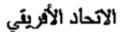**AFRICAN UNION**

الاتحاد الأفريقي

UNION AFRICAINE

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REQUEST FOR EXPRESSIONS OF INTEREST
(CONSULTING FIRM CONSULTANT)

Assignment Title: Service Provider for a design and implementation of Didactical Curriculum for teacher in primary and secondary school in Africa

Procurement Reference: ESTI/PAVEU/001/2023

1. Background

The African Union, established as a unique Pan African continental body, is charged with spearheading Africa's rapid integration and sustainable development by promoting unity, solidarity, cohesion and cooperation among the peoples of Africa and African States as well as developing a new partnership worldwide.

The Pan African University (PAU) is a continental academic and research institution created by the African Union and whose strategic vision is the development of institutions for excellence in key areas of Science, Technology, Innovation, Humanities, Social Sciences and Governance, which would constitute the bedrock of an African pool of world class higher education.

As a central part of its refreshed strategic plan PAU will create a high quality technology enriched learning environment as an integral and indispensable part of its curriculum delivery strategy across all institutes and programs to enable wider access to current and future PAU programs across Africa, and, in time, see PAU become a leader in the application of educational technology across the continent.

The African Union has adopted its Agenda 2063, which is the continents collective vision and roadmap for the next 50 years. One of the aspirations of Agenda 2063 is the need to catalyze an Education and Skills revolution and actively promote science, technology, research and innovation, with the ultimate aim of building knowledge, human resources, capabilities and skills for Africa's future.

As the Open and Distance-learning (ODeL) arm of the the Pan African University (PAU) the Pan African Virtual and E- University (PAVEU) is one of AU's flagship projects that has been proposed for addressing the Agenda 2063 need for accelerating development of human capital, science and technology and innovation through increasing access to tertiary and continuing education in Africa by capitalizing on the digital revolution and global knowledge; reaching large numbers of students and professionals in multiple sites simultaneously - anywhere, anytime; and by consolidating African initiatives and strategies on accelerated development of human capital; science, technology and innovation.

2. Project information

Considering 2024 as the year of Education in Africa, the Pan African Virtual and E-University (PAVEU) wants to contributes to the effort of strengthening capacities of teachers in Primary and Secondary school in Africa with the Curriculum to be implemented and provide at PAVEU as well as adapted and use by Schools and practitioners in Africa. (To be completed in relation with the Year of Education and vision of H.E. Commissioner)

3. OBJECTIVE OF THE CONSULTANCY

PAVEU Project (Client) Structure and Contact Persons for the Provider

The PAVEU project team is based in Cameroon, working remotely with African Union and partner organizations across the globe. The e-learning project management on the client side includes the following responsibilities:

- Organize a kick-off-meeting to launch the development process of the e-learning course.
- Maintain close coordination and support with the provider to ensure effective implementation of the assignment.
- Review draft versions of the deliverables, including providing feedback to the provider within a reasonable timeframe.
- Review and provide notification of acceptance of all final deliverables.

4. Scope of work

Tasks for the Provider, Timeline, and Process

The provider is responsible for developing the e-learning curriculum including the following steps and according to the timeline below:

- Preparing and running a kick-off workshop with the client to launch the development process of the e-learning curriculum
- Assess existing curriculum and materials to train teacher in primary and secondary schools

- Design a curriculum and syllabus for teaching training in primary school
- Design a curriculum and syllabus for teaching training in secondary school
- Develop online courses of the curriculum for teaching training in primary and secondary school
  - Defining and clarifying roles and responsibilities in the ID-SME collaboration as well as establishing an effective strategy, timelines, and workflows for interacting with the SME.
  - Creating a high-level instructional design document (IDD), then revising by integrating feedback from client.
  - Creating a detailed storyboard for the course, then revising by integrating feedback from client.
  - Content curation for each of the thematic modules.
  - Writing all texts and producing other required material.
  - Developing the e-learning course, including interactive and multimedia elements, then integrating feedback from client.
  - Develop a downloadable training handbook containing the core elements of the training.
  - Publishing the course on PAVEU MOODLE platform

- Adjustments to include feedback and lessons learned from pilot.

5. Didactical and Technical Design

5.1 Target Groups / Learners

The target audience are teachers from primary and secondary schools in Africa

5.2 Curriculum Format and Modes of Delivery

The curriculum for the primary school and secondary school should be designed as set of interactive self-paced e-learning courses.

5.3 Language

The curriculum and course content shall be created in (British) English language and French.
Technical requirements needed to facilitate a translation in other African union language at a later point should be enabled.

5.4 Hosting / LMS Platform

The e-learning courses of the curriculum will be hosted on MOODLE as Learning Management System and should be SCORM compatible

5.5 Online / Offline Access to the Course

Because part of the target group does not have permanent reliable internet access, the course shall be developed to allow for offline use as well as online use. A handbook containing the contents of the e-learning shall be developed and downloadable in a pdf-format.

5.6 Updating the curriculum

The provider should develop the digital content so that the content can be updated at a later stage, preferably also with limited technical expertise.

The updates might concern any element of the online course, e.g., text, graphics, illustrations, multimedia, animations, interactive elements, e-learning activities.

The provider shall provide all contents (e.g. PDF files, SCORM files, graphics) in an editable file format to allow easy editing by PAVEU.

6. Period of Contract: From

DURATION OF CONSULTANCY

The Consultancy assignment will be implemented by a key experts or consultancy over a period of approximately one year (1) from the start of the contract. The assignment will be implemented in a phased approach. Following the Inception Phase, subsequent phases will be dependent on the satisfactory completion of tasks and approval of respective outputs by the AUC**.**

The Expected timeline should include the following milestones.

Deadline	Milestons
29 Nov – 22 Dec. 2023	Publication of the Call
22 – 27 Dec. 2023	Selection and Notification
24 – 29 Dec. 2023	Contracting services providers
05 Jan. – 30 Sept. 2024	Design and Development of Curriculum and E-Learning Courses
01 Oct. 2024 – 31 Dec. 2024	Launch and Evaluation of the Curriculum and the Courses

7. Required Qualifications of the Provider

Team constellation:

The bidder is required to provide personnel who are suited to filling the positions described, on the basis of their CVs, the range of tasks involved and the required qualifications. The team should consist of the following experts, their roles, experiences and competencies.

Expert 1:   Project Manager / Team Leader

Tasks of the Project Manager:
- Overall responsibility for the advisory packages of the contractor (quality and deadlines).
- Coordinating and ensuring communication with PAVEU-Team and others involved in the project.

Qualifications of the Project Manager:
- Education/training: University qualification in IT, Business Studies, Media Design, Digital Learning / Training, Communications, or related field;
- Language skills: Good business language skills in English (at least C1 level).
- General professional experience: At least 5 years of experience in E-learning project management including
  - developing project management plans for E-learning content development / course creation,
  - Managing project teams for developing E-learning, including personnel, budget, and time.
- Specific professional experience: Experience with online educational learning management systems, preferred Moodle
- Leadership/management experience: At least 5 years of experience in project management and team leadership

Expert 2: Instructional Designer / Moodle Expert

Tasks of the Instructional Designer
- Provide the specific expertise in e-learning instructional design and creation of engaging online learning experiences, considering the technical possibilities of LMS Moodle Workplace.
- Creation of online course storyboards, learning paths, learning scenarios, animation scripts.
- Close collaboration with the SME to develop course content, activities, and assessments.

Qualifications of Instructional Designer
- Education/training: University qualification in Didactic, Education, Media Design, Digital Learning / Training, Communications, social science or related field;
- Language skills: Excellent communication skills in English, being a great communicator with words, visuals, and media.
- General professional experience: A minimum of 5 years expertise in the field of e- learning instructional design, including in-depth knowledge of adult learning principles and instructional design models.
- Specific professional experience: Experience in instructional design for international audiences of varying ages, experience, language fluency, and cultural background.
- Significant knowledge and experience of working with Moodle LMS and use of Moodle plugins.
- Other: Experience working closely with external Subject Matter Experts to develop content that targets the audience`s learning

needs (learner-centred design).
- Ability to think outside the box / creativity.

Expert 4: Subject Matter Expert for didactical method in primary education

Tasks of the Subject Matter Expert
- Content curation for each of the thematic courses
- Share expertise / knowledge and experience in didactic in line with the rest of the team
- Collaborate closely with the rest of the team to develop learning materials, including providing text elements as a basis for the learning content
- Check the storyboards and provide additional information where needed (e.g., provide feedback on exercises or complete examples and scenarios created by the Instructional Designer).
- Provide feedback and quality assurance of contents

Qualification of the Subject Matter Expert
- Education/training: post-graduate degree in didactic for primary school or other relevant subject
- Language skills: excellent writing skills in English, also for a non-scientific target group.
- General Professional Experience: Professional experience: 10 years' experience in human mobility in the context of climate change
- Specific professional experience:
  - In-depth knowledge, research and publications on the topics of the modules covered
- Development cooperation experience: Experience (work or research) in the context of Africa

Expert 3: Subject Matter Expert for didactical method in secondary education

Tasks of the Subject Matter Expert
- Content curation for each of the thematic courses
- Share expertise / knowledge and experience in didactic for primary and secondary school with the rest of the team
- Collaborate closely with the rest of the team to develop learning materials, including providing text elements as a basis for the learning content
- Check the storyboards and provide additional information where needed (e.g., provide feedback on exercises or complete examples and scenarios created by the Instructional Designer).
- Provide feedback and quality assurance of contents

Qualification of the Subject Matter Expert
- Education/training: post-graduate degree in education other relevant subject
- Language skills: excellent writing skills in English, also for a non-scientific target group.
- General Professional Experience: Professional experience: 10

years' experience in human mobility in the context of climate change
- Specific professional experience:
    - In-depth knowledge, research and publications on the topics of the modules covered
- Development cooperation experience: Experience (work or research) in the context of Africa

Expert 4:   Multimedia Developer / graphic designer

Tasks of the Multimedia Developer
- Production of video, audio, visuals, infographics
- Optimising the look & feel, including Moodle course environment.

Qualifications of Multimedia Developer
- General professional experience:
    - A minimum of 3 years of experience in e-learning design and development.
    - Demonstrated proficiency in multimedia authoring software and creation of interactive content.

- Specific professional experience:
    - Experience with HTML, image, audio, and video editing
    - Knowledge of and experience with e-learning content standards (SCORM, xAPI)
    - Proven experience in graphic editor and content authoring software.
    - Knowledge and experience of working with Moodle LMS.

8. Format of the offer

The offer submitted by the bidder should contain the following sections:

1. Description of methodological and didactic approach. This section of your offer should describe the overall methodological and didactic approach for the course to be developed. Please base your answers in this section on your interpretation of the information contained in section 2.1 (subsections 2.1.1 through 2.1.5) of these ToRs (but do not repeat this information verbatim in your offer).

First, describe in general terms your interpretation of the objectives in the ToRs. Include a critical examination of the tasks and describe how you would go about completing the tasks.

Finally, describe which didactic methods the course should use and explain why these methods fit the target group and help them to achieve the learning objectives. Include 2-3

2. Description of the technical design. This section of your offer should describe the technical design of the course to be developed. Please base your answers in this section on your interpretation of the information contained in section 2.2 (subsections 2.2.1 through 2.2.9) and section 2.3 of these ToRs (but do not repeat this information verbatim in your offer).

First, describe how to fulfil the technical requirements of the product.

3. Description of the development process. This section should describe the development process. Please base your answers in this section on your interpretation of the information contained in section 4 of these ToRs (but do not repeat this information verbatim in your offer).

Describe the process steps that you would take to develop the e-learning

course. Describe how to manage the knowledge and information flows

needed for the project.

Propose a detailed timeline for the project (using the timeline shown in these ToRs

as a basis). Describe your concept for staff planning for the project.

Describe your concept for project backstopping.

4. Description of the development team and profiles. This section contains a description of the development team and their profiles. Please base your answers in this section on your interpretation of the information contained in section 5 of these ToRs (but do not repeat this information verbatim in your offer).

Describe the composition of the team specified in the proposed schedule and staffing plan. The personal concept should show the number of expert days for each member of the team.

Include a CV for each team member. CVs must be limited to four pages each. The CVs must show the position and function of the person proposed in the relevant projects mentioned and how long he/she has worked there. The CVs may be written in English or French.

9. EVALUATION AND QUALIFCATION CRITERIA

Education/Training …………………………………… 40% Points
General professional Experience ………………. 10% Points
Specific Professional Experience relevant to the assignment 20% Points
research and publications on the topics of the modules covered 10% Points
Development cooperation & research experience in Africa 10%Points
Language and reporting skill 10% Points

10. REQUIRED DOCUMENTS
   a. The complete technical proposal /
   b. The CVs of the personnel team proposed based on the expert position
   c. The financial proposal bid

11. Payment Schedule

No	Activities and deliverables	Remuneration percentage
1	Inception Report	20%
2	Design and Development of Curriculum and E-Learning Courses	40%
3	Launch and Evaluation of the Curriculum and the Courses	40%

12 Budget

The budget for this assignment is **USD 40,000.00** under selection fixed budget

The consultant will be selected in accordance with Firm fixed budget selection method set out in the AU procurement manual V.2.0

Further information can obtain at the address below during office hours 8:00 – 13 hrs and 14:00 to 17:00 hours, Yaoundé Time

Interested consultants must respond to the call by sending their comprehensive technical and CVs in a written form following the above criteria to the emails below before 15:00 hours Yaoundé Time on Dec 22, 2023.

Please send your applications files to Harlson Show ChoH@africa-union.org / Ogandaga Gilles OgandagaG@africa-union.org

PAN AFRICAN UNIVERSITY /
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Depending of applications, the PAU Rectorate reserves the right to follow up or not the recruitment process.