

## Terms of Reference

Technical development and visual design of an e-Learning Course on “Introduction to Youth, Peace and Security Agenda at Local Level, as well as, technical support in delivery of course.

NALAS is seeking a company for the provision of professional services of technical development, visual design and technical support in the delivery of “Introduction to Youth, Peace and Security Agenda at Local Level” intended for local government administration. The e-learning course will be developed within the NALAS e-Academy in the frame of the NALAS project “Youth 4 Inclusion, Equality & Trust”.

### 1. Scope of the Assignment and Deliverables

The content, structure and e-learning tools of this course related to the methodology for conducting of an Introduction to Youth, Peace and Security Agenda at Local Level are developed by subject matter experts. Having developed the structure and content of the e-Learning course, NALAS is seeking a competent Information and communications technology consultancy (ICTC) company with proven experience and expertise in creation and support of e-learning platforms, technical development of e-learning courses, design of interactive multi-media products and online learning tools, to provide:

1. Technical development and visual design of an English language version of the course;
2. Adaptation of the English language version into 3 (three) additional versions of the same course in Macedonian, Albanian and Serbian languages;
3. Aligning of all 4 (four) language versions of the course in the NALAS e-Academy platform
4. Technical support in delivery of the courses on the NALAS’ e-Academy platform

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:
    - The e-Learning course on “Introduction to Youth, Peace and Security Agenda at Local Level” 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/assignments (case studies analysis, essay writing) and forum discussions.
    - All these learning materials shall be appropriately structured, designed and prepared by the ICTC Company. Different formats for delivery of the methods should be defined by using proper types of media and communication tools. More specifically, the list of all materials that need to be developed and designed in accordance with the course’s visual identity is provided within the section 6.2 of this ToR.
- The structure of the course is predefined and in accordance with sequences of the modules provided in the Chapter 6.1. eLearning Course Sequencing.
- The ICTC company shall closely cooperate with the subject matter experts in the development of the e-learning course.

- 2) Upload 4 language versions of the e-learning course on the NALAS' e-Academy platform in the proper modular form
  - The core version of the course will be developed in English language. The content of the course will be translated by NALAS in Macedonian, Albanian and Serbian languages.
  - The English version of the course will be uploaded on the NALAS e-Academy platform.
  - Based on the English language version, the same course's structure and materials will be adapted in Macedonian, Albanian and Serbian language versions of this course and thus uploaded on the NALAS e-Academy platform.
  - The e-Learning courses will be a part of NALAS e-Academy, 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 the e-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).
  - Each manual for participants in 4 different languages should include 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.
  - Preparation of language versions of the manuals for moderators and participants. The English versions of both manuals will be translated by NALAS in 3 national languages (Macedonian, Albanian and Serbian), so the ICTC shall prepare identical language versions of the manuals.
- 4) Provide technical support during the delivery of the course to the Course Coordinators, Course Facilitators and participants.
  - The ICTC company shall provide technical support in the process of the 3 e-Learning Course deliveries.
  - Each of the 3 eLearning Course deliveries will be moderated by a Course Facilitator. 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 Subject Matter Experts;
2. Provide technical solutions - course architecture/design and e-learning tools in Moodle as well as visual and graphical design for the e-Learning course and related materials;
3. Upload of the learning content for the e-Learning course in English language developed by the SMEs on the NALAS e-Academy platform in Moodle;
4. Upload of the learning content for the e-Learning courses in Macedonian, Albanian and Serbian languages on the NALAS e-Academy platform in Moodle;
5. Upgrading of the courses' beta versions based on the conducted testing and provided feedback by the project staff before its general release;
6. Prepare e-Learning course user's (moderator and participant) manuals and
7. Provide technical support in the 4 deliveries of the e-Learning course.

## 2. 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 10 January 2026 until June 2026, in accordance with the following schedule:

Activity	In cooperation with	From	To
Design and aligning of content of the course in English language on the platform	ICTC	10 January	17 January
Testing and validation of the e-learning English course beta version	NALAS, SMEs, ICTC, UNDP	17 January	27- January
Adaptation and aligning lingual courses' content on NALAS e-Academy	ICTC	28 January	15 February
Testing and finalizing the lingual versions of the courses	NALAS, SMEs, ICTC, UNDP,	15 February	28 February
Delivery of the Macedonian, Albanian and Serbian language versions of the course	NALAS, ICTC	March	June

The ICTC will work with the, Subject Matter Experts, NALAS and the team of UNP 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 Course.

The Technical Developer will work closely and shall exchange the assignment's progress with the NALAS project staff, through regular communication via e-mail and meeting at online platforms.

## 3. Offer

The interested ICTC Companies are asked to submit an Offer, by 6 January 16:00 (CET).

The Offer has to be submitted in English language by e-mail, at [info@nalas.eu](mailto:info@nalas.eu) subject: ICTS YPS Course – NALAS + Company's name.

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

The Offer shall contain the following sections:

### 3.1. 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 "4.1. 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!

### 3.2. Technical Developer's Profile

- CV of the Technical Developer, and
- Cover Page that responds to all requirements of the section "4.2. 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 4.2.

Due to the overlapping activities in the delivery of the language 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!

### 3.3. Financial Offer

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

- for development/design of e-Learning course and related materials in English language and alignment at NALAS e-Academy platform in EUR
- for Adaptation of e-Learning course and related materials in Macedonian, Albanian and Serbian languages, 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/adaptation and technical support for delivery of the 3 (Macedonian, Albanian and Serbian) e-Learning courses, expressed in EUR.
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The Financial Offer shall be submitted in the following table:

	Deliverable	Gross unit price in EUR	Number of unit (language courses)	Total amount in EUR
1.	Development/design of e-Learning course and related materials in English language, and alignment at NALAS e-Academy platform		1	
2.	Adaptation of e-Learning course and related materials in Macedonian, Albanian and Serbian languages, and alignment at NALAS e-Academy platform		3	
3.	Technical support for delivery of one cycle of the e-Learning course		3	
Grand Total in EUR				

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

## 4. Required Skills and Experiences

### 4.1. Company's Required Experience

The ICT Company shall provide sound evidence for:

- At least 7 years of experience of the Company in the area of ICT design of e-Learning environment;
- Technical development of at least 6 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 of at least 5 years 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 3 projects in the economies of the Western Balkans.

## 4.2. Technical Developer'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 7 e-Learning courses in Moodle and excellent knowledge and understanding of the available e-Learning tools, such as forums, chats, quizzes, etc.; Experience in the provision of technical support to e-Learning platform users (course moderators and participants), at least 15 courses supported;
- At least 3 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;
- Previous successful experience in development assistance or related work with international organizations, at least 3 projects in the economies of the WB;
- Ability to communicate in English language and excellent interpersonal and communication skills.

## 5. 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.

### 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 favorable 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.

## Ownership

All materials, documents and information prepared, developed or adjusted by the contractor for the purposes of realisation of the assignment under this ToR, remain the property of NALAS. The contractor agrees that no part of the course materials, documents and information may be reproduced or distributed in any form, or by any means, or stored in a database or retrieval system, for any other purposes and objectives than those related to this ToR.

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.

## 6. Detailed Description of the Course's Structure

The course is composed of 4 modules and 8 learning sessions and tools, with one week of learning space per module. The Course will be available in English, Albanian, Macedonian and Serbian language. The target audience includes employees of municipal administration.

The proposed eLearning Course' Sequencing provides a structure and learning tools of the course that need to be developed. The SME will develop and organize the content of the course and learning tools.

### 6.1. Course' Structure and Sequencing

Course: Introduction to Youth, Peace and Security Agenda at Local Level		
Introduction Module		
Content of Introduction Module:	Learning steps:	Course materials
	Body [reading text] with information on: <ul style="list-style-type: none"><li>• Course Objectives</li><li>• Target Group</li><li>• Course Modules</li><li>• Hours of Study</li><li>• Types of evaluation</li></ul>	Introductory Webinar (link to video, attached once it is delivered and recorded)  Course Brochure - pdf file  Course Introduction – printable pdf file

Module 1: – Understanding the YPS & WPS Agendas		
Content of Module 1	Module 1 Introduction	
	Learning steps of Module 1 Introduction:	Course materials

	Intro text - Body (3 minutes) [text for reading] - Summary;	Interesting links  Bibliography
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	<ul style="list-style-type: none"> <li>- Learning objectives of the module;</li> <li>- Overview of the Lessons</li> </ul> <p>➤ Go to Module 1/Lesson 1 [link to M1/L1]</p>	
<b>Lesson 1: FOUNDATIONS OF THE YOUTH, PEACE AND SECURITY (YPS) AND WOMEN, PEACE AND SECURITY (WPS) AGENDAS</b>		
	<b>Learning steps of Lesson 1:</b>	<b>Course materials</b>
	<p>Introduction to the lesson 1. (2 min) [text for reading]</p> <p>Body (50 minutes) [text for reading]:</p> <p>Conclusion (2 min) [text for reading]</p> <p>➤ Go to Quiz M1/L1/Q1 [link to L1/Q1]</p>	<p>Module 1 / Lesson 1 [printable pdf file]</p>
<b>Lesson 2: CONNECTING GLOBAL AGENDAS WITH LOCAL ACTION</b>		
	<b>Learning steps of Lesson 2:</b>	<b>Course materials</b>
	<p>Introduction (2 min) [text for reading]</p> <p>Body (50 minutes) [text for reading]:</p> <p>Conclusion (5 min) [text for reading]</p>	<p>Module 1 / Lesson 2 [printable pdf file]</p> <p>Handout</p> <p>Additional reading material – [pdf publications attached]</p> <p>Forum discussion</p> <p>Quiz</p> <p>Bibliography</p> <p>Video material – animated PPT with voice over</p> <p>Useful links</p>

<b>Module 2: Localising The Youth, Peace And Security Agenda</b>		
Content of Module 2	<b>Module 2 Introduction</b>	
	<b>Learning steps of Module 2 Introduction:</b>	<b>Course materials</b>
	<p>Body - Intro text (3 min) [text for reading]</p> <ul style="list-style-type: none"> <li>- Summary;</li> <li>- Learning objectives of the module;</li> <li>- Overview of the Lessons;</li> </ul> <p>➤ Go to Module 2/Lesson 1 [link to M2/L1]</p>	

Lesson 1: <b>CONCEPTUAL FOUNDATIONS AND RATIONALE FOR LOCALISING YPS</b>	
Learning steps of Lesson 1 (time for reading):	Course materials
Introduction (3 min) [text for reading]	Module 2 / Lesson 1 [printable pdf file]
Body (50 min) [text for reading]	
Conclusion (5 min) [text for reading]	

	➤ Go to Module 2/Lesson 2 [link to M2/L2]	
	<b>Lesson 2: Practical Approaches and Local Implementation Models</b>	
	Learning steps of Lesson 2:	Course materials
	Introduction (3 min) [text for reading]	Module 2 / Lesson 2 [printable pdf file]
	Body (50 min) [text for reading]	Handout
	Conclusion (5 min) [text for reading]	Additional reading material – [pdf publications attached]
	➤ Go to Forum Discussion [link to FD]	Forum discussion
	➤ Go to Module 3/Lesson 1 [link to M3/L1]	Quiz
		Bibliography
		Video material – animated PPT with voice over
		Useful links

Module 3: Tools for Inclusive Governance and Peacebuilding		
Content of Module 3	Module 3 Introduction	
	Learning steps of Module 3 Introduction:	Course materials



<p>Body - Intro text (3 min) [text for reading]</p> <ul style="list-style-type: none"> <li>- Summary;</li> <li>- Learning objectives of the module;</li> <li>- Overview of the Lessons;</li> </ul> <p>➤ Go to Module 3/Lesson 1 [link to M3/L1]</p>	
<b>Lesson 1: PARTICIPATORY TOOLS FOR INCLUSIVE GOVERNANCE</b>	
Learning steps of Lesson 1:	Course materials
Introduction (5 min) [text for reading]	Module 3 / Lesson 1 [printable pdf file]
Body (50 minutes) [text for reading]	
Conclusion (5 min) [text for reading]	

<p>➤ Go to Module 3/Lesson 2 [link to M3/L2]</p>	
<b>Lesson 2: CONFLICT-SENSITIVE POLICY AND DECENTRALISED COOPERATION FOR PEACEBUILDING</b>	
Learning steps of Lesson 2:	Course materials
Body - Introduction (5 min) [text for reading]	<p>Module 3 / Lesson 2 [printable pdf file]</p> <p>Handout</p> <p>Additional reading material – [pdf publications attached]</p> <p>Forum discussion</p> <p>Quiz</p> <p>Bibliography</p> <p>Video material – animated PPT with voice over</p> <p>Useful links</p>
Body (30 minutes) [text for reading]	
Conclusion (5 min) [text for reading]	
<p>➤ Go to Module 4/Lesson 1 [link to M3/L2]</p> <p>(This step is after the Exchange webinar)</p>	
Exchange webinar – online meeting	Instructions for the webinar
<p>The Exchange webinar is an online event where the facilitator organizes a discussion with the participants.</p> <p>➤ Go to Exchange Webinar [link to webinar]</p>	Video of the webinar attached

Module 4: From Training to Action: Institutionalization and Follow-Up		
Content of Module 4	Module 4 Introduction	
	Learning steps of Module 4 Introduction:	Course materials
	Body - Intro text <ul style="list-style-type: none"> <li>- Summary;</li> <li>- Learning objectives of the module;</li> <li>- Lessons;</li> </ul> (3 min) [text for reading] <p>➤ Go to Module 4/Lesson 1 [link to M4/L1]</p>	Exchange webinar video attached  Interesting links  Bibliography
	Lesson 1: INSTITUTIONALISING YPS – FROM PILOT INITIATIVES TO POLICY PRACTICE	
	Learning steps of Lesson 1:	Course materials
	Introduction (5 min) [text for reading]  Body (60 minutes) [text for reading]  Conclusion (5 min) [text for reading]  ➤ Go to Module 4/Lesson 2 [link to M4/L2]	Module 4/ Lesson 1 [printable pdf file]
	Lesson 2: MONITORING, EVALUATION AND COMMUNICATION OF YPS RESULTS	
	Learning steps of Lesson 2:	Course materials
	Introduction (5 min) [text for reading]  Body (60 minutes) [text for reading]	Module 4 / Lesson 2 [printable pdf file]  Handout  Additional reading material – [pdf publications attached]  Forum discussion  Quiz  Bibliography  Video material – animated PPT with voice over  Useful links
	Conclusion (5 min) [text for reading]	

## 6.2. Specification of e-Learning Course Materials produced/provided by Subject Matter Experts

and respective tasks for the ICTC company's Technical Developer (TD)

Materials	Quantity per Course	Description of the Task
<b>Visual/graphic identity of the course</b>		The TD will provide overall visual/graphic identity of the course, including logo, that will be applied within each of the course's materials.
<b>Introductory Webinar</b>	1	<p><b>Webinar for orientation of the course's participants will be organized in the very beginning of the course.</b></p> <p>The TD will publish the webinar recordings (video from online platform) on the platform.</p>
<b>Exchange Webinar</b>	1	<p><b>The Exchange webinar is online event where the facilitator organizes a discussion with the participants. Participants will share good practices, experience, and the event will also serve as opportunity for clarification of the so-far learned material.</b></p> <p>The TD will publish the webinar recordings (video from online platform) as indicated in the Sequencing.</p>
<b>Course Brochure</b>	1 document	<p><b>2-page course description will be prepared by the end of design of the course content.</b></p> <p>The TD will provide visual design of the brochure and publish it on the right sidebar of the Course Introduction page.</p> <p><b>Template to be provided by NALAS</b></p>

<b>Quiz</b>	4 quizzes, with up to 10 questions per quiz	<p><b>Quiz content should be provided by the SMEs, with indicated correct answer(s). Each question should include one or more correct answers.</b></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>
<b>Guided Forum Discussion</b>	4 forum discussion	<p><b>The forum discussion will be used for knowledge exchange in a guided manner, 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.</b></p> <p>The TD will set the Forum Discussion into the platforms, publish the text and programme the scoring system in the Moodle forum format.</p>
<b>Interesting links</b>	1 list	<p><b>The SMEs will provide a list of interesting links to the related websites, webpages or documents available online.</b></p> <p>The TD will publish the list under the heading "Interesting Links" on the sidebar of the Course Introduction page.</p>
<b>Bibliography</b>	4 lists	<p><b>The SMEs will provide a list of bibliography.</b></p> <p>The TD will publish the list under the heading "Bibliography" on the sidebar of the Course Introduction page.</p>

<b>Main text</b>	Up to 10 pages of main lesson text (2 pages per learning session on average, graphs and pictures)	<p><b>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.</b></p> <p>The TD will provide the main text design, using topic related illustrations and hyper-linkages, in line with the instructions obtained from the SMEs and the IDC.</p>
<b>Video material – animated PPT with voice over recording</b>	<p>Up to 4 PPTs per course, 5-7 slides each</p> <p>Voiceover (up to 2 pages per PPT)</p>	<p><b>The SMEs will provide slides in PPT with content and voice over text, not longer than 2 pages. Voice-over text should not contain more than 3-4 sentences per slide.</b></p> <p>The TD will provide visual design of the PPT, animation and will provide voiceover recording in each of the languages of the courses' versions – Macedonian, Albanian, Serbian and English.</p>
<b>Handouts and additional reading materials</b>	Up to 5 handouts of up to 3 pages each.	<p><b>Handouts that support learning process and assignments will be developed by the SMEs in Word or Excel format. Additional reading materials will be also provided by the SMEs in pdf format. The additional materials are already existing and available publications than just need to be uploaded on the platform.</b></p> <p>The TD will provide visual design for each handout, generate it in PDF if needed and upload it, as instructed by the Course Sequence.</p>
<b>User's Manual for facilitator and participants</b>	1	TD will prepare e-Learning course user's (facilitator and participant) manuals. The user manuals will help the facilitators and participants in using of the platform and properly attending the course.

### 6.3. Specification of Materials and Tasks Related to Evaluation of Course Results

Participants' knowledge will be evaluated throughout the course, by making use of tests, quizzes, case-study/hypothetical situations/problem solving analysis through assignments. Active participation of the course's students/participants will be also monitored in the entire duration of the course, but also through the webinars and forum discussions.

Maximum points to be scored for a course: 100