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## Clarification II

### Q&A for UNFPA/USA/RFQ/21/092

- 1. Could UNFPA provide an indication of the overall budget for the project? This will allow us to offer a solution suitable for this.**

The total budget for developing the 4 modules is \$48,000

The indicative budget for each training cohort including all activities is: \$14,000.

- 2. Could UNFPA share any examples of the content for modules 1-3?**

Please note that content examples are extensive, and take several hundred pages of material, including PowerPoint slides, case studies, recommended reading, guidelines, policy documents and then video material which cannot be shared in full and there are copyright guidelines to respect that restrict us from sharing this material.

Below is a lesson plan for the profile of Humanitarian Coordinator and Senior Emergency Coordinator that deploys on a surge environment in an emergency. The lesson plan is to accompany a three-hour session delivered by three Regional Humanitarian Coordinators for these profiles concentrating mostly on their role in UNFPA in an emergency. The Powerpoint is the accompanying presentation used throughout the session.

Linked also is an example of a pre-workshop video on the subject of Humanitarian Principles. Such videos are available for all content that was delivered in surge workshop.

- [Lesson Plan Template](#)
- [Lesson Plan for HC/SEC](#)
- [PowerPoint presentation for HC/SEC](#)
- Example of a pre-workshop video on a session on [Humanitarian Principles](#)

Please also review the [GBV Short Guidance note for Representatives](#) which should form part of specific content needed to develop Module 2. Please note other material including slides, videos, guidelines, PowerPoints exist around GBV, yet the GBV module needs to be elaborated and strengthened to meet our leadership accountabilities and responsibilities around GBV respecting also this short guidance note.

- 3. How many people from UNFPA will be involved in the development / review process?**

The overall review process will be undertaken by a small working group which at a minimum will include the Human Resource in Emergencies Specialist, the Head of Response and Technical Support Unit, the



Humanitarian Learning Specialist, from the Response and Technical Support Unit, Humanitarian Office. In addition the Head of Learning, Division of Human Resource. This team can be expanded depending on the activity being worked on, but it is highly likely that it will also include some or all of our Regional Humanitarian Coordinators from our five respective regional offices.

Up to a further 20 subject matter experts from Humanitarian Office headquarters and then regional office personnel will be involved and on hand to contribute to the development of the UNFPA-specific modules. This will include experts that can lead on the elaboration and/or strengthening and then accompanying facilitation (virtual and in-person) for the following subjects:

Humanitarian architecture, humanitarian values and principles and UNFPA's position in the humanitarian architecture • UNFPA Humanitarian Standard Operating Procedures (2021) • Sexual Reproductive Health in Emergencies, GBV and SRH integration • GBV in Emergencies at UNFPA • UNFPA Operations in Emergencies (including safety and security, Fast Track Procedures, Managing Implementing Partners) • UNFPA and Communications in Emergencies • Humanitarian financing • Supplies and Logistics at UNFPA • Human Resources in Emergencies (UNFPA's models of Surge, Emergency Roving Team, REGA, and the HR-FTP component) • Humanitarian Needs assessments and GBV sub-cluster information management functions • PSEA in humanitarian contexts – UNFPA specific and inter-agency responsibilities • Safety and Security in Emergencies • Duty of Care and Basic Psychological First aid for leaders as well as PSEA.

**4. Could UNFPA confirm if there is a priority in terms of modules?**

We would prefer that modules 2 and 3 be prioritized as the subject matter experts have been advised to commit time during the last quarter of 2021 to participate in this project.

Given the new UNFPA Humanitarian SOP's have yet to be finalized and endorsed it is preferable that the company wait until this is completed which will be part of Module 1.

We anticipate that once the company has had time to meet with the teams, and familiarize themselves with the most pertinent soft-skill needs with our leaders, then they can consider what content will be best to be developed for Module four.

**5. Will bios of the project team be sufficient? Or should we include full CVs in annex?**

Please provide CV's in the annex.

**6. Is there a minimum number of team members to be proposed for workshop facilitation?**

There are typically about 10 selected facilitators on site for an in-person workshop. We don't envisage anything larger because of our own cost restrictions.

Given online learning is a little more logistically difficult, and requires presence for example of a facilitator in break out rooms for example, we can assign up to 25 persons for the entire online learning component.

**7. Regarding client references, our UN clients do not provide reference letters. In that case, will name and contact information be sufficient? If they are not available, what should be the next best alternative. As per the Evaluation Process matrix, we are required to provide "Previous customer feedback and client references (two in writing)". Please advise.**

Companies can provide the supplier reference details including what contracted service they provided, contract number and period.



- 8. Eligibility: What is UNFPA's definition of "Firm"? Do we qualify for this RFQ? We are currently a team of 3 individual consultants working together. My business is registered under Australian law with liability and professional insurance covering its activities globally.**

As per the bidding document, bidders should be legally-constituted companies that can provide the requested products/services/works in the country, or through an authorized representative to deliver the project for the LTA duration.

- 9. Monitoring and Evaluation: Does UNFPA have access to a 360-feedback platform for staff leadership performance that could be used to identify a baseline prior to the training program and measure the participants' progress against the criteria set out in the tender document?**

We can provide copies of individual performance evaluations of future participants, yet they will not identify the respective learning needs for participants as the performance evaluations are broader and align with general Terms of References for leaders, who may or may not be serving in humanitarian contexts. Companies should also review the Global Humanitarian Evaluations mentioned in the RFQ which globally outline the more significant gaps currently experienced by the agency's leadership when it comes to humanitarian capacity.

Evaluation: <https://www.unfpa.org/fr/node/24222>

- 10. When does UNFPA expect the first cohort of participants will be selected and when would UNFPA like the first module's online training to begin?**

UNFPA will identify the first cohort by 1st February 2022.

- 11. When does UNFPA anticipate that the first in-person training will be held, given the current state of COVID-19 travel restrictions?**

We can work with the company on scheduling the most workable dates, but it would be good to get the first workshop done by end of second quarter 2022, have a period of review and then organise the second towards the end of third quarter.

- 12. Does UNFPA anticipate that there will be one cohort trained per year, or does UNFPA desire multiple cohorts (two or more) to be run in the same year? How many cohorts are expected to be trained in 2022?**

As per the RFQ document, we expect at least two cohorts trained in the first year, thus up to 50 persons.

- 13. When does UNFPA anticipate the successful company will be awarded the contract? In the event of contracting delays, is there flexibility for when Modules One and Four must be completed?**

The contract is estimated to be awarded within 8 weeks' time after technical presentation, stage three evaluation. Should longer time be required to finalize the reward, UNFPA will modify the delivery deadline of Module one and four based on the actual project development status.



- 14. The brief notes that the duration of this contract may be up to three years, and so we thought we should ask about UNFPA's long-term plans for the program. Is the thought simply that the supplier would need to deliver these workshops on a continuous basis over three years? Or are you planning to expand the program over time? What kinds of support for this program do you expect you will need from your chosen supplier(s) during the next three years, other than what is noted in the brief?**

UNFPA will review the progress and accompanying results of this programme over the three years and may determine to extend the program should there be a need. We hope that this training format becomes an institutional standard, but the funding we have on hand respects the RFQ deliverables. No further support is required from the supplier that is not identified in the RFQ at this stage.

- 15. Our typical approach to a program for highly placed leaders, which is based on our past experience creating training for leaders in many global organizations, differs in certain respects from the program outline provided in UNFPA's brief. Are you open to hearing our overall design recommendations for the program—provided that we stay within comparable limits for scope and pricing?**

This program content was designed in order to meet the priority needs and gaps of our humanitarian leaders, careful consideration of subject matter expert availability, our operational capacity and budget, and donor recommendations and agreements, so we ask adherence to the program design and outline. The proposed design has also been proposed as its a model that has been successfully run for other types of workshops for this type of numbers. At this stage, we are not open to other design options. Design options for how content is delivered/facilitated either online or in-person is up to the discretion of the company.

- 16. The brief notes that pre-workshop learning activities will involve "25-30 participants x three events" and that the in-person workshops will involve "at least 25-30 participants x 3 workshops." We take this to mean that:**

- 1. The total audience size is approximately 75-90 individuals, who will be divided into at least 3 separate cohorts.**
- 2. The solution should enable multiple cohorts to go through the pre-workshop activities (10-15 hours virtual training) and the in-person workshop (up to 5 days instructor-led training) at the same time.**

**Is this correct?**

This is correct

- 17. Our assumption is that learner cohorts would be formed on the basis of language preference, so that each cohort would be given instruction in one language only. Is that correct?**

Yes. Most of our senior leaders are fluent in English, yet we would prefer to provide our Francophone senior leadership staff members with content delivered in French to ensure optimal language transfer and likewise in Spanish. As we may not have a full cohort of trainers available to deliver content in Spanish, we can enlist the services of simultaneous Spanish translation where necessary and if necessary for any subjects we may not have facilitators that can deliver content in French, the same can be provided.



- 18. Regarding the four planned humanitarian leadership learning modules—your brief notes that the content of modules 2 (“UNFPA’s Work in Humanitarian Contexts”) and 3 (“GBV in Emergency Leadership Responsibilities and Accountabilities”) is “largely developed.” Are you able to share any of this existing content with us as we prepare our proposal?**

Please see above answer to question No. 2.

- 19. We’ve been able to locate and review a number of UNFPA public documents, including the 2022-2025 Strategic Plan Roadmap and an April 2020 report on the impact of COVID-19 on family planning, GBV, FGM, and child marriage. One major question we would like to understand better, however, is how UNFPA works alongside other agencies, since this is noted as a critical concern for humanitarian leadership. Can you point us to any case studies or public documents that illustrate UNFPA’s role in humanitarian response? How do you expect UNFPA’s role in humanitarian response to evolve?**

The Humanitarian Action Overview is a comprehensive document which outlines UNFPA’s intervention areas, impact and reach in a humanitarian crises and is available online: [https://www.unfpa.org/sites/default/files/pub-pdf/PAGES-UNFPA\\_HAO2021\\_Report\\_Updated\\_6\\_Dec.pdf](https://www.unfpa.org/sites/default/files/pub-pdf/PAGES-UNFPA_HAO2021_Report_Updated_6_Dec.pdf)

The following [presentation](#) illustrates further UNFPA’s evolving role in humanitarian action and how it aligns with the new Strategic Plan.

Further information will be shared at the time of contract award and is not available for public sharing at present.

- 20. We understand that as part of this effort, your chosen supplier will be tasked with designing and implementing assessment reports for each participant, with detailed notes on post-workshop learning and development opportunities. Is there an existing library of reference materials, learning resources, etc. that can be used to support such learning and development opportunities? If not, are you potentially interested in our support for developing or curating such a library?**

We are in process of recruiting a Humanitarian Knowledge Management Specialist who will be responsible for creating an online central repository of humanitarian learning resources for UNFPA. This person's role and responsibility will extend to this programme and can therefore assist in creating a repository here.

- 21. Related to the previous question: we understand that the participants in this program will be very highly ranked UNFPA personnel, including country representatives and their deputies. To whom will these personnel be accountable for carrying out post-workshop learning and development plans?**

Post workshop learning and development plans will be shared with respective supervisors as well as the Regional Human Resource Business Partners, as well as our Deputy and Regional Directors (if they are not already their supervisors). Humanitarian Office will work with the Division of Human Resources to ensure that the results/assessment reports for participants from these workshops are embedded in the staff annual performance evaluation process.



**22. Will we have access to UNFPA SME's when building content and while training upskilling for module 1-3.**

As outlined in the RFQ, subject matter experts will be available to assist during the entire programme period and are expected to work closely with the company. This has been outlined in previous questions.

**23. Would UNFPA be able to provide information on similar training programs they have conducted in the past and which firm or organization helped in the implementation of any previous work?**

A consultant was hired to assist in the organization and facilitation of three regional humanitarian workshops over a four-day period during 2018 and 2019, for humanitarian country office staff, but they were not geared towards leadership. A consultant was also hired to review the content of UNFPA's five-day surge assessment workshop and simulation, and provided key recommendations on how to improve the simulation component of the workshop.

**24. UNFPA indicates that the duration of the assignment will be three years. Would UNFPA be able to provide clarification on the number of anticipated cohorts to be trained during these three years of work?**

A minimum of 75 persons will be trained that will be divided into three cohorts.

**25. Page 7 of the RFQ indicates that completion of Modules 1 and 4 is ideal before the end of 2021 and that "payment can be made upon review and acceptance by UNFPA project leads." However, the language also reads: "Once these are completed, UNFPA agrees to pay 50% of the total costs of the modules." Would UNFPA provide clarification on the timing for full payment of Modules 1 and 4?**

Modules 1 and 4 as they are two out of the four modules is the equivalent of paying 50% of the total costs of the modules.

**26. For the Stage 2, Technical Presentation (page 10 of 17): Please describe the format of and expectations for the technical presentation (for example, should the offer or present the overall approach reserving some time for Q&A in the 30 minutes, will the 30 minutes be open for Q&A by UNFPA, or some other format).**

The company should provide a presentation which meets the requirements of the RFQ as per the evaluation criteria in Phase 2 Evaluation. As per the RFQ document, bidders who obtained 70 points or above at stage 1 will be invited to meet with the UNFPA technical evaluation panel for no more than 30 minutes' technical presentation and will be also graded based on the same criteria of stage 1, listed in table format in the RFQ. Bidders only with minimum 70 points obtained at stage 2 can be qualified for stage 3. The bidders should ascertain how best to convey this information in the 30 minutes, and allow for 10 minutes of question from the panel.

**27. Would UNFPA provide clarification on the anticipated platform for delivery of webinars/virtual sessions? Google Meet is named; would UNFPA also be open to Adobe Connect, Web Ex, Zoom, or other options?**

Zoom can be used and we can provide the company with necessary log in details, etc. Google Meet can also be used, yet company needs to ensure it can accommodate large numbers of persons and has the



necessary functions to deliver an optimal learning experience. We do not use Adobe Connect, Web Ex and these are not a recommended platform for use in the agency.

**28. Would UNFPA clarify if vendors are expected to build and maintain a Moodle for the course, or if UNFPA will be building and maintaining the Moodle? Does UNFPA also anticipate more than one Moodle?**

UNFPA regularly uses and maintains Moodle Platform for its humanitarian learning purposes. There is no need for more than one moodle. The Humanitarian Capacity Building Specialist will be on hand to guide the company on effective utilisation of Moodle, but the company should be ready to administer basic upkeep of materials and resources on Moodle and ensure it maintains effective communication with subject matter experts and participants through this module.

**29. Reference is made to coaching and ongoing communities of practice throughout the RFQ. Does UNFPA expect the vendor to share pricing for coaching and/or developing and maintaining a community of practice or is that outside the scope of this RFQ?**

No, this will be outside of the scope of this RFQ. UNFPA maintains a long term agreement with humanitarian coaching organisations and has a strategy to develop its own community of practice model.

**30. Page 3 part 2, on specific results, first bullet point a) Pre-workshop Virtual Learning Activities. Are you thinking of digital classroom workshop delivery or, alternatively, are you referring to e-learning modules?**

It is up to the discretion of the company to decide on the best format to deliver the pre-workshop material based on the content whether self-paced, digital classroom.

**31. Are the four modules separate from the a/m pre-workshop learning activities? If not, which duration (how long) do you foresee?**

The modules are not separate, rather the company should decide on which components or content of the module can be best delivered thorough virtual pre-learning (whether self-paced or digital classroom) and what is best orientated towards an in-person format.

**32. What platform will they use for the online learning portion of the program?**

This has already been addressed.

**33. Can the online portion of the program include content that links out to a free open online platform in order to maximize use of existing content and focus the budget on contextualizing for UNFPA and creating new content.**

It depends on the nature of the content.