ANNEX A

TERMS OF REFERENCE (TOR)

RFP/2017/828 JOINT UN REQUEST FOR THE PROVISION OF DISTANCE LANGUAGE LEARNING SOLUTIONS for UNHCR and ILO

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1 Introduction

1.1 Who we are

UNHCR:
The Office of the United Nations High Commissioner for Refugees (UNHCR) was established by the U.N. General Assembly in 1950 to provide protection and assistance to refugees and Internally Displaced People (IDPs). Today, UNHCR is one of the world's principal humanitarian agencies, its staff of more than 10,700 personnel helping more than 36 million people in more than 128 countries. Staff members work in a diversity of locations and conditions including in our Geneva and Copenhagen based Headquarters (HQ), Budapest-based Global Services Center (GSC) and several field locations. For further information on UNHCR, its mandate and operations please see http://www.unhcr.org.

ILO:
The International Labour Office (ILO) is the permanent secretariat of the International Labour Organization with its headquarters in Geneva. The International Labour Organization was founded in 1919 and became the first specialized agency of the United Nations in 1946. Its headquarters are in Geneva, Switzerland and its 3000 staff work from 60 locations around the world. The ILO is devoted to promoting social justice and internationally recognized human and labour rights, decent employment opportunities, universal social protection and social dialogue on work-related issues. Its tripartite structure (governments, employer and workers organizations) provides a unique platform for promoting decent work for all (http://www.ilo.org/global/lang--en/index.htm).

1.2 Overview and Objectives of this RFP

The objective of this Request for Proposal (RFP) is to enable UNHCR's Global Learning Centre (GLC) and ILO's Capability and Performance Unit to select and contract one or more distance language learning solutions provider.

1.3 Scope of this RFP

The Global Learning Centre (GLC) of UNHCR and ILO's Capability and Performance Unit is seeking (a) service provider(s) to offer **distance language learning solutions from Basic A1 to Proficient C1 level** of the Common European Framework of References for Languages (CEFR)[1].
BIDDERS CAN OPT TO BID FOR either OPTION 1 or OPTION 2:

OPTION 1: to offer **distance language learning solutions** in **English, French and Spanish (bidders required to bid for all of these three languages** from level Basic A1 to Proficient C1 (CEFR)**) and optionally** in one or more of the other official and working languages of the UN: **Russian, Arabic and Chinese** (from level Basic A1 to minimum independent B2 or above (CEFR)) **OR**

OPTION 2: to offer **distance language learning solutions** in one or more of the following official and working languages of the UN: **Russian, Arabic and Chinese (bidders can submit a bid for only one or more of these languages,** from level Basic A1 to minimum independent B2 or above (CEFR)**)**

The service provider(s) is/are expected to use up-to-date distance language learning methodology, cutting-edge technology, user-friendly and interactive structure. The distance learning solutions courses must be available worldwide and 24/7/365.

[1] The language levels referred to in this document are based on the Common European Framework of Reference for Languages (CEFR): http://www.coe.int/t/dg4/linguistic/cadre1_en.asp and https://www.eui.eu/Documents/ServicesAdmin/LanguageCentre/CEF.pdf.

Distribution of licenses is scheduled for May/June 2017. The estimated number of licenses required per year is around 800-1000 for all six languages[2]. Based on past experience, the proportion by language is roughly:

- French: 40%
- English: 30%
- Arabic: 15%
- Spanish: 12%
- Russian: 2%
- Chinese: 1%

2. The Project

2.1 Background Information

UNHCR

UNHCR has around 12,000 staff[3] of 154 nationalities who are stationed in more than 128 countries.
To work and communicate successfully and efficiently with colleagues throughout the organisation and thus to be able to serve the mandate of UNHCR effectively, it is in the interest of the organisation that all staff members regardless of their grade be able to use two or more languages for work purposes, which also facilitates the process of postings as well. This generates the demand for a sophisticated and efficient approach to offer language training for the staff.

Distance language learning solutions can meet the needs for a sophisticated and efficient approach to offer language training for staff. It is especially important to provide the distance learning opportunity in locations where staff members do not have access to face-to-face language learning.

ILO

The International Labour Office (ILO) employs some 2,700 staff members from over 150 nations at its headquarters in Geneva, and in around 40 field offices around the world. The ILO has three working languages English, French and Spanish. ILO encourages multilingualism amongst its staff, irrespective of grade or location in order to increase collaboration and enhance delivery to its constituents.

The ILO headquarters has a language school which provides face-to-face learning opportunities for colleagues based in Geneva. However, colleagues in the field and those in HQ who often travel are unable to take advantage of this service and hence ILO is seeking an effective distance language learning solution that will be able to meet the developmental needs of these staff.

2.2 Project objective

The project objective is to offer distance language learning solutions available for staff members so that more staff members can improve their language knowledge and skills across the organisation. Distance language learning solutions can effectively complement traditional methods of language teaching and learning. These solutions can provide a standard quality of language learning for all users regardless of their geographical location.

[2] Please note that any figures provided have been stated in order to enable bidders to have an indication of the projected requirements. It does not represent a commitment that UNHCR and/or ILO will purchase a minimum quantity of services. Quantities may vary and will depend on the actual requirements and funds available regulated by issuance of individual Purchase Orders against the Frame Agreement.

[3] Including affiliated workforce.

2.3 Target users

Target users are staff members in HQ and deep field locations. Colleagues working in remote locations in deep field offices may face issues with slow or intermittent internet connectivity.

Our target language learners:

- Staff who do not have access to classroom language teaching because of their remote location
- Staff who do not have access to classroom language teaching because of conflicts of timetable and levels or there are no classes offered in their target/preferred language
- Staff who want to do self-study and improve or brush up their knowledge independently and individually
- Staff who want to complement their classroom language learning and use technology to further develop their language knowledge and skills

3 Requirements

3.1 Mandatory requirements:

Product/service requirements:

- Provide quality distance language learning solutions:

I. **OPTION 1 : in English, French and Spanish (all of them)[4] and/or**

II. **OPTION 2: in one or more of the other official and working languages of the UN: Russian, Arabic and Chinese**

- Align course levels with the CEFR (Common European Framework of References[5])
- Offer basic/standard/self-study multi-level distance language courses from level Basic A1 to Proficient C1 (CEFR) for English, French and Spanish and/or from Basic level A1 to minimum independent B2 or above (CEFR) for Arabic and/or Chinese and/or Russian
- Provide user-friendly interface support in the target language(s) or in English
- Provide customer service support for individual learners in the target language(s) or in English
- Enable progress and result tracking (time spent on course, percentage of course completion and other status data)
- Provide educational and communication materials (training content, website, quotes, books, photographs, videos, etc.) integrating the dimension of diversity and perspectives of both women and men, mainstream gender equality, culture diversity, use language and images that will be gender-sensitive and depict women and men and without discrimination, and may also challenge stereotypes about roles and capabilities
- Assign designated Focal Point to manage the provider's resources and activities in close collaboration with the UNHCR and/or ILO project manager

Methodology requirements:

- Offer instructional design strategies that conform to a self-paced approach to learning
- Offer options with respect to instructional design that would suit different learning styles
- Provide rationale for instructional design methodology and approach to language teaching and learning
- Include clear learner outcomes and objectives for each course and module
- Develop and improve the four basic skills (reading, listening, writing, speaking)
- Focus on communication exercises and everyday use of the language
- Offer a high level of learner's engagement and wide range of exercises

[4] In case of OPTION 1: only those proposals covering all three languages (English, French and Spanish) will be considered for evaluation.
[5] http://www.coe.int/t/dg4/linguistic/cadre1_en.asp and https://www.eui.eu/Documents/ServicesAdmin/LanguageCentre/CEF.pdf

- Include review tests and final tests that include the option for self-testing and assessment feedback

3.2 Desirable requirements:

- Offer distance language learning advanced course with tutoring in the target language(s)
- Offer the possibility to do progress and result tracking and record the course history into UNHCR's[6] and/or ILO's learning management system (provide description on the integration method)
- Offer the possibility of transferring software licences at no cost from one student to another following the UNHCR`s and/or ILO`s project manager's request
- Provide remote administrator access for UNHCR and ILO project manager and administrative staff to student-related data and import/export features as needed
- Offer product version which is also available with not reliable or slow internet connectivity
- Provide speech recognition or recording tool/capacity so that speaking performance is required to some extent
- Offer placement test that would allow learners to start at the right level
- Customize some content element to specific UN language needs
- Offer mobile learning version
- Accreditation (ISO, EAQUALS, EDUQUA,[7] etc.) or an on-going accreditation process by a certified accreditation body will be an asset.

4 The Expected Role of the provider

4.1 Prerequisite experience

Involvement in projects within the UN system or other similar International Organizations, non-profit, public, governmental organisations or private sector is considered to be an asset.

4.2 Project management

UNHCR and/or ILO will determine and agree on concrete timelines, project milestones and deadlines with the selected vendor.

The vendor is expected to provide

- a Focal Point to lead the provider resources and activities with close collaboration with the UNHCR and/or ILO Project Manager
- technical support for UNHCR and/or ILO Project Manager when required (technical integration, license distribution, trouble shooting, data access, reporting)
- assistance with monitoring user progress and result tracking as required

The Designated Focal Point is expected to:

- build a strong partnership with the UNHCR and/or ILO Project Manager
- be the single point of contact during the entire duration of the Frame Agreement
- be available over the phone, skype, webex and e-mail on ad-hoc basis throughout the duration of the frame agreement
- monitor and report potential risks to the UNHCR and/or ILO Project Manager at any time.

[6] The Learning Management Systems (LMS) hosted by Cornerstone OnDemand for UNHCR, and Moodle for ILO.
[7] ISO: http://www.iso.org/iso/home.html; EQUALS: https://www.eaquals.org/;
EDUQUA http://www.eduqua.ch/002alc_00_en.htm

5 Technical Proposal

This section provides the guidelines and the expected structure of the technical proposals. Please ensure this is respected.

Bidders are expected to take a holistic view of the service and NOT only respond to the lists of requirements.

The proposal should be categorized as follows:

- product/service description of mandatory requirements as per Sections 3.1 and 4 and optional requirements listed under section 3.2 of this ToR
- product description of desirable requirements
- technical features
- proposed solution
- deliverables
- proposed Focal Point personnel

5.1 References

Please provide minimum 3 recent client references in similar projects including client names and contact details. References with the non-profit, public or governmental organisations or private sector are welcome.

5.2 Company Profile

Please provide the following information on your company:

a) A description of your company with the following documents: company profile, registration certificate and last audit reports:

- Year founded
- If multi-location company, specify headquarters location
- Number of similar and successfully completed projects
- Number of similar projects currently underway
- Total number of clients
- Top five clients by similarity and size of development
- A description of knowledge, experience and familiarity with the international humanitarian and development system, awareness of constraints and challenges of learning in humanitarian and development organizations, understanding of relevant UN policies, practices and operating norms.

b) Demonstration of capability to perform the project within the humanitarian and development sector.

5.3 Proposed distance language learning solution

- Proposed Teaching methodology and structure
- Instructional design
- Client service and project support
- Progress tracking and licensing structure

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As part of the technical proposal, bidders are required to provide access to product samples or a webpage link to product demos.

5.4 Proposed Focal Point: please describe the qualifications of the proposed focal point (see Section 4.2 above for requirements) and submit Curriculum Vitae (CV) for your proposed focal point [maximum 2 pages]

6 The Role of the Project Teams

6.1 The UNHCR Team

An internal team will be assigned to the project: its role will be to bring functional and/or technical knowledge of UNHCR business and processes to the service provider team throughout the implementation.

UNHCR Project Manager: Management, Leadership, Communications & Innovation Unit, Global Learning Centre (GLC) Budapest, Hungary

6.2 The ILO Team

ILO Project Manager – Capability and Performance Unit, HR/TALENT, Human Resources Development Department (HRD)

6.3 UNHCR and ILO Team responsibilities:

- Prepare internal information circulars with regards to the service selected within the respective organizations
- Select learners and approve final numbers and distribute licenses in cooperation with vendor if assistance is required
- Perform regular user progress and result tracking in collaboration with vendor if assistance is required
- In case tutoring is provided, request tutor replacement in case of reported unsatisfactory performance or non-compliance to UN working standards and code of conduct

6.4 Other distance language learning solutions providers

Respondents are also asked to bear in mind that UNHCR and ILO reserves the right to subject certain deliverables of the project to further RFP and selection processes.

6.5 Risk Management

The provider will assume a direct responsibility for risk management to the extent that project deliverables should not be imperilled. To this end, the provider will work with UNHCR and/or ILO project management to ensure that risk is at all times identified in a timely manner, and managed to ensure that the project is not adversely impacted. Appropriate documentation will be maintained for UNHCR and ILO project management.