

Annex A: Terms of Reference

License-based Access to an Online Skill Development Platform for
UNHCR

13 January 2023

Reference: 2022/RFP/013

Table of Contents

1	Introduction.....	3
1.1	Background.....	3
1.1.1	<i>Introduction</i>	3
1.2	Statement of Purpose & Objectives	3
1.2.1	<i>Purpose and objectives</i>	3
2	Requirements.....	5
2.1	License-based Access to an Online Skill Development Platform for UNHCR	5
3	Content of the Technical Offer.....	8
3.1	Company Qualifications.....	8
3.2	Proposed Services	8
3.3	Proposed Personnel	9
3.4	Vendor Registration Form	9
3.5	Applicable General Conditions	9
4	Evaluation	10
4.1	Technical Evaluation	10
5	Key Performance Indicators	11
5.1	Performance Evaluation	11

1 Introduction

1.1 Background

1.1.1 Introduction

The United Nations High Commissioner for Refugees (UNHCR) was established in 1950. UNHCR's mandate is to protect and assist refugees, stateless and other forcibly displaced people around the world, currently more than 100 million people globally. The organization currently employs more than 18,000 staff in a total of 138 countries.

Within UNHCR, one division intends to manage the License-based access to a Skill Development Platform, i.e. Division of Human Resources (DHR), for the benefit of the entire UNHCR learners.

In DHR, UNHCR's Global Learning and Development Centre (GLDC), formerly GLC, was established in June 2009 to provide all colleagues in UNHCR with opportunities to learn new knowledge and skills to improve their performance and better manage their individual career paths. As part of DHR, the GLDC is responsible for talent experience, skills development and talent- and performance-management, among others.

In this context, UNHCR is seeking proposals from qualified companies for the provision of license-based access to an online skill development platform. A serious skills gap has grown over the past decade driven by automation and major changes. This skills gap has only increased during the COVID-19 pandemic, which means that now more than ever individuals must develop and build new skills to remain competitive for UNHCR careers.

Given today's challenges, meeting these education and development goals for all UNHCR learners requires providing modern, accessible education and training to complement and expand current UNHCR programmes in place. It also requires partnerships with training providers that bring scalable, cutting-edge solutions that deliver modern, in-demand skills most desired by UNHCR (technology, data, and durable professional and human skills).

1.2 Statement of Purpose & Objectives

1.2.1 Purpose and objectives

In the coming years, UNHCR estimates the growing need for on-demand access by learners to a robust, high-quality online skill development platform as a vital component of UNHCR talent management. As demonstrated during the worst period of the COVID epidemic, such platforms have proven their ability to reach UNHCR learners wherever they live, enabling them to build skills vital to their career growth while giving them the flexibility to manage the challenges in their daily lives. Online skill development platforms enable people to build key job skills in a self-paced way that fits their specific career goals and fits into their schedules.

The purpose is to identify a suitable service provider that could provide scalable, cost-efficient, on-demand, web-based, license-based access to skill development content, including start-to-end technical and administrative support. We want to ensure that each

learner continuously develops their skills in the flow of work as part of an integrated talent approach.

The key objectives of the solution are to maximize the reach and accessibility of skill development. UNHCR seeks access to online, asynchronous learning paired with stackable, high-quality content and credentials for our learners. At every stage of their career, they need on-demand access to skill development and pathways to follow - designed to develop the specific skills that are globally in demand.

2 Requirements

2.1 Online Skill Development for UNHCR

It is expected of the service provider to provide license-based access and meet the following requirements:

- **Scale** - An online skill development platform already operating at scale - in terms of people served, the diversity of content and learning formats available, and analytics available. Demonstrated past performance of workforce skill building at scale coupled with the existence of expert teams to support this.
- **Comprehensive Content Catalog** that delivers a variety of credentials from recognized universities and partners across a diversity of skill domains aimed at building career-relevant skills for a variety of levels from “no-skill” entry-level to more advanced upskilling for career growth/promotion. A breadth and depth of learning content produced by verified subject matter experts from either universities or leading companies.
- **Branded Certifications** - Courses and/or certification programs offer a certification once the course is completed and the corresponding assessments are passed successfully. It is strongly preferred that these certifications are branded by the institution that created the content. This means that when a learner passes a course created by a given university or company, they walk away with a corresponding certification from that institution that can be used on Workday talent cards and LinkedIn profiles. This is important because the institutional brand strength of these content creators - i.e., well-known university and company names - adds to the value of credentials.
- **Strict Quality Control** - A large part of the value of a credential is the quality of the learning content behind it. It is important that a provider enforce strict content creation standards to guarantee quality and to ensure that courses are developed based on research-backed, pedagogical principles.
- **Constantly Updated Content Catalogue** - Skill needs in today’s market are fast changing as new technologies and automation continue to transform industries and organizations. This makes the updating of skill development content a necessity to ensure the most relevant skill needs can be addressed by UNHCR staff.
- **Stackable credentials and certifications** - certificates that are industry-based and from recognized content providers, ideally including credentials support people’s talent development. There should also be certificates that are portable and can be applied at some level across a wide variety of functions.
- **Self-paced learning** - learners should be able to browse the full catalogue of courses and, once enrolled in a course, can flexibly navigate course material at their own pace. They can choose topics according to specific interest.

2.1.1 Technical processes

- **Administrator Platform & Advanced Analytics for skill development tracking** - The ability to manage a skill building platform in a way that allows UNHCR to effectively manage multiple, large learning programs is essential. Use of capabilities like a built-

in messaging tool and robust data analytics to track learners individually and aggregated across programs. It is important to track specific skills development not only in terms of usage (e.g., number of hours spent by learners) but also showing which skills are being learned and the skill levels achieved (basic/intermediate/advanced), including the ability to generate pre-built reports on-demand.

- **Creating and publishing our own content** - Establishing a partnership with the provider offering UNHCR the ability to create, upload (or reuse) our own online learning content to be available without extra cost per learner. Making our own content available to external UNHCR partners and allies.
- **Language learning offering** - UNHCR GLDC has been offering language learning options to staff members for over 10 years. Now we are seeking to unify our approach with other off-the-shelf solutions on offer and to be able to monitor the level of satisfaction. The ability to track skill development in the field of language learning and satisfaction via advanced analytics is an important requirement. Progress tracking and administrative support offered by the provider should decrease the burden on GLDC focal points. We are seeking for online language learning solutions, both available via computer and mobile app in all 6 official UN languages (**English, French, Arabic, Spanish, Chinese, Russian**). Language learning offerings should be in line with the Common European Framework of Reference (CEFR) for all four language skills (writing, speaking, listening and reading). Optionally, we are also exploring the possibility to opt for live tutoring sessions in all 6 official UN languages. For Spanish and Arabic, please indicate the dialect(s) available. Our learners' main objective is to reach a professional level in the most possible official UN languages therefore the language learning offering shall be also able to prepare them for language exams, especially on B2 and C1 level.
- **Degree programs** - UNHCR GLDC has been offering external studies support to staff members for more than a decade. It is necessary to unify our approach to supporting our colleagues pursuing external studies and degree programs. The provider should offer an online skill-building platform that includes access to degree track courses, credit-bearing courses, among others, that deliver a variety of credentials from recognized universities.
- **Accessibility** - an online skill-building platform must be usable by people with visual, audio or other impairments or disabilities - and remain so as new capabilities, features, and content are introduced for it. The platform provider should ensure accessibility on an ongoing basis by design as part of its product development process. It will be valuable to see this documented, for example in a Voluntary Product Accessibility Template (VPAT) that provides a comprehensive analysis of conformance to WCAG 2.1 AA accessibility standards for use by Web as well as on Mobile-iOS and Android. Accessibility also means offering offline accessibility, which is especially important for certain rural or low-income communities so people can work offline without internet connection. Accessibility involves supporting use of a training platform on multiple devices and web browsers. Course materials and activities should be accessible on tablets, smartphones, and laptops.
- **Offline accessibility** - especially valuable in field locations with limited internet connectivity, so learners can work offline without internet connection and then upload progress at the next available connection point.

- **Content hosting** - a provider whose servers host all online content and monitor for availability around the clock.
- **SSO** - a platform which includes a suite of APIs and leverages Single Sign On (SSO).
- **Availability of knowledge checks** - courses should include opportunities for participants to assess their knowledge throughout the course in the form of in-video questions, discussion prompts, quizzes, peer review, and technical assessments. This provides immediate feedback, so each participant is aware of how well they have mastered the material presented.
- **Certificates** - Upon earning a passing score on course assessments, participants should receive a certificate of completion that can be printed for their own records and/or shared. A digital version of the certificate - with a permanent URL - is important.
- **Closed captioning** - we require video subtitles in the primary language of the course for all published video items. Subtitles should be human-generated and held to a high standard of accuracy.

2.1.2 Learner and client service, technical support

- **Content curation** - The ability (with expertise from the provider as needed) to curate content for our unique deployment so learners will gain access to a program designed specifically for them with access to courses, etc. selected to drive mastery in a specific skill set. Access to previously created curated pathways will also be a plus.
- **Robust staffing structure in place** - UNHCR expects that the provider will bring a customer service team of dedicated professionals who have preferably 5 years of experience working alongside State entities and UN Agencies on major workforce development programmes and capacity to deliver in English (mandatory) and other UN languages. Gender and geographical diversity is a strong asset.
- **Support for UNHCR and the platform** - should include experts dedicated by the provider who will configure the platform, train and support administrators, support marketing efforts to enhance programme utilisation, and to strategize on new program phases.
- **Marketing and communications expertise** - A provider that also brings marketing and communication resources and expertise, in addition to its learning platform, brings additional value to UNHCR.
- **Custom Career Pathways** - In addition to a proven, scalable platform, there is great value in a provider that is experienced in partnering with State entities and UN Agencies to build custom training pathways aligned to organizational priorities. In its career pathway creation, the provider should draw upon data-driven insights from its own user base and skills mapping together with labor market data from external sources. The number of customized skill pathways should be unlimited, developed by experts, and should be included in the price of licenses.

A member of the GLDC Talent Architect Unit will be assigned as a Focal Point for all aspects of contract management, including but not limited to, provision of information and guidance about UNHCR and its requirements as well as technical and administrative aspects.

3 Content of the Technical Offer

Your Technical proposal should be concisely presented and structured in the following order to include, but not necessarily be limited to, the following information:

3.1 Company Qualifications

A description of your company with evidence of your company's capacity and experience to perform the services required. If a multi-location company, please specify the location of the company's Headquarters, and the branches that will be involved in the work. The description should also include

- total number and type of employees,
- years of experience in the field of online skills development (preferably 9 years),
- Experience in designing and curation of learning paths and promotion campaigns,
- Capacity to deliver in English and more UN languages, ideally all UN languages
- Team is fully diverse from gender, geographical point of view,
- CVs of core team are submitted,
- number of courses offered on the skills development platform,
- references from previous and/or current clients, preferably including reference from the humanitarian sector (four references with contact details)
- your registration certificate
- at least three years of financial statements especially profit and loss statements to help evaluate financial standing of the company
- any eventual affiliations with relevant professional or academic bodies.

3.2 Proposed Services

The description of your proposed services should elaborate, but not necessarily be limited, to the following areas as required by the TOR above:

1. A description of the manner in which licenses will be conditioned, structured and made available, including the package coming with each license i.e. duration, access to number of courses, additional services;
2. A detailed description of the manner in which the services will be performed from start to end, including availability of customer service in CET/CEST hours (ideally with 2 team members), user support, data collection, reporting;
3. How your company remains current with developments in this area and updates the available content catalogue including content quality assurance;
4. Experience with platform administration and user analytics, trouble shooting for learners, content mapping and curation for specific learning programmes;
5. Proven expertise in the requirements of cost-efficiency, scalability, on-demand, international experience and global coverage, languages offered, accessibility;
6. Proposed arrangements with UNHCR for efficient and effective contract management;

7. Quality control mechanisms to ensure up-to-standard service delivery on a continuous basis.
8. Presentation of the Content Catalogue structure including degree track courses
9. Presentation of the Language Learning Solutions

Mandatory requirements:

- Capacity to deliver development programs in English
- Submission of Content catalogue

All technical offers received will be evaluated against the above mandatory requirement(s). Only those submissions which meet the mandatory requirement(s) will be considered for financial evaluation.

3.3 Proposed Personnel

The proposal should incorporate the management structure including a description of proposed management arrangements for a client-oriented, efficient and effective collaboration.

1. The number and qualifications of proposed team members
2. Introduction of the Customer success management team

3.4 Vendor Registration Form

If your company is not already registered with UNHCR, please complete, sign, and submit with your Technical Proposal the Vendor Registration Form (Annex C).

3.5 Applicable General Conditions

Please indicate your acknowledgment of the UNHCR General Conditions of Contract for the Provision of Services by signing this document (Annex D) and including it in your submitted Technical Proposal.

4 Evaluation

4.1 Technical Evaluation

The **Technical offer** will be evaluated using inter alia the following criteria and percentage distribution: **70%** from the total score.

Criteria	Description	Points
Company qualifications	1. General company qualifications, capacity & number of years in online skill development in a global context.	5
	2. References confirming delivery of services similar to UNHCR requirements, in the humanitarian or UN sector.	5
Proposed Services	1. Technical processes: license-based access to the online skills development platform is ensured and facilitated.	10
	2. Learner and Client service: Learner support, analytics, reporting and confidential data-handling are continuous, timely and comprehensive.	10
	3. Content catalogue	10
	4. Online Language Learning Solutions	10
	5. Availability of customer service	5
Proposed Personnel	1. Experience of the customer success management team with UN or Humanitarian Agencies.	10
	2. Diversity in UNHCR customer success management team and technical support team.	5

Some technical criteria will be subject to minimum passing scores; if a bid does not meet these minimums, it will be deemed technically non-compliant and will not proceed to the financial evaluation.

The technical score must be equal to or exceed 42 of the total 70 points allocated to the technical evaluation in order to be considered technically compliant and for consideration in the financial evaluation.

5 Key Performance Indicators

5.1 *Performance Evaluation*

UNHCR expects to monitor the performance of the selected company and services based on learner feedback, review of data and analytics reports as well as ongoing interactions on contract management, as required.