Terms of reference (ToR) for the Development of an e-Learning Course on Municipal Community Safety Planning Processes

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Contents

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1. Background

a. Brief information on the project

The "Inclusive Violence and Crime Prevention Programme" (VCP III) is a joint South African-German technical cooperation project, with co-funding from the Canadian government, that seeks to contribute to the national development priority of creating a safer South Africa. It works to improve the framework conditions for the effective, aligned and evidence-based implementation of South Africa's national overarching policy framework on violence and crime prevention, the White Paper on Safety and Security (WPSS) as well as the National Strategic Plan on Gender-Based Violence and Femicide (NSP GBVF).

The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) is responsible for the implementation of the German contribution to the programme on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ) as the commissioning party and Global Affairs Canada (GAC) as a co-financing party. The multi-partner VCP Steering Committee is co-chaired by the Department of Cooperative Governance (DCoG) and the Civilian Secretariat for Police Service (CSPS).

The programme supports multi-stakeholder-driven interventions towards addressing the root causes of violence and crime in South Africa through capacitating different sectors and levels of government for prevention work as well as activating and supporting different non-state societal resources and aligning their efforts. The programme recognises social and gender norms as key determinants of (gender-based) violence and crime, and accordingly applies an intersectional understanding of violence and prevention and strives to integrate gender-transformative approaches in its work.

The programme's activities in its current, third commission (July 2019 – June 2024) can be described in four areas of intervention:

1. Supporting children and youth to grow up in a safe environment and become more resilient to violence and crime through in- and out-of-school peer-led interventions and the promotion of youth-focussed psycho-social wellbeing programmes.
2. Localizing prevention through strengthening capacities of key state- and non-state actors, such as local government for community safety planning, municipal and local non-governmental organizations for area-based approaches to violence prevention as well as the faith-based sector for the prevention of gender-based violence in particular.
3. Supporting the implementation and funding strategies for the White Paper on Safety and Security, the National Strategic Plan on Gender Based Violence and Femicide as well as the Integrated Urban Development Framework.
4. Generating and disseminating knowledge and evidence for effective violence prevention, emphasizing an evidence-informed and data-driven approach to violence prevention coordinated and supported through strong networks of practitioners for exchanging knowledge and experience.

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As part of the efforts to 'localise prevention' through municipal capacity building processes (area of intervention 2), a partnership between SALGA (the South African Local Government Association) and GIZ-VCP, in cooperation with the CSPS and DCoG, provides support to improve conditions and institutional capacity at provincial and local level required for building safer communities.

b. Context

Municipalities are central in facilitating community safety and should be responsible for supporting violence and crime prevention measures, including the development of municipal community safety plans. The GIZ-VCP support measures, along with SALGA, are therefore aimed at building capabilities and skills within the violence prevention and community safety sector inside the local government space, as well as fostering partnerships and collaboration with local civil society and other actors that contribute to violence and crime prevention efforts at community level.

Against this background, GIZ-VCP and SALGA, in collaboration with other government partners, have implemented a series of in-person trainings for provincial and municipal officials, and councillors, as well as provided direct support, aimed at strengthening the capacities of municipalities to promote violence and crime prevention at local level. Core to the ongoing support is to capacitate municipalities to develop participatory community safety plans and intervention strategies aligned to their Integrated Development Plans (IDPs). The tried and tested training materials have been approved by the Local Government Sector Education and Training Authority (LG SETA) and are used for a credit-bearing skills programme.

In order to offer the training content to a broader target group and allow for flexibility depending on the needs of the participants, key elements of the training material are envisioned to be offered as a self-paced online modular training.

Rationale for this assignment

SALGA, with the support of GIZ-VCP and other partners, has developed a municipal capacity building training in community safety planning, including training materials that have been piloted and rolled-out since 2016 in face-to-face, multi-day sessions in the Eastern Cape and the Gauteng Provinces, and subsequently as modular virtual training sessions for selected municipalities across all nine provinces between 2019-2021.

The online training is intended to complement the LGSETA accredited skills programme which was recently piloted and is envisioned to be offered regularly through the SALGA Centre for Leadership and Governance (SCLG). The free online training to be offered under the auspices of SALGA will broaden the target group reach of the training content and allow for bite-size and self-paced consumption of the already existing training content, with certificates of participation offered per module concluded successfully. This will allow interested actors for localized prevention to enroll in the course and benefit from the quality assured training content to enhance their capacities on municipal community safety planning processes.

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Objectives to be achieved by this assignment

The current cooperation between SALGA and GIZ-VCP aims to create sustainable mechanisms to further upscale the capacity strengthening of government officials and councillors, as well as other actors, for localized prevention on community safety planning and related processes. By transferring the extensive and detailed learning material that has been jointly developed over the years of implementation into an e-learning format hosted on an open source Learner Management System (LMS) - atingi, it will allow for continuous access to the learning material. Atingi.org is a GIZ standard, which is based on a Moodle system (atingi info brochure to be provided by GIZ).

2. The e-learning course(s) / Web based training (WBT)

2.1. Course description

The Course as mentioned above is focussing on municipal community safety planning processes and informed by the existing material that consists of LGSETA accredited learning material, as well as additional material in guidebook formats that needs to be considered for the e-learning course.

The LGSETA approved learning material contains five chapters, each of around 25 pages:

Module	Module Description
Module 1	Framing the discussion on community safety
Module 2	Safety, crime & violence: What is the difference?
Module 3	The role of local government in community safety
Module 4	Assessment and development of community safety needs and strategies/plans
Module 5	Developing, monitoring, evaluating, revising and understanding community safety implementation plans

The Guidebook on Developing Community Safety Plans also consists of five chapters, however structured slightly differently to the other learning material:
1. Concepts
2. Understanding Gender-Based Violence
3. Governance Structures
4. The Role of Local Government
5. Innovative Approaches.

The guidebook has a total of approximately 100 pages and is accompanied by a facilitators manual.

All material is currently being revised, edited and layouted by content, editing and design experts.

Key messages extracted from the content of the different materials are currently being formulated by a content expert and will assist the appointed e-learning specialist in prioritising and collating important messages from the material.
Infographics etc. that are currently being designed can be used for the web-based training where suitable, others might need to be amended or developed.

2.1.1.   Overall goal, learning objectives, and topics

The overall objective of the course is to strengthen capacities of municipalities to promote violence and crime prevention at local level with the intention to enable municipalities to develop participatory community safety plans and intervention strategies aligned to their Integrated Development Plans (IDPs).

The course is intended to offer knowledge, tools and resources to enable municipal officials and their support structures (other spheres of government as well as non-governmental actors in the violence prevention field) to develop participatory and integrated community safety plans and coordinate and monitor their implementation.

2.1.2.   Target Groups / Learners

The course is primarily targeting municipal officials who have a community safety responsibility, however it is encouraged for local government practitioners from different units to attend the training in order to encourage a transversal approach to safety. This would include, but not be limited to, officials from community or public safety units, community development, special programmes, gender desks, social development, Planning, Integrated Development Plan (IDP), infrastructure development and others.

Beyond municipal officials, the training is also intended for interested councillors – especially those with community safety responsibilities. Officials from other spheres, especially the provincial level such, as those from the Provincial Community Safety Departments supporting municipalities with the establishment of Community Safety Forums, as well as from the Departments of Cooperative Governance, responsible for the assessment of IDPs, are also expected to benefit from the training.
Outside of the direct target group, other interested actors in the violence prevention sector, specifically NGOs, can benefit from the training to expand their understanding of the roles and responsibilities regarding community safety intervention in municipal spaces.

2.1.3.   Course Parameters (Content, Duration, etc.)

All rights of use to texts, media used (in particular photos, illustrations, images, and audiovisual material) and case studies are transferred to the clients (GIZ-VCP and SALGA) upon delivery of the completed web-based training. The publication of the courses as Open Educational Resources (OER) should be made possible, as it is standard when using atingi as a distribution platform. OER material is recognizable by a free license label. The most common free license labels in use are Creative Commons (CC) licenses that have established themselves internationally as the standard for open licenses and particularly for OER. The most frequently used

licensing model worldwide is that of the Creative Commons (CC). Creators and users of works that are intended for open reuse thus have a particularly practical instrument at their disposal in the spirit of development cooperation.

The e-learning course created here as part of this tender is required to be published or used under the following licence:

- CC BY -SA[1]

2.2. Technical Factors and Additional Specifications

2.2.1. Language(s)

The basic version should be created in english. The provider should create a table including the text of the basic version, so that GIZ or SALGA could do the translation into other languages at a later stage if required.

2.2.2. Level of Interactivity

The e-learning course should have a low to medium level of interactivity, including the following features: enhanced page turner that might include animated illustrations and synchronized presentation elements. It may also contain some limited student control over presentation elements.
The service provider may propose further functions of interactivity where appropriate.

2.2.3. Integration into LMS Platform

To ensure proper hosting, the digital format of the course should be independent of the atingi platform and fulfill general standards (SCORM 1.2 or SCORM 2004/X-API). The provider will develop the e-learning modules and integrate the course into the LMS platform atingi.org which is based on a Moodle system (atingi Factseet attached)

2.2.4. Online / Offline Access to the Course

Because the target group may not have reliable Internet access, the courses should be developed to allow for offline use as well as online use. Therefore, all media files such as graphics, videos or audios should be available in formats allowing offline and online use. Additionally, the transcript for all media files should always be made available for the learner.

All media must be embedded. Links to embedded YouTube videos, media from the media library of authoring tools that are inserted online, etc. do not work offline. These limitations must be considered by the provider, as must the use of Internet-compatible file formats, e.g. no .bmp format for photos.

2.2.5. Tracking of Learners' Progress

Learners' progress through the courses should be tracked as follows:

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[1] About CC Licenses - Creative Commons

- After each section / module, learners should complete a short assignment (such as a quiz or other activity). When the learners successfully complete this assignment, the section is shown as "completed."
- Sub-sections should also be tracked and marked as completed, so the learners can avoid repeating content that they already did.
- After the learners complete each of the modules, a certificate of completion may be generated.
- After the learners complete the entire course, a certificate of completion is generated.
- Learners should have the option to exit and resume the course at any point without having to repeat any section of the course.

2.2.6. Accessibility and Inclusiveness

The interaction design of the e-learning (interface) should be based as much as possible on the [Web Content Accessibility Guidelines (WCAG)](#), an internationally recognised standard created by the World Wide Web Consortium (W3C). Learners with visual or hearing impairments should be considered, e.g. by usage of voice-over narration or subtitles for the content, special navigation features or the possibility to switch to a higher contrast for display on the screen. In general, the course to be developed needs to be inclusive. Inclusive design means creating usable, functional and easy-to-use digital learning content that meet the needs of as many individuals as possible.

2.2.7. Responsive Design

Responsive web design is an approach that aims to make web pages render well on a variety of devices and window or screen sizes from minimum to maximum display size to ensure usability and satisfaction. The course should be designed in a "mobile first approach"; i.e. compatible for use on mobile phones / tablets (Android and iOS) as well as computers in a browser or in an app (for this, the atingi app can be used).

2.2.8. Choice of Authoring Tool, Updating the Course, and Ensuring Sustainability

During the term of the contract, the contractor guarantees support for technical errors in the course (e.g. exercises that do not function properly), the correction of errors caused by system upgrades of Moodle and also undertakes to arrange for minor text changes that become necessary (e.g. due to overlooked spelling errors, incorrectly assigned exercise answers or similar).

Authoring Tools: Licensing or Follow-Up Fees and Sustainability

The provider is requested to use the open source tools provided by atingi (ADAPT or H5P) as an authoring tool. The course should be developed and handed over so that they can be updated at a later date by the GIZ project (for example, after the end of the contract) and/or by the political or implementation partner (for example, after the end of the GIZ project). For this purpose, all source files and the access data to the open source tool must be handed over by the provider to the GIZ project and/or partner.

2.3. Data Security and Upholding Data Privacy Regulations

"No personal data shall be processed during the creation of the e-learning course."

3. GIZ Project (Client) Contact Persons for the Provider

The Service Provider shall be accountable to GIZ-VCP as the contractor and will work under the guidance of a designated VCP Team Member. All correspondence and reporting shall be entered with GIZ-VCP who will also be the point of contact for all matters related to the execution of this assignment, including all logistic support and reporting. During the assignment, the service provider will liaise continuously with the responsible GIZ-VCP Team Member who will ensure transparent communication with SALGA as the key partner organisation in this project.

4. Tasks for the Provider, Timeline, and Process

The web-based training is intended to provide four to five hours of sitting time material (45 -60 Minutes per module if above mentioned structure of existing material is maintained). Additional reading and tasks time may be added for the participants.

The assignment aims to develop e-Learning modules based on key elements of existing training content from a face-to-face training (to be provided by GIZ-VCP and SALGA) and to translate it into a suitable format to be transferred into the e-learning platform atingi. Atingi.org is a GIZ standard, which is based on a Moodle system (atingi info brochure to be provided by GIZ).

The appointed service provider will be required to package the existing training material, edit and adapt the content and to make it suitable for an online, self-paced training offering. This may also include the use or adaptation of existing diagrams from the provided material as well as the development of further visual content to support the learning objectives. Each section or module needs to be accompanied by a task section (e.g. quiz or assignment of some sort) to allow for a monitoring of the learning progress and generate certificates. The successful completion of such a quiz or assignment should be linked to a suitable point system (e.g. 80% of questions need to be answered correctly – the service provider may suggest a workable mechanism). It is suggested to generate certificates per modules successfully completed, as well as an overall certificate for successfully completing the entire course. It is also requested for the service provider to list the considerations for the capacity that is needed to monitor and support that is needed for the tool to be effective also in the future.

The modules/chapters in the existing material can give guidance to structure the online training, however the service provider may also make alternative suggestions. The intention is to highlight / zoom into specific topics, such as gender-based violence prevention, gender transformative approaches and intersectionality in violence prevention, child-centred / youth-led violence prevention interventions, as well as area-based violence prevention interventions across the modules and/or in focussed modules. Provision should be made to add further topic specific modules at a later stage. The content for all the modules/sections will be provided by GIZ-VCP and

SALGA, however they will have to be edited to fit the needs of an e-learning offering and need to have the option to be able to expand to other modules.

Further, the service provider is expected to make suggestions in consultation with GIZ-VCP and SALGA regarding the restructuring or further splitting of the content into smaller modules.

c. GIZ shall hire the contractor for the anticipated contract term, from 15.06.2023 to 30.04.2024.

The provider is responsible for developing the e-learning course described in Section 2, including the following steps and according to the timeline below:

1) Preparing and running an inception session with relevant GIZ and SALGA representatives to agree on the preliminary course concepts – based on the existing learning material provided by GIZ
2) Creating a high-level instructional design document (IDD), then revising by integrating feedback from client and/or subject matter experts
3) Creating a detailed storyboard for the course, then revising by integrating feedback from client and/or subject matter experts
4) Developing a prototype of a part of the course, then revising by integrating feedback from the client
5) Developing the e-learning course, including interactive and multimedia elements (except for sound), then integrating feedback from client
6) Recording, editing and adding of videos or audio (where applicable)
7) Handing over the course to the client in SCORM format, including source files and documentation of CC licenses
8) Supporting the piloting of the course with selected participants and fixing any bugs/errors encountered during the pilot phase.

Most of the tasks do not require the physical presence of the service provider and may be performed remotely. Details will be discussed during the inception meeting and depend on where the company is based.

Timeline

Certain milestones, as laid out in the table below, are to be achieved by the specified dates during the contract term:

Milestone	Deadline
Inception Session - Discussion with SALGA and GIZ-VCP	15.06.2023 Pretoria or remote
Provide a high-level instructional design document (IDD) - SALGA and GIZ-VCP to approve	30.06.2023

Provide a detailed storyboard for the course which includes first suggestions for graphics, interactions etc. - SALGA and GIZ-VCP to approve	15.07.2023
Provide a prototype of a part of the course based on inputs received on storyboard - SALGA and GIZ-VCP to approve	15.08.2023
Full course developed (excluding sound and video – where applicable) - SALGA and GIZ-VCP to approve	01.10.2023
Online Training finalised with sound and videos where applicable - SALGA and GIZ-VCP to approve	01.11.2023
Online Training uploaded onto atingi e-learning platform for testing - SALGA and GIZ-VCP to test and approve	15.11.2023
Online training piloted with selected cohort of participants	15.02.2024
Adjustments to include feedback and lessons learned from pilot	15.03.2024
Submission final report - Report has been submitted to GIZ-VCP and SALGA	30.04.2024

5. Required Qualifications of the Provider

The bidder is required to provide 1) a team lead / project manager, (2) an instructional designer, and (3) a media / technology developer, who are suited to filling the positions described, on the basis of their CVs, the range of tasks involved and the required qualifications.

The below specified qualifications (i.e. experience and competencies) represent the requirements to reach the maximum number of points (10 points).

Team Lead:Qualifications (as demonstrated with concrete examples in the CV):

- Education/training (4.1.1):: University qualification (Bachelor) in IT, Business Studies, Media Design, Digital Learning / Training, Communications, or related field. Language skills (4.1.2): business fluency in English
- General professional experience (4.1.3): 8 years of experience in the field of IT projects, digital learning and training
- Specific professional experience (4.1.4): 8 years of experience in developing project management plans for e-learning courses; managing project teams for developing e-learning, including personnel, budget, and time; working with clients, subject matter experts, and other stakeholders to produce high-quality e-learning that meets the

requirements and stays within the specified time, scope, and budget; managing the stakeholder communication process
- Regional experience (4.1.5): 5 years experience working in *South Africa.*
- Development Cooperation (DC) experience (4.1.6): 1 year experience in DC (working in the field of international development cooperation, for example with an international, regional, or bilateral development agency; UN organization; NGO; relief organization, or similar organization)
- Other (4.1.7): 2 years experience in the content area of violence and crime prevention and/or developmental local government an asset.

Expert 1: Instructional Designer (1 person)
Qualifications (as demonstrated with concrete examples in the CV):
- Education/training (4.2.1): University qualification (Bachelor) in Instructional Design, Media Design, Digital Learning / Training, Communications, or related field;
- Language (4.2.2): Very good language skills in English
- General professional experience (4.2.3): 7 years of experience in the field of digital learning and training
- Specific professional experience (4.2.4): 7 years of experience in instructional design for e-learning / WBTs; developing storyboards and content for e-learning and virtual courses; working with subject matter experts to convert existing face-to-face training content into e-learning
- Regional experience (4.2.5): 3 years of experience working in South Africa.
- Development Cooperation (DC) experience (4.2.6): 1 year experience in DC (working in the field of international development cooperation, for example with an international, regional, or bilateral development agency; UN organization; NGO; relief organization, or similar organization)

Expert 2: Media / Technology Developer (1 person)
Qualifications (as demonstrated with concrete examples in the CV):
- Education/training (4.3.1): University qualification (Bachelor) in Arts, Media Design, Digital Learning / Training, Communications, or related field;
- Language (4.3.2): Very good language skills in english.
- General professional experience (4.3.3): 5 years of experience in the field of creative industries, digital art, multimedia design, digital learning and training
- Specific professional experience (4.3.4): 5 years of experience in developing multimedia elements / graphics / graphical guiding elements for e-learning applications (animations, videos, etc.); LCMS use/programming/implementation; implementation of industry e-learning standards, SCORM/X-
- Regional experience (4.3.5): 3 years experience working in South Africa
- Development Cooperation (DC) experience (4.3.6): 1 year experience in DC (working in the field of international development cooperation, for example with an international, regional, or bilateral development agency; UN organization; NGO; relief organization, or similar

6. Costing Requirements

Assignment of personnel

The assignment of personnel is based on the following numbers of days needed to produce 5 hours of e-learning content (seat time):

Fee days	Number of experts	Number of days per expert	Comments
• Preparation/debriefing	3	1	
• Packaging/ Development of the material and upload on platform	3	12	Number of days may differ between the different experts.
• Piloting of the online training	2	3	
Travel expenses	**Number of experts**	**Number of days/nights per experts**	**Comments**
• Per-diem allowance in country of assignment	n/a	n/a	
• Overnight allowance in country of assignment	n/a		
• Travel costs (train, private vehicle)	tbc		
Flights	**Number of experts**	**Number of flights per experts**	**Comments**
• International flights	n/a	n/a	
• Domestic flights	n/a	n/a	
Other costs	**Number of experts**	**Amount per experts**	**Comments**

Calculate your financial bid exactly *in line with the quantitative requirements of the specification of inputs above. There is no contractual right to use up the full days/travel or workshops or budgets. The number of days/travel/workshops and the budgets will be contractually agreed as **maximum amounts**. The regulations on pricing are contained in the price sheet.*

Appropriateness of proposed concept

The evaluation of the proposed concept will be measured based on the following criteria to ensure objectivity:
1. Clear structure of presentation of learning content with an adequate variety of didactical methods.
2. Provide a clear structure on learner management system as guided by atingi.

7. Fixed lump sum price – contract for work

Since the contract to be concluded is a contract for work, we would ask you to offer your services at a fixed lump sum price, which provides an itemised breakdown of all the relevant costs (fees, travel costs, etc.). We require this information for our internal calculations. The assessment of the financial bid is based on the lump sum price tendered.
Note:

If restrictions are introduced to combat coronavirus/COVID-19 (restrictions on air travel and travel in general, entry restrictions, quarantine measures, etc.), GIZ and the contractor are

obliged to make adjustments to their contractual services to reflect the changed circumstances on the basis of good faith; this may involve changes to the service delivery period, the services to be delivered and, if necessary, to the remuneration.

0. <u>Other Requirements</u>

- Please submit your proposal (technical and price proposal) in separate files/folder to ZA_Quotation@giz.de no later than **26ᵗʰ May 2023** all documents must be in PDF.
- Submission to any other email address may invalidate your bid.
- Please do not mention any price for this measure on your cover letter/Technical proposal.
- Please submit your tax clearance certificate with the bidding documents.
- Please submit your price proposal in ZAR**.**
- Our General Terms of Conditions (attached) shall not be changed/amended should you be the winner of this tender. These General Terms and Conditions will form part of the contract should you be awarded this contract. By submitting your proposal, we will conclude that you have read and accepted these terms and conditions.

- Participating more than once in same tender is not allowed and it will lead to your proposal as well as that of the company where you appear more than once being disqualified. The responsibility rests with the companies to ensure that their partners/experts are not bidding/participating more than once in same tender.

- Bidders are not allowed to communicate directly with any other person regarding this bid other than the procurement official/s. Failure to comply with this requirement may lead to your bid being disqualified.
- Bidders must strictly avoid conflicts with other assignments or their own interests. Bidders found to have a conflict of interest shall be disqualified. Without limitation on the generality of the above, Bidders, and any of their affiliates, shall be considered to have a conflict of interest with one or more parties in this EOI and tender process, if they:

  a)   are or have been associated in the past, with a firm or any of its affiliates which have been engaged by GIZ or the Interim Supply Chain Management Council to provide services for the preparation of the design, specifications, Terms of Reference, cost analysis/estimation, and other documents to be used for the procurement of the services in this selection process;

  b)   were involved in the preparation and/or design of the programme/project related to the services requested under this EOI and tender;

  c)   are serving or have been serving in the past three months in the structures of the Interim Supply Chain Management; or

  d)   are found to be in conflict for any other reason, as may be established by, or at the discretion of GIZ.

Scientific data

In the event of any uncertainty in the interpretation of a potential conflict of interest, Bidders must disclose to GIZ, and seek GIZ's confirmation on whether or not such a conflict exists.

- Similarly, the Bidders must disclose in their proposal their knowledge of the following:

  a) if the owners, part-owners, officers, directors, controlling shareholders, of the bidding entity or key personnel are family members of GIZ staff involved in the procurement functions and/or the Interim SCM Council or any Implementing partner receiving services under this EOI or tender; and
  b) all other circumstances that could potentially lead to actual or perceived conflict of interest, collusion or unfair competition practices.

- **Failure to disclose such an information may result in the rejection of the proposal or proposals affected by the non-disclosure.**

- **Bids sent via Dropbox and WeTransfer will not be accepted.**