UNICEF MENA Regional Office has released in October 2017 the joint regional Life Skills and Citizenship Education (LSCE)\(^1\) initiative that provides a required roadmap that is relevant to the context in the MENA region. The LSCE framework is built on a systems approach towards improved skills for learning, employability, personal empowerment and active citizenship. The effort aims at contributing to three strategic goals:

- Creating a **knowledge/learning society** through improved education outcomes
- Strengthening **economic development** through improved employment/entrepreneurship
- Enhancing **social cohesion** through improved civic engagement

To achieve these goals a Conceptual and Programmatic Framework (CPF) has been developed, which identifies a set of 12 core life skills for MENA using the four-dimensional learning model: ‘Learning to Know’ (Cognitive Dimension), ‘Learning to Do’ (Instrumental Dimension), ‘Learning to Be’ (Individual Dimension), and ‘Learning to Live Together’ (Social Dimension). It hence goes way beyond education and cognitive learning in the traditional way, but more towards learning in a holistic manner towards a child’s emotional, cognitive, social and economic empowerment. Egypt has identified two more skills: Productivity and Accountability (Fig. 1), which increases the total number of skills to 14. The Egyptian Ministry of Education has already endorsed the LSCE framework as a corner stone in its curriculum reform that started in 2017. The LSCE framework core skills have been integrated into the learning outcomes for KG1, 2 and Primary 1 in the national education system and will also be included in the older grades in the coming years.

Following this development, **UNICEF Egypt has developed the Extra-Curricular Toolkit** that promotes the above mentioned fourteen core-skills, building on the LSCE and targeting students from grade 4 to 9. This toolkit was developed in collaboration with Aflatoun International and its current paper-based form is facilitator/teachers-focused.

Another project that integrates the LSCE framework into its skills development manual/modules is the **Meshwary (My Journey) project**. Meshwary is a national skills development and career guidance programme that has been implemented since 2008 by the Ministry of Youth and Sports (MoYS) with the support of UNICEF, under the Education section- Adolescent Development and Participation (ADAP) Programmes. The programme

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targets young people (10-24 years), particularly those from disadvantaged background, and provides them with life skills, employability, entrepreneurship, financial literacy and digital skills as well as career counselling. Since 2008 Meshwary has provided more than 160,000 young people (close to 50% of which are women) with skills development, career guidance training programmes, and internship and/or work placement opportunities. Meshwary is currently implemented in 12 governorates within youth centers representing upper, lower, and urban governorates. The project is being progressively scaled up nationwide under the leadership of MoYS. Since the Meshwary modules are based on the LSCE Framework, that is mainstreamed in the education sector and encompasses the 14 core life skills, it enables an ‘incremental ’development of the necessary skills for adolescents and youth.

**OBJECTIVE**

The overall objective of the assignment is to transform the skills development manuals for 1- extracurricular activities, and 2- Meshwary Project into an e-based/digitized interactive format that enables self-learning. They should encompass readings with tests and user tracking, multimedia content (pictures, animations, videos) and should be based on edutainment, gamification and interactive learning, while capitalizing on the use of new technology including artificial intelligence (AI) techniques is encouraged.

For digitization of both the life skills based extracurricular activities and Meshwary skills development manuals, the contracted firm must consider a format that can be enabled – at a later stage – through offline (flash memory, DVDs, etc.) and online (Wed-Based Training (WBT), Egyptian Knowledge Bank portal, etc.) modalities. Thus, the digitized material should be designed in a way that enables it to be housed on one of the Learning Management System (LMS), which is a learning platform/Course Management System (CMS).

In addition to the above-mentioned requirements, for the materials of the extracurricular activities, the digitalized materials have to be synchronized with the classroom learning to ensure a unique blended learning experience. The learning time for the learner varies from one grade to another based on the learning objectives (Los) for each grade. This will take place through developing an e-learning tool to be used for all the above-mentioned services. This course is meant for students: children aged 9 to 12 years old, covering grades 4 to 6 and children aged 13 to 15 years old, covering grades 7 to 9.; designed to be carried out through a series of modules delivered in a self-paced format.

Furthermore, and in addition to the above-mentioned requirements, the for the Meshwary skills development materials, the aim is to provide adolescents and youth with skills and opportunities to be engaged in a self-learning environment that fosters employability, and develops 21st century essential skills. The Meshwary’s skills development digitized skills development manuals will provide a wholistic e-based/digitized learning and skills development modality with multiple interactive, gamified, user friendly techniques that will assist youths and adolescents into acquiring new skills and strengthening their capabilities through self-learning in pursuit of their socio-economic empowerment. It is typically comprised of readings, assessments, quizzes and multimedia content that would be typically synchronized with face-to-face training sessions taking place in youth centers as part of the Meshwary activities.

**SPECIAL REQUIREMENTS FOR THE DESIGN OF THE ONLINE PLATFORMS**

Common requirements across the two e-based/digital packages content:

1. The Instructional Designer should closely coordinate with the Subject Matter Expert with regards to the visualization and gamification of the content to get an understanding of the content material and organizational context;
2. The project will involve creation of defined storylines or scenarios and will need to be interspersed with quizzes, information nuggets, and case studies to enhance the learning experience as well as improve the interaction with users (i.e. children, adolescents, youth).
3. The activities should demonstrate the linkage between the different skills of the LSCE wheel;
4. There should be a logical and smooth transition from one activity to another with clear linkage to the skills tackled by each activity;
5. The digitized packages should use a programming language that enables different delivery modalities (offline and online).
6. Creativity and innovation are key in the development of entire assignment.
7. UNICEF would prefer using open source technologies.
8. The designer should define the extent of the content that should be covered by different courses and create the courses structure in which all the content is divided into modules, with relevant and specific learning objectives for each module.
9. The designer should define activities for each module which best support the learning goals. The instructional designer should consider the best format or method to present the content in each module and for every activity to ensure the maximum rate of engagement, this can be done using some of the following:
   • Various exercises which engage the participant and reinforce the learning.
   • Practical assignments that the participant must complete during the course.
   • Pre-assessments and post-assessments.
10. The courses should be also available offline without any deficiency in any feature or component and certificates should be printable and can be saved in PDF or JPEG format to be uploaded to the LMS. And allow to print completion certificate several times and save the certificate in PDF or JPEG format.
11. The Courses design should follow UNICEF Accessibility Standards based on WCAG 2.0 AA – See Annex 1.
12. The courses design should be supported by all browsers for a least their 2 most recent versions.

**Special Requirements for the Extra-Curricular Toolkit content:**
1. Packaged content should be aligned with the overall design of the new national curriculum that uses project-based learning and play based approaches;
2. There should be a clear progression of the skills level of complexity from one school year to another;
3. The digital content to be developed based on the digital framework of the life skills based extracurricular activities
4. The Extra-Curricular Toolkit covers six grades from grade 4 to 9, with each grade containing 14 sessions reflecting seven themes. The themes are health and personal hygiene, girls’ empowerment, civic education, career orientation, ending violence, conflict resolution, and diversity. Each theme is covered by two sessions under each grade.

**Special Requirements and specification for Meshwary’s Skills Development content:**
1. Content should be aligned with the design of the newly revamped skills development modules of Meshwary
2. Content should speak to each target group; this TOR addresses the older age brackets (18-24 y/o). Pending the satisfactory performance and availability of funds, a potential extension of the contract can be considered to develop the online material for the younger age brackets (young adolescents and adolescents 10-14 & 15-18 y/o).
3. The expected product should consider the development of three age categories for each of the following manuals:
   a. Life and employability skills manual: The structure of this manual follows a journey approach that follows the needs of young people in alignment with the LSCE framework. The journey takes 4 stages which are addressed in four modules/units in the soft skills manual: Stage I: Intrapersonal skills ‘Learning to Be’ (Individual Dimension), Stage II: Interpersonal skills ‘Learning to Live Together’ (Social Dimension), Stage III: Creativity and innovation skills ‘Learning to Know’ (Cognitive Dimension), Stage IV: Employability and work readiness skills
‘Learning to Do’ (Instrumental Dimension). Each stage encompasses cores skills and sub-skills that go in alignment with the LSCE framework

b. The saving and entrepreneurship manual: including parts that focus on saving and money management, and another that focuses on entrepreneurship and business plans.

| ACTIVITIES, DELIVERABLES AND TIMELINES, PLUS BUDGET PER DELIVERABLE |

The Consulting firm should perform the following tasks for the development of the digitized material for both: 1- Skills based extracurricular toolkit, and 2- Meshwary skills development manuals:

N.B The existing manuals of both skills based extracurricular toolkit and Meshwary skills development manuals target instructors (teachers/trainers), meaning that they are teachers/trainers manuals not child, adolescent, youth-focused manuals. The planned digitized manuals – under this TOR – should consider transforming them to be suitable for the target group (children, adolescents and youth) as per the definition of the different academic grades and age brackets provided earlier in this TOR. Further, two teams should be assigned for each program to ensure meeting due dates. This will require submission of two action plans and timeframes. Yet, the two team should closely work together to ensure cross-referencing to the other package when applicable and beneficial. Overall layout across the two programs should be aligned to create a rather joint digital identity.

Content Development of the required packages:

- Attend the briefing by UNICEF team, and other Regular communication with the team;
- The programme will involve a combination of modules and components focusing on life skills based extracurricular activities and Meshwary skills development manuals;
- Development of the required package should consider the transformation of the current manuals (teachers/trainers manuals) to address the target groups (children, adolescents and youth) based on the defined academic grades/age brackets;
- The learning approach will need to be "levelled" to address the needs of diverse groups with different learning needs;
- The programme design will need to take into account the most appropriate and cost-effective methodologies to reach everyone needing to learn the content quickly. The target group for learning is spread across many different governorates, some with poor Internet connectivity;
- Work with the Subject Matter Expert and UNICEF team to understand the developed content and to instructionally design the content into storyboards to meet the agreed learning objectives;
- In consultation with the Subject Matter Expert, the consultant should present four (4) distinct sample user interface designs for the module(s), each to include an example of a welcome/ main menu screen, user guide, and a page of sample content. These designs should include colour palettes, header and footer sections, navigational, menu buttons and progress bar, and follow the UNICEF branding guidelines. UNICEF team will work with the contracted consultancy firm to refine the designs and select a final interface;
- Use of media and design to engage learners, promote interest, and support knowledge acquisition. Audio and video to be developed by the consulting firm;
- The Subject Matter expert, the UNICEF team and the contracted consultancy firm will validate the selected design. This will ensure that the final product will have:
  - An overall design plan and architecture.
  - A common and apparent navigation strategy.
  - Interactive exercises.
  - Required visuals (i.e. flow charts/ sketches/interactive image/videos/audio/graphs)
- Any identified deficiencies in the selected design identified during the validation process will be corrected by the consultant and approved and accepted by the UNICEF team;
- The final formatting of the units and activities would be the responsibility of the consultant;
- Training should also direct the learners to the Links for additional reading resources;
- The consultant should be aware of the culture contexts of the learners;
• Images and references should be culturally appropriate;
• Embedded quizzes to be developed;
• The certificate(s) of completion will be prepared;
• The ability to link to internal and external resources (e.g., websites, embedded PDF documents, videos);
• The use of media and design (e.g. texts, graphics, audio, video case studies, quizzes, animation) to engage learners, promote interest, and support knowledge acquisition. Audio and video to be developed by the consulting firm;
• Pre and Post Skills Assessment Tests, score monitoring, certificate generation;
• Options for formatting and design (use of colour, graphics, white space etc.) that optimizes content and visual appeal;
• Notes and Highlights: Mark one or more parts of the developed content that contain the most important information;
• Appropriate use of UNICEF branding within course screens;
• Modifications to modules based on formative and summative evaluations/user testing (including changes post production);
• Rich media support: ability to incorporate virtually any type of rich media web content;
• Self-contained with links to reference materials;
• Conduct a soft launch to test the tool and amend it according to UNICEF team’s feedback;
• Support the tool during the soft-launch period - which starts after the successful deployment of the tool until the acceptance of the solution and launch phase;
• Provide any needed fixes, fine-tunings and configurations based on the pilot testing. This includes testing the tool through the UNICEF user(s), amending the required changes, in addition to launching the tool in one governorate as part of the testing phase;
• Provide necessary training for 25 personnel on the tool’s usage, management and administration, including staff from UNICEF and partner stakeholders;
• Provide support after the final launch and acceptance of the e-learning tool for one year.
• Packages should be digitized in Arabic
## Tasks

<table>
<thead>
<tr>
<th>Life Skills Based Extra Curricular Toolkit</th>
<th>Meshwary’s Skills Development</th>
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</thead>
<tbody>
<tr>
<td>1. Completion and Review of Storyboards (if required). Deliver if itemized list of revisions</td>
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<tr>
<td>2. Instructional Design and Delivery of Storyboards</td>
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<tr>
<td>3. Functional Prototype Delivery</td>
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<tr>
<td>4. Delivery of Completed Modules</td>
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<td>5. Sign-Off and Delivery of Training Materials</td>
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<td>6. Setup of courses in LMS</td>
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<td>7. Testing phase and developing the operational manual</td>
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<td>8. Training of partner institution for course management, administration and implementation</td>
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<td>9. Delivery date (soft launch)</td>
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<tr>
<td>10. Final Presentation to MoETE</td>
<td>10. Final Presentation to MOYS</td>
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**Important to note on the timeframe:**

1. All bidding institutions are requested to submit the technical proposal, financial proposal (with itemized cost) and timeline for the assignments under this TOR in two parts: 1- Skills based extracurricular activities and, 2- Meshwary skills development packages.

2. The bidding institutions should consider the two components under this TOR (skills based extracurricular activities and Meshwary skills development manuals) as two assignments, meaning that the timeframe of one assignment does not affect the other. This can require the bidding institutions to assign two teams; one for each assignment.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Deliverables</th>
<th>Timeframe</th>
<th>% of payment</th>
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</thead>
</table>
| 1  | Desk review of the content and needs analysis, including interviews with partners if needed | • Inception report with outcomes of the content and needs analysis, and work plan for the overall assignment.  
• An instructional strategy that helps a learner practice what they have learned through interactivity along with Storyboards for the course delivery process. | After 15 days of the starting date | 20% of the contractual amount |
| 2  | Design a blueprint and develop the digital courses | • A blueprint of the courses structure with modules, activities and learning objectives developed.  
• A list of specific learning materials that will need to be collected or developed for each activity prepared.  
• Development of videos and other learning materials for the course. | After 90 days of successful completion of activity no. 1 | 40% of the contractual amount |
- Production of training tools and phased delivery of training based on prioritized needs
- The first version of both complete courses ready for feedback from partners and UNICEF.

| 3 | Pilot the final version of the digital courses | • Final version of the courses.
• Pilot testing report submitted.
• Provide training to UNICEF and national partners staff on how to use the digitized materials.
• The e-learning course training aiding material (i.e. videos, games) in Arabic and English. In addition, the final user guide for the tool (soft and hard copy) in both Arabic and English | After 30 days of successful completion of activity no. 2 | 30% of the contractual amount |
| 4 | Integration with LMS platforms and finalizing the project | • Integration with LMS platforms.
• Project completion report including upcoming challenges if any submitted. | After 15 days of successful completion of activity no. 3 | 10% of the contractual amount |
| **Total** | 150 days/5 Months |

**CONDITIONS OF WORK**

- liquidated damages will be applied in case of any delays
- Performance bond which is a Bank letter of guarantee, unconditional and irrevocable one and valid for two months after the duration of the project.
- The amount of the LG should be 10% of the total value of the financial offer. The selected vendor will be required to submit this LG prior to signing the contract.

**QUALIFICATIONS, SPECIALIZED EXPERIENCE AND ADDITIONAL COMPETENCIES**

Required Experience: 10 years

Experience Description:
1- The consultant firm’s team must be comprised of qualified experts, with a demonstrated track record in developing high quality online learning;
2- It is expected that the team have experience developing online learning in low-bandwidth environments and have knowledge of delivering online learning in developing countries, particularly Egypt;
3- The firm should have a strong project management ability and excellent communication skills;
4- References and examples of past work are required and should be included in the proposal.
5- Strong familiarity with the Egyptian educational system and the ongoing reform process.
6- Analytical and conceptual skills;
7- Ability to work against deadlines.

Language Skills:

Fluency in English and Arabic Languages is Mandatory.
## CRITERIA FOR EVALUATION

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>POINTS TO CONSIDER</th>
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<tbody>
<tr>
<td><strong>Technical Offer</strong></td>
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</table>
| **For Consulting firm** | - Educational Background of the team assigned for this consultancy and their CVs/Portfolios  
- Qualifications and skills  
- Range and depth of relevant experience especially with similar projects  
- Competitive advantage over other candidates  
- Previous UNICEF/UN contracts and duration  
- Language: Fluency in English and Arabic  
- Presentation of the firm’s previous work relevant to the assignment. |
| Score: 20 | |
| **Overall Response** | - Completeness of response  
- Overall concord between TORneeds and proposal |
| Score: 20 | |
| **Proposed Methodology and Approach** | - Technologies used - compatibility with UNICEF  
- Project management, monitoring and quality assurance process  
- Innovation approach  
- Instructional strategies |
| Score: 30 | |
| **TOTAL SCORE (Technical)** | 70 |
| **Financial Offer** | 30 |
| | - Fee for services to be provided – based on the deliverables in the Terms of Reference  
- Detailed breakdown of working days and how this corresponds to deliverables |
| **Technical and Financial proposal should be submitted in separate sealed envelopes** | |