

**RFPS-NYH-2017- 502649**

**ANNEX B- TERMS OF REFERENCE (TOR)  
FOR THE PROVISION OF VARIOUS E-  
LEARNING PRODUCTION AND DELIVERY  
SERVICES:**

- 1- Responsive design e-learning content production, support and customization services
- 2- Rapid development of online self-learning modules, using Storyline 360 or other similar software
- 3- Customization and modification of existing e-learning courses (e.g. update, rebranding, bug fixing or content redesign)
- 4- Video-based learning production and editing services

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## 1. THE MISSION OF UNICEF

- UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential.
- UNICEF is guided by the Convention on the Rights of the Child and strives to establish children's rights and enduring ethical principles and international standards of behaviour towards children.
- UNICEF insists that the survival, protection and development of children are universal development imperatives that are integral to human progress.
- UNICEF mobilizes political will and material resources to help countries, particularly developing countries, ensure a "first call for children" and to build their capacity to form appropriate policies and deliver services for children and their families.
- UNICEF is committed to ensuring special protection for the most disadvantaged children—victims of war, disasters, extreme poverty, all forms of violence and exploitation and those with disabilities.
- UNICEF responds in emergencies to protect the rights of children, in coordination with United Nations partners and humanitarian agencies.
- UNICEF makes its unique facilities for rapid response available to its partners to relieve the suffering of children and those who provide their care.
- UNICEF is non-partisan and its cooperation is free of discrimination. In everything it does, the most disadvantaged children and the countries in greatest need have priority.
- UNICEF aims, through its country programmes, to promote the equal rights of women and girls and to support their full participation in the political, social and economic development of their communities.
- UNICEF works with all its partners towards the attainment of the sustainable human development goals adopted by the world community and the realization of the vision of peace and social progress enshrined in the Charter of the United Nations.

### I - General introduction

#### 1- BACKGROUND ON E-LEARNING IN UNICEF

##### a- DIVISION OF DATA, RESEARCH AND POLICY (DRP) / LEARNING AND KNOWLEDGE EXCHANGE UNIT (LKE) BACKGROUND

In February 2015, UNICEF launched a Learning Management System (LMS) to offer an easy, structured and centralized access to learning opportunities and to improve reporting and evaluation of learning activities. The platform called Agora (<https://agora.unicef.org>), includes over 1200 off-the-shelf courses and resources from specialized providers, custom UNICEF online courses, videos, whiteboard animations/video-scribing and blended learning programmes from both UNICEF and external providers. As of January 2016, Agora is managed by the newly formed Learning and Knowledge Exchange (LKE) unit in the Division of Data, Research and Policy (DRP). The unit allows the provision of a comprehensive and complementary set of learning and knowledge exchange solutions to staff and partners, to implement the Strategic Plan and SDGs for Children globally. It also allows for a stronger integration of formal and informal (peer-to-peer) learning opportunities and systems, resulting in improved learning results and an enhanced user experience.

##### b- Current learning systems

Since its launch in February 2015, Agora has become a core learning and development tool for UNICEF staff, and increasingly for partners. Agora provides UNICEF staff with access to over 1,400 learning activities with new content being added on a continual basis. In 2016, UNICEF staff recorded 26,732 course completions on Agora. The Learning and Knowledge Exchange Unit published 39 new custom e-learning programmes, localized existing programmes in UN languages, and curated a wide selection of external learning opportunities so that staff could include these in their learning plans. We also introduced a range of new functionalities to the platform. Offices can now directly publish learning events and share learning materials. Staff can also develop and track individual learning plans in Agora as part of their performance planning, and improved reporting means we can get a more complete picture of staff learning across the organization.

In 2018, we will continue to work with offices to support the creation, publication and management of learning activities. We will expand the catalogue and plan to include new e-learning activities covering emerging areas of the new Strategic Plan (2018-2022).

##### c- Past and recent authoring and delivering methods

While a number of different approaches have been used by UNICEF to develop online and/or blended courses, the most common methodologies have been:

- Custom online learning packages, developed with the support of specialized companies, through the use of Articulate Storyline (mostly). These courses occasionally include assignment.
- Blended learning programmes developed in partnership with institutions such as Universities or affiliates.
- Mobile-friendly or fully responsive e-learning content developed in Adapt framework.
- Video based learning in a variety of formats
- Integration of or external learning courses shared by partners.

##### d- Authoring and delivery methods: new strategies directions

This outcome of the procurement process should support the following core directions that UNICEF's wishes to take:

- **All content in HTML5:** no more use of Flash;
- **More responsive, multi-device, HTML5 e-learning content;**
- **Develop accessible e-learning:** making e-learning courses accessible for learners with disabilities is important in order to ensure there are no barriers for staff being able to complete UNICEF courses.
- **More video-based learning:** video is highly versatile and personal. From brief introductory videos, to series of lectures, to brief video tutorials – UNICEF will make more intense use of videos in its programmes.
- **More diversity in the format of learning content and activities:** use of storytelling, scenario-based approach, toolkit approach, demonstration-practice methods, infographics, simple animations and interactions to support the presentation of content.

UNICEF will also continue to build its e-learning portfolio with **modularity and reusability** in mind, so that learning opportunities can be shared, maintained or adapted.

## **b- PROGRAMME GOALS**

The Learning and Knowledge Exchange unit within the Division of Data, Research and Policy wishes to establish Long Term Agreement for Services (LTAS<sup>1</sup>) with companies specializing in:

- A) Responsive design hosted tool and services;
- B) E-learning development of online self-learning modules, using Storyline 360;
- C) Customization and modification of existing e-learning courses (e.g. update, rebranding and addition of new content);
- D) Video-based learning production and editing services.

The format of this Request for Proposals is structured in a way to allow vendors to bid for one or more of the services categories requested.

The resulting LTAS(s) will have an initial period of three (3) years with an option for UNICEF to extend the term for up to two (2) additional one (1)-year periods, at the discretion of UNICEF and subject to satisfactory performance by the vendor(s).

While LTAs will be signed and primarily managed by the Learning and Knowledge Exchange unit in UNICEF, they will also be open for use by other divisions and offices of UNICEF throughout the world.

***NOTE 1: For the purpose of efficiency and to encourage potential synergies in the United Nations system, we also request that the selected vendors accept to extend the outcome of this RFPS process to all other entities of the UN system, who could either piggy-back on the UNICEF LTAS (as is) or use the conclusions of this RFPS's selection process to negotiate and implement a similar LTAS. Therefore, vendors shall recognize in their responses to the RFPS that all other UN entities, agencies, funds or programmes of the UN system, shall have the right to purchase the same or similar services from the selected vendor(s) at their sole discretion and under the same terms and conditions including pricing that would apply between UNICEF and the selected vendor.***

***Note 2: Cost and technical considerations will be also taken into account when determining the best combination of providers. Vendors are informed that UNICEF reserves the right to reject any or all***

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<sup>1</sup> LTAS(s) are contractual frameworks in which UNICEF and a selected vendor agree on a list of services, the conditions of their delivery and their prices, for a defined period of time.

The LTAS itself is non-financially binding. In that sense, these LTAS may be considered as an intermediate step towards a purchase order (POs)/Contract (ICs). It is the purchase orders (POs)/Contracts (ICs) issued under the LTAS and not the LTAS itself that constitute legally binding contracts. Therefore, purchase orders (POs)/Contracts (ICs) are produced by UNICEF on the basis of the LTAS, specifying services, quantities and time scope.

*Proposals received in response to this RFPS and to negotiate with any of the proposers or other firms in any manner deemed to be in the best interest of UNICEF. UNICEF also reserves the right to negotiate and award separate or multiple LTAS(s) for the elements/areas of work covered by this RFPS in any combination it may deem appropriate, and in its sole discretion award one or more LTAS(s) to the firm or firms evaluated as being the most advantageous and the best value to UNICEF.*

### **c- LEARNING TOPICS**

UNICEF's learning and development solutions cover a wide range of subjects such as:

- Programmatic areas (e.g. education, health, HIV/AIDS, nutrition, child protection, water sanitation and hygiene, immunization, social inclusion)
- Strategies and procedures (e.g. advocacy, partnerships, human rights-based approach to programming; policy dialogue, innovation)
- Compliance training (e.g. security, ethics, prevention of sexual harassment)
- IT training (e.g. end user desktop training, software specific training, technical training)
- Operations (e.g. audit, finance, human resources, supply, procurement, contracting)
- Emergencies (e.g. preparedness; response; evaluation in emergencies; psychosocial support; child protection)
- Performance management and career development
- Soft skills (e.g. languages, time management, communication)

This list is indicative and not exclusive of other subjects.

### **d- TARGET AUDIENCE**

UNICEF needs innovative and flexible learning solutions to be delivered to its 12,000 employees, but also to build capacity of partners. UNICEF's learning opportunities range from short introductory overviews to complex advanced blended curricula. Availability of courses vary - from open to all, to restricted courses for UNICEF staff only. Courses can also be shared with other entities to host them on their own learning systems, with or without customization(s). The target audience can range from several thousand enrolments if the learning activities are only open to internal to a much higher number of enrolments for courses open to the general public/external users.

### **e- SERVICES AND DELIVERABLES**

The e-learning products to be developed will consist of not only e-learning courses with variations in scope, length, level of interactivity and depth of the subject matter covered, but vendors may be invited to produce other e-learning and media materials such as short videos, interviews, video tutorials, mobile learning solutions, customization of existing courses and other products. In particular, the list of services we seek include:

- **Responsive design e-learning content production, support and customization services;**
- **E-learning development of online self-learning modules, using Storyline 360;**
- **Customization and modification of existing e-learning courses (e.g. update, rebranding and addition of new content);**
- **Video-based learning production and editing services;**

**NOTE: several providers might be selected for award within each category/list of services.**

#### **IMPORTANT NOTE ON INTELLECTUAL PROPERTY:**

- UNICEF requires, for all mentioned services, that all source files of projects be delivered, and not just the final output.
- Standard authoring software or development solution must be used.

- All technology and objects developed during and for the project (e.g. software development or course templates) are non-exclusive property of UNICEF.
- UNICEF may share the product of projects with partners (mostly UN agencies and NGOs) under non-commercial license.

## **f- ASSESSMENT AND EVALUATION**

- 1- After each project, a vendor performance evaluation will be produced by the Learning and Knowledge Exchange unit or the relevant office in UNICEF and be in contact with the vendor. It will consist of a brief review of the various technical requirements, a review of the three quality elements identified in this RFPS (Innovation, Quality of Design and Impact), as well as a section on lessons learnt (process, communication, content validation etc.).

*After such review, UNICEF may decide to put the company either up or down in the list of vendors for the next project(s) or remove the vendor from the list in case of severe issues (non-delivery, important delays, non-respect of quoted pricing, unsolved bugs, incompatibility of courses with UNICEF standard software).*

## **g- TIMELINE**

The procurement process will take 2-3 months from the date of advertisement of this RFP. We expect some projects to start soon after the signature of the LTASs resulting from the RFPS process.

## **Project Particulars**

**Location:** UNICEF's expectations is that the majority of services will be provided/performed off-site (remotely) on service provider's premises. If however, based on its own methodology and experience the vendor recommends an on-site in UNICEF's premises approach for part of the services, the vendor should still be sensible to UNICEF's budget restrictions and humanitarian mandate when sizing the engagement and choosing the on-site approach. Applicable rates with corresponding level of effort (overall cost) including estimate travel expenses for the proposed on-site services should be clearly explained and properly itemized in the Pricing Annexes D and D1 to this RFPS.

Vendors are also to note that travel and miscellaneous expenses related to on-site in UNICEF premises work will be paid in accordance with UNICEF policies on travel. Please refer to Annex D for further information. This will also apply for additional engagements during the LTAS duration should UNICEF (i.e. New York UNICEF's premises or other offices who initiated the specific purchase order for the elearning project) required work delivered on-site in UNICEF's premises around the world.

**Payment terms:** Please note that UNICEF's payment policy is to pay for the performance of contractual services rendered and to effect payment upon the achievement of specific milestones and provision of agreed deliverables as described in each PO/Contract. Therefore, payment terms are Net 30 days after received of accurate invoice(s) and performance of all tasks/activities and receipt and acceptance of each agreed deliverable by UNICEF. Note that no payment can be made upon signature of a PO/Contract – but we can agree on an early project deliverable such as a high-level scoping document.

## **II - Definition of services**

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### **1- RESPONSIVE DESIGN E-LEARNING CONTENT PRODUCTION, SUPPORT AND CUSTOMIZATION SERVICES**

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UNICEF is interested in producing more responsive e-learning packages – i.e. packages that can be played on smartphone, tablets and computers.

UNICEF has been using Adapt for the past years, but we are also open to other authoring tools – provided that they be non-specific to a given vendor and reasonably mainstream. This ability for UNICEF to edit content directly will be a big plus.

## **a. Services to be included**

### **ii. Project management**

The vendor should provide at any time a clear overview of what is expected from the vendor and from UNICEF, to avoid delays being caused by unclear expectations of who should do what. The whole team should be able to access a table showing steps, open vs. closed items, and responsibilities. This table should also indicate if a deliverable or validation of a deliverable is preventing the project from moving forward to the next step (dependencies).

- At the beginning of a new project, the vendor and UNICEF should discuss and agree on a preliminary combination. The vendor is then responsible for remaining within the agreed framework of production (duration, interactivity and costs), or to inform UNICEF of the impact of suggested changes in the approach.
- The vendor is also responsible to ensure that the course does not include bugs, typos or errors of any sort (including in the audio files and menu screen).
- The vendor will collaborate with UNICEF to find solutions to any challenges that may arise during the project.

### **iii. Instructional design**

Materials may or may not already be provided in format that is suitable for learning/elearning. The vendor is responsible for the instructional design of the course, developing or adapting the approach to meet client expectations, durations, levels of interactions agreed upon, and technical capabilities of the company (e.g. a storyboard should already take into account what the company can or cannot do, and clearly mention the need to introduce new templates or not).

### **iv. Production of the course content**

- a. Animations / video design and production:** for responsive design packages, the vendor will be expected to include at least 1 short video (up to 1 minute) per 10 minutes of learning. In some cases, UNICEF will be able to provide footages and the vendor may be asked to help with editing and production. Videos should ideally be produced in two versions: SD (at about 540px of width - for low bandwidth) and HD (at 1080px of width or above - for high bandwidth).
- b. Voice over (recording and integration).** The vendor is responsible for professional voice over recording and integration. **For responsive design courses, we do not systematically use voice over.**
- c. Closed Captions** VO text should be accessible as closed captions (CC), transcript file or on-screen text..
- d.** The provider is in charge of recording, proofing, editing and integrating VO and CC, and synchronizing both where appropriate. Any mistake in the VO or CC caption integration is the sole responsibility of the vendor as long as the contract is open.

The vendor is highly encouraged to be creative in creating visual elements, and to use cost-effective solutions: re-using animations, templates, libraries of animations, tools for rapid creation of visuals, video creation software...

**Quality and accountability: respect of diversity, cultural sensitivity and corporate visual identity**

The vendor should respect key elements of the graphic charter of UNICEF (in particular, the use of the logo) and be sensitive to photos and illustrations being used, showing equal consideration for diversity of culture, race, age, gender, sexual orientation, abilities, etc.

**v. Other services**

- The vendor should also be able to provide training of administrators and/or course creators on how to use the authoring tool considered for the production;
- If possible, the vendor should be able to offer custom development of the activity templates and/or features of the authoring tool or courses produced with that tool.
- The vendor should be able to produce custom and reusable themes for UNICEF - i.e. sets of menu, content templates, media templates, etc.

**b. Requirements and specifications**

**i. Compliance with Section 508 accessibility guidelines**

We would like learners with disabilities to be able to interact as fully as possible with the interactive e-learning courses produced and therefore it is recommended that all HTML5 course outputs should support Section 508 accessibility guidelines, including where possible and upon discussion the following:

Keyboard Support  
Content Focus  
Flicker Reduction  
Non-visual operation and information retrieval  
Large Text  
Text Equivalents  
Assistive Technology – ready UI  
Assistive Technology- Ready Forms  
Assistive Technology- Ready Scripts

Please note that UNICEF will give greater focus on accessibility on future projects that it has in the past.

**ii. General hardware / software**

The produced content should be compatible with existing UNICEF software. Any additional requirement/question should be asked during the procurement process.

Below is a short list of the current standard software in UNICEF (corporate image):

**iii. Output**

**SCORM compliance**

Courses should be SCORM 1.2 compliant. Testing on Totara/Moodle LMS will be needed (testing environment can be provided by UNICEF, if needed).

## **HTML 5 version**

As UNICEF transitions to an all HTML5 library of learning opportunities, we will require all courses to be produced first as HTML5 outputs. **No Flash output.**

## **Touch friendly activities**

Courses should be designed to allow reasonably easy use on tablets and touch-screen computers. This implies the use of reasonably large buttons, tick boxes and/or drag and drop activities.

### **iv. Design Guideline**

The overall look and feel of the course should be based on UNICEF branding guidelines as laid out in the UNICEF Brand Tool Kit (Logotype & Signature Guidelines), which will be shared in due time.

The most important part of this document will be the respect of copyright and referencing of audiovisual materials and documents. For the design of online content itself, the vendors shall enjoy a large space for creativity (mostly delimited by the respect for diversity and reasonably professional look and feel requirements).

### **v. Technical compliance requirements:**

Windows 8.1 – Enterprise Edition 64-bit operating system (soon migrating to Windows 10)

IE 11.0 (soon Edge)

Media Player 12

Adobe Flash Player 11.4

Adobe Reader X (15)

Adobe Shockwave Player 11.6

Cute PDF writer 2.8

MS Office 365

MS Silverlight 5

Quicktime Player 7.79

Realplayer 18

Sun Java 8

Symantec Endpoint Protection 12.1

Winzip 19

### **vi. Copyright and production files**

All materials developed by the Vendor for this course, i.e., for UNICEF, will become UNICEF-copyrighted materials.

The vendor will provide UNICEF with ALL development files in standardized format:

- images,
- text in XML,
- audio files,...

Vendors will inform UNICEF before using content or technologies that may limit the distribution or sharing of developed content (e.g. use of third party copyrighted content).

The material must be organized consistently to allow reusability. It is understood that UNICEF will be allowed to share and modify the content as it wishes.

Technologies developed through UNICEF projects should be the property of both UNICEF and the vendor, on equal terms. This includes for example templates, GUI, activities developed for UNICEF.

Technologies not directly developed for UNICEF projects will remain the sole property of the vendor (e.g. a translation system developed by the vendor without directly charging UNICEF for its development).

Note that we want to avoid using a product developed by the vendor or that is very specific/limited in use. This will ensure courses can be easily updated in the future and that courses can be localized/adapted with flexibility.

#### **vii. Master text and resources for translations**

As more and more courses are translated, often by UNICEF country offices, we now ask that original course development or update include the production of master text

This includes:

- Voice over text, including the synchronisation points matched with synchronisation points in the on-screen element
- Closed captions
- All on-screen text (including synchronisation points for the narration as needed)
- For video – the transcription of the narrated audio
- All text from annex pages such as picture references, resource page, course menu, course help
- The list of all URL and attachments

For translation purposes, we ask you to ensure that the source files provided include, in addition to Storyline files:

- Source images when there is text not editable in the authoring tool
- Source PDFs (if they are included in the translation mandate)

**NOTE: UNICEF may select several vendors for these services.**

**For detailed selection criteria,  
please refer to the vendor response guidelines and form in the second part of this document.**

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## **2- RAPID DEVELOPMENT OF ONLINE SELF-LEARNING MODULES, USING STORYLINE 360 OR OTHER SIMILAR SOFTWARE**

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### **a- Definition of service**

Production processes at UNICEF follow the models of rapid e-learning production – a simplified approach to content development, staged in phases. UNICEF initiatives usually involve Subject Matter Experts (SMEs), an e-learning and development focal point from DRP/LKE, and an external vendor.

UNICEF wishes to use the services of specialized vendors to assist with the scoping, instructional design, and production of such online self-learning modules.

To ensure that the products can be maintained internally and/or by other providers, we insist that vendor use standard authoring software such as Articulate Storyline, Captivate, Lectora or alike.

## **b- Production approach**

UNICEF favors a rapid e-learning course production approach based on the final output duration and complexity, rather than approaches that involve paying the vendor based on the number of working hours involved in effect.

While companies often have different production methods and costs calculation mechanisms depending on the services provided, UNICEF requests a simple approach, to combine services that are systematically requested: project management, instructional design, voice-over (VO), design and development of content, quality and accountability control.

### **i. Reusable assets**

This approach will separate structural investments, for example, in GUIs, templates or all graphical elements produced, from custom development costs – which are related to the needs of specific projects.

### **ii. Custom content minutes defined by their level of complexity**

#### **Levels of complexity: basic VS advanced e-learning minutes.**

**Basic:** menus and course navigation features, integration of existing videos, integration of VO that do not require to be synched to animations, integration of pictures provided by UNICEF, quizzes. Basic minutes should include the development of up to 4 custom HTML5 animations, graphs, characters, photos per section of 10 minutes (or proportionate equivalent). Only one voice for the VO.

**Advanced:** Advanced e-learning minutes may include basic slides (see above) but also scenario approaches (with adaptative feedback), branched scenarios, advanced animations design requiring synchronization of VO, VO for up to 4 characters, creation of short video clips (up to 3 min. per 10 min. – or proportionate equivalent)

#### **Duration**

UNICEF contracts the vendor's services on the basis of the final output length. We usually estimate that a learner will spend on average 1 minute on each slide.

**IMPORTANT:** we do not accept to work on the basis of effective hours spent or number of words in the script as either approaches are not encouraging the production of a quality output within budget.

The duration of a module may be refined during or after the storyboarding or Alpha release of the project output. UNICEF will only be billed for the duration of the final output. A final output can only be longer than what has been initially agreed if this has been formally agreed by UNICEF (in written form – e.g. email).

We acknowledge that short courses involve more work-per-minute of output than longer ones. For that reason, we will accept that vendors charge higher rates for the initial 30 minutes of projects. In the case of courses using a blend of the two levels of interactions, the initial minutes will be charged at the basic rate first, then at the advanced rate, if applicable. For example, for an hour course using 30 minutes of basic interactions and 30 minutes of advanced interactions, the first 30 minutes rate will be applied at the basic interaction rate.

#### **20% of custom templates or advanced slides**

Each course should be priced to include at least 1 custom templates or advanced graphics or animations per 5 minutes of e-learning production. That's roughly 1 slide out of 5.

These templates will be basic templates (simple interaction / still graphics) when basic elearning minutes are used and advanced templates (advanced activities or animated graphics) where advanced elearning minutes are used.

### iii. Combination of minutes type for each project

Each project will draw from one or several minute types.

For example, it could be just 10 minutes of basic learning (reusing an existing GUI and existing templates) or a combination of: 20 minutes of advanced elearning (involving 4 new templates or advanced interactions) + 30 minutes of basic elearning (involving 6 basic new templates or interactions) + 2 additional new advanced templates.

### iv. Translation services

UNICEF would also like to have a fixed price for the translation of the various types of minutes of custom content production. Translation services should include the recording and integration of the voice over, the integration of the text and the customization of design elements if needed. The translated master text will usually be provided by UNICEF, due to the technicality of terms. However, the provider may be asked to take responsibility for this part of the work at additional cost on occasion.

## c- Services to be included in basic and advanced minutes of rapid e-learning production

### i. Project management

The vendor should provide at any time a clear overview of what is expected from the vendor and from UNICEF, to avoid delays being caused by unclear expectations of who should do what. The whole team should be able to access a table showing steps, open vs. closed items, and responsibilities. This table should also indicate if a deliverable or validation of a deliverable is preventing the project from moving forward to the next step (dependencies).

- a. At the beginning of a new project, the vendor and UNICEF should discuss and agree on a preliminary combination. The vendor is then responsible for remaining within the agreed framework of production (duration, interactivity and costs), or to inform UNICEF of the impact of suggested changes in the approach.
- b. **Instructional design:** Materials may or may not already be provided in format that is suitable for learning/elearning. The vendor is responsible for the instructional design of the course, developing or adapting the approach to meet client expectations, durations, levels of interactions agreed upon, and technical capabilities of the company (e.g. a storyboard should already take into account what the company can or cannot do, and clearly mention the need to introduce new templates or not).
- c. **Voice over (recording and integration).** The vendor is responsible for professional voice over recording and integration. **All courses, whether using basic or advanced interactions, should be entirely voiced over.** In some cases, the body text of documents, some activities (e.g. drag and drop, fill in the blank) do not need to be entirely VO but we would still like to voice over an introductory line of text. Quiz or questions do not need to be VO. The VO can be longer than the on screen text. Whenever possible, it should be strictly identical to the on screen text (no paraphrasing). This is to avoid the confusion caused by a disconnection between what is read and what is heard. UNICEF only requires real voices for the Beta and final version of the course. The Alpha version can use either real voices, or text to speech solutions to generate audio files.
- d. **Closed Captions** VO text should be accessible as closed captions (CC). Users should have the possibility to show or hide CC at any given moment of the course. It is preferable to have the CC show only when applicable. It should not overlap course

content. The navigation should allow the user to move to the next screen before the VO audio file is finished. This is to acknowledge that users read faster than the text is read.

- e. The provider is in charge of recording, proofing, editing and integrating VO and CC, and synchronizing both where appropriate. Any mistake in the VO or CC caption integration is the sole responsibility of the vendor as long as the contract is open.

## **ii. Design and development**

The vendor is responsible for the development of the actual e-learning course, content, screen layout templates, graphics, selection of pictures, production of animations, synchronization of elements, formatting of text,... This also includes the creation of conditional navigation in some cases (e.g.: user can or cannot click on next before the end of VO or before completing activity).

The vendor is highly encouraged to be creative in creating visual elements, and to use cost-effective solutions: re-using animations, templates, libraries of animations, tools for rapid creation of visuals, video creation software,...

## **iii. Quality and accountability: respect of diversity, cultural sensitivity and corporate visual identity**

The vendor should respect key elements of the graphic charter of UNICEF (in particular, the use of the logo) and be sensitive to photos and illustrations being used, showing equal consideration for diversity of culture, race, age, gender, sexual orientation, abilities, etc.

The vendor is also responsible to ensure that the course does not include bugs, typos or errors of any sort (including in the audio files and menu screen)

## **d- Requirements and specifications**

### **i. Compliance with Section 508 accessibility guidelines**

We would like learners with disabilities to be able to interact as fully as possible with the interactive e-learning courses produced and therefore it is recommended that all HTML5 course outputs should support Section 508 accessibility guidelines, including where possible and upon discussion the following:

Keyboard Support  
Content Focus  
Flicker Reduction  
Non-visual operation and information retrieval  
Large Text  
Text Equivalents  
Assistive Technology – ready UI  
Assistive Technology- Ready Forms  
Assistive Technology- Ready Scripts

Please note that UNICEF will give greater focus on accessibility on future projects that it has in the past.

### **ii. General hardware / software**

The produced content should be compatible with existing UNICEF software. Any additional requirement/question should be asked during the procurement process.

Below is a short list of the current standard software in UNICEF (corporate image):

Windows 8.1 – Enterprise Edition 64-bit operating system (soon migrating to Windows 10)  
IE 11.0 (soon Edge)  
Media Player 12  
Adobe Flash Player 11.4  
Adobe Reader X (15)  
Adobe Shockwave Player 11.6  
Cute PDF writer 2.8  
MS Office 365  
MS Silverlight 5  
Quicktime Player 7.79  
Realplayer 18  
Sun Java 8  
Symantec Endpoint Protection 12.1  
Winzip 19

### iii. **Output**

#### **SCORM compliance**

Courses should be SCORM 1.2 compliant. Testing on Totara/Moodle LMS will be needed (testing environment can be provided by UNICEF, if needed).

#### **HTML 5 version**

As UNICEF transitions to an all HTML5 library of learning opportunities, we will require all courses to be produced first with HTML5 output in mind. **No Flash output.**

#### **Touch friendly activities**

Courses should be designed to allow reasonably easy use on tablets and touch-screen computers. This implies the use of reasonably large buttons, tick boxes and/or drag and drop activities.

### iv. **Design Guideline**

The overall look and feel of the course should be based on UNICEF branding guidelines as laid out in the UNICEF Brand Tool Kit (Logotype & Signature Guidelines), which will be shared in due time.

The most important part of this document will be the respect of copyright and referencing of audiovisual materials and documents. For the design of online content itself, the vendors shall enjoy a large space for creativity (mostly delimited by the respect for diversity and reasonably professional look and feel requirements).

### v. **Features and Functionalities**

The following buttons should be available to the user as part of the course.

Button	Function
Quick Jump Menu	The drop-down menu within a module will enable navigation between topics of that module. This will allow users to reach any section of the module easily.

Closed Captions	All text that is read in the audio will be available in the Closed Caption, which can be hidden or shown. It is desirable to associate the hide/show CC to a shortcut (such as “press space bar”)
“Back” and “Next” buttons	For forward or backward navigation.
Page Number	The page number will be displayed on each page.
Section/Chapter Header	Relevant chapter/section headers should be displayed on top of each page
Main Menu	Users are taken to the Menu page, from where they can navigate to any module/topic of choice.
Glossary	The glossary will provide a list of terms and their definitions for the e-learning course.
Help	This page will explain the different features and functionalities of the course and how users can access them. Available from main menu page.
Progress Map	The progress map screen will show users the complete list of modules in terms of “Completed”, “Started” and “Not started”. This progress map would be provided as a global functionality across all modules and give users a sense of where they are in the course.
Bookmark	When users exit the course, the page from where they exited will be tracked and when users log in the next time, they will be given the option to directly access the last bookmarked page, or start the course afresh.
Email / Contact	This will open the default mail client on the user’s computer. It will be used to send email to a UNICEF specified email address for help/questions.
Backpack & Links	This section will provide access to key documents and reference material as well as relevant links.
Audio / Video	Where applicable, settings should allow users to start/pause a video, as well as increase/decrease the volume of the audio.
Exit	This icon enables users to exit the program at any point.

#### **vi. Copyright and production files**

All materials developed by the Vendor for this course, i.e., for UNICEF, will become UNICEF-copyrighted materials.

The vendor will provide UNICEF with ALL development files in standardized format:

- storyline files
- images,
- text in XML,

- audio files,...

Vendors will inform UNICEF before using content or technologies that may limit the distribution or sharing of developed content (e.g. use of third party copyrighted content).

The material must be organized consistently to allow reusability. It is understood that UNICEF will be allowed to share and modify the content as it wishes.

Technologies developed through UNICEF projects (i.e. using project funds) should be the property of both UNICEF and the vendor, on equal terms. This includes for example templates, GUI, activities developed for UNICEF.

Technologies not directly developed for UNICEF projects will remain the sole property of the vendor (e.g. a translation system developed by the vendor without directly charging UNICEF for its development).

Note that we want to avoid using a product developed by the vendor or that is very specific/limited in use. This will ensure courses can be easily updated in the future and that courses can be localized/adapted with flexibility.

#### **vii. Master text and resources for translations**

As more and more courses are translated, often by UNICEF country offices, we now ask that original course development or update include the production of master text

This includes:

- Voice over text, including the synchronisation points matched with synchronisation points in the on-screen element
- Closed captions
- All on-screen text (including synchronisation points for the narration as needed)
- For video – the transcription of the narrated audio
- All text from annex pages such as picture references, resource page, course menu, course help
- The list of all URL and attachments

For translation purposes, we ask you to ensure that the source files provided include, in addition to Storyline files:

- Source images when there is text not editable in Storyline or authoring tool
- Source PDFs (if they are included in the translation mandate)

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### **3- CUSTOMIZATION & MODIFICATION OF EXISTING E-LEARNING COURSES (UPDATE, RE-BRANDING, BUG FIXING OR CONTENT REDESIGN)**

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#### **a- Definition of service:**

To ensure that the existing UNICEF custom developed e-learning courses are relevant and relatable, starting in 2018, we plan to update, with the support of a vendor, a number of UNICEF e-courses by giving them a more modern makeover. While a few UNICEF courses have been developed several years ago in different authoring tools using Flash, the majority of our courses have been produced with Articulate Storyline 1 or 2 in HTML5 output, or a combination of HTML5+ some Flash elements. There might be a small percentage of e-learning content developed in older software that will have to be recreated. For example, a few courses produced with iCATT technology or only Flash may need to be reproduced with a newer authoring tool that will allow for the production outputs to be HTML5 or tracked by Totara/Moodle based LMS.

**b- Production approach:**

UNICEF keeps an archive of most of its storyline source files for courses produced in the past and these will be shared with the selected vendor/s when a specific course update is required. For example, there might be a need to:

- update or upgrade courses to HTML5 output
- modify existing storyline templates or add new templates
- boost up the existing look and feel of courses
- improve course navigation functionalities
- update to responsive player
- update color schemes
- integration of more videos
- update of existing graphics, animations or images
- update of scripts/storyboards
- update interactions or building new interactions
- include infographics to present key ideas, statistics and information in a visually appealing way
- include attention grabbing animations and freshen up the first page
- include introductory screens where missing
- break up lengthy text blocks that cause cognitive overload
- add stories or use of other instructional design methodology that features situations or challenged learners face on regular basis
- convert text into interactive e-learning scenarios
- add assessments and quizzes
- other...depending on the project requirement

**c- Technical requirements and specifications:**

- Direct knowledge of Articulate storyline (Storyline 1, 2 and 360) or other similar software such as Adobe Captivate 9, Lectora 17 Inspire/Lectora Online.
- Ability to update projects developed with older technology and convert them to HTML5 output
- Be able to adapt to different audiences and needs (instructional designers, Subject Matter Experts)
- Strong technical knowledge
- Strong instructional design knowledge
- Strong graphic design skills
- Concise and clear writing skills
- Touch friendly activities
- Courses should be SCORM 1.2 compliant. Testing on Totara/Moodle LMS will be needed (testing environment can be provided by UNICEF, if needed).

**d- Copyright and production files**

All materials developed by the Vendor will become UNICEF copyrighted materials. This implies that the vendor will refrain from using any copyrighted materials in the products, unless approved by UNICEF project managers. The vendor will provide UNICEF with ALL production files (e.g. updated storyline files; images; audio files, etc.) in standardized format.

The material must be organized consistently to allow reusability. It is understood that UNICEF will be allowed to share and modify the content as it wishes.

Note that we want to avoid using a product developed by the vendor or that is very specific/limited in use. This will ensure courses can be easily updated in the future and that courses can be localized/adapted with flexibility.

**a- Definition of service**

UNICEF is planning to make an increasing and diversified use of video for learning. We are seeking for support to develop a wide range of outputs such as:

- Recording of events/workshops/lectures
- Recording of interviews + support for remote recording (+editing).
- Recording of lectures for online delivery (e.g. for MOOCs). We are also interested in solutions for the synchronization of slides and presenter video/audio (using Moodle, Captivate or else).
- Creation of custom and/or animated videos (including graphics, photos, video shoots, animations, etc.)
- Screencasting services (e.g. Storyline, Captivate or Camtasia) may include narration, subtitling or multiple outputs production for software training for example (simulation, job-aid, tutorials, etc.).
- Animated media videos: using footages, photo-based effects and/or custom animations.

**b- Production approach**

We are seeking for flexible services, from technical assistance (e.g. editing footages + adding subtitling), to full production support (scripting/storyboarding, recording management).

The vendor should be able to adjust production processes to the requirements of the project – from rapid record (e.g. shoot / check / re-shoot) to full scripting, preparation and controlled recording.

UNICEF is also interested in developing remote recording through the use of device available in UNICEF offices (smartphones, HD webcams, GoPro cameras, or reflex cameras). With basic coaching on framing, lighting, sounds recording or preparation – we hope to collect more footages from our offices from around the globe, which would then be distributed as individual objects or integrated into self-learning modules.

**c- Technical requirements**

- Provide narration and subtitling services as needed.
- Provide quality royalty-free music as needed.
- Own software required for editing and production (e.g. Camtasia or Adobe Premiere).
- Be able to produce HD audio recording and editing.
- Be able to provide technical assistance for remote recording of videos.
- Must be able to provide creative graphic design and animation/transitions services.

**d- Outputs:**

In addition to original HD production files:

- Standard of H.264 video at 12000kbps
- AAC Audio at 256kbps for HD videos.
- Recommend H.264 for encoding whether the video is HD or SD.
- Applications must be compatible with UNICEF's Weshare platform.

**e- Copyright and production files**

All materials developed by the Vendor will become UNICEF copyrighted materials. This implies that the vendor will refrain from using any copyrighted materials in the products, unless approved by UNICEF project managers.

The vendor will provide UNICEF with ALL production files (e.g. video files, images or animations, text/scripts, audio files,...) in standardized format.

The material must be organized consistently to allow reusability. It is understood that UNICEF will be allowed to share and modify the content as it wishes.

### 3. RESPONSIBILITIES

The roles and responsibilities of representatives from the e-learning Vendor and UNICEF are outlined below. Roles and responsibilities may be defined in more details in purchase orders/contracts created for specific projects on the basis of the long-term arrangements.

#### **Vendor is responsible for:**

- Providing a single point of contact for overall long term arrangement management
- Providing a single point of contact for each specific project (based on the type of services required).
- Ensuring that the project remains within the agreed budget or alert UNICEF's project team before any scope adjustment.
- Submitting the project plan and timeline
- Informing UNICEF of any changes in the team during the Long Term Arrangement (including between projects).
- Developing the course treatment and content structure for the courses
- Providing UNICEF with at least 2 clear opportunities to review and comment on intermediary outputs of the project.
- Developing scripts, storyboards, designs elements, animations, activities and other intermediary project outputs as specified for each project.
- Submitting outputs in the format specified for the relevant service and/or project.
- Managing the recording and integration of Voice Over if required by the service used or project.
- Overall quality control (bugs, typos, design,...)
- Translation of content (if applicable)
- Compiling and organizing all production files / source files

#### **UNICEF is responsible for:**

- Providing a single point of contact for overall long term arrangement management
- Providing a single point of contact for each specific project (based on who funds and/or manages the project in UNICEF).
- Providing access to UNICEF's system as required
- Providing the content courses and learning objects – either in raw format or in already structured format (storyboard, script or recorded footages for example)
- Providing feedback on deliverables of the vendor such as storyboard, alpha release of courses, or training agenda.
- Facilitating a reasonable amount of interaction between the vendor and the SME in order to have a clear understanding of the course/training content and for other inputs, as deemed necessary
- Providing translation text (for most course translation projects)
- Reviewing and signing off on agreed deliverables of each project.

#### 4. BASIS OF AWARD

Answers to the RFPS that will be received in time, and which will respect all requirements (e.g. strict separation of technical proposal and financial proposal) will be reviewed by a group of assessors.

According to the standard procedure of UNICEF, technical proposals will be reviewed first (before opening the financial proposals).

**IMPORTANT: proposals for each service will first be assessed individually. It is essential that the relevant sections contain all necessary information, even if it has already been mentioned in another part of your proposal!**

##### I – Technical Evaluation

The technical evaluation will be assessed over 100 points.

**For EACH SERVICE mentioned**, technical proposals will be assessed as follows:

SECTION	METHOD OF ASSESSMENT
Compliance to essential requirements of the service	<b>Pass or Fail</b> (failing to meet any requirement leads to immediate disqualification)
Technical assessment criteria	<b>100 points</b> (see breakdown for each specific service in the respective response template)

**IMPORTANT:** Companies scoring less than **75 points** for the technical evaluation will be disqualified, and their financial proposals will not be considered.

**IMPORTANT:** Essential requirements are pass or fail. Any Proposer that cannot meet essential requirements will be disqualified as being technically unacceptable and rejected at this stage without further consideration.

However, UNICEF also reserves the right to waive essential requirements in the following instances:

1. In the event that none of the submitted proposals meet all the essential requirements, UNICEF reserves the right to allow to pass to the next step of evaluation the proposals that in their sole discretion most closely meet the requirements,

And

2. UNICEF also reserves the right to waive essential requirements provided that all of the otherwise responsive proposals failed to meet the same essential requirements and/or doing so does not otherwise materially affect the procurement. This right is at the sole discretion of UNICEF.

##### II – Financial Evaluation

For companies who have passed the technical evaluation, the financial proposals will then be opened and reviewed.

The list of prices provided by the vendor will be assessed through the calculation of the pricing of fictive projects making use of various elements of the vendors' services. Scenarios may be using price lists provided by vendors (without the details being communicated) or they may be based on general project requirements indicated in the

response form. The details of the simulation are not always specified in this proposal to encourage vendors to present competitive pricing for all of their disaggregated services.

The weight of each section of the pricing proposal is indicated in the response forms. The maximum score for each section will be attributed to the lowest priced proposal. The score of the other proposal will be calculated as follows:

$$\text{Score for price proposal X} = \frac{\text{Max. score for price proposal} \times \text{Price of lowest priced proposal}}{\text{Price of proposal X}}$$

Points obtained for all scenarios will be aggregated to give a score out of a total of 100 points for each service.

The bidders should ensure that all pricing information is provided in accordance with the following:

**III- Overall Combined Technical/Commercial Score:**

For each service - the technical proposal score will account for 60% of the final assessment and the financial proposal score will account for 40% of the final assessment.

The final assessment score will be calculated as follows:

$$(\text{Technical assessment score} \times 0.6) + (\text{Financial assessment score} \times 0.4)$$

**IV. Reference check:**

At this stage, UNICEF will contact the customer references, provided by the Proposers, to verify past performance of the highest ranked Proposer (s). As part of due diligence UNICEF will also review the financial stability of the Proposer (s).

**V. Recommendation.**

The recommendation for Award will be made based on best combination of technical and price score and based on the results of the reference checks and financial stability of the Proposer(s).

**VI. Final Award and LTAS:**

Based on award recommendation, contract negotiations will be initiated with one or more successful Proposer(s).

**UNICEF will select up to two or three providers on the basis of the final assessment scores for each particular service.**

In rare circumstances and to the extent that the difference between final scores of vendors does not exceed 5% of the total score:

- UNICEF may decide to limit the number of partners/contract and give preference to a company who can provide several of the procured services.
- We may also consider diversity of geographical location among the vendors selected to ensure an optimal support of UNICEF’s project all over the world.

## 5. APPENDIXES TO THE TOR:

### APPENDIX B1- VENDOR RESPONSE GUIDELINES AND TECHNICAL EVALUATION CRITERIA

In order to both facilitate the vendor's work when preparing an answer to this RFPS and to help UNICEF compare offers efficiently, **all vendors are requested to use the following response templates.**

**Vendors who do not use or respect the instructions indicated in this template will be disqualified from the procurement process.**

#### Company Overview

Full company name:	
Address:	
Country:	
RFP Contact Person and Title:	
Legal Status (e.g. Partnership, Private Limited Company, Government Institution)	
Year Established	
Number of Employees	
E-mail address:	
Tel:	
Web Site:	
Previous Supply Contracts with United Nations Organizations (over the last 3 years)** <i>Please provide supplementary documentation such as reference contact points.</i>	
Summary of any changes in your company's ownership during the last 5 years	

You can add up to three pages of information about your company - in Annex.

## Technical proposal response form (per service) and technical evaluation criteria

The following forms will provide UNICEF with the information necessary to perform the technical assessment component of this procurement process. Criteria vary for each service and you may have to repeat certain information – **but please be specific in your examples and indicate what is relevant to the service considered rather than your general portfolio of service or experience.**

Please keep the right column in the form as it will be used by technical reviewers for assessment purposes.

Vendors will be held accountable for their answers.

For certain criteria, some adjustments of requirements are possible, so it is essential to add any relevant details in the “comments” box.

1- Responsive design e-learning content production, support and customization services	
Are you interested in submitting a proposal for this service?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Technical assessment criteria</b>	
Intellectual property: Do you agree to share the output of each project with UNICEF under open source license, and that UNICEF will be able to distribute it and share it without limitations.	<input type="checkbox"/> Yes <input type="checkbox"/> No
Do you use an authoring tool that UNICEF and other vendors could purchase – and do you agree to share all source files with UNICEF to allow UNICEF and/or other vendors to do so?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Are you able to produce content that complies with all requirements mentioned on pages 8, regarding software and device compatibility?	<input type="checkbox"/> Yes <input type="checkbox"/> No
What authoring tool(s) do you propose to use? Please provide some information about the tools, its capability, the software provider, and what you think are the strength of that software over competition.	/ 20 points
<p>Please provide the link(s) to at least 3 sample courses produced with the authoring tool(s) you propose. Example should be as diverse as possible. Please indicate for each example if custom development services were involved and if the product could potentially be integrated/managed in the authoring platform by UNICEF end users.</p> <p><b>We will be looking at: originality/diversity, quality of instructional design, quality of graphic design, and usability on various device.</b></p> <p><i>NOTE: If all or part of a sample was not developed by your company (e.g. course developed by a client but based on templates your created) please make sure to disclose it. All content and information will be treated in full confidence.</i></p>	/ 30 points
Please describe your team(s), experience and processes for the production of responsive elearning solutions ( <b>maximum 4 pages of text – photos and illustrations do not count</b> ).	/ 20 points
What is the full range of services that you can provide in support of the development of content with the authoring tool (by your company and/or the client) – you can find an initial list of services we are looking for on page 8 of this document.	/ 20 points
<p>Please provide us with the contact details of at least 3 recent references for the delivery of similar services. Describe, in a few lines, the project and service(s) provided for each of these references. For each reference please provide us with:</p> <p>Company / Organization's name:          Corporate website:          Referee's full name:          Referee's position:          Referee's professional email address and telephone number:          Referee's role in the project:</p>	/ 10 points

Description of relevant services provided for this project (3-4 lines):  <i>NOTE: You can use the same references for several sections of this RFP, if projects included the relevant services. Failure to provide relevant references may result in the rejection of your proposal.</i>	
Additional relevant information or documentation (optional)	<i>(May be used to cross reference or add to the information provided above)</i>

2- E-Learning development of online self-learning modules, using Storyline 360 or other similar software	
Are you interested in submitting a proposal for this service?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Technical assessment criteria</b>	
Are you able to comply with ALL technical requirements and service definition described on pages 11 to 16?  <i>This includes copyright terms, approach to development, software compatibility, output requirements and more.</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
COMMENTS - Please provide any suitable comments, in particular if you clicked "No".	
Please describe your company's experience, strengths with regard to rapid authoring – in particular with Articulate Storyline. Describe core team members for these services. <i>(maximum 5 pages of text – photos and illustrations do not count).</i>	<b>/ 20 points</b>
Please describe your production processes and in particular how you can adapt to different project requirements or changes. <i>(maximum 3 pages of text – photos and illustrations do not count).</i>	<b>/ 10 points</b>
Please provide us with access to a minimum of 3 sample courses (through links or through USB keys enclosed with this proposal) of your best responsive elearning work. Access should be granted for at least 3 months from the time of submission.  <b>We will be looking at: originality/diversity, quality of instructional design, quality of graphic design, and usability on various devices.</b>  Please describe in a few words each project – e.g. its goals, possible challenges addressed and or the approach methodologies chosen. You can also indicate which of the below three quality criteria (Innovation and creativity, Instructional design and Adaptability) those examples illustrate best.  <i>NOTE: If some of the work is not your own (e.g. images provided by a client), you</i>	<i>(Will be used to assess the below quality criteria)</i>

<p><i>must disclose it.</i>  <i>All content will be treated in full confidence and only shared with members of the technical assessment committee.</i></p>	
<p><b>Innovation and creativity</b></p> <p>Creativity and innovation are important to UNICEF, who has often been a pioneer in its programmes when it comes to the use of technology. In regard to elearning development, we also believe that the capacity of innovation is representative of a vendor's capacity to:</p> <ul style="list-style-type: none"> <li>– <b>Engage learners</b> with original and modern activities, technologies and graphic design;</li> <li>– <b>Make the best use of available tools and processes</b> – for example using customization animation templates, rapid video production methods, new software...</li> </ul> <p>We would like to hear more about the experience of the vendor in innovation, with regard to the above themes or other topics. After an overall introduction, please provide 3-4 examples of your most original and effective initiatives, in the form of a short outline (10-15 lines) and images or links to demonstrations.</p> <p><i>Maximum 2 pages (pictures and illustrations do not count)</i></p>	<p><b>/ 20 points</b></p>
<p><b>Quality instructional design for e-learning</b></p> <p>There is a real specificity to instructional design for asynchronous elearning. You should demonstrate your company's ability to use professional e-learning instructional design techniques, adapted to project goals and requirements. This can include the use of simulation-based training, original and diverse activities, example of formatting of content and phrasing of learning objectives, use of quizzes for learning or assessment, etc.</p> <p>It is important to explain how instructional design relates to production in your team and in your processes. After an overall introduction, please provide 3-4 examples of some of your most successful instructional design, in the form of a short outline (10-15 lines with reference to some of the provided samples and/or screenshots.</p> <p><i>Maximum 2 pages (pictures and illustrations do not count)</i></p>	<p><b>/ 20 points</b></p>
<p><b>Adaptability / localization / reusability</b></p> <p>We would like to hear more about the experience of the vendor in regard to the three mentioned objectives of translation, adaptation and reusability.</p> <p><b>Translation:</b> UNICEF mainly works in English around the globe, but the use of French and Spanish is also important in Africa and Latin America. Other languages are also used to a lesser extent. It is important that the vendor be able to provide with an effective translation mechanism.</p> <p><b>Adaptation / Localization:</b> UNICEF is a fast evolving organization, and it may be that some courses need to be partially updated after only a year or so. It is important that the production systems and processes allow for limited changes to be possible and cost effective.</p> <p><b>Reusability:</b> working with many partners, in and outside the United Nations system, UNICEF wants to ensure that the produced content can be shared and adapted by other agencies. It is therefore essential that companies use standard tools or programming tools that can be used by other companies. All production content must</p>	<p><b>/ 30 points</b></p>

<p>also be provided in a user-friendly format.</p> <p>After an overall introduction, please provide 3-4 examples of some of your most successful instructional design, in the form of a short outline (10-15 lines with reference to some of the provided samples and/or screenshots.</p> <p><i>Maximum 2 pages (pictures and illustrations do not count)</i></p>	
<p>Please provide us with the contact details of at least 3 recent references for the delivery of similar services. Describe, in a few lines, the project and service(s) provided for each of these references. For each reference please provide us with:</p> <p>Company / Organization's name:  Corporate website:  Referee's full name:  Referee's position:  Referee's professional email address and telephone number:</p> <p>Referee's role in the project:  Description of relevant services provided for this project (3-4 lines):</p> <p><i>NOTE: You can use the same references for several sections of this RFP, if projects included the relevant services. Failure to provide relevant references may result in the rejection of your proposal.</i></p>	<p><i>(may be used to cross reference or add to the information provided above)</i></p>
<p><b>COMMENTS</b> – Feel free to add up to 4 pages of additional resources for this service.</p>	

3- Customization & modification of existing e-learning courses (update, rebranding, bug fixing or content redesign)	
Are you interested in submitting a proposal for this service?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Technical assessment criteria</b>	
Please describe your company's experience and strengths specifically with regards to migrating, updating, customizing and modifying existing e-learning courses (with Articulate Storyline and/or other software).  <i>(Maximum 2 pages of text – photos and illustrations do not count).</i>	<b>/ 20 points</b>
Do you have experience diagnosing and fixing SCORM related issues (tracking, bookmarking or score reporting)?  Please include 1-2 examples, with the client's detailed references (see below)..	<b>/ 10 points</b>
What is your experience with migrating legacy course content built with Flash and/or other old plugins to newer standard authoring platform (most likely Articulate 360 or similar standard tools)?  What is the range of services that you provide?  Are you able to provide graphic design services to update the look and feel of such courses? If so – please provide us with examples.  Please include links to 2-3 examples, with the client's detailed references (see below).	<b>/ 60 points</b>
Please describe your production process and in particular how you can adapt to different project requirements or changes. Also explain how you scope and cost requests for course updates / upgrades / migration. <i>(Maximum 3 pages of text – photos and illustrations do not count).</i>	<b>/ 10 points</b>
Please provide us with the contact details of <u>at least</u> 3 recent references for the delivery of similar services. Describe, in a few lines, the project and service(s) provided for each of these references. For each reference please provide us with:  Company / Organization's name: Corporate website: Referee's full name: Referee's position: Referee's professional email address and telephone number:  Referee's role in the project: Description of relevant services provided for this project (3-4 lines):  <i>NOTE: You can use the same references for several sections of this RFP, if projects included the relevant services. Failure to provide relevant references may result in the rejection of your proposal.</i>	<i>(will be used to cross reference or add to the information provided above)</i>

#### 4- Video-based learning production and editing services

Are you interested in submitting a proposal for this service?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Technical assessment criteria</b>	
Do you agree and can you comply with the detail of service and technical requirements described on pages 16-17 of this document?	<input type="checkbox"/> Yes <input type="checkbox"/> No
COMMENTS - Please provide any suitable comments, in particular if you clicked "No".	
Are you able and willing to provide support services for remote recording of video interviews, lectures or other types of videos? What tools, services and/or methodologies do you propose for that?	<b>/ 10 points</b>
What kind of video production/ editing can you support (select all that apply):  <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Custom animations videos         </div> <div style="width: 50%;"> <input type="checkbox"/> Photo-based videos         </div> <div style="width: 50%;"> <input type="checkbox"/> Screencasting         </div> <div style="width: 50%;"> <input type="checkbox"/> Recording of face-to-face events         </div> <div style="width: 50%;"> <input type="checkbox"/> Interviews         </div> <div style="width: 50%;"> <input type="checkbox"/> Lectures recording (with slides sync)         </div> <div style="width: 50%;"> <input type="checkbox"/> Software training videos         </div> <div style="width: 50%;"> <input type="checkbox"/> On-site recording (New York or elsewhere)         </div> <div style="width: 50%;"> <input type="checkbox"/> Other (please list)            .....            .....            .....         </div> </div>	<b>/ 20 points</b>
Besides English, in what languages can you produce/edit video? (we are particularly interested in French and Spanish) Also indicate if you can manage project and communication with clients in these languages <i>(2 pages max – indicate experience and limitations if any – indicate if some of the sample projects presented below were delivered in any other language than English. )</i>	<b>/ 10 points</b>
Please describe your team(s), experience and production processes for the production of various types of videos <i>(maximum 8 pages of text – photos and illustrations do not count).</i>	<b>/ 30 points</b>

<p>Please provide us with access to at least video <b>5 samples</b> (through links or through USB keys enclosed with this proposal) of your best video production samples. Access should be granted for at least 3 months from the time of submission. Please makes sure to illustrate as many types of video (e.g. interview, animated video, screencast,...) as you can.</p> <p>We will be looking at: originality/diversity, quality of instructional design / scripting, quality of graphic design, narration and subtitling quality and evidence of translation/localization services.</p> <p>Please describe in a few words each project – e.g. its goals, possible challenges addressed and or the approach methodologies chosen.</p> <p><i>NOTE: If some of the work is not your own (e.g. images provided by a client) you must disclose it.</i>  <i>All content will be treated in full confidence and only shared with members of the technical assessment committee.</i></p>	<p><b>/ 30 points</b></p>
<p>Please provide us with the contact details of at least 3 recent references for the delivery of similar services. Describe, in a few lines, the project and service(s) provided for each of these references. For each reference, please provide us with:</p> <p>Company / Organization's name:  Corporate website:  Referee's full name:  Referee's position:  Referee's professional email address and telephone number:  Referee's role in the project:  Description of relevant services provided for this project (3-4 lines):</p> <p><i>NOTE: You can use the same references for several sections of this RFP, if projects included the relevant services. Failure to provide relevant references may result in the rejection of your proposal.</i></p>	<p><i>(may be used to cross reference or add to the information provided above)</i></p>
<p><b>COMMENTS – Feel free to add up to 4 pages of additional resources</b></p>	

## ANNEXES (if applicable)

*You are free to share additional information and documentation in annex – just clearly separate annexes from the rest of your proposal and be aware that reviewers will not directly consider information shared in annexes. Annexes can, however, be very useful to precise terms of service or share additional documentation that you have readily available.*

## APPENDIX B2: Vendor Self-Checklist

Vendors shall complete the following checklist and submit it with **their technical proposals**:

		YES	NO	Comments (Please refer in your proposal where to find the information)
<b>A</b>	<b><u>Technical Proposal:</u></b>			
1	<b>Annex C</b> ("Declaration by Proposer and Disclosure Requirement") has been included in the vendor's technical proposal			
2	Technical proposal adheres to the vendor response guidance in <b>Appendix B1</b> .			
<b>B</b>	<b><u>Pricing/Commercial Proposal</u></b>			
3	Commercial Instructions and templates contained in <b>Annex D and Appendix D1</b> have been properly followed and provided with the commercial proposal			
4	Quoted in United States Dollars (USD)			
<b>C</b>	<b><u>Administrative Requirements</u></b>			
5	Technical and Financial proposals have been emailed as <u>separate attachments</u> and following all instructions indicated in <b>Section 1-Subsection 1.9: "Marking and Returning of Proposals"</b> of the RFPS document.			
<b>D</b>	<b><u>Legal Requirements</u></b>			
6	<p>UNICEF General Terms and Conditions for Services have been reviewed and are (please mark whatever option is applicable):</p> <p>a). <input type="checkbox"/> fully acceptable, or;</p> <p>b). <input type="checkbox"/> reviewed by Contractor's Legal Office and comments are provided. (please indicate where in vendor's proposal)</p> <p><b>Note:</b> Please note that changes to UNICEF's General Terms and Conditions will be <b><u>viewed less favourable and may result in your proposal not being selected for award</u></b>. Likewise, notification of intend of award to a vendor does not mean UNICEF's acceptance of deviations or modifications on UNICEF GTC's as proposed by vendor.</p>			
7	<p>A complete set of any additional legal terms and conditions, which vendor expect to have included in a contract negotiated with the UNICEF shall be provided in the technical proposal. Kindly confirm submission of complete set of additional terms and conditions, if any, and indicate where it can be located.</p> <p><b>Note:</b> Notification of intend of award to a vendor does not mean UNICEF's acceptance of any additional legal terms and conditions proposed by vendor for inclusion in a contract.</p>			

