CALL FOR
TENDER
Online Training on Heritage
Case studies in Palestine

Terms of Reference

Proposed by the European project
"My Heritage! My Identity!"

(Promoting Governance and Citizenship in Palestine ENI/2017/390-692)

Deadline: June 30th , 2020

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1. MY HERITAGE! MY IDENTITY! - PROJECT DESCRIPTION

The 4 partners have previously collaborated in the "*Rural Development Program along the Abraham Path*" that establishes a trekking route across the West Bank. This program is currently financed by the French Development Agency (AFD), the World Bank, and French local authorities. The Path crosses the West Bank from north to south, passing through towns, villages, encampments and refugee camps, thereby reflecting Palestinian identity in all its diversity and complexity. The first phase of this Program along the Abraham Path, Masar Ibrahim in Arabic, supported by the AFD and French local authorities took place between 2013 and 2016. Its success led to a second phase that has been validated and is being implemented until 2019.

Based on the solid foundations of this existing Program, the 4 Partners have submitted to the European Union (EU) a new complementary project, entitled "***Promoting Governance and Citizenship in Palestine***". This new project aims to strengthen Palestinian identity and citizenship through **re-appropriation (research, preservation and promotion) of historical and cultural heritage** along the Masar Ibrahim.

Context:

The trainings in Palestine are implemented in the framework of two projects:

- My heritage! My identity! : EU funded project started in January 2018. Until June 2020, the project will be jointly implemented by 4 partners: - AFRAT Center - France (www.afrat.com) - BU, Institute for Community Partnership - Palestine (www.bethlehem.edu) - Palestinian Center for Rapprochement between People - Palestine (www.pcr.ps) - Tétraktys - France (www.tetraktys-association.org). "My Heritage! My Identity!" project aims to contribute in preserving and promoting heritage located along the Masar Ibrahim, community-based walking trail in Palestine, to enhance Palestinian citizenship and identity.
- AFD funded project "Masar Ibrahim, a sustainable and relevant tool for local development in Palestine". This program is the pursuit of the project to develop a hiking path in Palestine initiated in 2013 by Masar Ibrahim Al Khalil www.masaribrahim.ps , AFRAT and Tétraktys.

This program aims at promoting Palestinian heritage, supporting economic development in marginalized territories, strengthening the capacities of local stakeholders, encouraging links and social cohesion between communities and deconstructing prejudices about Palestine.

2. ASSIGNEMENT BACKGROUND

In the framework of the EU funded project "My Heritage! My Identity!" and of the AFD funded project "Masar Ibrahim, a sustainable and relevant tool for local development in Palestine", an online training program on 5 cases studies on heritage in Palestine will be developed from July till August 2020 and implemented from September to November 2020.

For the first phase, project team with experts is in the process of designing and developing curricula for the five case studies. The five case studies will be delivered through an e- learning platform.

The following Palestinian case studies were selected:

- Threatened heritage: Hebron case study.
- Rehabilitation and reutilization of the industrial heritage: Nablus case study
- Rehabilitation and reutilization of historical and religious heritage: Nabi Mousa (Jericho) case study
- Heritage promotion through event organization: Lettuce Festival in Arts Village (Bethlehem)
- Heritage promotion through tourist accommodation: Masar Ibrahim accommodation owners

The above Palestinian case studies will be supported with international case studies on the same topics/themes or with complementary expertise suggested by international selected experts.

3. TRAINING OBJECTIVES

The objectives of the training are:

- Discover Palestinian and International case studies highlighting practices of heritage promotion and preservation
- Increase awareness on the diversity of heritage preservation and promotion practices
- Gain knowledge on specifics tools on heritage management

The 5 Palestinian case studies and International case studies will be focusing on the following

- **Module 1: Case Study One**: Threatened heritage
- Preservation of heritage under conflict
- Illustration of the management tools for this kind of heritage (UNESCO convention, national and international laws, ...)
- Role of local community (private and public sectors) in promotion and preservation of heritage

- **Module 2: Case Study Two:** Rehabilitation and reutilization of the industrial heritage:
- Practices of industrial heritage rehabilitation
- The economic and social role of industrial heritage rehabilitation
- Revitalizing neighborhoods through heritage rehabilitation
- Presentation of the methodology for rehabilitation of industrial heritage

- **Module 3: Case Study Three**: Rehabilitation and reutilization of historical and religious heritage:
- Presenting the issue of rehabilitating religious sites
- The economic and social role of heritage rehabilitation
- Heritage as added value of tourism development
- Presentation of the methodology for rehabilitation of heritage

- **Module 4: Case Study Four:** Heritage promotion through event organization:
- Intangible heritage promotion linked to agritourist and a specific area
- Local communities' involvement in heritage practices
- Link between heritage promotion and tourism activities

- **Module 5: Case Study Five**: Heritage promotion through tourist accommodation:
- Introducing heritage promotional activities of a touristic accommodation
- Practices to introduce cultural heritage sites and histories to tourists (Maqams, Seasons, Storytelling…)
- Methodology to search information on heritage

4. TRAINING TARGETS

Representatives of Palestinian CSO, accommodation's owners, national and local authorities will attend the training sessions.

5. PROJECT PREPARATION PHASE

Prior to the curricula design and development, ICP and project partners will conduct a few planning sessions for the consultants chosen for the task. The planning sessions will serve five main purposes:

- Orientation to the five case studies and their objectives.
- Review of pedagogical guidelines for the preparation of the curricula.
- Review of guidelines for transformation of curricula to an e-learning based platform (IT expert with media expert and Instructional designer will present the guidelines).
- Review of the different modules to ensure comprehensiveness, cohesiveness and quality of programs.
- Under the project team guidance, definition of the recruitment of the subject matter experts.
- Appointment of an online training program coordinator from the pool of subject-matter experts.

6. STANDARDS FOR ONLINE COURSE QUALITY ASSURANCE

ICP project manager and partners with the following experts are determined to design and deliver the professional online training program with the highest standards possible. To ensure quality, standards are set in three main categories.

1. *Technology Standards*

   This category is primarily involved with the functionality and appropriateness of the technology. On one hand, insuring that the technology used works and is appropriate to the audience, etc. On another hand ensuring usability of technology as a function for promoting an optimal learning environment

2. *Subject Matter Standards*

This category is designed to ensure that knowledge, skills and attitudes the courses are designed to achieve are suitable for the targeted audience. This will be achieved through proper selection of subject matter experts in the required fields.

3. *Instructional Design Standards*

This category represents what is most often missed in on-line instruction. Partners standards will ensure that all necessary components of successful instruction are present; Explanation, Demonstration, Practice, Feedback and Assessment. Further, they ensure that content, practice and assessment are consistent with the type of skills and knowledge being taught, the stated or implied objectives of the instruction, as well as being consistent with each other.

7. COURSE DEVELOPMENT TEAM

To ensure the quality of courses, the development team will be composed of four kind of expertise:

1. *Instructional Designer*

Instructional Design is the science of instruction/education. Based on research and observations about effective teaching and learning practices, Instructional Design has been used in the fields of both Education and Training to aid in the development and assessment of instructional practices across content areas and settings.

The 'Instructional Designer' will act as a team leader for development of the course, coordinating the work among team members including the subject matter expert and the IT staff. The Instructional Designer will ensure proper presentation of the course in a pedagogical manner where the participant learns by interacting with other participants and through practicing and applying.

2. *Subject Matter Experts (SMEs)*

The subject matter experts will be responsible for designing the curricula for one or multiple modules in their area of expertise. Curricula will include a clear course outline, and objectives, activities, reading material/articles, and assessment tools for each session.

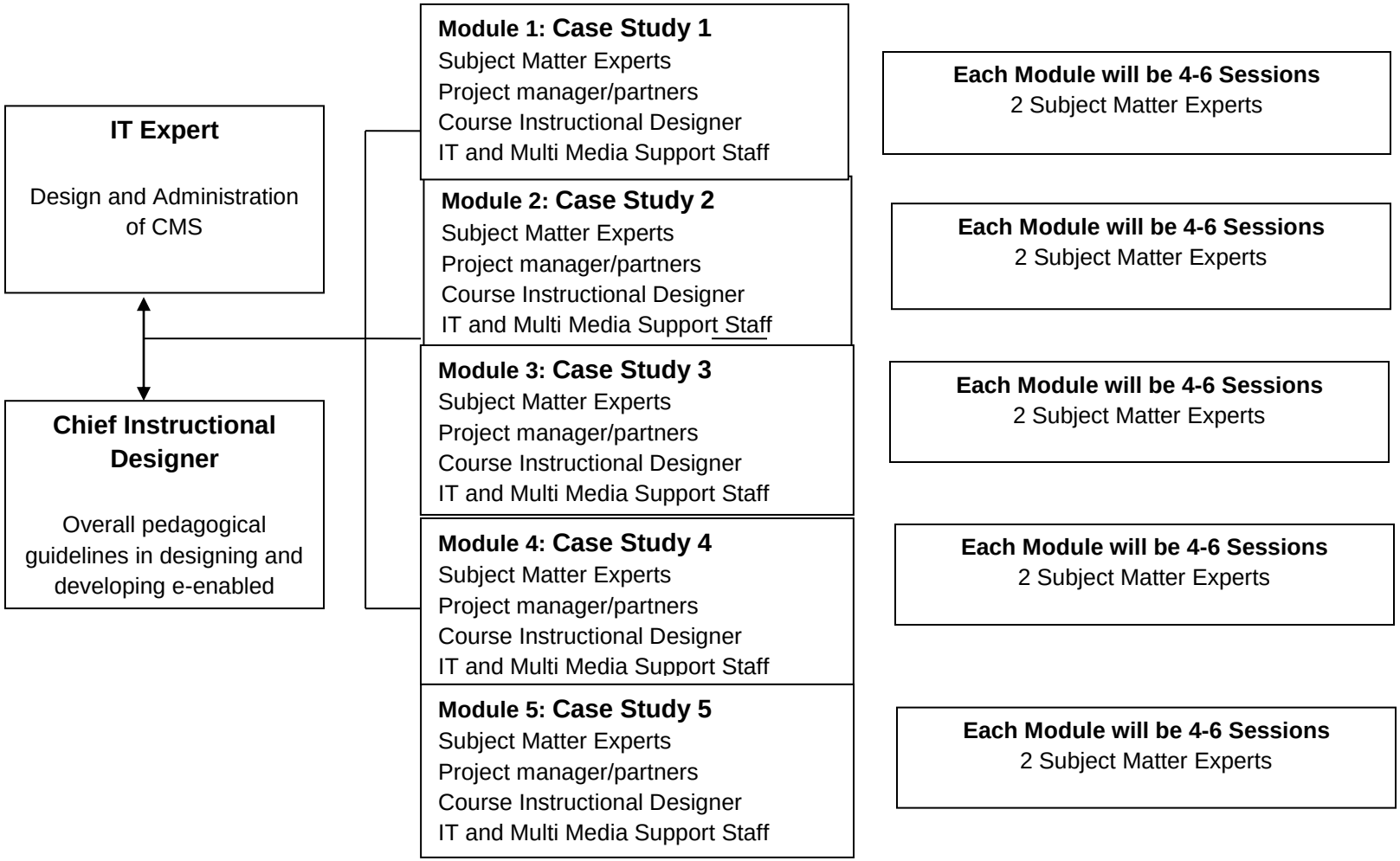
3. *IT Expert*

The IT expert will ensure proper set up of the Course Management System (Moodle), proper registration of participants, proper level of technology, etc.

4. *Web Development and Multi Media Support Staff*

Depending on the design and material developed by subject matter expert and the instructional designer, IT and multimedia support staff will assist in preparation of web tools such as instructional videos, chat rooms, forums, audio conferencing etc.

Proposed Course Development Framework



8. SCOPE OF WORK

ICP and project partners will be hiring an Instructional Designer (main consultant). This Instructional designer will form a team of experts as follow:

1. Course Instructional designers
2. Subject matter experts- SMEs (each preparing one or multiple case study)
3. IT expert
4. Multi Media Support Staff

The following table summarizes the activities and deliverables required by of the preceding experts.

Positions	Activities/Tasks	Deliverables
Chief Instructional Designer	- Prepare and deliver a workshop for all experts on designing and developing e-enabled course. - Develop a guideline for designing and developing and evaluating e-enabled courses. - Develop 'standards' for quality course design. - Train course instructional designers to work with each case study team. - Coordinate all the training development process - Communicate and update project partners about the progress of the assignment -Submit the requested reports to the project partners	**- Workshop** **- Guidelines for Developing e-enabled courses** **- Standards for course quality assurance** **- Detailed action plan describes the tasks, timeframe for all team members** **- One summery report at the end of the first phase of designing the training** **- One final report**
Course Instructional Designer	- Work with subject matter experts to develop courses according to standards	**- Ready on-line training course developed from curricula provided by subject matters experts**
IT Expert	- Prepare the CMS to suit requirements for the Online training - Work with the instructional designers and the subject matter experts in designing their courses - Deliver a workshop to the team of experts on how to use the CMS (Moodle) to design the course	- **Guidelines for using the CMS to design courses** - **Workshop for the team of the experts**
Subject Matter Experts (SMEs)	- Design and develop curricula for a module (or modules) in their areas of expertise within five main case studies areas (Threatened heritage, Rehabilitation and reutilization of the industrial heritage,	- **A soft copy of the 30-hours curricula (15 contact hours for each expert) for each case study including a**

	Rehabilitation and reutilization of historical and religious heritage, Heritage promotion through event organization, Heritage promotion through tourist accommodation: Masar Ibrahim accommodation owners) - Work with the instructional designers to ensure proper design and presentation of course material on an e-learning platform - Work within the curriculum developing team (composed of both local and international consultants) to ensure proper cohesion and relevance of all modules to the objectives of each case study.	**detailed outline with objectives, material and activities for each session** - **An online course including all session material, assignments and examinations (IT support will be provided)**
Web Developer and Multi Media Support Staff	- Assist Subject Matter Experts in transferring courses to an e-enabled course - Prepare certain multimedia objects depending on module requirements	- **Multimedia objects specific to certain modules**

In particular, the **Chief Instructional Designer** (main consultant) will be responsible for the following:

- Along with the team members, develop the general framework of the modules.
- Helps subject matter experts (SMEs) to design and develop module structure (model of e-learning to be followed).
- Helps make subject matter experts (SMEs) aware of appropriate pedagogical strategies and options for e-learning.
- Helps team to determine, create, and adapt instructional resources.
- Provides advice for SMEs on how best to present information.
- Writes statements of learning outcomes, assures proper sequence and relevance of activities, and assures proper use of assessment methods.
- Evaluates instruction of SMEs and provides feedback to the project partners.
- Arranges technical production and services.
- Acts as an editor (MIDE: multimedia instructional design editor).
- Develop a quality assurance system that includes:
    - Criteria for quality assurance in course design and delivery
    - A time line for SMEs for development of courses with specific milestones
    - A follow up system with SMEs
- Conduct training sessions and workshops for the e-learning development team members before and in parallel to the development process.
- Report to project partners on the work progress with SMEs.

9. TIMEFRAME

The assignment shall begin from 17th July 2020 and be completed by 30th November 2020.
The assignment is composed by two phases:
- 1st phase: deliver a ready on-line training course for 5 modules by the 15th September 2020
- 2nd phase: implementation of the on-line training by 30th November 2020

10. REQUIRED SKILLS AND EXPERIENCE

Consultants interested should demonstrate their relevant qualifications in their area of expertise, years of experience in training, and their ability to use the computers for delivery of the course.
The required skills and experience for each team member are the following:

Instructional Designers

- Educational background of consultant and its relevance to the development of on line training of professionals
- Experience in curricula development for interactive online training of professionals
- Good skills in team coordination
- Good knowledge in computers and prior experience in e-learning
- Excellent communication, TOT skills, drafting, presentation and reporting skills
- Fluency in oral and written English is a must. Good French is an advantage.

IT Expert

- Relevant experience in online training development (a minimum of 3 years) and an University degree in IT or related subjects.
- Flexibility and adaptability to uncertain environments.
- Ability to work independently and within a team.
- Maintains an established network of contacts for general information sharing and to remain up-to-date on topic related issues
- Excellent communication skills.
- Staff members with fluency in spoken and written English.

Multi Media Support

- University degree in IT or related subjects.
- Experience in developing WebPages. Knowledge in HTML/XML, JavaScript, and any other scripting language is required. Knowledge in PHP and MySQL.
- Experience in using multimedia and graphics application to produce educational material. Knowledge in Macromedia Flash, Photoshop, and any other multimedia application.
- Experience in using computer application to produce and edit educational videos, such as Adobe Premier and Sound Forge.

Subject Matter Experts

- Relevant experience (a minimum of 2 years) on training delivery and relevant knowledge in one or several topics/themes.
- Flexibility and adaptability to uncertain environments.

- Ability to work with a team and find solutions.
- Maintains an established network of contacts for general information sharing and to remain up-to-date on topic related issues.
- Excellent communication and training skills.
- Fluency in spoken and written English is a must.
- Good knowledge in computers and prior experience in e-learning is an added value.

11. PROPOSAL GUIDELINES

Interested applicants will be asked to fill out a short application form (see tender documents), and submit it along with a short proposal and team members Curriculum Vitae (except the subject matters experts who will be hired later with the project team guidance).
Proposals should include a suggested detailed outline of the content structure for each module/modules': objectives, activities, assignments/projects and examinations for each session.
Furthermore, the consultant is required to show how the objectives defined in Chapter 3 are to be achieved, if applicable under consideration of further specific method-related requirements (technical methodological concept).
The consultant is required to describe the key processes for the assignment and create an action plan that describes the process of online training development. In particular, the consultant is required to describe the necessary work steps and, working hours/days for each expert with the assignment timeframe.

12. SCOPE OF PRICE PROPOSAL

The contract value is max 34,000 EURO (Incl. VAT).

13. TENDER DOCUMENTS: The call includes:

- the present document (ToR)
- the Application procedures (Annex1)
- the Application form (Annex 2)
- the Budget template (Annex 3)

14. CONTACT DETAILS

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