



## **G091 E-Learning Course Design RFP - Questions and Answers Document**

**Q1. Schedule: To assist us in putting together a draft project plan, could you please advise:**

**a. an estimated decision/start date?**

Estimated start date February 01, 2021, *subject to final donor approval*

**b. what/who will be involved in the review process at Mercy Corps? i.e. how many levels of sign off will be required (to help us allocate enough time)**

Reviewers on our side--from Mercy Corps and Save the Children--will combine our feedback at each necessary stage. Reviewers will include an agriculture, WASH, and SBC technical review. We will also receive input from key stakeholders (including potential training participants and USAID counterparts) at key decision points. For the key review points, it is anticipated that there will be an initial review from Mercy Corps and Save the Children, then a review from key stakeholders, and then a final review from Mercy Corps and Save the Children following the revisions made by the vendor. The key review points will be decided upon with the selected vendor as a part of the work plan deliverable.

**Q2. Budget: To assist us in putting together an accurate financial proposal:**

**a. Do you have an estimated budget range? If not, as there are a wide number of variables, would you be open to us providing you with a “calculator” so you can consider different options and enable you to create a like for like quote against other vendors?**

Vendors are welcome to provide a calculator with different options. We will not provide an estimated budget range at this time.

**b. We understand that you will provide the manual in French as well as English but we feel it will be significantly more effective to create the English course in its entirety first and then translate it into French. Assuming this will be the case, would you want the vendor to arrange the translation, or is that something Mercy Corps would want to do?**

The vendor should arrange for the translation. There will be multiple MMCA resources available in French by the time the course is launched, such as the manual, introductory MMCA video, numerous role-play and demonstration videos, and recorded presentations. These are currently being created for a remote Madagascar training taking place in 2 weeks. The vendor will be highly encouraged to use these resources as they are able and as they fit with the overall course design.

**Q3, Design: To assist us with creating some short samples as part of the bid:**

**a. Are you able to provide us with brand guidelines?**

The selected firm will be provided with the brand guidelines. Our brand guidelines are minimal. We have to use USAID's logos anytime we use SCALE or PRO-WASH's logos, and we have a color pallet and typefaces we have used on all previous materials. Otherwise, there aren't strict guidelines the designer must follow (see the next response as well).

**b. Can you confirm if you want to keep the existing style of graphics/illustration, or if you would like something different?**

Keep the existing style so that the course looks connected and on-brand with the guide. However, the course designer can take some creative liberties in discussion with Mercy Corps and Save the Children.

**Q4. Platform: We appreciate that you don't yet have a learning platform to host the courses, but do you:**

**a. have a specification of your requirements so we can consider how to approach some of the areas that can't be addressed within a SCORM file (i.e. facilitation/social elements).**

Given SCALE and PRO-WASH have 2 years left on our awards, we want to design the course such that it can be free-standing and does not require ongoing facilitation within the platform itself (e.g. the facilitator will not be required to go into the backend and grade exercises, check attendance, etc.) or ongoing maintenance. What we ask of the designers is an accompanying "facilitation guide/tips" that go along with each lesson. This would allow individual teams (e.g. a program team in Madagascar) to go through the e-learning course lessons and modules together (e.g. watch video, do knowledge check). The assigned "facilitator" from that Madagascar team would be able to use the "facilitation guide/tips" to guide their team on which videos to watch and activities to

complete, and then host a reflection discussion or 'putting this skill into practice' discussion.

**b. require any assistance with the sourcing/selection process?**

Yes, we expect a list of potential hosting platforms, but the decision will reside with SCALE and PRO-WASH on which platform is ultimately selected.

**Q.5 You state in the RFP that you are expecting Version 1 of the e-learning materials to be delivered in February 2021 but, in answer to a question relating to the RFP, you state that the contract will not be started until February 2021. Can you give us a revised expected delivery date of the final product – bearing in mind that there will be a significant amount of material to design, develop and review – and that your review process involves an initial review by Mercy Corps and Save the Children and then a second review by key stakeholders with, presumably a third stage where feedback is consolidated and returned to the vendor for incorporation and is then reviewed again, post-incorporation, by Mercy Corps and Save the Children. This will be a lengthy process.**

We expect the final course to be delivered by October 2021 although we are flexible to discuss different timelines proposed by the selected vendor.

- Version 1 of e-learning course completion by April 30th, 2021
- Pilot Test of e-learning course May 1 to July 31st, 2021
- Version 2 (final) e-learning course completion by end of October 2021

**Q.6 We know that users will have varying levels of internet connectivity but you also want to include rich media. Do you want two versions to be developed or are you happy that the content is also supplied on a USB to be run locally?**

Our main criteria are that participants with poor internet connectivity are able to download the videos and exercises onto their laptops when they have an internet connection, and then be able to look through the content offline. So we will be looking for a downloadable version from Dropbox, Google Drive, or other file hosting service.

**Q.7 Can you identify which of the modules are likely to form the MMCA prerequisite modules?**

This will differ depending on each program. The agenda for every training is customized to the program's needs and interests, therefore each training looks slightly different. A few key modules that are always included are Lessons 2-5. This does not mean,

however, that these would be conducted online, pre-training, but rather that this is an option available as we design training agendas.

**Q.8 The RFP states, “It is anticipated that learning content will include....interactive websites supported by quizzes”. Can you please clarify your expectations with regards to including interactive websites?**

The course should have opportunities for participants to do knowledge checks throughout the content, such as quizzes, matching activities or other reflection exercises. The course design should take these into account. The hosting platform selected should enable participants to self-check their learning as they go through the site.

**Q.9 The RFP states, “It is anticipated that learning content will include...interactive discussion boards”. Do you want the vendor to provide a discussion board on the deployment platform, or do you have an existing moderated portal? You have further stated in the Q&A that you do not expect facilitators to “go into the backend and grade exercises, check attendance, etc or ongoing maintenance”. We assume you do not want an unmoderated discussion board, so can you provide clarification of your expectations of the discussion board; who will moderate it, and what training they may require?**

As clarified in Q4, we do not anticipate ongoing maintenance of the course, and this includes interactive discussion boards. Thus, please disregard this request in the RFP.

**Q.10 Can you give us links to any examples you have of the existing video and presentation resources that we could review for suitability of inclusion? Can you clarify how much of the course content you think already exists in this format? This will help us to accurately cost our proposal.**

Example presentation: <https://www.youtube.com/watch?v=Vwop7nsB86g>

- This is one of 6 video clips for Advanced Lesson 10.
- We plan to have recordings for Lessons 2, 3, 4, 5, 6, 10, 14 in French. Some of this content could be used for the French e-learning course, but may or may not be well suited for the English version.

Example role play video:

[https://drive.google.com/file/d/1y\\_n1rOVKXAqYX9knvrNeeEKRqd1WjP48/view?usp=sharing](https://drive.google.com/file/d/1y_n1rOVKXAqYX9knvrNeeEKRqd1WjP48/view?usp=sharing)

- This is one of 14 short, role play or example videos that will be used for the Madagascar training in lieu of having participants in the room do a

role play. We will have high-quality versions for each of these, in French, that could be subtitled for the English version.

**Q.11 Existing MMCA in-person training modules have defined black outline illustration style. Does Mercy Corps intend to use a similar style for MMCA e-learning modules or are they open to exploring new visual approaches?**

Please refer to Q3. We want there to be continuity in style between the guide and e-learning course.

**Q.12 We will source all the required stock images preferably from Shutterstock. Is this preferred?**

Depending on the type of images needed, Mercy Corps and Save the Children have extensive photo libraries that can be used by the vendor. Shutterstock can also be used to source content, as needed.

**Q. 13 We understand Mercy Corps will arrange the recorded interviews and lectures of participants/facilitators to be used in the course. What is the vastness of these interviews and lectures?**

As much content is needed to meet the training objectives and the training design as agreed upon with the vendor. We will be looking for the selected designer to advise on best ways to deliver content, which may include interviews/lectures. At this point MC/SC will identify the participants and arrange for these lectures and interviews to be recorded. The vendor would be responsible for writing the scripts and editing the videos. See examples under Q10.

**Q. 14 We understand the course will involve the development of custom animations with voice over. Does Mercy Corps foresee the usage of live-action videos?**

We will be looking for the selected designer to advise on the best ways to deliver content, which may include live-action or animated role plays and demonstration videos. If there are live-action videos needed, such as the examples under Q10, MC/SC would identify participants for these videos.

**Q.15 Will each module need to be delivered in English and French Language, i.e. when a user accesses a module will he/she make a choice of language before starting the module? Or will there need to be a module in each language independently?**

We expect English and French language learners to have the same learning experience. Therefore, each module should be available in both languages.

**Q.16 Will the Learning Management System (LMS) for course deployment be selected and/or implemented prior to the development of the course?**

No. Please see Q4.

**Q.17 Is the vendor expected to deploy the course on the learning management system?**

Yes. As stated on page 14 under Project Scope, the vendor is responsible for “the development, integration, and migration of the developed course onto the selected learning platform.

**Q.18 Is the vendor expected to create learning activities such as course assignments, discussion boards, Quizzes on the selected learning management system? We assume the vendor will work independently from the LMS.**

The vendor should design/develop learning activities that can be used within the selected LMS.

**Q.19 For the sixth-grade reading level, do you have a readability preference approach either Lexile scores or Flesch-Kincaid? If not, we will provide our recommendation.**

No preference.

**Q.20 What readability parameters should be used to ensure the French version is also at sixth grade?**

The vendor should use translation services that translate the English modules that are into a 6th-grade reading level into French at a 6th-grade reading level. The vendor should specify this requirement with their translation services.

**Q.21 What amount of computer literacy can we assume of the learners (to help inform the activity types)?**

Basic to intermediate.

**Q.22 Will your LMS support group activities, discussions, online synchronous activities? Is there a dropbox for learners to submit documents, PPTs, audio files, and/or videos, as part of the training activities?**

Please refer to Q4. This should be designed as a self-paced course, but recognize that program teams may have groups of staff go through the activities together. The “facilitator guide/tips” could have recommendations for program team facilitators such as “designate a Dropbox for teams to submit assignments.” There will not be a centralized Dropbox run by Mercy Corps/Save the Children for the course.

**Q.23 Can we assume some instructor involvement (for providing feedback for these open-ended activities) for the fully self-paced course and refresher course?**

It depends. If there is a program team going through the course together as a cohort, then yes you can assume there is a facilitator who is helping guide the group through the activities and may provide feedback or organize for peer-to-peer feedback. However, if an individual decides to go through the course entirely on their own, there will not be a Mercy Corps/Save the Children-provided instructor.

**Q.24 The list on page 11 of the RFP mentions “Interactive websites supported by quizzes.” Could you provide more information about this? Will the course link to external websites? Do you want us to develop these websites with quizzes as part of the course?**

Please refer to Q8.

**Q.25 Page 11 also lists “Recorded interviews/lectures with (previous participants/facilitators)” – will you provide these recorded interviews/lectures?**

Please refer to Q13. The vendor should advise on how content should be best be delivered. If it is decided that interviews or lectures for parts of the content are advised, Mercy Corps/Save the Children will liaise with former participants and facilitators to organize the recordings. The vendor would be responsible for writing the scripts and editing the videos.

**Q.26 Page 10 lists three ways this course will be used: completely self-paced, refresher, and pre-face-to-face (or partially instructor-led). We assume the intention is to create one course with open navigation that learners can use as needed. Is this a correct assumption or would you need three variations of this course?**

Yes, that is the correct assumption.

**Q.27 In the tender requirements, you ask for “potential hosting platforms for the final course”, but you have also indicated that you are looking at hosting on a “humanitarian learning site to be determined”. Do you already have something existing in mind (in partnership with other organizations) or do you want to have a learning management system (LMS) exploration included as part of the project? There are more than 1,000 to choose from. If so, is there a separate budget for that?**

We are looking at options such as DisasterReady and Kaya, with which Save the Children and Mercy Corps have partnerships. However, we are open to discussion with the vendor on other potential options. As noted in the tender, the vendor is responsible for the development, integration, and migration of the developed course onto the selected learning platform. While Mercy Corps and Save the Children prefer a hosting platform without running costs, any necessary hosting/running costs will be the responsibility of Save the Children/Mercy Corps.

**Q.28 The RFP indicates that the “Training must be 508 Compliant.” How deeply do you want to go with this?**

**Level AA.** More information is available here: <https://www.section508.gov/create/applicability-conformance> and here <https://www.access-board.gov/ict/about.html>

**Q.29 Is there a preference for content creation software? We use Articulate 360, which has many features for 508 compliance.**

No preference as long as it is SCORM compliant.

**Q.30 Is there a preferred virtual platform (Zoom, Webex, Google Meet) that will be used for facilitating cohorts?**

No, this will differ based on the individual organizations and their preferred platforms.



**Q.31 What expertise do you most want to see most in the team (international development experience, specific sector experience, SBC experience, online design, online technology, etc.)?**

E-learning course design and development.

**Q.32 A question about the intended audience: will we be training field staff to facilitate in-person or virtually? Or potentially both?**

While the training manual is a Training of Trainers (ToT), we do not expect the e-learning course to be a ToT since there won't necessarily be opportunities to verify their ability to train others. Staff who complete the e-learning course may directly use these competencies or they may train frontline workers on how to use some of the approaches in informal in-person learning sessions.

**Q.33 Are there existing interviews and lectures or will those all need to be solicited from previous participants and facilitators?**

Please refer to Q10. Additional content will need to be solicited.

**Q.34 Could you please clarify the total timeline (as doesn't appear to be a full 9 months); what would the ideal starting date for the project be?**

Please refer to Q5.