

Project: "Exchange of good practices on sociocultural participation of people on the move in host communities in the Western Balkans"

14 Jan 2025

Terms of Reference

Technical Development of 1 (one) eLearning Course on Migration Governance at Local Level in English and Bosnian Language

1. Background

NALAS is seeking an organization/company (technical developer - TD) for the **provision of professional services of technical development of ONE e-learning course** for local government administration **on Migration Governance at Local Level and technical support in the development of manual for participants and subject matter experts (SME)**

The e-learning course will be developed within the NALAS e-Academy in the frame of the NALAS project "Exchange of good practices on sociocultural participation of people on the move in host communities in the Western Balkans", supported by GIZ.

2. Scope of the assignment

Having developed the Storyboard (sequencing, structure and content) of the e-Learning course, NALAS is now seeking a competent technical developer – TD with proven experience and expertise, 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 and design of the e-learning course in Bosnian and English language on the NALAS' e-Academy platform (<http://nalas-academy.com/>) as well as to provide technical support during delivery of the e-learning courses.*

More specifically, the **technical developer (TD)** shall:

- 1) *Provide technical, graphic and audio-visual solutions for the e-Learning course materials, to support the learning process:*
 - e-Learning course on Migration Governance – one e-learning course on Migration Governance at local level is designed in a standard way and relies on effective e-learning techniques and tools.
 - Maximum length of the course is 3 weeks. Estimated delivery per module is one module per week, to be released consecutively.
 - Each module is organized around a main theme and includes an introductory, general learning session and up to 3 lessons targeting specific sub-topics within the theme.
 - The materials need to be properly sequenced within the modules, according to the provided Storyboard.
 - Each learning session or lesson includes **various texts and audio-visual tools and techniques**, with one week of learning space per module.

- The course contains diverse materials, which require application of appropriate e-tools, including: reading assignments, Power Point presentations with text, visuals (pictures, graphs) and voiceover, video lectures, online exchange events, tests and quizzes, exercises, case studies, essay writing, forum discussions, etc. 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.
- 2) *Create the eLearning course two versions, one in English language and another in Bosnian language and upload the e-learning materials in both languages on the NALAS' e-Academy platform in the proper modular form, in close cooperation with the instructional design consultant and NALAS project coordinator:*
- The e-Learning course on Migration Governance at local level 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.
 - The course on Migration Governance at local level should be developed in both English and Bosnian language. This means that two parallel courses should be developed as two versions with identical content in English and Bosnian.
- 3) **Prepare a brief user's manual for moderators and participants of the course**
- The 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.
 - The manual for participants should also include the instructions for technical use and a detailed description of the 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 expert (SME) in charge of prospective e-Learning Course delivery.*

3. The Storyboard and Deliverables

A standard Storyboard framework will be developed by the instructional design consultant to provide the course sequencing, materials, tools and techniques, indicating the scope of technical development and design. The course materials need to be properly sequenced, designed and uploaded on NALAS e-Academy according to the Storyboard to be provided to the technical developer following the contract signature. Each module is arranged around a topic, including an introduction to the module and 2 or 3 lessons per module (1 course/3 modules/10 lessons).

Illustrative Storyboard (Sequencing, Materials, Tools and Techniques)

Timeline	Component	Module Content	Materials and specification of deliverables by the technical developer
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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>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. (1-2 paragraphs), Course Objectives (one objective per module) Target Groups. The program is designed for local government professionals engaged in social affairs. Course Modules – Module 1; Module 2, Module 3 – (one sentence. With description and structure of individual modules Hours of Study: 12h Maximum points: 100, threshold for successful completion: 70 points. Provide evaluation grid with all assignments listed (type of assignment, max number of points) <p>In order to check your knowledge before attending the eLearning course, please do a preliminary test, which is the same as the one you did at the very start of the course.</p> <p>Go to Module One</p>	<ul style="list-style-type: none"> Introductory Webinar (to be published after the event) – NALAS provides the agenda - moderators prepare 5-6 slides to introduce the course. Course Teaser-Leaflet in PDF Video (optional): A compelling with an event, instructions with graphic facilitation, testimonial of a local self-government, etc. Preliminary test (to determine the level of knowledge before the test – 10 questions) Useful link Bibliography
	Module 1	Main Theme	Sidebar Content
	Session 1.1	Introduction to the Module	
	<p>Note: Each module contains an introductory session</p>	<p>Main text: The purpose of this text is to introduce the objectives and key elements of the module (up to 2 paragraphs)</p> <p>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>To learn more about <u>XXXX</u>, <u>XXXX</u> and <u>XXXX</u> go to the <u>PPT presentationX</u></p> <p>Go to Lesson 1.1.1</p>	<ul style="list-style-type: none"> Power Point presentation (provide up to 5 slides, with voice over text of 3-5 sentences per slide) Best Practice Examples Useful Links Bibliography
	Lesson 1.1.1	Subtopic 1	
	<p>Note: a module may contain 2 or 3 lessons</p>	<p>Main text (not longer than 2 pages) 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"> Power Point presentation (provide 5-7 slides, with voice over text of 3-5 sentences per slide) Reading Material (same text in PDF up to 3 pages)

		<p>For more details and some interesting examples, please, go to the PPT. A printable version of this text is available in Reading Materials Examples/definitions/standards/principles are provided in the Handouts.</p> <ul style="list-style-type: none"> • Assignment: Quiz <p>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 1.1.2</p>	<ul style="list-style-type: none"> • 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
	Lesson 1.1.2	Subtopic 2	
		<p>Main text (not longer than 2 pages) 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.</p> <p>For more details and some interesting examples, please, go to the PPT.</p> <p>A printable version of this text is available in Reading Materials</p> <p>Assignment: Example: Forum Discussion 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 10 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 (8 points). 2. Provide at least 1 comment to a post (example) of your colleague (2 points) <p>Go to Module Two</p>	<ul style="list-style-type: none"> • Power Point presentation (provide 5-7 slides, with voice over text of 3-5 sentences per slide) • Reading Materials (in PDF) • Guided Forum Discussion (not more than 2 forum discussions per course)
Week	Module Two	Main Theme	Sidebar Content
Week Two	Session 2.1	Introduction to the Module	
		<p>Main text: The purpose of this text is to introduce the objectives and key elements of the module (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 	<ul style="list-style-type: none"> • Power Point presentation (provide up to 5 slides, with voice over text of 3-5 sentences per slide) • Case Study (up to 2 pages in PDF)

	<ul style="list-style-type: none"> Learning Objective 2 <p>To learn more about XXXX, XXXX and XXXX go to the PPT presentationX</p> <p>Go to Lesson 2.1.1</p>	<ul style="list-style-type: none"> Best Practice Examples (in PDF or PPT – up to 2 pages or 5 slides) Useful Links Bibliography
Lesson 2.1.1	Subtopic 1	
	<p>Main text (not longer than 2 pages) 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> <ul style="list-style-type: none"> 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. Assignment: Essay writing <p>Read the problem/case/hypothetical scenario and write a short essay – not longer than 1 page. You can use the guiding questions/talking points. Give your point of view and your arguments for the solution provided:</p> <ul style="list-style-type: none"> Introduce the problem, provide facts Analyze the problem Suggest solution – provide arguments Conclude <p>Go to Lesson 2.1.2</p>	<ul style="list-style-type: none"> Power Point presentation (provide 5-7 slides, with voice over text of 3-5 sentences per slide) Reading Material (same text in PDF up to 3 pages) Handouts (in Word, PDF, Excel, or other format) Essay writing (Word) /11 points
Lesson 2.1.2	Subtopic 2	
	<p>Main text (not longer than 2 pages) 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>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> <ul style="list-style-type: none"> Assignment: Case Study Analysis: XXXXX <p>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 2.1.3</p>	<ul style="list-style-type: none"> Power Point presentation (provide 5-7 slides, with voice over text of 3-5 sentences per slide) 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)

	Lesson 2.1.3	Peer Exchange Session: Webinar: XXXX	
		<p>Main text (not longer than 2 pages) 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.</p> <p>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> <ul style="list-style-type: none"> • Assignment: Case Study Analysis: XXXXX Read the scenario and answer the questions below. You can score a total of 10 points for a detailed response to the task. <p>Go to Lesson 2.1.3</p>	<ul style="list-style-type: none"> • Power Point presentation (provide 5-7 slides, with voice over text of 3-5 sentences per slide) • 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)
Week	Module Three	Main Theme	Sidebar Content
Week Four	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 (up to 2 paragraphs)</p> <p>Module Four 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>To learn more about XXXX, XXXX and XXXX go to the PPT presentationX</p> <p>Go to Lesson 4.1.1</p>	<ul style="list-style-type: none"> • Power Point presentation (provide up to 5 slides, with voice over text of 3-5 sentences per slide) • Case Study (up to 2 pages in PDF) • Best Practice Examples (in PDF or PPT – up to 2 pages or 5 slides) • Useful Links • Bibliography
	Lesson 3.1.1	Subtopic 1	
		<p>Main text (not longer than 2 pages) 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.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Power Point presentation (provide 5-7 slides, with voice over text of 3-5 sentences per slide) • Reading Material (same text in PDF up to 3 pages) • Handouts (in Word, PDF, Excel, or other format)

	<p>Assignment: Essay writing Read the problem/case/hypothetical scenario and write a short essay – not longer than 1 page. You can 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><u>Go to Lesson 4.1.2</u></p>	<ul style="list-style-type: none"> • Essay writing (Word)
Lesson 3.1.2	Subtopic 2	
	<p>Short text (not longer than 2 pages) 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> <p>For more details and some interesting examples, please, go to the <u>PPT</u>.</p> <p>A printable, expanded, version of this text is available in <u>Reading Materials</u></p> <p>Examples/definitions/standards/principles are provided in the <u>Handouts</u>.</p> <p>Assignment: Forum Discussion To test your understanding of the concept presented in the first lesson of this module, as well as to exchange experience with your colleagues, please discuss the topic in the Forum. You can score a total of 7 points if you:</p> <p>Present and discuss XXXX (5 points).</p> <p>Provide at least 1 comment to a post (example) of your colleague (2 points)</p> <p>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.</p>	<ul style="list-style-type: none"> • Power Point presentation (provide 5-7 slides, with voice over text of 3-5 sentences per slide) • Reading Material (same text in PDF up to 3 pages) • Handouts (in Word, PDF, Excel, or other format) • Guided Forum Discussion (guidelines in Word) • Final test (10 multiple choice questions) The same questions as preliminary test – not included in the total score)

Specifications of Materials to Be Technically Developed and Designed per eLearning Course

Materials	Quantity per Course	Description of the Task
Webinar	Maximum 1 webinar	<p>Introductory live session in the form of a webinar.</p> <p>The TD will publish the webinar link and make sure that all participants are promptly informed about the date and</p>

		time of the webinar. Following the webinar, the TD will publish the recordings as indicated in the Storyboard.
Course teaser/leaflet	1 document	NALAS will provide a 2-page course description. The TD will publish it on the right sidebar of the Course Introduction page.
Best practice examples	Maximum 3 documents, up to 2 pages each, including illustrations	The SMEs will prepare up to 3 best practice examples in Word or PPT format. The TD will provide visual design and will generate the documents in PDF format, for uploading on the right sidebar of the Course Introduction page.
Case Studies	Maximum 3 documents, up to 2 pages each, including illustrations	The SMEs will prepare up to 3 case studies in Word format. The TD will provide visual design and will generate the documents in PDF format, for uploading on the right sidebar of the Course Introduction page.
Relevant/useful links	1 list	The SMEs will provide a list of relevant links to the related websites, webpages or documents available online. The TD will publish the list under the heading “Useful Links” on the sidebar of the Course Introduction page. Useful links should be accessed through each module’s introductory page, as well.
Bibliography	1 list	The SMEs will provide a list of bibliography. The TD will publish the list under the heading “Bibliography” on the sidebar of the Course Introduction page. The bibliography should be accessed through each module’s introductory page, as well.
Main text design	Up to 20 pages of main lesson text (2-3 pages per learning session on average, graphs and pictures)	The SMEs will prepare the main text, for the introductory sessions and lessons, including tables, graphs, pictures and will clearly indicate which words and phrases should be hyperlinked to the webpages or additional course materials. The TD will provide the main text design and hyperlinking, in line with the instructions obtained from the SMEs and the IDC.
PPT presentation with voiceover	10-12 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. The TD will provide visual design and will provide voiceover recording for the PPTs.
Design of lesson materials in PDF or PPT format	Up to 12 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 TD will provide visual design for each document, generate it in PDF format and upload it, as instructed by the Course Storyboard.
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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

The TD will develop the scoring system for the course, as a score of all points, for all assignments. There should be up to a total of 10 assignments for the entire course. Each assignment will carry a predefined maximum of points, as provided by the SMEs and the IDC, up to a total score of 100.

Standard structure of evaluation tools per course:

Materials	Quantity per Course	Description of the Task	Scoring System
Preliminary/final test	1 test with 10 multiple choice questions	A multiple-choice test will be provided by the SMEs (verified by IDC), 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 TD 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 3.1.2 (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.</u> The system should indicate the percentage of correct answers at the start and the end of the Course.
Quiz	Maximum 3 quizzes per course, with 5 multiple-choice questions each	Quiz content should be provided by the SMEs (verified by IDC), with indicated correct answer(s). Each question should	5 multiple-choice questions Maximum points 10 per quiz:

		<p>include one or more correct answers.</p> <p>The TD will programme the quiz and will ensure access to the test on the right sidebar of the Course Introduction page.</p>	<p>2 points for each correct answer</p>
Guided forum discussion	<p>Maximum 3 forum discussions</p>	<p>The forum discussions used for knowledge testing should be guided, with a clearly 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 TD will publish the text and programme the scoring system in the Moodle forum format.</p>	<p>Maximum points per forum discussion: 6</p> <p>4 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)</p> <p>2 points for a reply or comment to one or more participants' posts-</p>
Case study analysis or analysis of hypothetical questions	<p>Maximum 2 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 TD will post the assignment, as appropriate, in Word format on the right sidebar of the designated lessons.</p> <p>The TD will ensure that participants can submit their completed assignment in Word format, by attaching it to the lesson.</p> <p>The TD will design the manual scoring system by the Course moderators for this type of assignments.</p>	<p>Maximum 15 points per assignment.</p> <p>Each sub-question or guiding question should carry a defined number of points, to avoid subjectivity in the evaluation process..</p>

Essay writing	Maximum 2 assignment per course	<p>The SMEs will describe a case, problem or an issue to be discussed in the form of an argumentative essay with instructions for participants and guiding questions or key talking points for participants in Word format.</p> <p>The TD will post the assignment, as appropriate, in Word format on the right sidebar of the designated lessons.</p> <p>The TD will ensure that participants can submit their completed assignment in Word format, by attaching it to the lesson.</p> <p>The TD will design the manual scoring system by the Course moderators for this type of assignments.</p>	<p>Maximum 11 points per assignment</p> <p>The participant's essay should not be longer than 1 page.</p> <p>The SMEs will develop a more detailed evaluation grid (e.g., 2 points for structure, 4 points for all questions addressed, 5 points for the content's quality)</p>
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Summary of evaluation methods and scoring:

Evaluation method	Number of items	Maximum points per item	Maximum points obtainable
Preliminary and final test	/	/	Not included in the total score
Quiz	3	10	30
Guided forum discussion	3	5	18
Written assignments, such as case study analysis or analysis of hypothetical questions, practical exercises, essay writing	3	10	30
Mid-course webinar participation	2	11	22
TOTAL			100

The TD will also create an online questionnaire for course evaluation by the participants, with automatically generated statistics.

Once contracted, the technical developer will receive a detailed Storyboard for the course with references to the elaborated content and the developed materials.

The TD will work with the IDC, SMEs, NALAS to understand the developed e-Learning structure and content, in order to develop the technical and audio-visual solutions, eLearning tools and technical design of the eLearning Course. **NALAS will provide the course translation from English to Bosnian.**

The TD will work closely with the IDC and shall exchange the assignment's progress with the NALAS project staff, through regular communication via e-mail and meetings at online platform (MS Teams).

Summary of Deliverables:

- 1) **Deliverable 1:** Technically and visually designed materials for the e-Learning course on **Migration Management at local level** in English language.
- 2) **Deliverable 2:** Technically and visually designed materials for the e-Learning course on **Migration Governance at local level** in Bosnian language (translation to be provided by NALAS).
- 3) **Deliverable 3:** Implemented course evaluation strategy, designed scoring system and developed questionnaire for final evaluation by participants (NALAS will provide the translation from English to Bosnian).
- 4) **Deliverable 4:** e-Learning course on **Migration Governance at local level** in English language uploaded on NALAS e-Academy and ready for use
- 5) **Deliverable 5:** e-Learning course on **Migration Governance at local level** in Bosnian language uploaded on NALAS e-Academy and ready for use
- 6) **Deliverable 6:** Prepared eLearning platform user manuals (one for course moderators and one for course participants) in English language (NALAS will provide the translation from English to Bosnian).
- 7) **Deliverable 7:** Provide technical support to moderators and participants during course delivery in English and Bosnian language.

4. Duration for the Technical Development Consultancy

Actual working duration: from 30th of January 2025 to 20 March 2025.

5. Offer

The Consultancy Company is asked to submit an Offer, **by 24 January 2025, 16:00** (CET).

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

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

The Offer shall contain the following sections:

1) TD Company Profile

- Cover page, showing the company's name, address and contact information;
- Presentation of the company's suitability for assignment in accordance with the requirements provided in the section "6.1. 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 provider is a registered business (Company, Agency, CSO) 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!

2) Technical Developer's Profile

- CV of the Technical Developer, and
- Cover Page that responds to all requirements of the section "6.2. 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 6.2.

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

3) Financial Offer

The Financial Offer shall specify net amount and gross amount (including all taxes relevant to the payment) per deliverable (1-7), as well as the total amount for the assignment, expressed in EUR.

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

6. Required Skills and Experiences

6.1. Company's Required Experience

The TD Company shall provide sound evidence for:

- At least 5 years of experience of the Company in the area of TD design of e-Learning environment;

- Technical development of at least 3 e-learning courses, preferably on the Moodle platform;
- At least 7 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 Government Associations from the Western Balkans' (WB) countries;
- Previous experience in development assistance or related work with international organizations, at least three projects in the economies of the WB;

6.2. Technical Developer's Required Skills and Experiences

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

- At least 7 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 7 years of experience in Moodle platform use; previous experience with the use of NALAS' e- Academy is an asset;
- Technical design of at least 3 e-learning courses in Moodle;
- 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;
- Experience in working with Local Government Associations from the WB, preferably in the area of TD and/or graphic and web design;
- At least 3 years of hands-on experience in the provision of technical support to eLearning 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 in one of the BCMS languages;
- Excellent interpersonal and communication skills.

7. Evaluation and Selection

The evaluation of the TD 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).