
BASHKI TE FORTA - PROCUREMENT OF SERVICES

NATIONAL TENDER CALL

**TECHNICAL ASSISTANCE FOR
SUPPORTING MUNICIPALITIES IN ALBANIA ON IMPROVING
PRESCHOOL EDUCATION, WITH A FOCUS ON REGIONAL EXCHANGE,
CAPITALISATION OF EXPERIENCES AND CURRICULA DEVELOPMENT**

1. Bashki te Forta's intervention strategy

This call for proposals is launched in the framework of the "Bashki te Forta" (BtF), a project of the Swiss Agency for Development and Cooperation (SDC) and the Government of Sweden, implemented by Helvetas. The Bashki të Forta project strengthens the capacities of the municipalities to enable an overall increase of the LGU performance and contribute to improving the citizens' quality of life, good local governance, and local democracy, enabling the sustainable development of local communities and territories and the quality provision of the municipal services.

An important element of the approach is that interventions will be co-designed with organizations that have a systemic role in the Albanian local government so they can take full ownership of the interventions in time. Relevant systemic actors will be supported to develop policies for and deliver knowledge to municipalities.

Outcome 1 of the project is about supporting the municipal executive in improving service delivery (especially in the field of waste management and preschool services) towards appropriate and affordable standards. This requires support in setting standards, technical assistance to municipalities for achieving those standards, and developing an on-system training offer for selected services.

2. General context and Bashki te Forta intervention in the field of preschool education

Preschool education is part of the pre-university education, as defined by law no. 48/2018 "On some additions and changes of the Law No.69/2012 on the pre-university education system in the Republic of Albania". This function has been transferred to local self-government units under Law No. 139/2015. There are still some shared competences between local self-government units and the local educational units that have a direct influence on the coverage and quality of the delivery of this service.

The Service Diagnosis Reports demonstrate critical issues of preschool service provision, notably inadequate infrastructure, particularly concerning child safety within kindergarten premises. Demographic shifts, driven by migration, impact kindergarten numbers and registered children. Challenges arise from mixed-age groups, deviating from standards, and hindering age-appropriate education. Reports highlight a lack of awareness among staff about Parent Councils and Health and Safety Commissions, especially in rural areas. Insufficient support personnel for children with disabilities and high child-to-teacher ratios in rural areas underscore the need for targeted improvements. Data on preschool education expenditures in some municipalities reveal deficiencies in infrastructure, resources, and staff. Challenges unique to each municipality reflect the need for improvements. Positive trends include increased enrollment and improved performance in ensuring equal access to services.

The BtF project will actively support the Ministry of Education in driving legislative reforms to improve preschool education management and service delivery. This effort will include a thorough analysis of legal discrepancies, identification of gaps in the current system, and the development of targeted policy recommendations for improvement. The contributions will be grounded in the key findings from diagnostic service reports, lessons learned from municipalities, and service improvement plans formulated under the BtF project. Technical input will specifically address how preschool education function can be more effectively regulated and managed, providing valuable insights for both the new law and any relevant secondary legislation. Additionally, BtF will contribute to consultations on the new law by offering lessons learned and outlining necessary policy adjustments for successful implementation.

While decentralization and financial autonomy have empowered municipalities with increased control over their finances and decision-making, challenges persist in resource allocation. Despite the newfound autonomy, many municipalities face constraints in financial resources, posing difficulties in meeting national service standards for preschool education, particularly in areas requiring significant financial infrastructure investments, such as architectural facilities for children with special needs.

Decentralization of services also has implications for social inclusion and equity, providing opportunities to address local needs, but limited financial resources in some municipalities may result in disparities, affecting the ability to ensure nationwide equal access to quality preschool education. Moreover, while decentralization allows for localized decision-making, local funding decisions related to infrastructure projects, often financed by the national government, may be influenced by political considerations rather than solely based on educational needs.

BtF significantly supported municipalities to take over responsibility for the decentralized 'preschool' service. The primary objective has hence been achieved. The essential tools and instruments have been established, including service improvement plans, and a solid capacity development curriculum has been developed that will be handed over to the Academy. The success of this decentralization process is widely acknowledged at central and municipal levels. BtF-supported municipalities show significantly better performance in this sector. Compared to waste management, preschool is a service with low complexity, low costs, little political interest and marginally prone to corruption. An institution like the Academy will easily be able to provide the required training on this topic for municipalities. This service also has the potential to improve and be expanded – i.e., by expanding it to a comprehensive early childhood development service – however, the 'return on investment' by staying engaged in this service is judged as significantly lower than staying engaged in the waste management service. Furthermore, other donor projects play an important role in this sector, which makes it difficult for BtF to claim a significant niche.

3. Elements of context that impact this procedure (BtF efforts on preschool education in 2025 and onwards).

Bashki te Forta has created a legacy by identifying the following preschool education standards (i) children per group ratio in preschool education, (ii) psycho-social service, (iii) indoor kindergarten area, (iv) menu for children, (v) child protection units, (vi) training for teachers in preschool education, (vii) architectural facilities for children with special needs, (viii) kindergarten board and parent council, (ix) portal teachers for Albania for teachers' selection, (x) support teachers for children with disabilities.

Between 2019 and 2024, the BtF project supported 30 municipalities in developing a preschool education management model. Each municipality completed a service diagnosis, identifying gaps and drafting Service Improvement Plans. Additionally, 33 other municipalities (in total 55 out of 61) implemented 11 tailored measures to enhance preschool services, strengthening their capacity for quality education delivery such as below:

- Management Model of Preschool Education
- Regulation of Service
- Establish registers of data for the service
- Standard Operation Procedures
- Setting Provisional Tax for Preschool
- Empowering Parents' Boards
- Establishing a Performance Evaluation System for Kindergarten Directors
- Asset Management

In 2025, BtF will focus on closing work at the local level to the already outreached LGU-s and narrow down the support to 13 of them to create models. The models encompass finalization planning and monitoring processes and implementation of tailored measures in 2024. The Ministry of Education prioritized a reform of preschool education, which includes a comprehensive review of the legal framework, establishing new standards for preschool institutions, and improving curriculum, educator support, and child protection measures. The reform also focuses on strengthening the inspection and monitoring mechanisms for preschool education.

During September 2024, an internal mid-term review has been conducted to assess the progress and recommend future strategic orientation of the project. Based on the findings of this review, it has been recommended that on the preschool education component, until the latest 2025, BtF would support the finalization of the improvement plans and support their implementation. It would also support the information and communication campaign and anchor the training modules and know-how in the Academy. Support will include executing Preschool Service Improvement Plans, establishing monitoring systems to track service impact, and prioritizing social inclusion for disadvantaged groups. User-friendly service reports will be published on municipal websites and discussed in council sessions. BtF will also enhance collaboration with CSOs, media, and independent institutions to promote transparency, accountability, and community engagement, ensuring marginalized voices are included in service development. Media will raise awareness of preschool improvements, while independent institutions will assist with monitoring and evaluation to ensure compliance with legal standards.

This reduction in the level of assistance and the municipalities involved paves the way for the gradual closure of activities in this component to phase out completely by the end of 2025. It means that the BtF project will focus on consolidating and capitalizing its achievements, focusing its direct support to 13 municipalities, continue to provide technical support on the regional basis to all interested and committed municipalities and finalizing training curricula. It will also support the establishment of a forum within the Albanian Local Authorities Association (ALA) for preschool education, facilitating knowledge sharing and policy dialogue at both local, regional and national levels. This will include contributing to policy changes related to the new law on preschool education, and offering technical input based on practical experiences from municipalities.

The contribution of the project in strengthening national and regional institutions will be concentrated on identifying the system actor to whom the project will hand over and transfer the knowledge and expertise. The Ministry of Education, forums of local Association (ALA), the School of Directors, Board of Parents are among some potential system actors that we can mention for the moment. The main elements of support that are designed to contribute to this initiative are: 1. A capitalization of experience in decentralizing services and 2. a repetition of the survey.

The Minister of State for Local Government is committed to supporting the strengthening of the system for the capacity building of LGUs, with the intention to guide decision-making for the structural changes associated with the advancement of the capacity building system for LGU-s, and mainly the establishment of “The Academy for LGUs”.

The design process of the Academy and the implementation of the Transition Phase is associated with an inclusive and participatory process. During 2023 and 2024 BtF2 supported policy discussions among the Ministry of Interior (during 2023), and the Minister of State for Local Government, AMVV, ASPA, DoPA, Ministry of Finance, AALA and AARC, and other relevant actors, on designing an improved national system for capacity building of LGUs, focusing on the establishment of the “Academy for Local Government”. The development of modules and the delivery of training targeting LGUs, which was approved by IWG, is guided by the cooperation matrix (see Annex 8), which will be referred to by the winning bidder during the implementation of its mandate.

4. The scope of this procurement procedure

The overall objective of this procurement procedure is to select an organization that will provide technical support to project partner municipalities to plan and implement their strategies for substantially improving preschool education service at the local and national levels. The project will help municipalities to implement measures contributing to achieving the minimum affordable standards in preschool education by using already developed tools and instruments for implementing the identified measures.

The objectives of the Project, about the intervention of this call, include:

- Provide support and technical assistance to the **27 municipalities** for service improvement, through implementing measures incl. planning and monitoring (see the list of measures at Annex 2);
- Capitalize on the experience and best practices of involved municipalities and improve tools and practices.
- Develop good practices of implementation of preschool education improvement plans and measures, sharing with other municipalities and national institutions through ALA forums and/or other national events.
- Provide recommendation for the future transfer of the functions from central to local level (which are relevant even for other decentralized functions).

All the above will be implemented in close collaboration with the Association for Local Autonomy (AALA) and Agency for Support of Local Self-Government (AMVV).

Type of Activities to be carried out by the service provider:

I. Assessment of the impact of the improved plans and alignment with municipal priorities (February-March)

- a. **Assess the stage of implementation of different measures** and define the support package in a selected list of 27 LGU-s (incl. survey of 10 standards in 61 LGU-s) and propose good practices to be developed for dissemination. Utilize an initial survey in collaboration with Regional Focal Points (RFP) as a reference point (incl. 10 standards¹), assessing the collected data and indicators to evaluate progress. Identify achievements, gaps, and areas requiring further enhancement to inform future interventions in 61 LGU-s² and ensure sustained improvement.
- b. **Set targets of achievements and develop a regional bases coaching plan.** Based on the baseline findings, together with RFPs propose regional based coaching plan per 27 LGU-s.

Deliverables

- Assessment Report 27 LGUS with a baseline and target and developed selected good practices in a friendly format
- Survey Report for 61 LGU-s in 10 standards. Main results of the survey will be used also for the content for 1 video (which will be prepared by an already pre-selected PR company) to be shared with the public as a knowledge management tool.
- Coaching Plan signed by LGU-s

¹ See the previous survey of BtF/Ministry of Education (National Conference)

² Although the direct work will be with 40 LGU-s the survey will be implemented in 61 LGU-s to assess even the changes among supported and non-supported LGU-s (at least for 10 standards)

Duration: This assignment will be carried out over the first 2 months, from February to March.

II. Provide support and technical assistance to the 27 municipalities and capitalize on best practices

- a) Based on the baseline findings, **propose regional meetings (for no less than 27 LGU-s)** designed to foster collaboration and knowledge exchange among municipalities. Solicit expressions of interest to ensure active participation, cluster of municipalities based on the same objectives, and alignment interventions with municipal priorities. The support role of RFP on provided support will be clarified. Approximately 3 to 5 regional meetings (hosted by ALA) will be organized, each focusing on specific regional needs and the exchange of best practices. These meetings will provide municipalities with an opportunity to collaborate, address common challenges, and share successful strategies based on clear targets (set in point 1) for service improvements. Additionally, one overarching meeting will be held to assess the overall progress across all regions, evaluate the impact of the implemented measures, and align future actions with municipal priorities.
- b) **Develop and implement a regional coaching plan** Municipalities that have successfully implemented most of the measures will serve as resources for sharing experiences and knowledge with other municipalities and forums of ALA (Association of Local Authorities). They will provide guidance and support for municipalities implementing similar measures, enhancing the capacity and efficiency of the services provided.
- c) **Draw lessons** on the inception phase of decentralization and improve used tools and develop good practices

Deliverables

- Coaching Plan implemented by LGU-s
- Detailed assessment reports from the regional meetings, highlighting key insights, challenges, and future actions necessary for continued improvement.
- A final report summarizing overall progress, achievements, and gaps across all regions.
- Policy Paper on results on inception phase on decentralization, improved tools (see list of measures) and a list of developed good practices.
- Basis of the policy paper to serve as the main content for the delivery of 4 videos for broad communication to the public (by an already pre-selected PR company)

Duration: This assignment will be carried out for 8 months, from March to October.

III. Curricula development (toolbox for preschool education)

- a) In collaboration with ASPA and Ministry of Education, identify and **create an e-library of various tools for preschool education developed by various stakeholders** (incl. good practices identified)
- b) With the support of international expertise, and under the leadership of AMVV and future Academy, **develop an e-training curricula (applicative toolbox)** based on the matrix of transition towards Academy and ASPA standards of quality³
- c) In collaboration with ADF, UNICEF and School of Directors, the program of School of Directors includes training curricula and rolled out to all directors of kindergartens

³ Provided as Annex 9

- d) Training of ToT for the developed curricula
- e) **(OPTIONAL) or "based on demand":** *In case the Academy or School of Directors will not be yet running when the curricula will be finalized, the training on preschool education to local officials can be delivered by the consultancy/bidding organization through the certified trainers.*

Deliverables

- e-library populated
- Training curricula developed
- e-training curricula (toolbox with improved tools and good practices used). Content generated for 4 videos
- MoU with school of directors and tailored training curricula for kindergartens
- List of certified trainers (and list of participants in training)

Duration: This assignment will be carried out over 5-8 months, from early March to the end of October.

It will be implemented jointly with RFP and BtF as well as in close cooperation with AMVV, ALA and Ministry of Education.

A maximum of 10,000,000 Leke including VAT (ten million Leke)⁴.

At the end of this open procurement procedure, HELVETAS will establish the framework agreements for 11 months (starting in early February).

The level of expert fees and administrative expenses offered by the tenderers will not be subject to change during the period covered by this framework agreement.

BtF2 will sign a framework agreement with winning consultancy companies/bidding organizations and such framework agreement will be further broken down into specific technical assistance requests for service based on specific ToRs, detailing the activities, the level of effort and workdays, the results, and timeframes for activities.

Based on this framework agreement, specific mandates for this package will be proposed first to the winning bidders having achieved the highest score through the present procedure. If the best scoring organization is not available, then Helvetas will propose the mandate to the second-best bidder and so forth until an agreement for service delivery is reached. The second and third best bidders may also receive mandates if the better-ranked applicants fail to deliver at the agreed standard and requirements.

⁴ 5 million ALL out of the total of 10 million ALL, is the foreseen budget for delivery of the trainings based on new training curricula. In case Academy or other system actors will agree to deliver by their own such trainings, this amount will be deducted by the budget of this call. Otherwise, the trainings will be delivered by the successful bidding organization winning this call.

5. Experience and capacity expected from the tenderers.

The mandate is foreseen to be accomplished by a consultancy firm that sets up a team of at least 7 (seven) experts on preschool education. The team should have a minimum:

One Project Manager with at least 10 years of experience in preschool education and local governance.

Two senior experts with at least 10 years of experience in Preschool Education.

Two senior experts with at least 10 years of experience in providing training, capacity building of local officials and central institutions on pre-university education

One Senior Expert (10 years of experience) in Local Governance.

One Senior Expert (10 years of experience) in knowledge management and communication.

The table below specifies the positions and their requirements.

No	Experts	Level of expert	Documents that must be submitted		
1	Project manager	Senior - At least at least 10 years of experience in Preschool Education at the local and/or national level	CV updated in 2024, for each expert (mention how many years of expertise they have)	Availability for this bid, signed by each expert	References for entries in the CVs signed and stamped (is not obligatory)
2-3	Preschool education expert	Senior - At least at least 10 years of experience in Preschool Education at the local and/or national level			
4-5	Trainings and capacity building expert	Senior - At least at least 10 years of experience in adult learning and capacity building at the local and/or national level			
6	Local Governance Expert	Senior - At least 10 years of experience in the field of local governance at the local and/or national level			
7	Knowledge Management, Communication and Capitalization expert....	Senior - At least 10 years of experience in the field of local governance at the local and/or national level			

For the declaration of expert availability template: **see Annex 4.**

For the list of proposed experts for each of the expert positions of this call: **see Annex 7.**

The bidding organization/s should also submit references that prove to have:

- Experience in carrying out scopes of work of similar size and complexity in projects for the local government.
- Experience carrying out similar scopes of work complexity in projects financed by international donors.
- Thematic expertise in the field of preschool education in the last five years. To have made a significant contribution to the field of management in preschool education, as demonstrated through publications, articles, and other relevant credentials.
- Previous experience in cooperation with ASPA in designing training modules/materials for the sector.

- Experience in cooperation with local and central institutions.
- Thematic expertise in designing and implementing municipal preschool improvement plans and/or improvement measures, social inclusion, human resources, communication and community involvement, and performance management.
- Thematic expertise in capacity building, coaching, and technical assistance at local and/or national levels in the field of preschool education and local government.
- Legal and policy expertise for preschool education, social inclusion, and child protection sectors as well as local government.
- Experience in providing capacity development, training, or coaching as well as facilitation skills
- Experience in managing teams of consultants/experts on similar projects.
- Expertise in the field of preschool education, child protection, management of public services, municipal administration, and council.
- Communication, capitalization and facilitation skills able to be strategic and synthesize learnings

The level of expertise will be evaluated considering both the record of mandates delivered by the bidding organization and the qualifications of the proposed experts. See **Annex 3** related to the mandates of the organization.

6. Evaluation process and procedures

The evaluation of all the offers will be organized in three steps. Step 1 all offers will be evaluated if they fit with eligibility criteria. Once you're in and the offers pass these steps, then another evaluation will be done to assess the content and quality of the offer. The last and separate evaluation is linked with the financial offer.

a. Eligibility criteria

No.	Description	Required documents
1a	*Cover letter with original signature (including address, website, and focal person if additional info is required)	Signed cover letter
1b	Prove that the consultancy firm/bidding organization is registered and has the respective legal status, like: <ul style="list-style-type: none"> • Limited liability company (shpk) • Physical Person 	1. For the companies, a document from the National Centre of Business (e-Albania) describes the history and confirms the active status of the consultancy firm/bidding organization. The historical extract from QKB must not be older than 3 months before the deadline of submission of the offer.
	<ul style="list-style-type: none"> • NPO/NGO 	2. For NPOs/NGOs, a document of their registration in the court. The certificate from the Court must not be older than 3 months before the deadline for submission of the bid.
	For each Consortium, each firm/organization must be registered and must have a bilateral agreement.	Documents to be submitted must be according to points 1 & 2 above (depends on the nature of the consortium), and the Bilateral Agreement, where

		it shows the leader of the Consortium and the division in % for each firm/organization.
2	<p>Prove that the consultancy firm/bidding organization is not in a bankruptcy process, subject to insolvency or winding-up procedures, its assets are being administered by a liquidator or by a court, it is in an arrangement with creditors, its business activities are suspended.</p> <p>If a consortium applies, the proof must be for each firm/organization, that is part of the consortium.</p>	<p>For the companies, a document from the National Centre of Business (e-Albania) describes the history and confirms the active status of the consultancy firm/bidding organization.</p> <p>The extract from QKB must not be older than 3 months before the deadline for submission of the bid.</p> <p>For NPO/NGOs, a document from the court for not being in the bankruptcy process.</p> <p>The certificate from the Court must not be older than 3 months before the deadline for submission of the bid.</p>
3	<p>Prove that the consultancy firm/bidding organization has no unpaid taxes for the current period.</p> <p>If a consortium applies, the proof must be for each firm/organization, that is part of the consortium.</p>	<p>Document issued by E-Albania:</p> <ul style="list-style-type: none"> • Certificate payment for taxes. • Certificate payment for social & health security, issues within the last 30 days. • Certificate payment for the Local taxes <p>Extract from QKB or certificate Court must not be older than 3 months before the deadline of submission.</p> <p>Certificates from the Municipality must not be older than 3 months before the submission deadline.</p>
4	<p>Prove from the court for not having past civil cases (last 3 years) established by a final judgment or a final administrative decision.</p> <p>If a consortium applies, the proof must be for each firm/organization, that is part of the consortium.</p>	<p>Document from the Court must not be older than 3 months before the deadline for submission of the bid.</p>
5	<p>Prove for not having past penal cases linked with payment of taxes or social security contributions, obligations, fraud, and/or with corruption cases (last 3 years) If a consortium applies, the proof must be for each firm/organization, that is part of the consortium.</p>	<p>Documents from the Court or General Directorate of Prisons (Judicial Records Certificate / Certifikatë e Gjendjes Gjyqësore-Deshmi Penaliteti) must not be older than 3 months before the deadline for submission of the bid.</p>
6	<p>Prove from the bailiff office for not have debts, pending payments, or obligations not yet executed (last 3 years)</p> <p>If a consortium applies, the proof must be for each firm/organization, that is part of the consortium.</p>	<p>Document from the bailiff office must not be older than 3 months before the deadline for submission of the bid</p>

7.1	<p>Financial sustainability of the organization/firm's activity. Prove that the consultancy firm/bidding organization had an average turnover or equivalent during the two latest years for which the account has been closed (2021, 2022, and 2023) over 50 % of the requested amount under this call.</p> <p>If a consortium applies, the proof must be for each firm/organization, that is part of the consortium.</p>	<p>A cumulative turnover of at least 50,000 Euros in the last two years proved by financial reports preferably audited.</p> <p>The document of Turnover from the General Directory of Taxes (E-Albania) must not be older than 3 months before the deadline for submission of the bid.</p> <p>The document from the General Directory of Taxes (E-Albania) if the firm/organization or NPO/NGO is subject of VAT, must not be older than 3 months before the deadline for submission of the bid.</p>
7.2	<p>1. For business: Proofs that firm or individual (registered in QKB) accounts of the last two years (2022, and 2023) have been audited.</p> <p>2. For NPO/NGOs: Proofs that accounts of the last two years (2022 & 2023) have been audited or at least financial reports handed over to tax authorities.</p> <p>3. If a consortium applies, the proof must be for each firm/organization, that is part of the consortium, according to point 1 & 2 above.</p>	<p>1. If you are Audited, you must submit the External audit reports for the years 2022 and 2023, if you are not audited you must submit the Financial Statements and the proof that they have been submitted to Tax Authorities.</p> <p>2. You must submit the Financial Statements and the proof that they have been submitted to Tax Authorities</p> <p>3. Documents to be submitted must be according to the points 1 & 2 above (depends on the nature of the consortium).</p>

For eligibility criteria described in (1b) (2), (3), (4), (5), (6), (7.1), and (7.2) the production of a recent extract from the judicial or administrative institution record is required.

Please add the documents in the order above to your bid, clearly separating them with tabular sheets with a title.

b. Content and quality of the offer

No.	Description	Required documents	Weighting in the evaluation
1	Adequacy of the profile of the consultancy firm/bidding organization	<p>List of thematically and geographically relevant mandates implemented by the consultancy firm/bidding organization in the last 5 years. Referring to Annex 3, please indicate the relevant projects involved, the field of expertise, types of services, donors, contact person, number of experts of your organization involved in each mandate, and total financial volume.</p> <p>Each mentioned mandate should be accompanied by a contact person as a reference for any relevant entries.</p> <p>A letter of reference from the Contracting Authority is not needed.</p>	20 points
2.1	Adequacy of the CVs of	<u>*CVs of the proposed experts (7 minimum and 10</u>	50 points

	proposed staff	maximum) in Europass CV format. ⁵ Any entries in the CV relevant to this call should be accompanied by a signed reference . The reference should confirm the duration of the entry in the number of months, and the services delivered. Please clarify what expert is proposed for what position (see table above of the number of requested experts, and Annex 7)	
2.2		Availability of experts. All proposed experts should sign a declaration of their availability for the duration of the mandate (Annex 4). If the evaluation committee will find two same CVs (experts) in more than one consultancy firm/bidding organization, all these consultancy firms/bidding organizations will be disqualified. People working in Local or Central Government, are not allowed to be part of the bid .	
3	Quality of the concept paper	For the technical assistance (package) you apply to, provide a concept paper of max 3 pages explaining your understanding of the mandate and how, based on your experience, you plan to deliver your services with high effectiveness. Annex 5 provides a template for the concept paper.	30 points

*A senior expert has a minimum of 10 (ten) years of experience;

**A medium expert has a minimum of 7 (seven) years of experience;

*** A junior expert has a minimum of 3 (three) years of experience.

Note: If a technical offer doesn't receive more than 60 points (from the maximum of 100 points) in technical evaluation, the bidder will not pass for the next step of the evaluation of the Financial Offer.

c. Financial offer

No.	Description	Required documents	Weighting in the evaluation
1	<p>Financial offer: a daily fee as well as the level of involvement (# of working days within the given budget) of the proposed experts (all taxes included & VAT included if applicable), differentiating between senior experts, medium experts and junior experts</p> <p>Each daily fee proposed must include the administrative costs (office costs, management fee, administration of documents, contract implementation reporting, transportation of materials, participation in meetings with BtF,</p>	<p>One all-inclusive fee for:</p> <ul style="list-style-type: none"> • Senior position. • Medium position and • Junior position <p>One all-inclusive fee per.</p> <p>The maximum daily fee level per senior expert is <u>29,000 ALL tax included & VAT included (if applicable).</u></p> <p>The maximum fee level per medium expert is daily <u>14,000 ALL tax included & VAT included (if applicable).</u></p> <p>The maximum fee level per junior expert is daily <u>10,000 ALL tax included & VAT</u></p>	<p>100 points</p> <p>The evaluation will consider the average fee for senior experts and for:</p> <ul style="list-style-type: none"> • Senior experts. • Medium experts and • Junior experts

⁵ Annex 6

communications with BtF and stakeholders, etc)	included (if applicable).	
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7. Evaluation of the offers

All the offers will be evaluated by an (internal) evaluation committee separately for the eligibility, the content of the offer, and the financial offer. **If the offers presented are not eligible in accordance with the criteria set out in this call, the content and financial offer will not be considered.**

The total amount of points for the content and quality of the offer will count for 50% of the total score of the bid.

The total amount of points for the financial offer will count for 50% of the total score of the bid.

8. Timetable of the procurement

Date	Activity
Launching/Publication	
30.12.2024	Call Publication
14.01.2025	Information session (12:00-14.00)
30.01.2025	Deadline for submission
03.02.2025	The decision by an internal committee
10.02.2025	Contracting and start of work

9. Administrative aspects

The technical and financial offer shall be submitted in English together in one 'overall envelope'. The technical requested documents (cover letter, documents from e-Albania, Court, list of mandates, CVs, concept paper, etc.) shall be submitted in English in one sealed envelope. Documents from Albanian institutions can be in Albanian.

The technical and financial offer should be submitted in separate and sealed envelopes inside the overall envelope. On the envelope should be written in a clear way the full name of the tender call you are applying on.

PLEASE NOTE:

Under the preschool education component of the Bashki te Forta project, two national tender calls are opened simultaneously: 1. "Technical assistance for supporting 13 municipalities in Albania on improving preschool education, with a focus on policy improvements" and 2. "Technical assistance for supporting municipalities in Albania on improving preschool education, with a focus on regional exchange, capitalisation of experiences and curricula development".

Considering the willingness of the project for upgraded expertise, as well as diversifying the offer of the providers in the market in Albania, consultancies/bidding organizations are allowed to present offers for both calls, but if successful, one consultancy/bidding organisation can be awarded the contract only for one of the calls. If one consultancy/bidding organisation is successful in both calls, selection of one of the calls to sign a framework agreement will be subject of negotiations between the project and consultancy/bidding organisation.

All candidates interested in asking questions or clarifying different elements of this procedure can visit our office on **14.01.2025, from 14.00-15.00 hrs**. Short notes of this session will be sent to all interested bidders. No email question-and-answer session will be available.

Deadline: The offers have to be submitted by **30.01.2025 (date of postmark) latest**. If you choose to hand over the offer directly at the Bashki të Forta offices, please make sure to do it during working hours and before 16:00.

Address: The complete offer is to be submitted to the following address:

Please do not open.

Bashki te Forta Tirana
Address: Str. "Ismail Qemali",
Building 18, 4th Floor / Apt. 20.
Tirana | Albania

Late submission: Bidders that submit the bid in the office can sign a sheet confirming the time of delivery. Bids submitted too late cannot be taken into consideration. They will be destroyed.

Award decision: All bidders will be informed in writing of the award decision. All tender evaluation procedure is confidential and cannot be shared with the bidders. Helvetas will inform non-successful bidders about their eligibility or not, and, if relevant, their ranking versus the successful bidder.

10. Conditions

- The fee rates to be offered are a **maximum of 29,000 ALL per working day for the Senior experts, a maximum of 14'000 ALL per working day for the medium experts, and a maximum of 10'000 ALL per working day for the Junior experts**. Each fee includes all taxes, VAT claims, and administrative costs but not reimbursable costs (accommodation and transport). Costs for travel, and accommodation, are regulated in the Annex to the contracts based on internal rules of HSI. The rates are fixed and do not change, despite the tax system changes.
- There is no appeal or reconsideration procedure foreseen and the decision by the evaluation committee (and or HSI) is final.
- An important evaluation criterion is the quality and adequacy of the proposed experts. The experts proposed by a bidder must be effectively available for the implementation of the mandate. The unavailability of the proposed experts is a rightful reason for not going into a mandate agreement with a bidder.

11. Confidentiality

All information of any kind that comes to the attention of the bidder in connection with the tendered mandate of the awarding authority is to be treated as confidential. The content of the present tender may only be made available to persons taking part in the preparation of the bid.

The tender documentation may not be used for any other purposes than the preparation of the bid, even in extracts.

Bidders treat facts as confidential that are not public knowledge or publicly available. In cases of doubt, facts are to be treated as confidential. This obligation to secrecy remains valid even after the conclusion of the tender procedure.

The awarding authority undertakes to maintain confidentiality about this bid towards third parties subject to the reserve of statutory publication requirements.

12. Integrity

Bidders undertake all necessary measures to avoid corruption, especially not offering or accept payments or other advantages.

The bidder notes that a violation of the integrity clause leads as a rule to the cancellation of the award or too early termination of the contract by the contracting authority for important reasons.

The Parties shall inform each other in case of any well-founded suspicions of corruption.

13. Eligibility

The award of public contracts to the following contractors is prohibited:

- a. Russian nationals living outside Switzerland or other nationals living in Russia;
- b. Companies or organizations established in Russia;
- c. Companies or organizations that are, directly or indirectly, to more than 50% owned by a subject/entity according to letter a or b (except if, before August 31, established in Switzerland);
- d. Companies or organizations acting on behalf or under the instructions of a subject/entity according to letter a, b or c.

Annex 1

List of municipalities that will be directly supported with technical assistance

No	Municipalities receiving direct support at the local level
1	Shkoder
2	Shijak
3	Kukes
4	Mirdite
5	Lezhë
6	Diber
7	Korce
8	Berat
9	Permet
10	Tepelene
11	Vlore
12	Lushnje
13	Librazhd

Annex 2

List of measures on improving preschool education service

1. Timely planning of the service and increasing access for the inclusion of children in need / Preparation for the seasonal management of registrations.
2. The functioning of the parent board as a proactive body in kindergartens
3. Digitalization of preschool education assets.
4. Implementation of the temporary education tax.
5. Assessment of the performance of preschool education directors
6. Monitoring preschool education service improvement plans.
7. Training of educational and support staff for emergencies in kindergartens
8. Monitoring annual kindergarten plans and monitoring the quality of teaching in kindergartens.
9. Unification of a didactic set for children aged 3-6 years.
10. Provision of assistant teacher services for children with special needs.
11. Provision of psycho-social services for kindergartens.

Annex 3

Mandates relevant to this call.

Name of legal entity	Project title							
	Country	Overall project value (EUR)	Proportion carried out by legal entity (%)	No of staff provided	Name of funder	Origin of funding	Dates of mandate (start/end)	Name of consortium members, if any
Short description of the Project ⁶						Type of services provided		
Contact:								

Annex 4

Staff declaration of their availability template

=====

Place, date...

"I, undersigned, declare that I'm part of (name of consultancy company/bidding organization) team to implement the mandates provided by Helvetas in the frame of implementation of ...activities for the period 01 January 2024 - June 2026.

By signing this statement, I agree with my continued commitment to this project team and guarantee my availability for the implementation of project activities in the time/period described above."

⁶ Not more than half a page

Annex 5

Template for the concept paper

=====

The concept paper should be no longer than 3 pages explaining:

- Your understanding of the mandate based on the current situation in the sector
- Your experience in similar topics
- Based on your experience,
 - o how do you plan to deliver your services with high effectiveness for municipalities and citizens
 - o what are the new elements, methodologies, and tools that you could bring
- Your objectives in implementing this support package
- How do you plan to achieve them?

Annex 6. Format CV

PERSONAL INFORMATION **Replace with First name(s) Surname(s)**

[All CV headings are optional. Remove any empty headings.]

Replace with house number, street name, city, postcode, country

Replace with telephone number Replace with mobile number

State e-mail address

State personal website(s)

Replace with type of IM service Replace with messaging account(s)

Sex Enter sex | Date of birth dd/mm/yyyy | Nationality Enter nationality/-ies

JOB APPLIED FOR POSITION PREFERRED JOB STUDIES APPLIED FOR PERSONAL STATEMENT

Replace with job applied for / position / preferred job / studies applied for /
personal statement (delete non relevant headings in left column)

WORK EXPERIENCE

[Add separate entries for each experience. Start from the most recent.]

Replace with dates (from -
to)

Replace with occupation or position held

Replace with employer's name and locality (if relevant, full address and website)

1. Replace with main activities and responsibilities

Business or sector Replace with type of business or sector

EDUCATION AND TRAINING

[Add separate entries for each course. Start from the most recent.]

Replace with dates (from -
to)

Replace with qualification awarded

Replace with
EQF (or
other) level if
relevant

Replace with education or training organisation's name and locality (if relevant,
country)

2. Replace with a list of principal subjects covered or skills acquired

PERSONAL SKILLS

[Remove any headings left empty.]

Mother tongue(s)

Replace with mother tongue(s)

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				
Enter level	Enter level	Enter level	Enter level	Enter level
Replace with name of language certificate. Enter level if known.				

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2 Proficient user
Common European Framework of Reference for Languages

Replace with language

Replace with language

Communication skills Replace with your communication skills. Specify in what context they were acquired. Example:
 3. good communication skills gained through my experience as sales manager

Organisational / managerial skills Replace with your organisational / managerial skills. Specify in what context they were acquired. Example:
 4. leadership (currently responsible for a team of 10 people)

Job-related skills Replace with any job-related skills not listed elsewhere. Specify in what context they were acquired. Example:
 5. good command of quality control processes (currently responsible for quality audit)

Digital competence

SELF-ASSESSMENT				
Information processing	Communication	Content creation	Safety	Problem solving
Enter level	Enter level	Enter level	Enter level	Enter level

Levels: Basic user - Independent user - Proficient user
[Digital competences - Self-assessment grid](#)

Replace with name of ICT-certificate(s)

Replace with your other computer skills. Specify in what context they were acquired. Example:
 6. good command of office suite (word processor, spread sheet, presentation software)
 7. good command of photo editing software gained as an amateur photographer

Other skills Replace with other relevant skills not already mentioned. Specify in what context they were acquired. Example:
 8. carpentry

Driving licence Replace with driving licence category/-ies. Example:
 B

ADDITIONAL INFORMATION

Publications Presentations Projects Conferences Seminars Honours and awards Memberships References Citations Courses Certifications

Replace with relevant publications, presentations, projects, conferences, seminars, honours and awards, memberships, references. Remove headings not relevant in the left column.
 Example of publication:
 9. How to write a successful CV, New Associated Publishers, London, 2002.
 Example of project:
 10. Devon new public library. Principal architect in charge of design, production, bidding and construction supervision (2008-2012).

Annex 7.

List of experts for the position mentioned in this call.

Nr.	Name of expert	Position relevant to this call	Years of work experience as the expert, relevant to this call
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Annex 8

Matrix of processes, steps, standards and actors involved

KORNIZA E BASHKËPUNIMIT TE TRYEZES SE AKTOREVE TE SISTEMIT (AMVV, ASPA, MINISTRIA relevante, SHAV, SHKQSH) ME PARTNERET, PER OFRIMIN E TRAJNIMEVE PER NJQV NE FAZEN E TRANZICIONI
 MATRICA E PROCESEVE, HAPAVE, STANDARDEVE DHE AKTOREVE TE PËRFSHIRE NE PËRGATITJEN E E MODULIT, DHENIEN DHE VLERESIMIN E TRAJNIMIT PER NJQV- Janar 2024

AMVV- Agjencia për Mbrojtjen e Qeverisë Vendor; ASPA - Shkolla Shqiptare e Administratës Publike; SMV- Shoqata për Autonomië Vendor; SHKQSH - Shoqata e Kërkimeve të Qeverisë

FAZA/ Procesi	Nr.	Hapat	Rezultatet e pritshme	Roli i Ofruesit të Shërbimit	Roli Kyc i Aktorit të Tryezës
FAZA A ZHVILLIMI DHE MIRATIMI I MODULIT TE TRAJNIMIT (hartimi apo rishikimi)					
A.1 Dizënjimi i modulit					
	1	Grumbullimi i dokumenteve burimore për modulën, përfshirë ato nga aktorët e sektorit (module të ngjashme, botime dhe dokumenteve të tjerë relevant për modulën)	Krijimi i libërarisë me dokumentet burimore për modulën, pranë ASPA	Identifikon dokumente burimore relevante për modulën (module të ngjashme të zhvilluar në Shqipëri nga sektori që mbulon modulën; listë me botime teorike bashkëkohore dhe kyçe në lidhje me modulën; listë me legjislacion që lidhet me modulën; mjete dhe instrumente pune për t'u përfshirë në modul si rregullore, plane etj; praktika të mira të realizuara nga grupi i synuar i trajnimit, raste të aplikimeve të sukseshme në vendin e punës të dokumenteve, proceseve të punës, mjeteve/instrumenteve; video dhe webites që ilustrojnë temat e modulit, etj). Dokumentet burimore mund të identifikohen përmes hulumtimit të dokumenteve/deskresch, intervistave me grup të synuar apo aktorë të tjerë, apo fokus grupe. Dorëzohen listën përmbledhëse si dhe dokumentët burimore të përgjigdhur, tek BIF	ASPA administron dokumentet burimore të përgjigdhur.
	2	Konsolidimi i Konceptit dhe hartës së rrugës (roadmap) për hartimin/rihikimin e modulit dhe dhënjën e trajnimit (përshkrimi i nevojës, grupit të synuar, rezultatet e të rënë, përfuturit, modelit të mësimdhënies, dokumentet burimore që do përdoren, si dhe përshkrimi i procesit, aktorëve, hapave dhe kalendarit për zhvillimin/rihikimin e modulit dhe dhënjën e trajnimit).	Koncepti i konsoliduar dhe Harta e rrugës për modulën dhe dhënjën e trajnimit, bazuar në Outline të modulit dhe Termat e Referencës për hartimin/rihikimin e modulit dhe dhënjën e trajnimit.	Zhvillon Konceptin Konsoliduar dhe Harta e rrugës për hartimin/rihikimin e modulit dhe dhënjën e trajnimit, referuar Outline të Modulit dhe Termave të Referencës për hartimin/rihikimin e modulit dhe dhënjën e trajnimit, dhe e dorëzon tek BIF. Koncepti Final përshin përshkrimin e nevojës, grupit të synuar, rezultatet e të rënë, përfuturit, modelit të mësimdhënies - në klasë, eLearnig, webinar, blendad apo hibrid, apo i mbështetur nga coaching, mentoring, asistencë në vendin e punës, një model apo një kombinim i tyre; dokumentet burimore që do përdoren; procesi, aktorëve dhe hapat për zhvillimin/rihikimin e modulit dhe dhënjën e trajnimit, kalendarit i propozuarit aktiviteteve.	
	3	Organizim i Tryezës tematike/fokus grup me Aktorët Tryezës dhe aktorë relevant të sistemit për të diskutuar mbi konceptin e konsoliduar dhe hartën e rrugës, për hartimin/rihikimin e modulit dhe dhënjën e trajnimit	Tryeza tematike/fokus grup për diskutimin dhe marrjen e reagimeve për konceptin e konsoliduar dhe hartën e rrugës, për hartimin/rihikimin e modulit dhe dhënjën e trajnimit.	Organizon Tryezën tematike/fokus grupin. Prezanton konceptin e konsoliduar dhe hartën e rrugës. Dokumenton dhe ndan me BIF reagimet e pjesëmarrësve për të reflektuar me pas në procesin e hartimit/rihikimit të modulit dhe dhënjën e trajnimit.	Tryeza tematike/fokus grupi validon Konceptin e konsoliduar dhe Hartën e rrugës për modulën dhe trajnimit.
A.P.2 Hartimi/rihikimi (përditësimi/përmirësimi) i modulit					
	4	Hartimi/rihikimi i modulit, nga Ofruesi i Shërbimit	Draft moduli i hartuar/rihikuar sipas Termat e Referencës dhe Konceptit të Konsoliduar	Harton/rihikon draft modulën, bazuar në Termat e Referencës dhe konceptin e konsoliduar të miratuara për modulën, dhe e dorëzon tek BIF	
	5	Organizimi i një Tryeze Tematike/Fokus Grup për të diskutuar dhe marrë mendimet dhe propozimet e palëve të interesuara relevante, në lidhje me draft modulën.	Mbahet takimi i Tryezës Tematike/Fokus Grupit Raporti me mendime dhe propozime e pjesëmarrësve (të marrë gjatë takimit apo me shkrim) në lidhje me draft modulën (ASPA - për anën didaktike; AMVV, Shoqatat e NJQV, Ministria përkatëse, programet donatore - për anën e përmbajtjes).	Përgatit dokumentet përkatëse, organizon tryezën tematike/fokus grupin me aktorët e sistemit, shpërndajon modulën. Dokumenton në një raport reagimet e pjesëmarrësve për draft modulën, dhe e dorëzon tek BIF. Merr pjesë në takime të tjera, ku kërkohet nga BIF pjesëmarrje e Ofruesit të Shërbimit, për çështje të hartimit/rihikimit të modulit.	AMVV fton Tryezën Tematike/Fokus Grupin AMVV, Shoqatat e NJQV, Ministria përkatëse, programet donatore që mbështesin hartimin/rihikimin e modulit, japin mendime dhe propozime për përmbajtjen e modulit. ASPA jep mendime dhe propozime kryesisht për aspektet didaktike të modulit.
	6	Organizimi i trajnimit të parë dhe njëkohësisht testues për dhënjën e modulit, ku janë reflektuar propozimet e tryezës/fokus grup, me një grup përfuturish nga NJQV.	Mbahetja e trajnimit të parë dhe njëkohësisht testues për dhënjën e modulit. Raporti me mendime dhe propozime të grupit të përfuturëve që marrin pjesë në trajnimin testues, mbi modulën.	Organizon dhe jep Trajnimin e Parë dhe Testues njëkohësisht, me modulën e validuar nga Tryeza Tematike. Përgatit agjendën dhe dokumentet e trajnimit, propozon listën e të ftuarve, dhe e dorëzon tek BIF. Përgatit raportin me mendime dhe propozimet e grupit të përfuturëve që marrin pjesë në Trajnimin e Parë Testues.	Organizimi i Trajnimit Testues bëhet në bashkëpunim me ASPA. Flessa dhe agjenda e trajnimit dërgohen nga AMVV
	7	Përmirësimi i modulit bazuar në mendimet dhe propozimet e dhëna gjatë Trajnimit Testues	Versioni përfundimtar i modulit, i zhvilluar	Reflekton përmirësimet e dala nga Trajnimi Testues dhe harton versionin final të modulit me të gjithë elementët e tij përbërës, dhe e dorëzon tek BIF.	
A.3 Validimi, miratimi dhe marrja në dorëzim e modulit					
	8	Shpërndarja e modulit përfundimtar tek Tryeza e Aktorëve për validim, bashkë me një relacion shoqëruar për procesin, aktorët e përfshirë, rezultatet e përfshirjes, përgjatë hartimit/rihikimit të modulit.	Moduli përfundimtar i validohet nga Tryeza e Aktorëve, nga ana e përmbajtjes dhe e didaktikës (pilotësohet checklist për kontrollin e cilësisë së modulit)	Dorëzon tek BIF versionin final të modulit me të gjithë elementët e tij përbërës, bashkë me relacionin shoqëruar për procesin, aktorët e përfshirë, rezultatet e përfshirjes.	AMVV, Ministria relevante, Shoqatat e NJQV validojnë përmbajtjen e modulit. ASPA validon kryesisht aspektet didaktike të modulit, dhe merr në dorëzim modulën.
	9	Hartimi/rihikimi i e-modulit bazuar në modulën e validuar dhe të marrë në dorëzim nga ASPA	e-Moduli hartohet/rihikohet	Harton versionin elektronik të modulit me të gjithë elementët e tij përbërës, bazuar në modulën e validuar nga ASPA (nëse është pjesë e mandatit të punës së Ofruesit të Shërbimit) Designs the electronic version of the module with all its constituent elements, based on the module validated by ASPA (if it is part of the Service Provider's mandate)	Hartimi i e-modulit bëhet në bashkëpunim dhe sipas metodologjisë dhe platformës digjitale të ASPA

FAZA B OFRIMI I TRAJNIMIT DHE CERTIFIKIMI I TE TRAJNUARVE				
B.1 Sigurimi i ekipit të trajnimit				
10	Identifikimi, vlerësimi dhe përrgjdhja e trajnerëve për t'u përfshirë në Trajnimin e Trajnerëve (trajnerë për modulën, persona burimorë). Merrn propozime edhe nga Tregu e Aktorëve të sistemit (nëse është relevante)	Lista e trajnerëve për t'u përfshirë në Trajnimin e Trajnerëve (nëse hartuesit/rishikuesit e modulit nuk janë të njëjtë me trajnerët).	Propozon një listë kandidatesh për trajnerë shtesë (nëse del e nevojshme) dhe CV-të e tyre përkatëse, dhe e dorëzon tek BfF. Kriteret e trajnerëve që propozohen respektojnë kriteret e ASPA (VKM Nr. 138, datë 12.3.2014 "Për rregullat e organizimit e të funksionimit të ASPA", i ndryshuar)	Komisioni i vlerësimit miraton listën e trajnerëve për të marrë pjesë në Trajnimin e Trajnerëve.
11	Përgatitja e Trajnimit të Trajnerëve (modulit, agjendës dhe dokumentet e tjerë të trajnimit)	Moduli i Trajnimit të Trajnerëve dhe dokumentet e trajnimit, të përgatitura	Harton modulën për Trajnimin e Trajnerëve dhe përgatit agjendën dhe dokumentet e trajnimit, dhe e dorëzon tek BfF	Moduli, dokumentet dhe agjenda e trajnimit validohen paraprakisht nga ASPA
12	Ofrimi i Trajnimit të Trajnerëve	Trajnerët e trajnuar dhe të certifikuar për dhënjën e trajnimit	Organizon Trajnimin e Trajnerëve në bashkëpunim me ASPA Përgatit doxjet e trajnimit.	Certifikimi i trajnerëve bëhet nga ASPA.
B.2 Diznejimi dhe planifikimi i dhënjes së trajnimit				
13	Hartimi i planit dhe kalendari të trajnimit, përcaktimi i shpërndarjes geografike dhe vendëve ku do të zhvillohet trajnimi.	Hartohet plani dhe kalendari i trajnimit. Përcaktohen vendet e trajnimit.	Përgatit draft kalendarin përfundimtar të trajnimit, me vendet e trajnimit dhe e dorëzon tek BfF	Kalendari i trajnimit miratohet nga AMVV
14	Përgatitja e ftesave dhe agjendës së trajnimit	Fletsa dhe agjenda e trajnimit të hartuara dhe të dakortësuara mes aktorëve të Tregut dhe programit donator	Përgatit draft ftesën dhe agjendën e trajnimit, dhe e dorëzon tek BfF	Fletsa dhe agjenda dërgohen nga AMVV
15	Planifikimi i shpërndarjes së trajnerëve	Plani i shpërndarjes së trajnerëve për çdo trajnim	Harton planin shpërndarjes së trajnerëve për çdo trajnim, dhe e dorëzon tek BfF	
16	Diznejimi dhe printimi i doxjeve dhe i dokumenteve të trajnimit; sigurimi i mjeteve të trajnimit	Doxjet dhe dokumentet e doxjes të printuara	Mundëson printimin e dokumenteve të trajnimit dhe sigurimin e materialeve të trajnimit	
B.3 Dhënja e trajnimit dhe bashkëfinancimi i trajnimit				
17	Dhënja e trajnimeve bazuar në modul	Grupi i synuar merr trajnimin sipas modulit dhe ashtendë së trajnimit	Organizon shpërndarjen e trajnerëve, shpërndarjen e dokumenteve, të materialeve dhe pajisjeve të trajnimit si dhe mundëson dhënjën e trajnimeve, sipas kalendarit të trajnimit	Aktorit të Tregutë marrin pjesë në trajnime, sipas rastit
FAZA C VLERESIMI I TRAJNIMIT				
C.1 Vlerësimi në fund të trajnimit				
18	Mësimet e vlerësimit në fund të trajnimit, sipas metodologjisë dhe procesit të ASPA	Formularët e plotësuar nga të trajnuarit për vlerësimin në fund të trajnimit	Mundëson plotësimin e pyetësorit nga të gjithë të trajnuarit, në fund të çdo trajnimit, sipas model pyetësorit të ASPA	Model pyetësori sigurohet nga ASPA
19	Hartimi i raportit të vlerësimit në fund të trajnimit ; (dokumentohen problematikat dhe propozimet për përmirësimet të procesit, të dhënjes dhe vlerësimit në fund të trajnimit)	Raporti i konsoliduar për vlerësimet e të trajnuarve, në fund të trajnimit, dhe raportet e trajnerëve për trajnimin	Harton raportin përmbledhës për vlerësimin në fund të trajnimit, për të gjithë trajnimet e dhëna, dhe e dorëzon tek BfF, bazuar edhe në raportet e hartuar nga secilit trajner.	
FAZA D MENAXHIMI I INFORMACIONIT DHE RAPORTIMI PER TRAJNIMIN				
D.1 Menaxhimi i informacioni për trajnimin				
20	Grumbullimi, hedhja në sistem dhe analiza e të dhënave (cilësore dhe sasore) në lidhje me dhënjën e trajnimit (profilin e të trajnuarve, reagimet e të trajnuarve dhe të trajnerëve gjatë trajnimit, etj)	Të dhëna hedhura dhe të analizuarra mbi dhënjën e trajnimit	Mban të dhënat në lidhje me pjesëmarrjen në trajnim, profilin e të trajnuarve, të dhëna gjinore, etj, si dhe dokumenton reagimet dhe propozimet e të trajnuarve dhe të trajnerëve, gjatë trajnimit.	
21	Analizimi i të gjitha të dhënave (cilësore dhe sasore) në lidhje me trajnimin (dhënjën dhe vlerësimin e trajnimit)	Analiza e të gjitha të dhënave (cilësore dhe sasore) në lidhje me trajnimin (për dhënjën dhe vlerësimin e trajnimit)	Analizon të gjitha të dhënat (cilësore dhe sasore) në lidhje me trajnimin dhe dokumenton gjëgjatë dhe rekomadimet	
D.2 Raportimi mbi trajnimin				
22	Hartimi i raportit të konsoliduar në lidhje me dhënjën dhe vlerësimin e trajnimit	Raporti i konsoliduar në lidhje me dhënjën dhe vlerësimin e trajnimit	Harton raportin e konsoliduar në lidhje me dhënjën dhe vlerësimin në fund të trajnimit, dhe e dorëzon tek BfF. Merr pjesë në takimin e BfF me Tregun e Aktorëve, ku diskutohet mbi raportin e konsoliduar mbi trajnimin	
FAZA E INFORMIMI, PROMOVIMI DHE VIZIBILITETI PER TRAJNIMIN				
E.1 Brandimi i trajnimit				
23	Prodhimi i mjeteve promovuese , banner etj	Mjetet promovuese të trajnimit, të prodhuara	Dizajnon dhe prodhon bannerin promovues të trajnimit, në bashkëpunim me BfF	AMVV vlerëson dizajnin e bannerit
E.2 Informimi dhe Promovimi i trajnimit				
24	Përgatitja e një informacioni përmbledhës për t'u bërë publik në lidhje me trajnimin (për t'u dakortësuara mes aktorëve)	Hartohet informacioni përmbledhës për trajnimin dhe bëhet publik në website dhe median sociale të aktorëve	Harton një informacion përmbledhës për promovimin e trajnimit, dhe e dorëzon tek BfF	
25	Përgatitja e një informacioni përmbledhës për secilin trajnim	Hartohet informacioni për secilin trajnim dhe bëhet publik në website dhe median sociale të aktorëve	Harton një informacioni përmbledhës për secilin trajnim të dhënë, dhe e dorëzon tek BfF	

ASPA's standards for developing a training curriculum ("Udhëzime të përgjithshme për hartimin e kurrikulës së një moduli trajnimit")

HARTIMI I KURRIKULE SE TRAJNIMIT

Shtojca A

UDHËZIME TË PËRGJITHSHME PËR HARTIMIN E KURRIKULËS SË NJË MODULI TRAJNIMI

(Aspektet bazë - version i shkurtuar)

PRODUKTI "Kurrikula e trajnimit" synon rritjen e kapaciteteve qeverisëse, administrative dhe profesionale, përmes marrjes së njohurive të aplikueshme në vendin e punës, përfshirë rastet studimore nga praktika në punë.

Kurrikula e trajnimit përbëhet nga këto dokumenta:

- a. Materiali Didaktik
- b. Materiali Teorik
- c. Banka e Pyetjeve

a. Materiali Didaktik

Materiali didaktik sqaron: qëllimin e të mësuarit - për çfarë duhet të dhënë mësimi (teach) dhe për çfarë duhet nxënë (learn); aspektin e përmbajtjes - çfarë duhet dhënë si mësim/dije (teach) dhe çfarë duhet nxënë (learn); aspektet e transmetimit të dijes dhe ato të të nxënit - si të japim mësim (teach) dhe si të nxëmë (learn).

Materiali didak përbëhet nga:

- i. *Tabela përmbledhëse e programit të trajnimit*, e cila duhet të hartohet sipas formatit bashkëlidhur në Aneksin A.1 të këtij dokumenti, si:
 - Qëllimi dhe objektivat e trajnimit.
 - Sekuencat e aktiviteteve, përfshirë metodat e të nxënit që do të përdoren gjatë çdo hapi të ditës së trajnimit (shiko Aneksin A.2).
 - Rezultatet e të nxënit.
 - Mjetet didaktike për t'u përdorur gjatë aktivitetit si: flip chart, markera, etj
- ii. *Skedat individuale e çdo aktiviteti*. Për çdo aktivitet hartuesi i kurrikulës duhet të përgatisë skedën specifike, e cila duhet të ketë të gjitha detajet didaktike, përmbajtësore dhe organizative të shpjeguara qartë.

b. Materiali Teorik

Materiali teorik duhet:

- a. Të jetë një përmbledhje e literaturës bazë rreth çështjeve që do të mbulojë kurrikua e trajnimit.
- b. Të jetë në përputhje me kontekstin e politikave të zhvillimit strategjik kombëtar dhe vendor.
- c. Të reflektojë ndryshimet më të fundit në legjisllacionin e zbatueshëm.
- d. Të jetë jo më pak se 10 dhe jo më shumë se 15 faqe, për një ditë trajnim të barasvlefshme me 6 orë në klasë.

c. Banka e Pyetjeve

- a. Për çdo ditë trajnimi/6 orë trajnim, do të hartohen rreth 24 pyetje, që lidhe me kompetencat që trajnimi zhvillon tek pjesëmarrësit.
- b. Pyetjet do të jenë me zgjedhje të shumëfishtë dhe duhet të hidhen në një databazë sipas formatit në Aneksin A.4 bashkëlidhur.

Aneksi A.1
Materiali didaktik

Fazat e Cudit të Kolbit	Taksonomia e Bloomit	Shpërndarja e kohës sipas Kolbit dhe Bloomit në %	Shpërndarja e kohës sipas Kolbit dhe Bloomit në minuta	Objektivat e të mënit sipas Taksonomisë së Bloomit	Intervali kohor në 6 orë	Aktiviteti	Rezultatet e të mënit	Mjetet e matjes së rezultateve	Logjistika
Përvoja e drejtpërdrejtë, Reflektimi mbi përvojën, Përgjithësimi i përvojës; Aplikimi	Mbaj mend	5%	20 minuta	Objektivi 1: Fojet që përdoren përkonfo, rendit, përshkruaj, dallo, rendit, emërto	10.00-10.20 Trajtimi	20 minuta			
Përvoja e drejtpërdrejtë, Reflektimi mbi përvojën, Përgjithësimi i përvojës; Aplikimi	Kupto	6%	20 minuta	Objektivi 2: Fojet që përdoren shpjego, zgjero, jep përfundime, rishikruaj, përgjithëso	10.20-10.40 Trajtimi	20 minuta			
Përvoja e drejtpërdrejtë, Reflektimi mbi përvojën, Përgjithësimi i përvojës; Aplikimi	Apliko	14%	50 minuta	Objektivi 3: Fojet që përdoren Ndrysho, rregullo, provo, përgatit, prodho, lidh, përdor	10.40-11.30 Trajtimi; 11.30-11.40 Pushim	50 minuta			
Përvoja e drejtpërdrejtë, Reflektimi mbi përvojën, Përgjithësimi i përvojës; Aplikimi	Analizo	17%	60 minuta	Objektivi 4: Fojet që përdoren dallo, seleksiono, planifikoj	11.40-12.40 Trajtimi	60 minuta			
Përvoja e drejtpërdrejtë, Reflektimi mbi përvojën, Përgjithësimi i përvojës; Aplikimi	Vlerëso	25%	90 minuta	Objektivi 5: Fojet që përdoren Konkludoj, kritikoj, arsyeto	12.40-13.10 Trajtimi; 13.10-14.00 Dreke; 14.00-14.15 Team building; 14.15-15.15 Trajtimi	90 minuta			
Përvoja e drejtpërdrejtë, Reflektimi mbi përvojën, Përgjithësimi i përvojës; Aplikimi	Krijoj	33%	120 minuta	Objektivi 6: Fojet që përdoren Prodho, krijoj, përfaqëso, ndërto	15.15-15.30 Pushim; 15.30-17.35 Trajtimi; 17.30-17.35 Mbyllje	120 minuta			

Aneksi A.2
Metodat e të nxënit

Metoda	Përshkrimi	Kur përdoret	Avantazhet	Kufizimet
Workshop	Të mësuarit rreth një problemi të identifikuar / diskutime me qëllim ndarjen e eksperiencave/ose gjetja e një zgjidhjeje.	Kur duhet të adresohet një problem. Kur duhet të zgjasim kohën e punës.	Bazohet në një qasje konsultative. Synon të angazhojë shumë njerëz.	Kërkon mirëkuptim nga individët. Duhet të menaxhohet dhe lehtësohet mirë.
Prezantime	Përgatitja e materialeve me anë të paraqitjes vizuale.	Zhvillon njohuritë, faktet dhe opinionet	Është e përshatshme për grupe të mëdha në numër.	Nuk ndihmon në zhvillimin e aftësive ose qëndrimeve.
Lojë me role (Role play)	Një metodë që krijon situatën ku pjesëmarrësit mund të zbatojnë në praktikë aftësitë dhe gjykimet në një atmosferë të sigurtë me feedback.	Për objektiva të cilat fokusohen në zhvillimin e aftësive dhe aftësive të komunikimit ndërpersonal.	Mundëson lidhjen e teorisë me praktikën. Përfshirje e gjerë të grupit të pjesëmarrësve.	Duhet të menaxhohet mirë.
Simulimi	Një metodë që risjell aspekte të një situatë reale, për një qëllim të caktuar mësimi.	Të mbështesë zhvillimin e aftësive për një situatë konkrete.	Pjesëmarrësit mund të shprehin lirisht.	Mund të kërkojë shumë kohë për ta përgatitur dhe për ta zhvilluar.
Stuhi e mendimeve (Brainstorm)	Një diskutim i lirë me qëllim që çdo pjesëmarrës të jetë kreativ në përgjigje dhe në shfaqjen e ideve.	Zgjidhjen e problemeve. Për mbledhjen e mendimeve kreative; ngroh situatën, krijon energji.	Shkakton një nivel të lartë pjesëmarrje.	Proçes jo kritik, mund të gjenerohen ide të papërshatshme.
Rast studimor (Case Study)	Një skenar i shkruar ose verbal, nga jeta reale ose hipotetik me pyetje që do të analizohen ose diskutohen.	Me qëllim nritjen e aftësive analitike apo vendimarrëse apo aftësive ndërpersonale në rastet kur punohet në grup.	Sjell realitetin në një ambient mësimi; mund të përfshijë emocione dhe qëndrime.	Varet nga cilësia e case study -it.
Demonstrimi	Një ilustrim fizik i një detyre, procedure, ose përdorimi i një pajisje.	Për trajnime me natyrë teknike Përgatitja për trajnimin në vendin e punës.	Pjesëmarrësit mund të vëzhgojnë para se ta zbatojnë.	Varet nga efektiviteti i demonstrimit aktual.
Diskutimi në grupe	Diskutim i gjerë/grupe të vogla për çështje të veçanta	Mbulon të gjitha fushat & në bashkëpunim me metodat e tjera.	Nivel i lartë pjesëmarrje. Mbështet mësimin individual, njohuritë, faktet, opinionet, qëndrimet.	Sa më i madh të jetë grupi, aq më pak mundësi pjesëmarrje ka individi. Ka nevojë për një person që ta drejtojë diskutimin.

Aneksi A.4
Databaza e pyetjeve
 (me shembull)

Ref	Moduli	Pyetja	Zgjedhja A	Zgjedhja B	Zgjedhja C	Zgjedhja D	Zgjedhja E	Përzgjedhja e saktë	Ndarja e pyetjeve			Shkalla e vështirësisë së pyetjeve		
									Riprodhim konceptesh baze	Analitike/ Zbatuese	Sintezë/ Vlerësim	E lehtë	Mesatare	E vështirë
1	Vlerësimi i njohurive shtesë për inspektorët	Cilat nga këto funksione nuk kryen inspektoriat qendror	<i>Bashkërendon dhe mbështet veprimtarinë e inspektorateve shtetërore dhe vendore</i>	<i>Jep mendim këshillimor për programet vjetore të inspektimit</i>	<i>Jep mendime për çdo nismë ligjore dhe nënligjore për çdo ministri</i>			C	X				X	
2														
3														