



TERMS OF REFERENCE

I. General information

Service	Design and animation of two thematic training courses for Angolan Higher Education Institutions
Beneficiaries	Expertise France UNI.AO program and Angolan partners Ministry of Higher Education, Science, Technology and Innovation (MESCTI); public and private higher education institutions; research institutions.
Country	ANGOLA
Location	Luanda and remotely
Total service duration	10 months

II. Context and justification for the mission

The Higher Education Support Program - UNI.AO is a cooperation program developed between the European Union and the Republic of Angola to support Angolan higher education. The program started in 2019 and is planned until the end of 2025 and is implemented under delegated cooperation by Expertise France agency.

The general objective of UNI.AO program is to promote economic diversification and support the creation of highly qualified jobs in priority sectors.

One of the specific objectives is greater specialization and recognition for education institutions offering postgraduate courses. To this end, the training of teachers, researchers and administrators at higher education institutions is a necessity so that they can adopt efficient management practices for teaching, research and extension activities.

In order to better understand the characteristics of the sector, UNI.AO program produced a study on Higher Education Institutions (HEIs) and postgraduate studies in 2022, available at the following address:

https://ciencia.ao/images/noticias/Docs/Programa_UNIAO_verso_digital.pdf



Among the rich conclusions of this work, two of them characterize all the disciplines and areas of knowledge studied. The first concerns the needed skills to implement training and research activities. The study logically highlighted the need for scientific, specialized skills, but also revealed the great need for transversal, non-scientific skills to make it possible to carry out projects. Where scientific skills are present, important complementary skills are often lacking, enabling the formulation, implementation and enhancement of a project.

The second is related to the scarcity of Angolan scientific production, characterized by its weak scientific insertion in international research networks. Furthermore, even on a national scale, the study revealed few inter-institutional initiatives, while there is great potential for developing partnerships, synergies and complementarity between HEIs. Some difficulties related to inter-institutional scientific cooperation were identified: lack of specialized human resources, limited financial resources; lack of a strategy for developing cooperation, including internationally and language issues.

In view of these findings and in order to respond to the associated challenges, the Ministry of Higher Education, Science, Technology and Innovation - MESCTI, through UNI.AO program, is seeking to develop **two thematic training courses** that will be offered to HEIs: **Project Management** and **National and International Scientific Cooperation**. These two courses will be developed by UNI.AO team and the National Directorate for Higher Education (DNES), with the technical help of an external service provider (entity or consortium), which will then be responsible for **implementing, enhancing and capitalizing on the two courses**.

Five work phases are envisaged:

1. Collection of priority training needs in the two areas;
2. Preparation of the pedagogical and curricular proposal;
3. Implementation of the two training courses;
4. Valuing experience and identifying lessons learned;
5. Implementation of the two training courses in 100% asynchronous online mode and without external animation.

These Terms of Reference describe the broad lines of the service provider's mission.



III. Objectives, expected results and methodology

a) General objective

The general objective of the mission is to contribute, through technical and intellectual support to MESCTI, to improving the capacities of Angolan HEIs in the preparation and management of academic and scientific projects, with a view to institutional cooperation on various scales (national, regional, international).

b) Specific objective

The specific objective of the mission is to support MESCTI, within the framework of UNI.AO program, with the design, implementation, enhancement and capitalization of two distinct and complementary training courses, in the areas of 1/ academic-scientific project management and 2/ national and international scientific cooperation.

These two courses are mainly aimed at public and private HEI managers, scientific researchers, laboratory managers, teachers, course coordinators, administrative managers, exchange offices, etc.

The aim of the **project management training** is to enable participants to carry out all the phases of the results-oriented project cycle. The topics to be covered will be precisely defined after the first phase of work dedicated to collecting priority needs. However, we can already point out some relevant topics: project methodology, relevance of the manager, project design (problem identification, initial diagnostics, stakeholders, tools, understanding the requirements of a call for proposals, etc.); formulation (planning, context analysis, objectives, results, activities, resources, evaluation; proposal writing, governance, budget, timetable, etc.); implementation (management of financial resources, accountability, management of human resources, contracting, procurement, monitoring, examples of tools, etc.), valorization (systematization and analysis of data, evaluation, production and protection of knowledge and inventions, transfer of technology and innovation, capitalization, etc.). Cross-cutting aspects of project management such as *risk and opportunity analysis*, gender, ethics, the environment, *monitoring-evaluation* (including impact), scientific dissemination and *communication* will also be the subject of the training.

Training in the area of **national and international scientific cooperation** is intended to provide participants with the tools and knowledge needed to develop academic and research activities in cooperation with other higher education institutions on different scales. The aim is to promote and expand HEIs' capacities to take part in regional and international initiatives, through their participation in regional networks, paying special attention to the CPLP and European Union opportunities (Erasmus+) and communities



for the exchange of practices, poles of excellence and South-South and North-South partnerships between institutions at postgraduate level. In the end, they should also be able to make a substantial contribution to the preparation of research projects, conferences and other academic projects.

It should be noted that the themes of *gender equality* and *environmental preservation* should be included in the curriculum.

c) Expected results

Phase 1 Collection of priority training needs in the two areas

- A data collection methodology is developed and implemented
- The data are collected
- The results are analyzed
- The conclusions of the analysis are used to precisely define the content of the two training courses

Phase 2 Preparation of the pedagogical and curricular proposal

- Based on the results of phase 1, course content is developed
- The teaching proposal is precisely defined (duration, timetable, teaching methods, etc.)
- The curriculum and implementation methods for the two courses are defined and documented.

Phase 3 Implementation of the two training courses

- The criteria for selecting participants are proposed, differentiating between different types of profile
- The conditions for applying are defined and presented
- A selection committee is set up (composition validated by the UNI.AO team)
- A communication campaign to sign up HEI members has been launched
- Applications are received and evaluated
- Candidates are selected (target of 150 people in total)
- The two trainings are carried out (at least 1 face-to-face session and the remaining sessions online - synchronous), with groups of no more than 30 people in several sessions, based on the results of phase 2.

Phase 4 Valuing experience and identifying lessons learned

- An evaluation of the training results is carried out
- A summary report is drawn up systematizing the information and lessons learned
- Communication materials are produced (press articles, presentation videos, etc.)



Phase 5 Formatting of the two 100% asynchronous online trainings without external animation and follow-up until the actual online implementation

- The two trainings are updated based on the lessons learned in phase 4.
- They are formatted as 100% autonomous asynchronous online courses (trainees can follow the courses independently of any external animation).
- The content of the courses (including the videos, forms, module subjects, etc.) and all the computer tools needed to carry out the course online are delivered to MESCTI and both courses are available online free of charge.

d) Proposed methodology

We hope that the provider will propose the pedagogy to be adopted for the two courses. However, it will be desirable to follow some methodological guidelines:

- The desired pedagogy relies on e-learning tools, i.e. distance learning. It must be active and dynamic, mobilizing a strong individual and collective participation of the participants, so it is recommended that groups should not have more than 30 people.
- Participation in the training is adapted to the requirements of high-level professionals and their time constraints.
- The trainings may include some theoretical topics, since participants need to acquire a theoretical understanding of the processes (the why of things) in order to be able to act more consciously. However, the vast majority of content is worked on using practical approaches, using adult pedagogy, i.e. drawing on their own experiences, adapting them to their needs, through active methodologies such as case analysis, experience reports, among others.
- A bibliography is identified to support the training.
- The content of the training is practical, concrete and innovative. Training should be fun, far removed from lectures or "academic speeches".
- The training courses include a part to validate the knowledge acquired during the modules taught: the form can combine an optional quiz at the end of each online session (for practice) + a compulsory quiz at the end of each module and practical exercises / group and individual work.
- The end of the training is marked by a certificate of participation, accompanied by a qualitative assessment of the effort made.



IV. Mission activities and timetable

A kick-off meeting will be held within 5 working days of notification of the contract.

1. Planned activities

1.1. Preparatory phase: Preliminary meetings and development of methodological tools

- Preparation meetings with the program team and other partners: discussion and validation of the proposed methodology.
- The provider draws up a background note describing the details of the mission. This report, which is the contractual reference for the entire mission, will be discussed and validated by the UNI.AO team.

Products to be delivered:

- *Framework note*

1.2. Phase 1: Collection of priority needs in the two areas

The provider draws up and implements a data collection methodology. The conclusions of the analyses are used to precisely define the content of the two training courses, in consultation with the UNI.AO program team.

Products to be delivered:

- *Report analyzing the collection of needs in the two areas, including a description of the content of the two training courses*

1.3. Phase 2: Drawing up the pedagogical and curricular proposal

The provider draws up the course content based on the results of phase 1, defining it precisely:

- The teaching proposal (duration, timetable, teaching methods, etc.)
- The curriculum and implementation methods for both courses are documented and formatted.

Products to be delivered:

- *Detailed description of the content of the two courses*
- *Description of the pedagogical proposal and implementation methods for the two training courses*



1.4. Phase 3: Implementation of the two training courses

The service provider is responsible for implementing the training courses in order to achieve the results set out in point c) above. The key elements (criteria for selecting participants, conditions for applications, selection committee, communication campaign, etc.) are agreed closely with UNI.AO program team.

The target is to train a total of 150 people. The selection criteria for participants must include women.

The two trainings are carried out (at least 1 face-to-face session and the remaining sessions online - synchronous), in several sessions, based on the results of phase 2. *The logistical organization and costs for the face-to-face sessions* are the responsibility of the selected service provider.

Products to be delivered:

- *Participant selection report*
- *Report on the implementation of the two training courses*

1.5. Phase 4: Valuing experience and identifying lessons learned

The service provider carries out an evaluation of the training results to capitalize on lessons learned, including a joint UNI.AO/provider team meeting/workshop.

Production by the service provider of communication materials (press articles, presentation videos, etc.) to publicize and enhance the results of the activity.

Products to be delivered:

- *Participants' training evaluation report*
 - *Lessons learned summary report*
 - *Communication materials produced*

1.6. Phase 5: Formatting the two 100% asynchronous online trainings without external animation and follow-up until the actual online implementation

The service provider must update the final version of the two trainings, to be disseminated, based on the lessons learned in phase 4.

This version should be formatted for *100% autonomous asynchronous online courses* (trainees can follow the courses independently, without any external animation). The content of the courses (including the videos, forms, module subjects, etc.) and all the computer tools needed to run the course online are delivered to MESCTI and both courses are available online free of charge.

Products to be delivered:



- *Two online courses delivered in digital format*
 - *Final report*

2. Indicative timetable of phases and deliverables

Activities and deliverables	Indicative dates
Preparatory phase	
1. Framework note	15 April 2025
Phase 1 Collection of priority needs in the two areas	
2. Report analyzing the collection of needs in the two areas, including a description of the content of the two training courses	April 2025
Phase 2 Drafting the pedagogical and curricular proposal	
3. Detailed description of the content of the two courses	
4. Description of the pedagogical proposal and implementation methods for the two courses	May 2025
Phase 3 Implementation of the two trainings	
5. Participant selection report	
6. Report on the implementation of the two training courses	June-October 2025
Phase 4 Valuing experience and identifying lessons learned	
7. Participants' training evaluation report	
8. Project team evaluation workshop (provider+ UNI.AO)	
9. Summary report of lessons learned	
10. Communication materials produced	November 2025
Phase 5 Training of the two courses 100% online asynchronously, without external animation and follow-up until actual online implementation	
11. Two online courses delivered and running digitally	
12. Final report	November-December 2025



v. Coordination and monitoring of work

Mr. Benjamin Buclet, leader of UNI.AO Program's technical team, is the project's referent. Regular meetings will be organized with him and the program team to monitor the project and deal with issues and any difficulties encountered.

vi. Experience and skills required of the consulting team

- The team must include an Angolan higher education institution. It can form a consortium between several entities, as well as between a foreign entity and an Angolan one.
- The number of consultants making up the team is not limited.
- An excellent knowledge of the higher education sector, particularly in Angola, and of project engineering, is a prerequisite.
- The team must have profiles specifically dedicated to the administrative and financial management of the contract, as well as the monitoring and evaluation of activities.
- The team must provide evidence of the ability to mobilize all the skills required to carry out the service, i.e. those relating to training content as well as pedagogical engineering, including e-learning and the development of stand-alone online courses.
- Proven experience in designing, carrying out and implementing training courses, projects and programs, including using new information and communication technologies, distance learning tools and innovative training methodologies.

The criteria for evaluating the proposals are as follows:

1. Academic/educational background and experience of the consultants involved: 20 points
2. Previous experience in designing, carrying out and implementing distance training for adults: 25 points
3. Technical note and methodological proposal: 25 points
4. Financial proposal: 30 points



vii. Applications

A service contract is proposed on the basis of the TOR through which the company will be contracted.

Proposals must be submitted via the platform PLACE at the link <https://www.marches-publics.gouv.fr> by **18:00 (GMT+1) on February 19, 2025** and must include *all the documents listed in the tender rules (article 4)*, including:

- ✓ Letter of confirmation and immediate availability
- ✓ Description of the company and its portfolio of design and implementation of adult training courses already carried out by the team
- ✓ Presentation of the CVs of the expert-consultants to be involved
- ✓ A technical note describing the proper understanding of the ToR, a proposed work methodology (by work phases) and a detailed schedule of activities
- ✓ A financial proposal (divided into work phases) showing the total amount excluding VAT, the % of VAT (if applicable) and the total amount with VAT (if applicable)