will be provided by the expert. The design of the video/presentation and voice over to be ensured by ICTC Company) • Case Study (up to 2 pages in PDF) • Reading Material (same text in PDF up to 3 pages)

	<p>use the guiding questions/talking points. Give your point of view and your arguments for the solution provided:</p> <ol style="list-style-type: none"> 1) Introduce the problem, provide facts 2) Analyze the problem 3) Suggest solution – provide arguments 4) Conclude <p>(Text – up to 2 paragraphs)</p> <p>Go to Lesson 4.1.2 (Button)</p>	<ul style="list-style-type: none"> • Handouts (in Word, PDF, Excel, or other format) • Written assignment in Word format (case study analysis, practical exercises, essay, hypothetical situation). Maximum 12 points
Lesson 4.1.2	Subtopic 2	
	<p>Main text is the lesson’s narrative, and can contain text, tables, illustrations, graphs and pies. This is an extended content of the PPT. Wherever there is a cross reference to some interesting web-page, handout, video lecture, best practice, case study or example, these should be hyperlinked throughout the text. (Text – up to 2 pages)</p> <p>Instructions for participants: For more details and some interesting examples, please, go to the PPT. A printable, expanded, version of this text is available in Reading Materials Examples/definitions/standards/principles are provided in the Handouts.</p> <p>Assignment: FORUM DISCUSSION – guided discussion. It is also part of the evaluation strategy.</p> <p>Instructions for participants: To test your understanding of the concept presented in the first lesson, as well as to exchange experience with your colleagues, please discuss the topic in the Forum You can score a total of 8 points if you:</p> <ol style="list-style-type: none"> 1. Give an example of awareness-raising activities in rights/non-disc/inclusion, from your own experience, or provide a link to an example on the internet, with a comment (6 points). 2. Provide at least 1 comment to a post (example) of your colleague (2 points) <p>Final Test To check if you have achieved learning objectives, please do the final test, which is the same as the one you did at the very start of the course. (Button)</p>	<ul style="list-style-type: none"> • Reading Material (same text in PDF up to 3 pages) • Handouts (in Word, PDF, Excel, or other format) • Guided Forum Discussion (guidelines in Word) Maximum 8 points 6+2) • Final test (10 multiple choice questions) The same questions as preliminary test – not included in the total score)

7.2. Specification of Standard e-Learning Course Materials for Subject Matter Experts and respective tasks for the ICTC company

Materials	Quantity per Course	Description of the Task
Webinar	2 webinars	<p>Up to 2 live sessions in the form of a webinar will be held per course. The SMEs should prepare a 5-6 slides with course introduction (goal, objectives, modules)</p> <p>The ICTC will publish the webinar recordings (video from Zoom) as indicated in the Storyboard.</p>
Course teaser/leaflet	1 document	<p>For each course, NALAS will provide an already designed 2-page promotional factsheet on the respective course.</p> <p>The ICTC will publish it on the right sidebar of the Course Introduction page.</p>
Best practice examples	Up to 4 documents, with maximum of 5 pages each, including illustrations	<p>The SMEs will prepare up to 4 best practice examples in Word.</p> <p>The ICTC will provide visual design and will generate the documents in PDF format, for uploading on the right sidebar of the Course Introduction page.</p>
Case Studies	Maximum 2 documents, up to 2 pages each, including illustrations	<p>The SMEs will prepare up to 2 case studies in Word format, with illustrations and graphs, as needed.</p> <p>The ICTC will provide visual design and will generate the documents in PDF format, for uploading on the right sidebar of the Course Introduction page.</p>
Interesting links	1 list	<p>The SMEs will provide a list of interesting links to the related websites, webpages or documents available online.</p> <p>The ICTC will publish the list under the heading “Interesting Links” on the sidebar of the Course Introduction page.</p>
Bibliography	1 list	<p>The SMEs will provide a list of bibliography.</p> <p>The ICTC will publish the list under the heading “Interesting Links” on the sidebar of the Course Introduction page.</p>
Main text	Up to 20 pages of main lesson text (2 pages per learning session on average, graphs and pICTCures)	<p>The SMEs will prepare the main text, for the introductory sessions and lessons, including tables, graphs, pICTCures and will clearly indicate which words and phrases should be hyperlinked to the webpages or additional course materials.</p> <p>The ICTC will provide the main text design and hyper-linkages, in line with the instructions obtained from the SMEs and the IDC.</p>

Animated PPT presentation with voiceover recording	Up to 4 PPTs per course, 5-7 slides each Voiceover (up to 2 pages per PPT)	The SMEs will provide slides with content and the voice over text, not longer than 2 pages. Voice-over text should not contain more than 3-4 sentences per slide. The ICTC will provide visual design and will provide voiceover recording for the PPTs in English language.
Reading materials in PDF format	Up to 10 documents of up to 3 pages each.	Each learning session and lesson will include an elaborated version of the main text. The SMEs will provide the content in Word format. The ICTC will provide visual design for each document, generate it in PDF format and upload it, as instructed by the Course Storyboard.

7.3. Specification of Materials and Tasks Related to Evaluation of Course Results

Participants' knowledge and skills will be evaluated throughout the course, by making use of tests, quizzes, case-study/hypothetical situations/problem solving analysis, essay writing and structured forum discussions.

Maximum points to be scored for a course: 100

Standard structure of evaluation tools per course is provided within the following table:

Materials	Quantity per Course	Description of the Task	Scoring System
Preliminary/final test	1 test with 10 multiple choice questions	A multiple-choice test should be provided by the SMEs, with indicated correct answer(s). Each question should include one or more correct answers. The preliminary and final test will contain the same answers. The ICTC will programme the test and will ensure access to the test on the right sidebar of the Course Introduction page and at the end of Lesson 4.1.2 (final eLearning Course page)	The preliminary and final tests are designed to measure the level of improvement of participants' knowledge by comparing the baseline test results with the results shown at the end of the course. <u>The preliminary and final test results will not be included in the total course score and are not part of the Evaluation Strategy of the course!</u> The system should indicate the percentage of correct answers at the start and the end of the Course.
Quiz	3 quizzes per course, with 5 multiple-choice questions each	Quiz content should be provided by the SMEs, with indicated correct answer(s). Each question should include one or more correct answers. The ICTC will programme the quiz and will ensure access to the test on the right sidebar of the Course Introduction page.	5 multiple-choice questions Maximum points per Quiz: 10 2 points for each correct answer

<p>Guided Forum discussion</p>	<p>2 Forums discussions per course</p>	<p>The Forum discussions used for knowledge testing should be guided, with a clear set discussion framework, described issue to be discussed and 2-3 guiding questions. The SMEs will prepare the text of the assignment.</p> <p>The ICTC will publish the text and programme the scoring system in the Moodle Forum format.</p>	<p>Maximum points per Forum discussion: 8</p> <p>6 points for a well-elaborated discussion point in the participant's post. The evaluation should be as objective as possible (for example, 2 points for answered question) 2 points for a reply or comment to one or more participants' posts.</p>
<p>Case study analysis or analysis of hypothetical questions, practical exercises, or essay</p>	<p>3 assignments per course</p>	<p>The SMEs will prepare a scenario/case/hypothetical situation or issue, with instructions for participants up to 3 questions to be answered by the participants in Word format (not longer than ½ page).</p> <p>The ICTC will post the assignment, as appropriate, in Word format on the right sidebar of the designated lessons.</p> <p>The ICTC will ensure that participants can submit their completed assignment in Word format, by attaching it to the lesson.</p> <p>The ICTC will design the manual scoring system by the Course moderators for this type of assignment.</p>	<p>Maximum 10 points per assignment (for 3 similar assignments per course).</p>
<p>Active participation in mid-course webinar session</p>	<p>1 per course</p>	<p>The participants will be invited to take active part in the live session to be organized as a part of one module/lesson.</p>	<p>Maximum 18 points (e.g., max 10 points for attendance, max 8 points for active participation and input during the webinar).</p>