

**Project: Enhancing Climate Resilience in CARIFORUM Countries**

**TERMS OF REFERENCE**

**EU GCCA/SER/003/CCORAL: CONSULTANCY SERVICES FOR THE DEVELOPMENT OF AN ONLINE TRAINING PLATFORM FOR THE CARIBBEAN CLIMATE ONLINE RISK ASSESSMENT TOOL (CCORAL) - BELIZE**

<b>1.</b>	<b>BACKGROUND INFORMATION .....</b>	<b>2</b>
1.1	Partner country .....	2
1.2	Contracting authority .....	2
1.3	Country background .....	2
1.4	Current situation in the sector .....	2
1.5	Related programmes and other donor activities .....	3
<b>2.</b>	<b>OBJECTIVE, PURPOSE &amp; EXPECTED RESULTS .....</b>	<b>3</b>
2.1	Overall objective .....	3
2.2	Purpose .....	3
2.3	Results to be achieved by the contractor .....	4
<b>3.</b>	<b>ASSUMPTIONS &amp; RISKS .....</b>	<b>4</b>
3.1	Assumptions underlying the project .....	4
3.2	Risks .....	4
<b>4.</b>	<b>SCOPE OF THE WORK.....</b>	<b>4</b>
4.1	General.....	4
4.2	Specific work.....	5
4.3	Project management.....	8
<b>5.</b>	<b>LOGISTICS AND TIMING.....</b>	<b>9</b>
5.1	Location.....	9
5.2	Start date & period of implementation .....	9
<b>6.</b>	<b>REQUIREMENTS .....</b>	<b>9</b>
6.1	Staff .....	9
6.2	Office accommodation.....	10
6.3	Facilities to be provided by the contractor.....	10
6.4	Equipment.....	11
<b>7.</b>	<b>REPORTS .....</b>	<b>11</b>
7.1	Reporting requirements and other deliverables .....	11
7.2	Submission & approval of reports .....	12
<b>8.</b>	<b>MONITORING AND EVALUATION.....</b>	<b>12</b>
8.1	Definition of indicators.....	12
8.2	Special requirements.....	12

# **1. BACKGROUND INFORMATION**

## **1.1. Partner country**

The CARIFORUM member states - Antigua and Barbuda, Bahamas, Barbados, Belize, Dominica, the Dominican Republic, Grenada, Guyana, Haiti, Jamaica, Saint Lucia, Saint Vincent and the Grenadines, Saint Kitts and Nevis, Suriname, and Trinidad and Tobago.

## **1.2. Contracting authority**

The Caribbean Community Climate Change Centre (The Centre). The Centre is the Program Implementing Agency (PIA) for the EU GCCA Programme “Enhancing Climate Resilience in CARIFORUM Countries (FED/2018/404-539).

## **1.3. Country background**

The project is being implemented for the entire CARIFORUM region. Whilst these are all independent countries, because of their geographic location and proximity to each other, they face similar impacts of climate change and to a considerable degree, the same limitations in addressing climate change. For this reason, the project intends to build national and regional capacities to:

- Component 1: generate and use climate data and information for application at these different levels of decision making,
- Component 2: strengthen the regional capacity to assess the economic, social, and technical feasibility of climate change adaptation approaches and support the implementation of projects that meet these criteria, particularly those in the water sector;
- Component 3: access funding from established global funding mechanisms to scale up and replicate proven climate change adaptation approaches, and
- Component 4: better understand climate change risk and adapt a risk management ethos.

It is recognized, however, that in view of recent global and recent developments due to Covid-19, the project must strategize and move towards making increased use of technology to build capacity virtually.

## **1.4. Current situation in the sector**

The CARIFORUM is a regional organisation of sixteen independent countries) in the Caribbean region with a combined population of over 35,000,00. These countries recognize that climate change requires both regional and national actions, thus over the years various strategies have been deployed, i.e. formulation of the Caribbean’s Regional Strategy for Achieving Development Resilient to Climate Change and its accompanying Implementation Plan (2011 – 2021), as well as Dominican Republic’s (DR’s) Climate Compatible Development Plan (CCDP) of 2011, and its National Adaptation Plan of 2015. Furthermore, these countries collaborate via mechanism such as the Caribbean Community Climate Change Centre whose mandate is “to coordinate the regional response to climate change and its efforts to manage and adapt to its projected impacts”.

Notwithstanding the successes to date, various barriers persist. These include, but are not limited to: a) the region’s climate risk and vulnerability monitoring systems are unable to adequately predict extreme climate related events, b) Climate related events are significantly impacting water security in the Caribbean, c) insufficiency of training, education and outreach with regards to climate change and what it means for the region and d) insufficiency of risk management within development planning.

It is with a view of ameliorating the above barriers the CCCCC is collaborating with regional governments and various other institutions in the implementation of the Enhancing Climate

Resilience in CARIFORUM project. The proposed Action will take place within the framework of an existing Financing Agreement between the Secretariat of the ACP Group of States (“ACP Secretariat”) and the European Union (EU) for the implementation of the Intra-ACP Global Climate Change Alliance Plus (GCCA+) Programme.

#### **1.4. Related programmes and other donor activities**

The CCCCC serves as the lead entity in the region that provides training in the use of the Caribbean Climate Online Risk Assessment Tool (CCORAL), an online support system for climate resilient decision making, uniquely developed for use in the Caribbean. The tool itself was developed in collaboration with The Climate and Development Knowledge Network and the United Kingdom Department for International Development (DFID). In recent years, the CCCCC has worked with partners to provide training such as to:

- The Organisation of Eastern Caribbean States (OECS) Commission (2017)
- Practitioners and professionals from Jamaica under the Pilot Programme for Climate Resilience to provide training in CCORROAL (2020).

The Enhancing Climate Resilience in CARIFORUM Countries Project is also consistent and will be mutually reinforcing to initiatives such as the United States Agency for International Development (2016 -2020) Climate Change Adaptation Program (CCAP) and The Green Climate Fund investments in the climate change adaptation and mitigation projects in the CARIFORUM Member States

## **2. OBJECTIVE, PURPOSE & EXPECTED RESULTS**

### **2.1. Overall objective**

The overall objective of the project, of which this contract will be a part, is to support the climate compatible development of the CARIFORUM countries to combat the negative impacts of climate change and disasters, while simultaneously exploring opportunities presented.

The specific objectives of CCORAL are:

- To enhance the climate observational and monitoring networks in the CARIFORUM for improved sectoral and development planning
- To enhance the Caribbean’s climate resilient water infrastructure.
- To elaborate a capacity building, education and outreach programme.
- To elaborate a Climate Risk Management Framework in CARIFORUM Member States

### **2.2. Purpose**

The general purpose of this contract is to build the capacity of the CARIFORUM Countries in managing climate risks by converting the classroom-based training programme on the use and application of CCORAL into a web-based learning course and establishing a robust platform for the provision of training to constituents across the CARIFORUM region. More specifically, the exercise aims to:

- To convert the present CCORAL training programme into a web-based learning programme.
- To design and build an electronic platform that is robust, flexible and able to integrate different learning features.

- To build the capacity of the Centre to be able to effectively deliver training to relevant constituents using the above-mentioned platform.

### **3.3. Results to be achieved by the contractor**

The exercise is expected to deliver four interdependent results that will position the Centre to be able to deliver CCORAL training virtually. Expected results are:

1. Conversion of the CCORAL face to face training programme into an interactive electronic course (e-course).
2. A robust, but flexible, online learning platform.
3. Translated versions (Spanish and Dutch) of the interactive e-course and all other related materials.
4. Facilitators trained with the requisite skills to be able to effectively deliver training to relevant constituents using the above-mentioned platform.

## **3. ASSUMPTIONS & RISKS**

### **3.1. Assumptions underlying the project**

The scope of the exercise does not entail actual provision of the training other than during a first pilot, thus none of the assumptions identified during project formulation are not necessarily applicable. Nevertheless, two new assumption are:

- That member countries and partners will embrace the notion of web-based training, and
- It will be possible to identify adequate case studies and reference information in Spanish and Dutch or obtain permission for case studies in English to be translated into said languages.

### **3.2. Risks**

As with the assumptions, none of the risks identified in the financing proposal are directly applicable to this exercise; however, challenges may be encountered in:

- Delays in procuring relevant hardware from abroad due to logistical situation as a result of with Covid-19.
- Regional and international travel to and from Belize, again due to Covid-19.

## **4. SCOPE OF THE WORK**

### **4.1. General**

#### **4.1.1 Description of the assignment**

Development planning in CARIFORUM countries is undertaken often without the benefit of a clear understanding of the potential climate change risks, thus compromising resilience building efforts. While budgeting restrictions are usually cited as a constraint to incorporating greater resilience into planning, construction and implementation, the costs associated with recovery, restoration and

rebuilding are normally much greater than the increased cost of integrating resilience as a proactive measure. Decisions are often made without resilience considerations for extreme weather events and climate change, such as drought, heavy precipitation episodes, and vector borne diseases that are occurring with increasing frequency in the region. Climate risk management can assist in the selection of optimal cost-effective strategies for reducing vulnerability, using a systematic and transparent process.

In view of the above, the need exists for organisations, including donors and development banks, operating at regional and national levels to “stress-test” policies and decisions against the potential impacts of a changing climate. It is with this in mind, that the Centre developed a Climate Risk Management Tool to stress-test projects, programs and policies, i.e., the Caribbean Climate Risk Online and Adaptation Tool (CCORAL) with support from the Climate Development Knowledge Network (CDKN). This tool was rolled out in all CARICOM countries and persons from, inter alia, Ministries of Finance, Planning, Physical Planning and Infrastructure trained in the application of the tool. When adequately utilised, the tool and positively influence planning and in turn lead to increase resilience to climate change and reduced losses due to climate induced events and disasters.

Whilst the benefits of the tool in development planning is recognized, to date all capacity building sessions have been via classroom-based sessions. However, in view of the evolving global and regional scenarios due to Covid-19, the Centre has opted to convert said programme into a web-based learning course. This will allow the Centre and its partners to continue to build capacity among the key national stakeholders and work with the other participating countries to incorporate and embed a climate risk management ethos into decision-making.

#### **4.1.2 Geographical area to be covered**

- All CARIFORUM countries

#### **4.1.3 Target groups**

The target group for CCORAL training will be primarily practitioners and professionals involved in developing and screening development projects.

Beneficiaries:

- More than 35 million people in CARIFORUM Member States that will benefit directly and indirectly, from improved forecasting and predictions emanating from the observational and monitoring networks, (inclusive of those in the agricultural, tourism, water, and health sectors),
- All Member States of CARIFORUM through improved climate risk management and disaster mitigation, and awareness building with regards to climate variability and change.

#### **4.2 Specific work**

The work to be undertaken under this ToR falls under Component 4 of the EU GCCA project and is critical to the attainment of the project’s development objective and its primary indicator, i.e. participating countries have set targets on the losses resulting from climate-induced events and disasters. The exercise is divided into various phases which may run consecutively or concurrently; however, in general the firm is responsible for the following:

- Designing the web-based module based on existing the Centre content and interviews with the Centre's subject matter expert(s).
- Designing and developing a functional prototype of the online learning module for review and validation.
- Designing and developing a web-based learning platform.
- Translation of the tool and learning material into Spanish and Dutch.

The contractor is expected to perform, at a minimum, the following specific tasks<sup>1</sup>

### **Phase 1: Project Management**

#### *Task 1: Inception Meeting*

- Attend an inception meeting with relevant personnel from the Centre to:
  - discuss the assignment,
  - validate critical objectives,
  - agree on learning objectives,
  - undertaken an initial needs assessment of the present IT platform and physical environment,
  - develop a project plan to guide the project through completion, and
  - agree on how the Centre will be kept abreast of progress and for managing reviews.

### **Phase 2: Design of Web-based Course and Conversion**

#### *Task 2: Design and Conversion*

- Work with the Centre's personnel to understand existing content and to instructionally design the course content and structure.
- Using the CCORAL tool, agendas, reports, etc. from past CCORAL training, organize the content of into an appropriate format: relevant units, topics and sub-topics, etc. that would enable the learners to understand essential aspects of the course.
- Identify and justify the most appropriate Content Authoring Tool.
- Ensure that any missing gap/information are adequately filled.
- Incorporate any case studies and other necessary activities.
- Along with the Centre's staff, decide on:
  - Aspect of the course that would be synchronous and which would be asynchronous.
  - Welcome and main menu screen, content page, optional colour palettes, header and footer sections, navigational and menu buttons, and relevant branding guidelines of the CCCCC
- Among others, the following modalities are to be examined: self-paced learning, peer to peer learning, assessments, discussion forums, simple and interactive user interface, low bandwidth environment, etc.

#### *Task 3: Validation*

---

<sup>1</sup> The tasks listed in the Terms of Reference are indicative of what needs to be undertaken. After careful analysis of the TOR and the Project Document, it is expected that potential consulting teams will identify additional tasks to make the exercise fully comprehensive. Potential consultants are therefore strongly encouraged to give careful attention to this matter.

- Along with the Centre's staff, validate the overall course architecture to ensure ease of use, adequate use of visuals, interactive activities, etc.

**Together, Task 2 and 3 should result in the firm being able to produce:**

- A functional prototype of the module – this would include sequence Diagram, Process Flow Diagram, etc.,**
- A validated beta module, and**
- Validated instructionally designed alpha module with corresponding digital workbooks, exercises, etc.**

### **Phase 3: Design and Development of a Learning Management Platform**

#### *Task 4: Design*

- Conduct a more comprehensive needs assessment/mapping of the existing IT infrastructure at the CCCCC to inform the design and development of the platform
- Based on the mapping exercise, provide a conceptual design of the proposed platform to the CCCCC. This design should include alternative options and costings and advantages/disadvantages of each design.
- Complete the final design of the platform, recognizing the need for performance, flexibility, scalability, extendibility of the system for future expansion.
- Provide the CCCCC with a listing and technical specifications of all the items that will be required for the implementation of the design – hardware, software, licenses, physical environment, etc.

#### *Task 5: Implementation of System Design*

- Along with the IT personnel from the CCCCC, install/assemble the Learning Management Platform.

**Tasks 4 and 5 should collectively lead to:**

- A Conceptual design of the proposed platform. This design should include alternative options and costings and advantages/disadvantages of each design,**
- Final Architectural design of the platform with requisite hardware (inclusive of specifications), software, etc., and**
- A fully developed platform**

### **Phase 4: Translation**

#### *Task 6: Translation*

- Translate all course related information, including the CCORAL tool (All website text, workbooks) into Dutch and Spanish, taking into consideration the technical aspects of the course as well as the pedagogical/andragogical dimensions.
- Translate all other handbooks, guidelines, etc. into Dutch and Spanish.

**Task 6 will result in all relevant material course materials being translated into Spanish and Dutch.**

**Note:** Review of translations prior to delivery should include checking of spelling and grammar, confirming technical accuracy, and verifying overall clarity and fluency in applicable language.

## **Phase 5: Training and Coaching**

### *Task 7: Training*

- Plan and implement a two-day training for the CCCCC's IT staff and other relevant personnel on the full operation and maintenance of the platform.

### *Task 8: Coaching and Final Adjustments*

- Support the CCCCC's personnel in running pilot (Spanish and Dutch) courses and based on these pilots, undertake any necessary adjustments.

## **Phase 6: Support and Maintenance**

### *Task 9. Support and Maintenance*

- Provide support & maintenance service of the of the platform from the date of contract signing for a period of 12 months. This would include fixing all bugs and system errors as and when identified by the system users.

### *Task 10. Final Report*

- Prepare and submit a final report on the assignments as per the agreed standards.

The contractor must also comply with the latest Communication and Visibility Manual for EU External Action (see [https://ec.europa.eu/europeaid/funding/communication-and-visibility-manual-eu-external-actions\\_en](https://ec.europa.eu/europeaid/funding/communication-and-visibility-manual-eu-external-actions_en)). The compliance with this shall be made an output of the contract and the contractors shall include in its reporting what have been accomplished.

## **4.3. Project management**

### **4.3.1 Responsible body**

The CCCCC will issue the contract for the execution of this Terms of Reference to the selected contractor. Day-to-day management of the assignment will be via the Programme Management Unit for the EU GCCA+ Grant which fall under the Programme Development and Management Unit of the Centre.

### **4.3.2 Management structure**

In the execution of the exercise, the contractor will liaise directly with the Lead Project Manager for the project. All deliverables will need to be signed off by the CCCCC's management and the contractor will be so informed in writing by the Lead Project Manager.

### **4.3.3 Facilities to be provided by the contracting authority and/or other parties**

The exercise is intended to be primarily home-based; however, for meetings, training and coaching, the CCCCC will make available adequate space for two individuals as necessary and agreed on.



## **5. LOGISTICS AND TIMING**

### **5.1. Location**

Elements of the exercise may require travel to the CCCCC's office in Belmopan, Belize. Travel to any other CARIFORUM country is not foreseen as any necessary engagement with entities there can be accomplished virtually.

### **5.2. Start date & period of implementation**

The intended start date is 15 October 2020 and the period of implementation of the contract will be Eighteen (18) months from this date. Please see Articles 19.1 and 19.2 of the special conditions for the actual start date and period of implementation. Indicatively development of the Platform maximum of 5 months, Maintenance period of 12 months.

The Contracting Authority reserves the right to award a contract for additional services depending on the outcome of the initial contract.

## **6. REQUIREMENTS**

### **6.1. Staff**

Note that civil servants and other staff of the public administration, of the partner country or of international/regional organisations based in the country, shall only be approved to work as experts if well justified. The justification should be submitted with the tender and shall include information on the added value the expert will bring as well as proof that the expert is seconded or on personal leave.

#### **6.1.1 Key experts**

Key experts are defined and they must submit CVs and signed statements of exclusivity and availability. All experts who have a crucial role in implementing the contract are referred to as key experts. The profiles of the key experts for this contract are as follows:

##### **A. Key expert 1: Education Specialists/Instructional Design Specialist (Team Leader)**

###### **Qualification and Skills:**

- Minimum of a master's degree in Education, preferably with a specialization in Instructional Design and/or online/distance education.
- Strong project management capacity and excellent communication skills.

###### **General Experience:**

- Minimum of five (5) years proven experience in designing and teaching via online/distance education.

###### **Specific Professional Experience:**

- Specific experience in provision of adult education via distance learning

The Team Leader will be the point person for liaison with the CCCCC.



## **Consultancy Services for the development of an online training platform for the Caribbean Climate Online Risk Assessment Tool (CCORAL) and associated Translation Services- Belize**

### **SECTION 2: ORGANISATION & METHODOLOGY**

Prepared for the Caribbean Community Climate Change Centre

Reference: EU-GCCA/SER/003/CCORAL

October 8th, 2020

Inter-American Institute for Cooperation on Agriculture (IICA) and Acclimatise Ltd.



## Contents

<b>0. Executive Summary .....</b>	<b>2</b>
<b>1. RATIONALE.....</b>	<b>4</b>
<b>1.1. Description of the relevance of the platform CCORAL and overall objective.....</b>	<b>4</b>
<b>1.2. Comments on the Terms of Reference.....</b>	<b>5</b>
<b>1.3. Assumptions and risks affecting the execution of the contract.....</b>	<b>7</b>
<b>2. STRATEGY.....</b>	<b>11</b>
<b>2.1. Outline of the approach proposed for contract implementation .....</b>	<b>11</b>
<b>2.2. Development strategy and detail of the phases of the project .....</b>	<b>12</b>
<b>3. BACKSTOPPING, SUBCONTRACTING AND CAPACITY PROVIDING ENTITIES .....</b>	<b>21</b>
<b>3.1. Backstopping Facilities.....</b>	<b>21</b>
<b>3.2. Subcontracting arrangements .....</b>	<b>28</b>
<b>4. INVOLVEMENT OF ALL MEMBERS OF THE CONSORTIUM AND OF CAPACITY PROVIDING ENTITIES.....</b>	<b>30</b>
<b>4.1. Description of the Consortium Members.....</b>	<b>30</b>
<b>4.2. Distribution of Tasks among consortium members .....</b>	<b>33</b>
<b>5. TIMETABLE OF WORK .....</b>	<b>35</b>
<b>6. REFERENCES .....</b>	<b>39</b>

## 0. Executive Summary

<b>Project title</b>	Consultancy Services for the development of an online training platform for the Caribbean Climate Online Risk Assessment Tool (CCORAL) and associated Translation Services- Belize.
<b>Project number</b>	EU-GCCA/SER/003/CCORAL
<b>Contracting Authority</b>	Caribbean Community Climate Change Centre (CCCCC)
<b>Expected Project Starting Date</b>	October 30th, 2020
<b>Project Duration</b>	18 months
<b>Location</b>	Virtual
<b>Overall Objective</b>	
To support the climate compatible development of the CARIFORUM countries to combat the negative impacts of climate change and disasters, while simultaneously exploring opportunities presented.	
<b>Specific Objectives / Components</b>	
<p><b>Component 1.</b> To enhance the climate observational and monitoring networks in the CARIFORUM for improved sectoral and development planning.</p> <p><b>Component 2.</b> To enhance the Caribbean’s climate resilient water infrastructure.</p> <p><b>Component 3.</b> To elaborate a capacity building, education and outreach programme.</p> <p><b>Component 4.</b> To elaborate a Climate Risk Management Framework in CARIFORUM Member States.</p>	
<b>Objective of the consultancy</b>	
<p>To build the capacity of the CARIFORUM Countries in managing climate risks by converting the classroom-based training programme on the use and application of CCORAL into a web-based learning course and establishing a robust platform for the provision of training to constituents across the CARIFORUM region. More specifically, the exercise aims to:</p> <ul style="list-style-type: none"> <li>● To convert the present CCORAL training programme into a web-based learning programme.</li> <li>● To design and build an electronic platform that is robust, flexible and able to integrate different learning features.</li> <li>● To build the capacity of the Centre to be able to effectively deliver training to relevant constituents using the above-mentioned platform.</li> </ul>	
<b>Specific work</b>	
Under the component 4, the work to be developed focuses on:	

- Designing the web-based module based on existing the Centre content and interviews with the Centre’s subject matter expert(s).
- Designing and developing a functional prototype of the online learning module for review and validation.
- Designing and developing a web-based learning platform.
- Translation of the tool and learning material into Spanish and Dutch.

#### **Phases of the project**

The project will have 7 phases:

- Phase 1: Project Management.
- Phase 2: Design of Web-based Course and Conversion.
- Phase 3: Design and Development of a Learning Management Platform.
- Phase 4: Translation.
- Phase 5: Training and Coaching.
- Phase 6: Support and Maintenance.
- Phase 7: Closure.

#### **Target Groups**

The target groups for the training course are practitioners and professionals (from the CARICOM countries) involved in developing and screening development projects.

## 1. RATIONALE

### 1.1. Description of the relevance of the platform CCORAL and overall objective

- **Background: climate change, web-based learning (e-learning)**

Climate change is one of the largest challenges that humankind is facing, and every year millions of people are being affected worldwide by hurricanes, drought and more, which directly impacts our natural systems that we depend on (Alemazkoor, et al.2020; Hari et al. 2020; Janssens, et al.202; Lam et al., 2020).

Strategies to improve adaptation, resilience and trade are key to ensure the possibilities to feed a growing world on a sustainable basis (Janssens et al. 2020; Searchinger et al., 2018). In this sense, the Caribbean Climate Online Risk Assessment Tool (CCORAL) (CCCCC, 2013) has had an important role to improve the development of low-carbon, climate-resilient economies and integrate climate change into national development planning in the Caribbean Region.

The proposal to virtualize the training course, originally delivered by presential mode, became a very important strategy in part due the COVID-19 crisis. Also, e-learning became a common and effective process to improve capacity-building (Aczel et al. 2008; WEF, 2016) with hundreds of platforms available, including those from distinguished universities, such as MIT OpenCourseWare, Harvard Online learning and others maintained by international organizations such as United Nations, World Bank, Inter-American Development Bank (IDB), and the Inter-American Institute for Cooperation on Agriculture (IICA).

Literature presents examples of the effectiveness of e-learning programs compared to traditional courses (Petarca et al., 2018), how new learning methods are improving education (Gomez-Luzia et al., 2019), the reduced costs and massive participation provided by the Massive Online Open Courses (MOOC's) (McAndrew & Scanlon, 2013), and other benefits.

Under this perspective, it is important to emphasize that in the last ten years, IICA has been implementing and accelerating the use of Information and Communications technology (ICT) in its technical cooperation actions, especially for training programs. Nowadays, the Institute has an e-learning platform with security protocols and where new methodologies and relevant resources are used for training.

There are concrete cases where IICA is supporting national governments to increase capacity-building by the use of its e-learning platform surrounding themes such as: best agricultural practices, risk management in the agricultural sector, climate change, and food safety among others. For example, we can cite the “ERVIA-Escuela Regional Virtual de Inspección de Alimentos in Central-America and Dominican Republic” and the initiative to train diplomats of Costa Rica using IICA's e-learning platform. Acclimatise also brings in a broad expertise in training courses design and delivery on **climate change risk and resilience topics**. The company **developed the CCORAL Tool** for the Caribbean Community Climate Change Centre (CCCCC), an online support system for climate-resilient decision-making, tailored for the execution of a risk management approach in decision-making regarding the implementation of project/programs/policies in the Caribbean. Acclimatise experts **designed and delivered associated in-person training courses on how to use the tool** to a wide range of Caribbean stakeholders, from Government to private sector representatives and non-

governmental organizations (NGOs). Overall, Acclimatise's projects almost always include a **substantial capacity-building component** on climate adaptation and resilience, applied to our clients' sector and context, both at the organizational and individual level. The team has **strong instructional design capabilities**, by design training courses down from capacity needs assessments to actual training delivery. Acclimatise facilitators design tailor-made learning events to address our clients' specific needs, including **workshops** and **training courses**, facilitated **round table discussions**, role play **exercises**, **live webinars** and **online events**. We are now increasingly turning our in-person learning events to the latter format, due to COVID-19 travel restrictions. We have opted for a **blended learning approach**, including pre-recorded videos, weekly live calls, using interactive elements such as group exercises, polls and Google Forms, ensuring a **balance between theory and practice**.

Another important characteristic of IICA's e-learning platform is the robustness. Since 2008, the development and implementation of MOOC's to the general public in subjects related to agriculture, climate change and beyond, has impacted more than 80,000 people from more than 80 countries through the offering of around 100 training courses.

Considering previous experiences from both institutions hereby presented, we propose the development of a series of activities based on the proven web-based learning methodology that will result on a full training platform and serve the entire CARIFORUM region to achieve the objectives established by this Term of Reference, benefitting more than 35 million people.

## 1.2. Comments on the Terms of Reference

According to the provisions of the term of reference, the specific actions of the contract will consist of a transformation of the classroom-based training program on the use and application of CCORAL into a web-based learning course.

Both IICA and Acclimatise, institutions hereby presented, have extensive experience in this area. Acclimatise was the institution **responsible for the development of CCORAL**, aimed to help users take appropriate action in response to a variable and changing climate and apply a risk management approach in decision-making regarding the implementation of project, programs and policies, ultimately delivering climate resilient development in Caribbean countries. In the tool's design phase, Acclimatise experts organized workshops and in-country meetings in three pilot countries and reviewed existing approaches to risk management in the Caribbean, including CARICOM's climate risk management guidelines, to ensure the tool's adequate tailoring to the regional context. The Acclimatise team has an **in-depth understanding of CCORAL's several functions**, from a high-level climate screening, understanding the climate influence on the user's activity to applying a climate risk management process and finding adequate tools to support the user's work. Further, in addition to the tool per se, Acclimatise was also **responsible for organizing and delivering training events on how to use CCORAL**. Experts first **capacitated the CCCCC**, before training Caribbean stakeholders in tandem with CCCCC colleagues. This was followed by the **preparation and delivery of two regional risk management training workshops on CCORAL** for at least 40 senior government stakeholders from 16 CARIFORUM countries, including the development of training materials and organization of theoretical and practical sessions. Later on, as part of the

Government of Grenada and GIZ's effort to disseminate CCORAL in the Caribbean region, Acclimatise have supported the **first country-level training program on the tool** and developed a detailed training program adapted to the **Grenadian audience**, which included 20 stakeholders from the Government of Grenada, NGOs and the private sector. This reflects that Acclimatise both knows the tool but also can capacitate **different stakeholders, with various levels of understanding of climate change**, on its content and **adapt the training materials to the audience**.

Also, IICA has a robust web-based learning platform which supports numerous e-learning projects / courses and which has received almost 50 thousand participants in 2020 and almost 100 thousand people since 2015.

We consider the following tasks as milestones to be developed with The Centre's staff as a way to guarantee the successful implementation of this terms of reference:

- **Inception Meeting:** in order to organize the development of this initiative and present the methodology to the Centre, meetings will be carried out to have the detailed project requirements and establish a workplan to successfully implement the initiative, from the design until the implementation and training process (Task1).
- **Design and conversion:** The design and conversion phase will be developed with the Centre as a way to define the contents available from the in-person CCORAL training program and materials and use the latter to structure the web-based learning platform (Task 2).
- **Validation:** Validate the entire course architecture to ensure ease of use, adequate use of visuals, interactive activities, etc. to the entire satisfaction of the contracting authority, according to the requirements of the project (Task 3).
- **Design of a learning management platform:** This is one of the main points that will mark other important actions in the following phases of the project such as: support the decision of educational platform, tools, necessary plugins (such as security protocols), capacity to scale up the project among others (Task 4).
- **Implementation of the learning management platform:** This task includes the Installation and configuration of the learning platform using a web-based learning platform. The final product will be a web-based training course in three languages: Spanish, English and Dutch (Task 5).
- **Translation of all components and contents (course script, teaching materials, CCORAL online tool and learning platform):** The project requires that the final product be implemented in the languages Spanish, English and Dutch. In this sense, all the material defined with the Centre's staff in previous phases, will be translated to these languages by professional translators (Task 6).
- **Training:** This is an essential part of the project and a two-day training with the CCCCC's IT staff and other relevant persons will be planned and performed (Task 7).
- **Coaching and Final Adjustments:** This task will involve the support of the CCCCC's personnel in running pilot (Spanish and Dutch) courses and based on these pilots, undertake any necessary adjustments (Task 8).



- **Support and Maintenance:** The platform will need support & maintenance service for a period of 12 months. This task will include fixing all bugs and system errors as and when identified by the system users (Task 9).
- **Final Report:** Include the preparation and submission of a final report on the assignments as per the agreed standards (Task 10).

### 1.3. Assumptions and risks affecting the execution of the contract

The ToR identifies some important assumptions and risks associated with the delivery of the project. In this section, we will reflect upon these, while identifying some additional assumptions and risks to be considered.

This section presents the assumptions of the project as underlined in the ToR and additionally those identified by the Consortium to allow for the efficient and smooth implementation of the project. Assumptions are factors that the project cannot directly influence, the absence of which may generate important limitations and/or risks to the successful implementation of the project.

The Consortium intends to deploy all necessary mechanisms to ensure efficient and accountable management not only of the project activities but also of the assumptions to ensure their validity throughout the whole project life cycle. The methodology to be followed will be flexible enough to allow for the best possible alteration of existing and/or adaptation of new assumptions due to the possible changing needs of the project or changes in its external environment. Active cooperation and support of the team of experts at beneficiary level is considered as the main pillar for the management of the assumptions.

#### ❖ Assumptions underlying the Project

The project intervention is based on the following main assumptions:

**Assumption 1. That member countries and partners will embrace the notion of web-based training.** IICA has developed online courses since 2010 and developed more than 100 training courses supporting all IICA's member countries, which includes the Caribbean Region. In this sense, it is correct to indicate that IICA's platform presents mechanisms to accompany the user in the development of the course. Also, the platform is very intuitive, which helps the user to follow the course effectively. It is important to highlight that depending the amount of information and available media, an internet access with at least 1Mbps will be necessary to access the web-based learning course.

**Assumption 2. It will be possible to identify adequate case studies and reference information in Spanish and Dutch or obtain permission for case studies in English to be translated into said languages.** IICA through its program of Climate Change and Productive Risks, counts with a team of experts in the matter along the 34 Member States (14 from the Caribbean), furthermore, it is possible for us to identify case studies.

- **Assumptions identified by the consortium**

**Assumption 3. The capacity of the server where the virtual platform will be hosted is appropriate for project requirements.** Meetings will be established with the IT team in order to carry out an analysis of the technological infrastructure existing in CCCCC. In the absence of the adequate technological infrastructure, recommendations will be made to guarantee the correct functionality of the learning platform and its future expansion.

**Assumption 4. The CCCCC will make available to the consortium all the CCORAL associated documentation and training materials developed over the years, including the most up-to-date ones.** Given that the tool was developed in 2012-2013, it is likely that it has been updated to reflect evolving climate risk management practices, guidance and best practice case studies in the Caribbean. It is also probable that new country or audience-tailored training materials on the tool have been developed and/or refined by the CCCCC, as experts disseminate the tool's use to a broader audience across the Caribbean.

**Assumption 5: The training's targeted audience has the technical capacity to take part in the training course and use CCORAL.** The consortium assumes that the training attendees have the technical competence to use the web-based platform and understand the related content on climate risk management.

**Assumption 6: CCCCC's staff will have the availability to provide timely input and feedback over the project course.** It is assumed that CCCCC will be available to provide feedback on deliverables within one to two business weeks, to ensure that the agreed workplan does not encounter any substantial delay. We also assume that some team members will be available to input on requests for clarifications on CCCCC's preferences regarding the course's and platform's content and design.

**Assumption 7: The training's content will be public.** We are assuming that the web-based training platform on CCORAL will be for public access (as other examples executed by both institutions). Otherwise, the training access can be restricted to specific users (using log in and password), depending on The Centre's demand.

## ❖ Risks

In this section, we assess the risks and identify how we will mitigate them. Risk management is an on-going process throughout the lifespan of the project. Risks are identified, assessed, managed and monitored. Through the project, as some risks are circumvented others may surface, hence we will observe a continuous process as shown below, whose components are highly interactive and interdependent.

**Identification of risks and assessment of their likelihood and impact:** in order to ensure high levels of validity of the perceived risks and assess their likelihood of impacting on the engagement, the consortium has identified and evaluated them through two focus groups with representatives of all consortium members. This also contributes to exchange views thus mitigating aspects of subjectivity. This exercise has proved particularly fruitful given the high level of diversity among consortium members.

- **Development of a Risk Management Plan:** in the table below, we have described responses to the risks mentioned in the ToR as well as to other risks identified by the Consortium. The process of identifying appropriate responses to each risk occurred through an open exchange of ideas among the consortium members.
- **Re-evaluation and Control:** A further assessment of the risks will take place during the Inception phase that will be incorporated in the Inception Report, while an updated analysis of risks will be conducted in the Interim Reports. At the same time, throughout the duration of the project, independent and regularly updated sources for risk assessment will be consistently monitored in order to be always ready for any needed adjustments and have a neutral source for discussing risks with stakeholders.

The Consortium has the required capacity, and regional and sectorial experience to effectively mitigate these risks. Risks will be recorded and regularly monitored by the Team Leader in cooperation with his team of key experts and non-key experts. A full record of all actions taken and the results achieved will be maintained to evaluate progress made and capitalize on the lessons learned from each case.

The table below includes a detailed list of risks: those identified in the ToR as well as other relevant risks identified by the Consortium. A further assessment of the risks will take place during the Inception phase that will be incorporated in the Inception Report.

Risks	Like hood	Impact	Mitigation Tools
<b>Risks identified in the ToR</b>			
Delays in procuring relevant hardware from abroad due to logistical situation as a result of with Covid-19.	Low	Low	Hardware requirements for the project will be minimal, as the platforms and documents can be allocated in different cloud services, where no physical equipment is required.

			<p>For this project, the hardware is installed and in effective operation among the consortium members.</p> <p>The necessary hardware is easily accessible in the region and has not been in production shortages.</p>
Regional and international travel to and from Belize, again due to Covid-19.	Low	Low	<p>IICA through its Delegation in Belize will be able to attend any requirement in the country.</p> <p>For this project it is possible to meet and coordinate the necessary actions through video conferences and other virtual resources.</p>
<b>Risks identified by the Consortium</b>			
Loss of a team member	Medium	Low	IICA counts with a network of consultants, in case of major events that imply the loss of a team member.
Change requests can delay the project.	Medium	Medium	The consortium will implement an effective Project Change Management to ensure the correct implementation of the required changes and approval. Also, it will implement strong requirements documentation to ensure the scope of the project. The project team will discuss the project timeline with CCCCC at the inception meeting and during subsequent regular project progress review meetings. Amendments to the timeline will be made where appropriate and feasible.
IT-related difficulties hamper the set up of the web-based platform.	Low	Low	IICA counts with an IT sector and the Center for Knowledge Management and Horizontal Cooperation Services (CKM) that can provide solutions to eventual difficulties. In this year of 2020, the e-learning platform has impacted

			almost 50 thousand people without any major concern.
Stakeholders to train on the web-based platform are not available/difficult to coordinate in light of current remote working situation.	Low	Low	When establishing the project timeline with CCCCC, both at inception stages and during project progress meetings, we will ensure that stakeholders to train are (i) identified and (ii) notified of the training as early as possible.

## 2. STRATEGY

### 2.1. Outline of the approach proposed for contract implementation

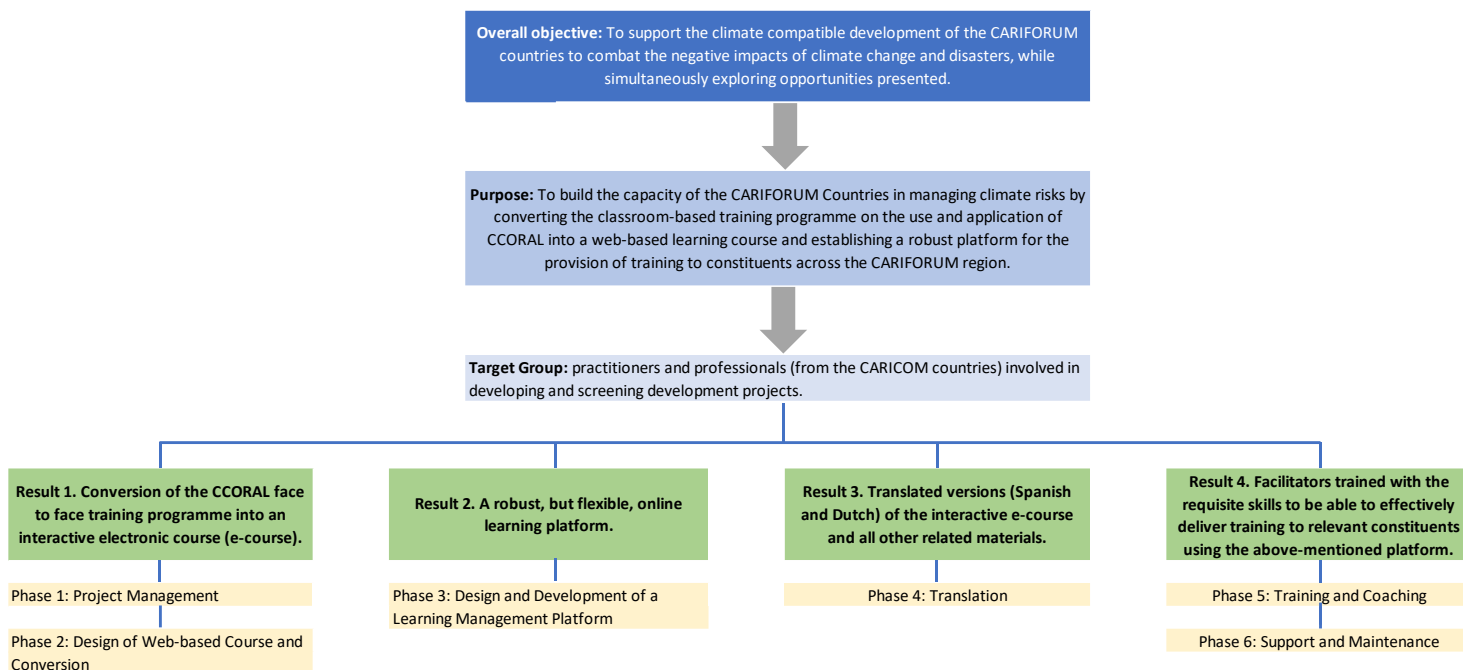
From the Consortium, it is understood that the approach to the project's general objective is sustained under the purpose defined as, to build the capacity of the CARIFORUM Countries in managing climate risks by converting the classroom-based training program on the use and application of CCORAL into a web-based learning course and establishing a robust platform for the provision of training to constituents across the CARIFORUM region.

This purpose is divided in seven main phases to achieve four results:

1. Conversion of the CCORAL face to face training programme into an interactive electronic course (e-course).
2. A robust, but flexible, online learning platform.
3. Translated versions (Spanish and Dutch) of the interactive e-course and all other related materials.
4. Facilitators trained with the requisite skills to be able to effectively deliver training to relevant constituents using the above-mentioned platform.

The logic structure of the work to be developed in the context of the main project is as shown in figure 1.

Each of the expected results is associated with a phase of the project as proposed on the ToR, the consortium suggests to include a closing phase of the project for final approval and formal project closure.



**Figure 1.** General breakdown structure of the work to be developed.

## 2.2. Development strategy and detail of the phases of the project

The correct organization and implementation of such a project is key to achieve the main objective of this terms of reference. In this sense, careful attention will exist in each task and phase of the project, from the very early stages until the final implementation. Below, we present the details of the project development including the seven proposed phases. The Project will be implemented for 18 months, divided into seven complementary phases:

Phases	Priority Activities	Deliverable (D)
Phase 1: Project management	1.1.1 Initial meetings with the CA. 1.1.2 Initial Diagnostic and design of the overall strategy. 1.1.3 Development of the workplan.	D.1 Validated Work Plan D.2 Inception Report
Phase 2: Design of Web-based Course and Conversion.	2.1.1 Work with the Centre’s personnel to understand existing content and to instructionally design the course content and structure. 2.1.2 Using the CCORAL tool, agendas, reports, etc. from past CCORAL training, organize the content of into an appropriate format.	D.4. Validated instructionally designed alpha module with corresponding digital workbooks, exercises, etc. D.5. Phase report

	<p>2.1.3 Identify and justify the most appropriate Content Authoring Tool.</p> <p>2.1.4 Ensure that any missing gap/information are adequately filled.</p> <p>2.1.5 Incorporate any case studies and other necessary activities.</p> <p>2.1.6 Along with the Centre’s staff, decide on aspects of the course and graphic design.</p> <p>2.2.1 Along with the Centre’s staff, validate the overall course architecture to ensure ease of use, adequate use of visuals, interactive activities.</p>	
<p>Phase 3: Design and Development of a Learning Management Platform.</p>	<p>3.1.1. Conduct a more comprehensive needs assessment/mapping of the existing IT infrastructure at the CCCCC to inform the design and development of the platform.</p> <p>3.1.2 Based on the mapping exercise, provide a conceptual design of the proposed platform to the CCCCC.</p> <p>3.1.3 Complete the final design of the platform, recognizing the need for performance, flexibility, scalability, extendibility of the system for future expansion.</p> <p>3.1.4 Provide the CCCCC with a listing and technical specifications of all the items that will be required for the implementation of the design – hardware, software, licenses, physical environment, etc.</p> <p>3.2.1 Along with the IT personnel from the CCCCC, install/assemble the Learning Management Platform.</p>	<p>D.6. A fully developed platform.</p> <p>D.7. Phase report</p>
<p>Phase 4: Translation</p>	<p>4.1.1 Translate information from the course English-Spanish.</p>	<p>D.8. all relevant material course materials being</p>

	<p>4.1.2 Translate information from the course English-Dutch.</p> <p>4.1.3 Translate supportive material and videos English-Spanish.</p> <p>4.1.4 Translate supportive material and videos English-Dutch.</p>	<p>translated into Spanish and Dutch.</p> <p>D.9. Phase report</p>
Phase 5: Training and Coaching.	<p>5.1.1 Design the training course.</p> <p>5.1.2 Validate the course.</p> <p>5.1.3 Train the CA staff.</p> <p>5.2.1 Changes requests submission.</p> <p>5.2.2 Implement the adjustments.</p> <p>5.2.3 Final validation</p>	<p>D.10. CA trained staff</p> <p>D.11. Phase report</p>
Phase 6: Support and Maintenance.	<p>6.1.1 Technical support to maintain the online platform (servers, hosting, etc).</p> <p>6.1.2 Perform operational tests of the platform.</p> <p>6.1.3 Review backups operation.</p>	<p>D.12 Support and maintenance tasks performed successfully.</p> <p>D.13 Phase report</p>
Phase 7: Closure.	<p>7.1.1 Preparation of the Project Hand-over and Briefing of the Responsible Staff Final Reporting</p> <p>7.1.2 Prepare draft and final reports</p> <p>7.1.3 Expenditure verification and financial closure of the Project</p>	<p>D.14 Final report</p>

Below is a description of each phase:

- **PHASE 1. PROJECT MANAGEMENT**

This phase defines the required coordination among the consortium and the CCCCC team, for which an inception meeting will be held in order to register the detailed requirements of the project, discuss the assignment, validate critical objectives, agree on learning objectives, undertake an initial needs assessment of the present IT platform and physical environment, develop a project plan to guide the project through completion, and agree on how the Center will be kept abreast of progress and for managing reviews.



With the inputs provided from the initial meetings, a detailed project plan will be prepared that includes a management plan for the project areas: scope, schedule, cost, quality, resources, procurement, communications, risks, and stakeholders.

- **Inputs:** signed contract, ToRs, business case, preliminary timetable, payment schedule, institutional standards and policies.
- **Outputs:** Detailed work plan, inception report.

- **PHASE 2: DESIGN OF WEB-BASED COURSE AND CONVERSION.**

This phase is divided into two main work packages: 2.1) Design and Conversion and 2.2) Validation.

### **2.1) Design and Conversion**

#### **Work on the web-based course's content**

For the work package 2.1, the consortium will work with the Centre's personnel to understand learners' needs, review CCORAL and past in-person training courses' existing content. This will help to instructionally design the online course content, to organize it into an appropriate format for online learning. We will determine relevant units, topics and sub-topics, including climate change risk management in the Caribbean, that will enable the learners to understand essential aspects of the tool and how to use it. This phase will require the definition of the following: methodology, structure (modules, activities, forums, tests, etc), content, creation of didactic material among others. The final product will be an operative prototype of the course, allowing a full comprehension about its functionality.

Once the targeted learners and their needs have been identified, we will work on the course's outline and learning methodology. We will leverage our insider knowledge of the CCORAL tool, climate risk in the Caribbean as well as CCORAL training delivery to provide the most relevant course content, which will be coordinated by both institutions.

One important definition is the learning methodology, which turns the original face-to-face training program into a virtual one. Given this, the following learning methodology is proposed, blending three different learning strategies:

- **I learn:** The participant has access to materials, content and information related to the topics of the Module that guide the virtual learning process. By this means, the participants have knowledge and theoretical inputs related to the subject exposed in the module.
- **I build:** The participant has access to a collaborative construction space with peers where they put into practice and build their knowledge regarding the subject of the Module and the tools used.
- **I produce:** The participant has access within the platform to a space for feedback with the tutor to acquire new perspectives regarding constructed learning, demonstrating the elements produced.

As an example, based on previous experiences of courses with around 40 hours of duration, it should consider a modular structure including thematic units, and it could present **asynchronous and synchronous** stages depending on the definition and structure of the course.

Example of course's structure: **Introduction module:** Exposure of course guidelines'. **Thematic unities:** i) general description, ii) entry and / or exit profile of the participant iii) general objective and specific objectives, iv) content v) methodology, vi) evaluation system, vii) recommendations for the virtual study. The participant will receive all information regarding the use of the platform, including a learning guide, explanatory videos and learning materials (readings).

### **Work on the web-based course's online aspects**

In parallel to developing the course's content, our team will work with CCCCC personnel to identify the most suitable design options, including graphic line, welcome and main menu screen, content page, optional color palettes, header and footer sections, navigational and menu buttons, and relevant branding guidelines of the CCCCC. In light of the training course's outline and methodology, the team will identify the most appropriate Content Authoring Tool.

### **2.2) Validation**

As part of work package 2.2), CCCCC and our team will work together to validate the overall course architecture, to ensure ease of use, adequate use of visuals and interactive activities. The defined structure, based on the proposed learning methodology, will be implemented on a demo and full operative platform.

**Inputs:** Work plan, CCORAL tool, agendas, reports, slides etc. from past CCORAL training

**Outputs:** i) A functional prototype of the module. ii) A validated beta module, and iii) Validated instructionally designed alpha module with corresponding digital workbooks, exercises, etc.

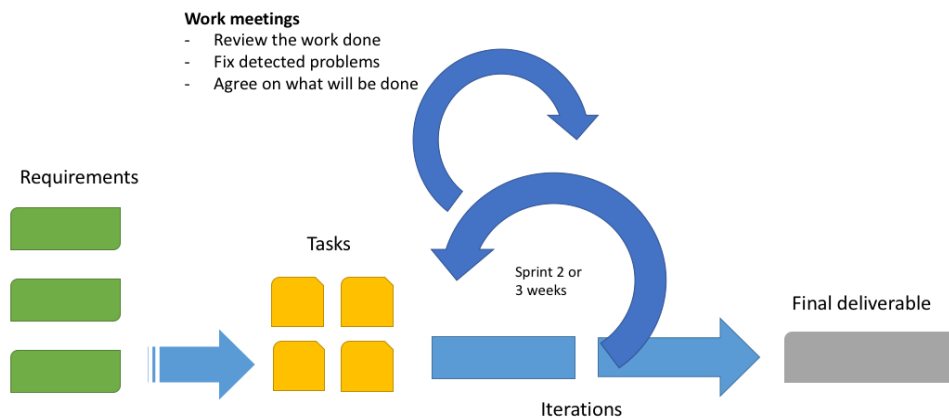
- **PHASE 3. DESIGN AND DEVELOPMENT OF A LEARNING MANAGEMENT PLATFORM**

Phase 3 considers two work packages (WP): 3.1 Design and 3.2 Implementation of system design. In the first WP the consortium will conduct a more comprehensive needs assessment/mapping of the existing IT infrastructure at the CCCCC to inform the design and development of the platform, complete the final design and provide the CCCCC with a listing and technical specifications of all the items that will be required for the implementation of the design and provide a conceptual design of the proposed platform to the CCCCC. To ensure the platform's final design provides high-performance, is flexible and can be expanded in the future, we will point towards the sources of most up-to-date climate-related data (such as link to the Intergovernmental Panel on Climate Change (IPCC) pages for most recent reports) and methodologies that can be linked to the web-based learning platform.

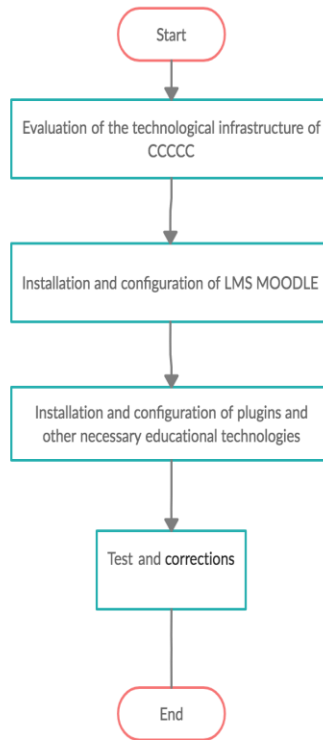
The second WP will be carried out with the IT personnel from the CCCCC, to install/assemble the Learning Management Platform.

For the development of this phase it will be necessary to consider the prototype developed in phase 2, the course will be fully developed and implemented in a specific web-based learning platform. For the implementation we are considering the agile SCRUM methodology (Figure 2) and the use of a robust and well tested platform, such as the MOODLE. This is an open source LMS – learning management system that can be easily managed by any trained IT specialist. MOODLE has great capacity for integration with other platforms such as google analytics (B.I. tool), can include security protocols and characteristics such as versatility, adaptability, expansion and growth.

Thinking on the medium to long term, this is a low cost and very reliable platform that will keep the CCORAL training program active for many years to come. All these justifications will be presented to this prestigious commission as a way to give a correct overview of available platforms that could be used to develop the products in this term of reference and help the decision-making process. The figures 2 and 3 shows in a very general way the agile SCRUM methodology and the main steps of this stage.



**Figure 2.** Scrum methodology.



**Figure 3.** Main steps of phase 3.

**Inputs:** Work plan, prototype of the module, IT infrastructure, server configurations, requirements, validated changes.

**Outputs:** i) A Conceptual design of the proposed platform. ii) Final Architectural design of the platform with requisite hardware, software, etc., and iii) A fully developed platform.

#### ○ **PHASE 4. TRANSLATION**

Once finalized the phase 2 of design, the translation phase will take place in the IICA Languages Unit, where English to Spanish translators are provided. In the case of translation into Dutch, a special contract will be carried out for this purpose.

The material to be translated (considering spelling and grammar and technical accuracy) includes all course related information, including the CCORAL tool (all website text, workbooks), handbooks, guidelines, cases of study and the required teaching materials. Transcription of videos and translation of subtitles are contemplated. There is an estimated limit of 70,000 words in total to be translated from English (to be adjusted with the contracting authority).

**Inputs:** Work plan, all final teaching materials, video's transcription, website text.

**Outputs:** All relevant material course materials being translated into Spanish and Dutch.

#### ○ **PHASE 5. TRAINING AND COACHING**

Once finalized the phase 3, the consortium will proceed to Plan and implement a two-day training for the CCCCC's IT staff and other relevant personnel on the full operation and maintenance of the platform.

In an asynchronous session, the details of the completely designed course will be shown, a Beta test will be carried out, which consists of the process of review and validation of the entire course structure, a change control sheet will be used. This tool will allow the Center to identify the adjustments that are necessary, for this purpose a period of time will be defined. Adjustments will be made in conjunction with the review team in order to obtain as much detail as possible. The consortium will provide coaching for a specific period of time and implement the final adjustments according to the changes approved.

Our team will also be able to provide expertise on CCORAL's content and context related to climate risk management in the Caribbean. Experts will be available during the training days to answer questions on CCORAL's content and to give any additional background information needed to aid the trainee's understanding of climate change and how to use the CCORAL's platform.

**Inputs:** work plan, the developed platform, change control sheet.

**Outputs:** i) Two-days virtual training course implemented. ii) approved changes requests implemented.

○ **PHASE 6. SUPPORT AND MAINTENANCE**

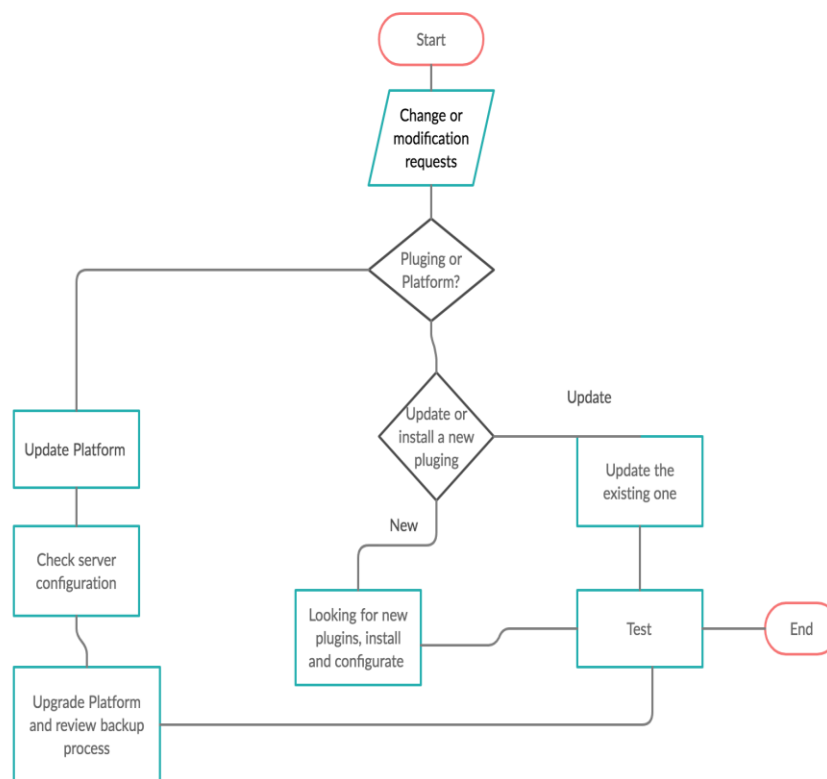
This phase is focused on correcting possible errors, improving performance, making new configurations, and attending to new requests from the contracting authority, reviewing the server configurations.

New requests from the contracting authority may involve the installation and configuration of new plugins, as well as general configurations on the learning platform. The main tasks to perform to maintain and support the learning platform are:

- Update OS when necessary, as well as Apache, PHP and BD engine versions.
- Update LMS to new version
- Looking for new plugins or update existing ones
- Perform operational tests of the platform.
- Review backups operation.

In the event that the learning platform is installed on servers managed by CCCCC, in this phase consultancies will be carried out that will aim to achieve a greater involvement of the IT staff of the contract authority.

The figure 4 shows in a very general way the main steps in this stage.



**Figure 4:** Flow chart for the support and maintenance.

**Inputs:** Work plan, change requests, updating needs.

**Outputs:** Learning platform tested and updated

#### ○ PHASE 7. CLOSURE

The project closure phase includes the formal acceptance of the completed project – particularly with the approval of the Final Report and Final Invoice. The objective of this phase goes beyond the formal acceptance and ensures that the project deliverables and achievements are summed up comprehensively for the Contracting Authority. A Handover meeting will be carried out to present the final outputs and results of the project.

**Inputs:** Work plan, all phases reports, registers of the project, change management system reports, incidents reports.

**Outputs:** ii) Final report, ii) official acceptance of the deliverables, iii) lessons learnt compilation.

### 3. BACKSTOPPING, SUBCONTRACTING AND CAPACITY PROVIDING ENTITIES

This section will provide a description of the support services that we will provide during the project implementation, demonstrate the capacities to perform designated project activities and emphasize quality systems and knowledge capitalization methods and tools, and any subcontracting arrangements. We will set high-quality supporting organization structure and backstopping services in line with the ToR.

Backstopping will enable the Team Leader (TL), Key Experts (KE) and Non-Key Experts (NKEs), to focus on their professional activities and ensure effective and efficient implementation of the project on time, within the budget and quality standards. IICA will assume overall responsibility for backstopping with support from the consortium members through organizational structure and backstopping staff, premises and facilities, and quality systems and methods for knowledge capitalization.

#### 3.1. Backstopping Facilities

Throughout the project the consortium is committed to offer technical, logistic and administrative support to the project, facilitating an agile and flexible decision making that allows reacting in a fast way before the project eventualities. The backstopping facilities provided by the Consortium will include the following elements:

- ✓ Project office and logistic support.
- ✓ Management structure and backstopping teams.

## 5. TIMETABLE OF WORK

ACTIVITIES	MONTH																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>PHASE 1: Project Management</b>																		
1.1 Inception meetings																		
1.1.1 Initial meetings with the CCCCC																		
1.1.2 Initial Diagnostic and design of the overall strategy																		
1.1.3 Preparing reports																		
<b>D.1. Work plan</b>																		
<b>D.2. Inception report</b>																		
<b>PHASE 2: Design of Web-based Course and Conversion</b>																		
2.1 Design and conversion																		
2.1.1 Work with the Centre's personnel to understand existing content and to instructionally design the course content and structure																		
2.1.2 Using the CCORAL tool, agendas, reports, etc. from past CCORAL training, organize the content of into an appropriate format																		
2.1.3 Identify and justify the most appropriate Content Authoring Tool																		
2.1.4 Ensure that any missing gap/information are adequately filled																		
2.1.5 Incorporate any case studies and other necessary activities																		
2.1.6 Along with the Centre's staff, decide on aspects of the course and graphic design.																		
2.2 Validation																		
2.2.1 Along with the Centre's staff, validate the overall course architecture to ensure ease of use, adequate use of visuals, interactive activities																		
2.2.2 Preparing reports																		



ACTIVITIES	MONTH																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
<b>D.3. A functional prototype of the module</b>																		
<b>D.4. Validated instructionally designed alpha module with corresponding digital workbooks, exercises, etc.</b>																		
<b>D.5. Phase report</b>																		
<b>PHASE 3: Design and Development of a Learning Management Platform</b>																		
3.1 Design																		
3.1.1. Conduct a more comprehensive needs assessment/mapping of the existing IT infrastructure at the CCCCC to inform the design and development of the platform																		
3.1.2 Based on the mapping exercise, provide a conceptual design of the proposed platform to the CCCCC.																		
3.1.3 Complete the final design of the platform, recognizing the need for performance, flexibility, scalability, extensibility of the system for future expansion																		
3.1.4 Provide the CCCCC with a listing and technical specifications of all the items that will be required for the implementation of the design – hardware, software, licenses, physical environment, etc.																		
3.2 Implementation of System Design																		
3.2.1 Along with the IT personnel from the CCCCC, install/assemble the Learning Management Platform.																		
3.2.2 Preparing reports																		
<b>D.6. A fully developed platform</b>																		
<b>D.7. Phase report</b>																		
<b>PHASE 4: Translation</b>																		
4.1 Translation																		
4.1.1 Translate information from the course English-Spanish.																		
4.1.2 Translate information from the course English-Dutch.																		
4.1.3 Translate supportive material and videos English-Spanish.																		

ACTIVITIES	MONTH																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
4.1.4 Translate supportive material and videos English-Dutch.																		
4.1.4 Grammar and technical revision																		
4.1.5 Preparing reports																		
<b>D.8. all relevant material course materials being translated into Spanish and Dutch.</b>																		
<b>D9. Phase report</b>																		
<b>PHASE 5: Training and coach</b>																		
5.1 Training																		
5.1.1 Design the training course																		
5.1.2 Validate the course																		
5.1.3 Train the CCCCC staff																		
5.2 Coaching and final adjustments																		
5.2.1 Changes requests submission.																		
5.2.2 Implement the adjustments																		
5.2.3 Final validation																		
5.2.4 Preparing reports																		
<b>D.10. CCCCC trained staff</b>																		
<b>D.11. Phase report</b>																		
<b>PHASE 6: Support and Maintenance</b>																		
6.1 Support and Maintenance																		
6.1.1 Technical support to maintain the online platform (servers, hosting, etc)																		
6.1.2 Preparing reports																		
<b>D.12 Phase report</b>																		
<b>PHASE 7: Closure</b>																		
7.1 Final report																		
7.1.1 Preparation of the Project Hand-over and Briefing of the Responsible Staff Final Reporting																		

ACTIVITIES	MONTH																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
7.1.2 Prepare draft and final reports																		
7.1.3 Expenditure verification and financial closure of the Project																		
<b>D.13 Draft Final report</b>																		
<b>D.14 Final report</b>																		

D: Deliverables.

## **ANNEX V: BUDGET**

**Global price USD 186,600.00**