

TERMS OF REFERENCE (ToR)
Short-term National Institutional Service Contract

UNICEF IN TÜRKİYE

**DIGITAL ECOSYSTEM FOR TEACHER TRAINING PROJECT:
Educational Technology Consultancy**

Ref: EDU/TURA/2024-EE

Program/Activity Work Plan Code and Title: *Ministry of National Education & UNICEF Education Program 2023-2024 Rolling Work Plan (RWP) (Output 1.3. Education System Strengthening, Activity 9. Digital Ecosystem for Teacher Training).*

I. BACKGROUND

The European Commission's Digital Education Action Plan 2021-2027¹ states that when educators use digital technology skilfully, equitably, and effectively, it has the potential to transform teaching and learning practices in addition to reducing learning inequalities and ensuring high-quality and inclusive education and training for all learners. The effective use of digital tools can constitute an effective way to support more personalized, flexible, and learner-centred education across various education and training levels. Digital technologies should not be regarded as replacements for teachers but as enhancements to their roles, empowering them to be agents of change. Teachers play a critical role in the successful implementation of digital education, while ineffective use of digital technology can create barriers to student learning. Therefore, the necessity for professional training in digital education for teachers, along with ongoing, needs-based professional development, is recognized².

Enhancing teacher capacity and reinforcing the digital education ecosystem is essential for fostering effective teaching, better student learning outcomes, and the overall effectiveness of schools. This collective effort strengthens a nation's capacity to ensure quality education for all students. The establishment of a robust digital education ecosystem, characterized by teachers skilled in utilizing digital technologies, necessitates targeted training focused on improving teaching effectiveness and addressing the diverse needs of all learners. Additionally, digital education is regarded in many countries as an instrumental means to advance equity and equality within the educational landscape. For strategic long-term planning, the integration of digital technologies into education systems is deemed vital for maintaining competitiveness in a globalized economy. The education sector must recognize that digital transformation should be tailored to societal needs, starting with enhancing teachers' expertise in digital education.

¹ European Commission (2020). *Digital Education Action Plan 2021-2027. Resetting education and training for the digital age*. Online: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0624&from=EN>

² European Commission (2021). *Shaping Europe's digital future. Policy: Digital Skills and Jobs*. Online: <https://ec.europa.eu/digital-single-market/en/policies/digital-skills>

In line with its 12th National Development Plan³, the Government of Türkiye (GoT) has prioritized a digital transformation in the education sector and improvement of the teaching force with digital skills to strengthen access to and quality of education. Like many countries in the world, Türkiye has been working to improve its digital teaching and learning platforms (Education Information Network, EBA, and Teacher Information Network, ÖBA) to harness education technology’s potential to support teaching and learning. Aligned with the overall vision of the 2030 Agenda for Sustainable Development, UNICEF acknowledges the significance of teacher professional development and the essential role that educators play in developing quality inclusive ecosystems for digital and blended learning; thus, UNICEF prioritizes the use of education technology for effective teaching and learning, transforming education delivery and fostering digital and broader competencies and skills, placing learning, particularly for the most vulnerable children, at the center⁴.

In order to address the aforementioned needs and contribute to the efforts of GoT, UNICEF, in collaboration with the Ministry of National Education (MoNE), has been implementing the ‘Digital Ecosystem for Teacher Training Project’ that aims to improve the quality of the existing digital education and training system as well as build the capacity of teachers to meet the requirements of the labour market and better serve all children, especially the most vulnerable. To provide a flexible, accessible, and scalable solution to the ongoing need for teachers to stay current with technological advancements and integrate digital tools effectively into their teaching practices, online professional development has emerged as a crucial modality. This project involves the development and digitalization of teacher training modules and sample digital learning content and instructional tools as well as a teacher learning monitoring system.

II. PURPOSE

In collaboration with MoNE, UNICEF, and other partners, the selected institutional service provider is expected to plan, implement, monitor, and complete tasks and deliverables pertaining to the development and digitalization of the training content (via preparation of e-learning materials using a variety of digital tools, including training related audio and video editing and production), digitalization of sample digital learning content and instructional tools, and transformation of teacher learning monitoring system into a digital format as part of the Digital Ecosystem for Teacher Training project.

III. SCOPE OF WORK and TENTATIVE WORK CALENDAR

The selected institutional service provider is expected to complete the following tasks and submit the relevant deliverables in line with the agreed-upon work calendar (see Table 1):

1. Digitalization of the teacher training modules⁵:

³ Presidency of the Republic of Türkiye (2023). *Twelfth National Development Plan, 2024-2028*. Online: https://www.sbb.gov.tr/wp-content/uploads/2023/12/On-ikinci-Kalkinma-Plani_2024-2028_11122023.pdf

⁴ UNICEF Regional Office for Europe and Central Asia (2023). *UNICEF Regional Digital Learning and Transformation of Education Strategy for Europe and Central Asia*. Online: <https://www.unicef.org/eca/reports/digital-learning-and-transformation-education-strategy>

⁵ A rapid e-learning production approach is preferred with standard e-learning authoring tools such as Articulate 360, Vyond, or similar.

- Review the storyboards, identify the rapid authoring tools that can be used for modules, and identify the module tracking details and success criteria for each module, ensuring their alignment with Sharable Content Object Reference Model (SCORM) specifications and standards for interoperability and compatibility with MoNE's learning management system
- Collaborate with UNICEF and stakeholders to revise or re-design storyboards for engaging learning experiences and material to boost performance in target areas.
- Create a development strategy guide for what tools (Articulate 360, Vyond, etc.), style, and branding to employ to maintain consistency across all modules in collaboration with UNICEF's other service providers (Graphics, digital products, and web design, training, and content development)
- Create e-learning screen templates (e.g. module objectives slide designs, section objectives slide designs, assessment slide designs), and apply overall module design styles (e.g. the structural layout and organization of each template section, including the placement of text, media, interactive elements, and navigation controls for optimal user experience) in collaboration with UNICEF's other service provider (Graphics, digital products, and web design, training and content development)
- Build a prototype that includes design mock-ups (visual mock-ups for the main screens and any unique or complex interactions; sample screens of the animations), sample interactions (prototypes of critical interactive elements to showcase functionality) using rapid authoring tools
- Create or acquire multimedia assets (images, graphics, animations, videos, audio files, interactive components) for e-learning modules and assessments, ensuring copyright and licensing compliance.
 - Develop animations using rapid animated video creation tools like Vyond.
 - Source images, graphics, and videos from platforms with educational-use licenses, without licensing restrictions.
 - Record and professionally edit audio files with voice artists, using background music from educational-use platforms.
 - Provide voiceover text as closed captions, transcripts, or on-screen text.
- Develop SCORM 1.2-compliant interactive e-learning modules using HTML5 ensuring compatibility with various devices and browsers
- Design and implement navigation controls, interactive features, assessments, quizzes, simulations, and activities within the eLearning modules

- Customize SCORM packages, when needed, to create custom interactions or assessments, track a wider range of learner data, and enhance content management and organization within the LMS
 - Optimize e-learning modules for adaptive streaming to accommodate varied bandwidth conditions
 - Ensure modules to meet or exceed Web Content Accessibility Guidelines (WCAG) 2.1 Level AA standards, incorporating text alternatives, video captions, and keyboard navigation
 - Deploy the SCORM-compliant e-learning modules and the assessment mechanisms to the LMS
 - Conduct thorough testing of the SCORM-compliant e-learning modules and the teacher learning monitoring system to ensure functionality, usability, accessibility, and compatibility, debugging any issues or errors encountered
 - Document the development process, technical specifications, SCORM compliance details, and testing results for each e-learning module, providing comprehensive documentation for reference and troubleshooting
 - Revise the storyboards if and when change is necessary to complete the e-learning production process in liaison with UNICEF's training and content development consultancy
2. Digitalization of sample student learning content and instructional tools using Web 2.0 tools
 - Review the draft versions of the sample digital student learning content and instructional tools developed by the training and content development consultancy
 - Build sample digital student learning content and instructional tools with web 2.0 tools
 - Integrate sample digital student learning content and instructional tools into digital teacher training modules and the LMS
 3. Develop mechanisms for capturing and integrating stakeholder feedback into the e-learning production process (build out prototypes on one topic and receive feedback, make changes, apply changes to other topics in the modules, Q&A throughout), emphasizing ease of use and constructive feedback collection
 4. Design and develop online tutorials and trainings for the functions of the learning management system including the teacher training modules and teacher learning monitoring system

5. Coordinate with the UNICEF staff members and MoNE technical team to ensure smooth and timely implementation of assigned tasks
6. Liaise with the facilitators of the online teacher trainings, monitor the quality of online trainings in relation to the technological aspects
7. Engage with other UNICEF service providers (training and content development; graphics, digital products, and web design; research) for coordination and completion of the project activities on time.
8. Participate in ad hoc project coordination meetings, workshops, and field visits as requested by the UNICEF program manager.

The selected team of educational technology will work under one institutional consultancy contract. The work period commences on September 2, 2024, and continues until the successful completion of the project activities and outputs outlined in this ToR (*no later than January 31, 2026*). The service provider will be paid upon the successful completion of the tasks (*to be confirmed by UNICEF*) and submission of the deliverables outlined below. The structure of this consultancy service is subject to change depending on the availability of expertise, length of service needed from different professionals, need for part-time team members, project assistants and practicing teachers, curriculum/material developers whose expertise is not needed full time, etc.

All deliverables will be based on the tasks and responsibilities outlined above. However, the submission/due dates and details of the deliverables are subject to change. Under the guidance and supervision of the UNICEF program manager, the institutional service provider is expected to complete the following tasks and provide satisfactory deliverables that include the following:

TABLE 1. TENTATIVE WORK CALENDAR

WP #	TASKS	DELIVERABLES	DATE WORKLOAD
1	Digitalization of Training Modules⁶	Digital Training Modules, endorsed by the project beneficiary	600 person/days
1a	Review storyboards, map rapid authoring tools, and produce a development strategy guide	- Tool Selection Report - Development Strategy Guide	13 Sep 2024 10 person/days
1b	Produce e-learning screen templates	- E-learning Screen Templates	13 Sep 2024 10 person/days
1c	Produce prototypes of each module	- 10 Prototype Modules	20 Sep 2024 20 person/days
1d	Digitalize training content using SCORM 1.2 (an estimated 10 Modules)	- Digital Training Modules V1	13 Dec 2024 400 person/day
1e	Test for cross-device compatibility, SCORM compliance	- Testing Report	13 Dec 2024 20 person/days
1f	Participate in Digital Training Modules Finalization Workshop	- Workshop Report	20 Dec 2024 20 person/days
1g	Revise digital training modules	- Digital Training Modules V2	3 Jan 2025 20 person/days
1h	Test modules on LMS with data tracking customizations and finalize	- Digital Training Modules V3 - Tracking data report	10 Jan 2025 10 person/days
1i	Monitor digital training module usage during the training period	- Monitoring Report	Feb-Jun 2025 40 person/days
1j	Revise digital training modules, based on piloting results	- Digital Training Modules V4	25 Jul 2025 40 person/days
1k	Document the development process, technical specifications, SCORM compliance, and testing results	- Documentation Report, including development process for all deliverables	15 Sep 2025 10 person/days
2	Digitalization of sample learning content and instructional tools⁷	Digital Learning Content and Instructional Tools, endorsed by the project beneficiary	60 person/day
2a	Digitalize sample learning content and instructional tools, using Web 2.0 tools	- Digital Learning Content and Instructional Tools	13 Dec 2024 60 person/days
3	Digitalization of diagnostic and summative assessment content	Digital Assessment Tools, endorsed by the project beneficiary	100 person/day

⁶ The total learner time of 10 modules is an estimated 120-hour. The length of the training modules is subject to change. Modules will include self-paced multiple short lessons (10-30 mins) that were developed using a mix of digital pedagogical approaches/methods, tools, and learning activities. All lessons include a variety of assessment tools and activities that will enable the evaluation of trainees' performance. The selected consultant for this ToR is expected to use multiple digital tools to enrich the content and assessment.

⁷ Total number sample learning content and instructional tools are tentatively identified as 240 and are subject to change. All digital content tools will be proposed by another consultant and the selected consultant for this ToR will digitalize these content and tools. To improve the quality of the sample digital learning content and tools, they will also be reviewed during the training module review workshops.

3a	Digitalize individual test items, SCORM 1.2 (an estimated 200 test items) ⁸	- Digital Learning Content and Instructional Tools	13 Dec 2024 100 person/days
4	Digitalization of tutorials and provision of handover training	Digital Tutorials, endorsed by the project beneficiary	20 person/day
4a	Digitalize tutorials for training content, use of instructional tools, assessments, and use of training platform	- Digital tutorials for end-users	10 Jan 2025 10 person/days
4b	Provide handover training on the digital products developed for the project beneficiary	- Provision of 1-day training	10 Jan 2025 10 person/days
5	Liaison with UNICEF and other consultants	Meeting Minutes	20 person/day
5a	Meetings in 2024	- Meeting Minutes	31 Jan 2025 10 person/days
5b	Meetings in 2025	- Meeting Minutes	15 Dec 2025 10 person/days
TOTAL WORKLOAD			800 person/days

List of Required Team Members of the Service Provider ⁹

Team Member (TM) 1:	Consultancy Team Leader
Team Member (TM) 2:	Authoring Tool Expert 1
Team Member (TM) 3:	Authoring Tool Expert 2
Team Member (TM) 4:	e-Learning Designer 1
Team Member (TM) 5:	e-Learning Designer 2
Team Member (TM) 6:	e-Learning Designer 3
Team Member (TM) 7:	Learning Management System Specialist 1
Team Member (TM) 8:	Learning Management System Specialist 2
Team Member (TM) 9:	Multimedia Designer - Animation
Team Member (TM) 10:	Multimedia Designer - Graphics/Illustration
Team Member (TM) 11:	Multimedia Designer - Audio and Video Editing
Team Member (TM) 12:	Education Technology Expert

⁸ Estimated 200 test items is an approximate number and is subject to change. The test items might include multiple choice, true/false, matching, video case scenarios, classification, order, pair, drag/drop, etc.

⁹ The structure of this consultancy service is subject to change depending on the availability of expertise, length of service needed from different professionals, need for part-time graphic designers, illustrators, editors, voice experts, instructional designers whose expertise is not needed full-time, etc.

IV. LOCATION

The tasks described in this ToR are expected to be completed in Ankara, Türkiye. However, the members of the selected institutional service provider might be asked to participate in an estimated five project events (workshops, trainings, etc) in different provinces of Türkiye where the project events are organized (location to be confirmed during the implementation stage).

V. SUPERVISOR

The selected institutional service provider will report directly to the Education Specialist / Program Manager, Education System Strengthening, UNICEF in Türkiye.

VI. PAYMENT SCHEDULE and RESERVATIONS

Payment Schedule:

UNICEF will issue a contract in Turkish Lira (TL). The payments will be made according to the payment schedule that is noted in the financial proposal template upon the approval of requested outputs by UNICEF as specified in the contract (*please see financial proposal template*). All relevant intellectual property rights in the developed materials/products/documents and associated tools will, upon their development, vest in UNICEF in Türkiye and will be transferred to MoNE at the conclusion of the project.

Reservations:

- a. UNICEF reserves the right to terminate the contract without prior notice and/or withhold all or a portion of payment if performance is unsatisfactory, if the rules and the regulations regarding confidentiality, ethics, and procedures of UNICEF and the relevant partners are not followed if work/outputs are incomplete, not delivered or for failure to meet deadlines.
- b. Expected to be brief and to the point, deliverables produced during the program period will be prepared in Turkish. If necessary, UNICEF will have the deliverables translated into English. UNICEF will cover the translation costs.
- c. *All relevant intellectual property rights in the developed materials, products, documents, and associated tools will, upon their development, vest in UNICEF in Türkiye and the MoNE.* UNICEF and MoNE will be free to adapt and modify them in the future. The selected institutional service provider and its members shall not use the data for their own research purposes and shall not license the data to be used by others without the written consent of UNICEF. Confidentiality, intellectual

property, and other proprietary rights are governed by Article-5, Annex-A General Terms and Conditions for Services of the RFPS document. *Please see Appendix 1.*

- d. The majority of the tasks described in this ToR are expected to be carried out in Ankara, and the selected institutional service provider will be responsible for all kinds of relevant administrative and operational expenses such as supplies and equipment, communications, etc. The travel and accommodation costs in relation to program activities (meetings and workshops in various provinces outside of Ankara) will be covered by UNICEF.

Duration of the Service

The selected institutional service provider is expected to complete all tasks and deliverables in line with the “Scope of Work and Tentative Work Calendar” section of this ToR. The work period commences on *September 2, 2024*, and continues until the successful completion of the project activities and outputs outlined in this ToR (*no later than January 31, 2026*). The service provider will be paid upon the successful completion of the tasks (*to be confirmed by UNICEF*) and submission of the deliverables outlined below.

VII. APPLICATIONS

Please complete and submit the technical and financial proposals described in the short-term institutional service contract advertisement as part of the application package. Applications should be submitted in English and should include:

- **UNICEF Request for Proposal for Services (RFPS) Form** (signed by the applicant)
- **Financial proposal** using the Financial Proposal Template (***must be submitted in a separate sealed envelope using the standard format provided***) along with a work and payment schedule
- **Letter of intent**, which outlines knowledge and understanding of the tasks and deliverables requested (*Digitalization of teacher training modules, sample student learning content and instructional tools, assessment items, and tutorials*) and a commitment to complete the proposed activities and deliverables within the project timeline
- **Proposal Description**
 - Introduction, outlining the relevant experience of the applicant and linking the experience with the tasks and deliverables listed in this ToR
 - Description of the proposed work packages and deliverables, with a tentative work plan
 - Success indicators, associated risks, and a backup plan
- **A digital company portfolio (in USB or HD)** that demonstrates skills in the following areas: *project management, digital education, information technologies, and e-learning development (animations, interactive content, video content, customized SCORM packages for tracking, etc.) projects*. Descriptions of ongoing and/or completed work can be submitted with this portfolio. ***The institutional service provider must be a legal entity registered in Türkiye.***

▪ **Qualifications of the Team Members**

- CVs of the team members outlining relevant education and professional experience of each team member (*CVs must be submitted in the standard format provided*)
- Relevant work samples of each team member

– **Appendices**

- Professional references of the service provider (if applicable).

** Proposals must be made in accordance with the instructions described in the RFPS form.*

*** The following documents should be included in the technical proposals of the bidders:*

- a. A complete copy of your latest audited financial statements with comparative figures for the last 2 years, preferably signed by your company's accounting firm/ certified external auditor. The financial statements are to include, but not limited to, the following:
 1. Balance sheet (mandatory)
 2. Income Statement/ Profit and Loss Statement (mandatory)
 3. Statement of cash flows (if available)
 4. Statement of changes in shareholders' equity (if available)
 5. The report from the external auditor (if available)
 6. Notes to the financial statements (if available)
- b. A copy of your company's certificate of legal registration (mandatory)
- c. A copy of your Official list of authorized signatures (mandatory)
- d. Your company's UN Global Marketplace (UNGM) registration number. (mandatory). You are kindly requested to register for, at the very latest, Basic and Level 1 stages. For registration and instructions on how to complete it, kindly refer to the attachment or the UNGM site:
<https://www.ungm.org/Account/Registration>

VIII. PROFESSIONAL QUALIFICATIONS

The selected institutional service provider must provide the required services with a team with the skills to manage the abovementioned tasks and deliverables. The number of professionals and the desired qualifications needed from the selected institutional service provider to complete this assignment are as follows (and should be documented in the **digital company portfolio**¹⁰, with relevant work samples of each team member):

¹⁰ A digital company portfolio that demonstrates skills in the following areas: in project management, digital education, information technologies, and e-learning development (animations, interactive content, video content, customized SCORM packages for tracking, etc.). Descriptions of ongoing and/or completed work can be submitted with this portfolio.

1. Consultancy Team Leader

- MS in Instructional Systems Technology, Information and Communication Technologies, Computer Sciences, or a related field
- 10 years of experience in managing complex education technology projects
- Experience in managing development of teacher training programs
- Knowledge of and skills in learning management systems, e-learning and/or digital training development processes
- Proven ability to use primary e-learning design software packages competently
- Skills in the production of digital graphics design elements, video recording and production
- A strong portfolio of project management, digital education, information and communication technologies, and e-learning and/or digital training development (animations, interactive content, video content, customized SCORM packages, etc.)

2. Authoring Tool Expert * 2 members

- BS in Instructional Systems Technology, Information and Communication Technologies, Computer Sciences, or a related field
- In-depth authoring skills, such as Articulate Storyline and Adobe Captivate
- Proficiency in HTML5, JavaScript, and CSS
- Minimum 3 years of experience with Learning Platforms and upload processes, able to carry out edits to content
- Experience in developing custom interactions (i.e., simulations, drag-and-drop activities, interactive video, hover, sliders, hotspots, data entry fields, scrolling panels), custom navigation controls, custom SCORM tracking and reporting
- A strong portfolio of e-learning designs and digital training products

3. E-Learning Designer * 3 members

- BS in Instructional Systems Technology, Instructional Design, Educational Technology, Education, Multimedia Design, or a related field.
- Minimum 3 years of experience in e-learning design and development.
- Proficiency in Articulate Storyline, Adobe Captivate, or similar tools.
- Strong portfolio showcasing e-learning projects.
- Experience with curriculum design, assessment design, and adult learning
- A strong portfolio of e-learning products

4. Learning Management System Specialist * 2 members

- BS in Educational Technology, Information Technology, or a related field.
- Proficiency with major LMS platforms such as Moodle, Blackboard, or Canvas.
- Knowledge of and skills in integrating various content types into the LMS, including SCORM, xAPI, AICC formats
- Proficiency in Articulate Storyline, Adobe Captivate, or similar tools.
- Basic knowledge of web technologies (HTML, CSS, JavaScript)
- Skills in managing course catalogues and learning paths, creating and managing assessments, quizzes, and surveys within the LMS and basic understanding of UX principles
- A strong portfolio demonstrating experience in managing and administering LMS platforms, including user management, course uploads, tracking and reporting performance, and troubleshooting

5. Multimedia Designer – Animation

- BS/BA in Animation, Multimedia Design, Graphic Design, Fine Arts, or a related field
- Experience in development of multimedia elements such as animations, simulations, and e-learning videos, using animation software such as Adobe After Effects, Adobe Animate, etc.
- Proficiency in Vyond and Adobe Creative Cloud (Character Animator, Animate) or other multimedia tools
- A robust multimedia portfolio showcasing a range of e-learning designs (interactive animations, educational animations, etc.)

6. Multimedia Designer – Graphics/Illustration

- BS/BA in Graphic Design, Fine Arts, Visual Communications, or a related field
- Expertise in Adobe Creative Suite, including Photoshop, Illustrator, and InDesign.
- Proficiency in digital illustration tools like Adobe Illustrator, Procreate, CorelDRAW
- Skills in creating and manipulating vector graphics.
- Skills in photo editing and manipulation using software like Photoshop.
- A robust multimedia portfolio showcasing a range of e-learning designs (graphic design and illustration projects, etc.)

7. Multimedia Designer – Audio and Video Editing

- BS/BA in Communication and Design, Multimedia Design, Digital Media, Film Production or a related field
- Expertise in video editing software such as Adobe Premiere Pro, Final Cut Pro, DaVinci Resolve, Avid Media Composer, or similar tools.
- Proficiency in creating motion graphics using software like Adobe After Effects or similar.
- Proficiency in audio editing and sound design using tools like Adobe Audition, Audacity, Pro Tools, or similar.
- Ability to create, edit, and mix soundtracks, dialogue, and sound effects for video projects
- Basic understanding of audio and video recording equipment, including cameras, microphones, and lighting
- A strong portfolio showcasing a variety of audio and video editing projects, and experience with managing audio and video projects from pre-production through post-production

8. Educational Technology Expert

- BS in Educational Technology, Instructional Systems Technology, or a related field
- Proficiency with LMS platforms such as Canvas, Blackboard, Moodle, Google Classroom, and expertise in using tools like Articulate Storyline, Adobe Captivate, or similar
- Expertise in instructional design principles, including experience with creating multimedia content and other digital learning materials.
- Skills in analysing educational data to assess learning outcomes and make data-driven decisions, using tools like Excel, SPSS, or educational data analytics platforms.
- Strong understanding of pedagogy and instructional strategies, including blended learning, flipped classrooms, and differentiated instruction; expertise in designing and implementing assessments, both formative and summative, to evaluate student learning.
- A strong portfolio showcasing skills in e-learning development (e-learning courses, storyboards, teaching and learning materials with web 2.0 tools)

IX. CRITERIA FOR PROPOSAL EVALUATION

Proposals submitted in response to this call will be evaluated in terms of technical quality and financial proposal. First, Technical Proposals will be evaluated. Technical quality will be evaluated using the criteria outlined below.

TECHNICAL EVALUATION CRITERIA	Max. Points
1. Letter of Intent	3
1.1. Letter of intent that outlines knowledge and understanding of the tasks and deliverables requested, with a commitment to complete the proposed activities and deliverables within the project timeline	3
2. Proposal Description	12
2.1. Proposed description of work packages —tasks/activities and deliverables, with a work plan	9
2.2. Proposed success indicators, associated risks, and a backup plan	3
3. Digital Company Portfolio	55
3.1. Relevance and quality of the company’s work, evident in digital company portfolio (showcasing company’s variety of e-learning and digital training design work, such as online courses, training modules, educational apps, and interactive simulations, completed with clients similar to MoNE and UNICEF)	30
3.2. Relevance of the proposed team members’ educational background and professional experience	25
TOTAL TECHNICAL SCORES	70

The Technical Proposal was allocated a total possible score of 70 points. Technical Proposals receiving 49 points or higher will be considered technically responsive, and the Price Proposal will be opened. Proposals which are considered not technically compliant and non-responsive will not be given further consideration.

The evaluation and award criteria for this bidding comprise a Cumulative Analysis evaluation (point system with weight attribution). The weighting ratio between the technical and financial proposals will be 70:30. The respective importance of technical and financial scores will be weighted as 70% and 30%.

The Financial proposal will be weighted based on clarity and appropriateness.

The price should be broken down for each component of the proposed work. The total amount of points allocated for the price component is 30. The maximum number of points will be allotted to the lowest price proposal that is opened and compared among those applicants who obtain the threshold points in the evaluation of the technical components. All other price proposals will receive points in inverse proportion to the lowest price, e.g.:

$$\text{Score for price proposal } X = \frac{\text{Max. Score for price proposal (30 points)} * \text{Price of lowest-priced proposal}}{\text{Price of proposal } X}$$

Evaluation weighting criteria: Each proposal will be assessed first on its technical merits and subsequently on its price. In making the final decision, UNICEF considers both technical and financial aspects. UNICEF first reviews the technical aspects of the offer, followed by a review of the financial offers of the technically compliant consultancy. The proposal obtaining the highest overall score after adding the scores for the technical and financial proposals together, that offer the best value for money will be recommended for award of the contract.

Cumulative Analysis will be used to evaluate and award proposals: technical (max. 70 points) and financial (Max. 30 points).

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APPENDIX 1:

Article-5, Annex-A General Terms and Conditions for Services of the RFPS document

QUOTE:

5. Intellectual Property and Other Proprietary Rights; Data Protection; Confidentiality

Intellectual Property and Other Proprietary Rights

5.1 Unless otherwise expressly provided for in the Contract:

- (a) Subject to paragraph (b) of this Article 5.1, UNICEF will be entitled to all intellectual property and other proprietary rights including but not limited to patents, copyrights and trademarks, with regard to products, processes, inventions, ideas, know-how, documents, data and other materials ("Contract Materials") that (i) the Contractor develops for UNICEF under the Contract and which bear a direct relation to the Contract or (ii) are produced, prepared or collected in consequence of, or during the course of, the performance of the Contract. The term "Contract Materials" includes, but is not limited to, all maps, drawings, photographs, plans, reports, recommendations, estimates, documents developed or received by, and all other data compiled by or received by, the Contractor under the Contract. The Contractor acknowledges and agrees that Contract Materials constitute works made for hire for UNICEF. Contract Materials will be treated as UNICEF's Confidential Information and will be delivered only to authorized UNICEF officials on expiry or termination of the Contract.*
- (b) UNICEF will not be entitled to, and will not claim any ownership interest in, any intellectual property or other proprietary rights of the Contractor that pre-existed the performance by the Contractor of its obligations under the Contract, or that the Contractor may develop or acquire, or may have developed or acquired, independently of the performance of its obligations under the Contract. The Contractor grants to UNICEF a perpetual, non-exclusive, royalty-free license to use such intellectual property or other proprietary rights solely for the purposes of and in accordance with the requirements of the Contract.*
- (c) At UNICEF's request, the Contractor will take all necessary steps, execute all necessary documents, and generally assist in securing such proprietary rights and transferring them (or, in the case, intellectual property referred to in paragraph (b) above, licensing) them to UNICEF in compliance with the requirements of the applicable law and of the Contract.*

Confidentiality

5.2 Confidential Information that is considered proprietary by either Party or that is delivered or disclosed by one Party ("Discloser") to the other Party ("Recipient") during the course of performance of the Contract or in connection with the subject matter of the Contract will be held in confidence by the Recipient. The Recipient will use the same care and discretion to avoid disclosure of the Discloser's Confidential Information as the Recipient uses for its own Confidential Information and will use the Discloser's Confidential Information solely for the purpose for which it was disclosed to the Recipient. The Recipient will not disclose the Discloser's Confidential Information to any other party:

- (a) except to those of its Affiliates, employees, officials, representatives, agents, and sub-contractors who have a need to know such Confidential Information for purposes of*

- performing obligations under the Contract; or*
- (b) unless the Confidential Information (i) is obtained by the Recipient from a third party without restriction; (ii) is disclosed by the Discloser to a third party without any obligation of confidentiality; (iii) is known by the Recipient prior to disclosure by the Discloser; or (iv) at any time is developed by the Recipient completely independently of any disclosures under the Contract.*

5.3 If the Contractor receives a request for disclosure of UNICEF's Confidential Information pursuant to any judicial or law enforcement process, before any such disclosure is made, the Contractor (a) will give UNICEF sufficient notice of such request in order to allow UNICEF to have a reasonable opportunity to secure the intervention of the relevant national government to establish protective measures or take such other action as may be appropriate and (b) will so advise the relevant authority that requested disclosure. UNICEF may disclose the Contractor's Confidential Information to the extent required pursuant to resolutions or regulations of its governing bodies.

5.4 The Contractor may not communicate at any time to any other person, Government or authority external to UNICEF, any information known to it by reason of its association with UNICEF that has not been made public, except with the prior written authorization of UNICEF; nor will the Contractor at any time use such information to private advantage.

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