**TDR / TRAINING SPECIFICATIONS :** INSTITUTIONAL PROJECT QUALITY POLICY

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# Background information

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| Organization presentation | Handicap International is an international solidarity organization  an independent, impartial organization that works in situations of poverty and exclusion, conflict and disaster. Working alongside  people with disabilities and vulnerable populations, it acts and  to meet their basic needs, improve their living conditions and  living conditions and promote respect for their dignity and rights  fundamentals. HI works in some 50 countries in a wide range of sectors.  contexts of emergency, reconstruction, chronic crisis and  development with over 5,000 employees and dozens of international and national partners. |
| Presentation of the requesting department / program | The Innovation, Impact & Information Division (D3i) is a department  to foster innovation and research, and to manage information and project management standards:  - Research: Lead the governance of research within HI,  promote research and the production of high-quality evidence, create new research opportunities by developing scientific collaborations and contributing to the drafting of projects, and contribute to capacity building  teams.  - Information management: developing frameworks and tools for  information management (IM), provide program support  implementation, and to collect, consolidate and analyze  operational data.  - Innovation: Creating an internal environment conducive to innovation  and risk-taking, ensuring the governance of innovation at the  within the organization, promote innovation methodologies  - MEAL: Develop, monitor and support teams in implementing  implementation of frameworks and tools for project management, monitoring and evaluation, accountability to populations and learning, consolidate and analyse at an institutional level the elements of the  project and program quality |
| Training title | HI's institutional project quality policy: project management |

# Description of need

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| What is your training project about? | The creation of this new e-learning module on HI's institutional project quality policy (PQP) aims to reinforce understanding and appropriation of the latest quality management principles and requirements. Aimed at employees in charge of project management departments, as well as all interested MEAL & technical teams, the main objective of this module is to replace the old content centered on the Planning, Monitoring and Evaluation (PME) policy, which is now obsolete, with training aligned with the PQP. This will enable us to disseminate a common culture of quality, encourage the implementation of quality projects and support the continuous improvement of practices across different intervention contexts. |
| Origin of the need. Why this training project? How does it work today? | The introduction of this e-learning training module meets a need to strengthen the skills of employees in HI's business lines, in particular those in project management - especially project managers, key players in implementation - as well as those in the MEAL line. Today, understanding and application of the Project Quality Policy (PQP) vary according to context, and the absence of dedicated training limits coherent appropriation of its principles and requirements. The aim of this training project is therefore to structure an accessible and harmonized training program that will better equip our teams and, ultimately, improve the quality of our projects in the field. |
| What are the different options for meeting the need? | We want an online module that can be easily translated into several languages and downloaded for sites with connection problems. |

# Course description

## 3.1 Training objectives

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| What are the objectives of this training course? | **Overall objective:** Contribute to strengthening the understanding of employees in the Field Project Management and MEAL-IM business lines of HI's institutional Project Quality Policy (PQP), in order to encourage better implementation of quality in projects.  **Specific objectives :**   * **Specific objective 1**: Deepen the operational understanding of quality in HI projects, focusing on the concrete application of the fundamental principles of PQP, the quality reference framework and the project cycle, as well as on the integration of key commitments in project planning, implementation and evaluation. * **Specific objective 2**: Understand the cross-cutting components of PQP (monitoring, evaluation, accountability, learning) and how they relate to projects. * **Specific objective 3:** Identify and independently use the tools and resources made available by HI (Toolbox), to plan, implement and monitor quality in projects.   **Planned sequence** :   * Introduction * Module 1: Diagnosis phase * Module 2: Design phase * *Module 3: Launch phase* * *Module 4: Implementation phase* * *Module 5: Closing phase* * *A questionnaire for each module to validate it* |

## 3.2 Training content

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| Are you creating a new course or revising an existing one? | Creating a training course  Revision of an existing training course  ☐Modifications to **existing** training courses |
| Is the training content already available or does it need to be created? | No, you have to create it from scratch  No, but we already have some information  Yes, partially, but there are still a few additions  Yes, we have the content of this training course |
| If content exists, on what media is it developed (articles, book, guide, video, etc.)? | Articles  Work  Guide  Video  Power Point  E-learning module  Podcast  Interview  Other : |
| In the case of a training overhaul, how extensive is the update? | -15% of content to be updated  from 16% to 30% of content to be updated  from 31% to 50% of content to be updated  + More than 50% of content to be updated  **A document with the key messages for each chapter will be sent to the selected service provider. Workshops are possible.** |
| Has the content of this update stabilized or will it evolve over the coming months? | Tick the corresponding line (only 1 choice possible)  Yes, content is stabilized, set in stone  Yes, the content exists, but it could evolve over the next 3 years.  Yes, the content is stabilized, but it could change within 1 year.  Yes, the content is stabilized, but it could evolve in the coming months.  No, not completely, but by the time we launch, it'll be okay.  No, content will not be stabilized |
| What subjects won't be covered by this training? |  |

## 3.4 Planned training methods

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| How long does the course last? | Approx. 2.5 (30 min per phase) |
| What technical environment is required to deploy the module? And what software is used to develop it? | Technical requirements: Internet connection, access to Hi  Academy.  Software used: Articulate RISE |
| What is the expected level of scriptwriting and media coverage? | |  |  |  | | --- | --- | --- | |  | **Scriptwriting** | **Media coverage** | | 1 | Does not require any particular teaching scenario | No media to produce | | 2 | Teaching scenario combining notional input and formative and/or summative assessment phases | Production of simple illustrations with or without audio synchronization (e.g. simple text animations, diagrams, storytelling, etc.). | | 3 | Level 2 enriched with cinematographic scripting | Produce complex 2D illustrations and animations and/or integrate simple video sequences (e.g. interviews). | | 4 | Scripting that places the learner at the heart of the film scenario, based on a quest or game principle. | Production of complex 3D illustrations and animations and/or integrating complex video sequences (e.g. reportage) |  * We want simple storytelling (for example, following a member of staff on a mission throughout the module). * If videos are to be added to the module, they will be forwarded to the service provider. |
| In which languages would you like to develop this training? | French (working language)  English  Spanish  Arabic  Other : |

## 3.4 Graphic and technical charter

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| Training graphic charter | The training must follow Handicap International's graphic charter.  We also have a charter for creating characters (you don't have to use it). |
| Technical charter | The training must follow Handicap International's quality control sheet (this sheet also contains all the accessibility criteria that must be respected in the module). |
| Depending on the specific needs of your audience, what level of accessibility is required? | WCAG level AA (intermediate accessibility level)  WCAG level AAA (maximum accessibility level)  No level of accessibility targeted (justify this choice)  The module must be **digitally accessible**, in compliance with **level AA of the WCAG 2** (Web Content Accessibility Guidelines).  In particular :   * **The structure of the module** must be correct (titles with different levels) to make it easier to move around with a screen reader. * All buttons and links must be accessible by **keyboard navigation** (using the Tab key, without having to use the mouse). **Alternatives** should be proposed where necessary (e.g., for a drag-and-drop activity, an alternative method should be proposed). * For all diagrams, a **textual explanation** must be provided. * The entire module must be supplied with **audio playback.** * All videos and oral explanations must be **subtitled and transcribed.**   Handicap International reserves the right to carry out an independent audit of the module's accessibility, and to refuse delivery until the module complies with the standards indicated in the **quality control sheet supplied to the service provider.** |

## 3.5 Training measurement indicators

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| How will we be able to measure the success of the training? (Training follow-up indicators: quantitative (target number of registrations, target number of certifications, etc.) and/or qualitative (verbatim, etc.) indicators). | Answer here / Wording: "The training project will be considered a success if" :   * Participants can cite the key commitments of HI's quality standards, explain the associated criteria, and outline the fundamental principles that structure the organization's approach to quality. * Participants can describe the five phases of the HI project cycle, briefly explaining their purpose, the associated quality issues, and the key actions to be taken in each phase. * Participants will be able to identify, for each phase of the project cycle, the tools and resources made available by HI to plan, implement and monitor quality in their projects. |
| How do you measure learner skills acquisition? | Final quiz per phase with a minimum pass rate of 80%. |

# Training project management

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| What is the desired schedule? | * Start date: July 2025 * Kick-off meeting: July 15, 2025 * Final delivery date: *October 1,* 2025 |

# Information on the call for tenders

## Service objectives

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|  | **Overall objective**: Design and/or produce an e-learning course consisting of 5 parts of around 0.5h each (2.5h in total) - based on a document with key information and internal and external resources.  **Specific objectives**  **R1**: The e-learning program is designed in French, and complies with the required teaching methods.  **R2:** The e-learning is accessible and available in French, and complies with accessibility criteria, animation and navigation requirements.  **R3**: E-learning is accessible and available in 1 additional language (EN)*.* (optional) |

## Deliverables expected at the end of the service

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| **Activities for Objective/Outcome 1**  **Activities for Goal/Outcome 2** | **R1.1** Storyboard proposal in Powerpoint format version 1  **R1.2** Revision/integration of comments following version 1 for final validation  **R2.1.** Propose a functional prototype of a few screens to validate the module's graphics, operation and accessibility.  **R2.2.** Technical development of the module: including animations, graphics, possible integration of videos, etc.  **R2.3.** Proposed version 1 of the developed module  **R2.4.** Revision/integration of comments following version 1 for final validation  **R2.5. SCORM** delivery  **R3.1** Export of texts from the initial module and transmission to Handicap International of the corresponding text document for translation into the 2 other languages  **R3.2** Integration of translations of texts, videos with subtitles and other animations, updating web links where necessary (a list of corresponding web links will be provided). (*Optional*)  **R3.3:** Proposal of a version 1 and technical adaptation if necessary of the translated courses before final validation (*Optional*)  **R3.4:** SCORM delivery (*Optional)*  **All editable source documents (pedagogical architecture in Excel format, storyboard in Powerpoint format, any graphic files, Storyline/Rise files) must be handed over to Handicap International once the project has been completed.** |

## Recruitment process

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| Explanation of the recruitment process | We will publish the offer on several platforms for the recruitment of consultants/providers to submit their proposals. The consultant/supplier will be selected on the basis of the following criteria:   * Proposal meets expectations * Accessibility skills * Suggested storytelling * Quote |
| List of documents required to respond to the call for tenders | * Quotation: Due to our limited budget, we ask you to provide a quotation including several options. Depending on the rates quoted, we may select one, several or all of the options. Here are the options we require:   + Creating parts in Storyline   + INTEGRATION for English (Rise) * Examples of realizations corresponding to requests * Document certifying that requirements (deadlines, accessibility, deliverables) will be met * Document presenting the process implemented by the consultant/supplier to carry out the project (various stages, provisional schedule, etc.). * Storytelling proposal |