

## CLARIFICATION QUESTIONS

RFT: 2025/076  
File: AP 1/4/3  
Date: 15 January 2026  
To: Interested Service Providers  
Contact: Maraea S. Pogi ([maraeap@sprep.org](mailto:maraeap@sprep.org))

**Subject: Development of a suite of Moodle Courses to support strengthening institutional capacity**

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**Question 1:**

The tender states that applicants must meet "local registration requirements". Could you please clarify what is meant by this requirement, and whether international or EU-based firms are eligible to apply?

**Response:**

All applications must have documentation that demonstrates that show evidence that they are allowed to carry out business from their countries of operation. This evidence could be a business licences, tax identification number or certificate.

**Question 2:**

For the development of the listed policy-based training modules, will SPREP provide existing policy documents, manuals, and reference materials for all topics?

**Response:**

Yes, SPREP will provide the relevant organisational policies to inform the course development.

**Question 3:**

Will SPREP provide access to internal subject matter experts for content clarification and validation during the development process?

**Response:**

Yes, relevant internal focal points for the different policies will be available during the development of the courses for review and feedback in addition to the contract management focal points.

**Question 4:**

Is the consultant expected to develop all instructional content independently based solely on the provided policies, or will SPREP actively support content development through structured inputs such as workshops or working sessions

**Response:**

Yes, the consultant is expected to develop the instructional content based on the the SPREP policies which will be provided to the successful bidder. SPREP internal focal points will also actively support content development. If there is online content to supplement the material then we are open to that being factored in. Working sessions with focal points will happen.

**Question 5:**

The Scope of Work includes tasks related to capacity building delivery planning, rollout approach, monitoring and evaluation recommendations, and consultation and validation. Could you please clarify the expected tangible outputs for these tasks in terms of format and level of detail

**Response:**

The scope of work includes: A draft work plan for recommended roll out of the courses developed A draft monitoring and evaluation plan for tracking progress of the roll out of the roll out plan A consultation meeting and report with the focal points on the final course developed Validation that the scope of work is complete

**Question 6:**

For the capacity building delivery plan and rollout approach, is SPREP expecting a high-level strategy or a detailed, operational plan

**Response:**

SPREP would prefer a detailed, operational plan for the stated deliverables.

**Question 7:**

For the capacity building delivery plan and rollout approach, is SPREP expecting a high-level strategy or a detailed, operational plan

**Response:**

SPREP would prefer a detailed, operational level workplan.

**Question 8:**

For the monitoring and evaluation recommendations, is a conceptual framework sufficient, or are concrete indicators, tools, and data collection methods expected

**Response:**

Our preference would be for tools and recommendations for data collection methods.

**Question 9:**

Are there any indicative expectations regarding the length or scope of written outputs for these tasks, for example approximate number of pages or sections

**Response:**

The use of multimedia whether newly developed or sourced from elsewhere is strongly encouraged to support the learning process. While there is no set length for written outputs, the content must cover the content outlined in the policies. The preferences is for short digestible content for adult learners. A good example to follow would be previously developed trainings. These can be found on SPREPs learning platform on this link <https://learn.sprep.org/>

**Question 10:**

Is there an expected or recommended learning time or seat time per module. If not per module, is there an overall target learning duration for the full suite of course?

Response:

The preference is for short 1–2-hour courses for each policy to build familiarization with new staff and refresh knowledge all staff for the organizational policies. The target for learning the full suite of policies should be no longer than 2 weeks in total. No more than 2-3 hours per policy.

**Question 11:**

Are the modules expected to include assessments such as quizzes or completion criteria, or are they intended primarily as awareness and familiarisation module?

Response:

The modules must include assessments such as quizzes and a completion criterion.

**Question 12:**

Could you please clarify the primary target audience for the courses, for example all SPREP staff versus specific roles or functions?

Response:

The audience for the training will be all SPREP staff regardless of their role in the organization.

**Question 13:**

Are the courses intended for new staff onboarding, refresher training, or both?

Response:

The training is intended for onboarding new staff and as a refresher training for existing staff.

**Question 14:**

Are any external stakeholders or partners expected to be part of the target audience?

Response:

No, this training is being developed primarily for SPREP staff.

**Question 15:**

Are there any known constraints related to digital literacy, bandwidth, or accessibility that should inform the instructional and technical design?

Response:

Courses should be catered for low digital literacy, medium bandwidth and include accessibility such as closed captions on videos, dark mode/ high contrast mode compatibility and responsive design for desktop, tablet and mobile screen sizes

**Question 16:**

Are there specific expectations regarding the use of multimedia such as video, animation, or audio within the modules?

Response:

There are no specific expectations regarding the use of multimedia, but the developer is welcome to incorporate these into the learning content (whether new or existing) if it is conducive to completion outcomes.

**Question 17:**

Are there any accessibility standards that the courses are expected to comply with, such as WCAG requirements?

**Response:**

Yes, Web Content Accessibility Guidelines version 2.2 (WCAG 2.2)

**Question 18:**

Will SPREP provide Moodle templates, branding guidelines, or example courses to guide course structure and visual design?

**Response:**

No, SPREP does not have set Moodle templates, but a good reference for other SPREP developed courses, particularly the PacWaste plus course can be found on SPREPs learning platform on this link: <https://learn.sprep.org/>

SPREP also has a style and print guideline which are available online on this link: [https://www.sprep.org/sites/default/files/documents/tenders/SPREP\\_Style\\_Guide2018.pdf](https://www.sprep.org/sites/default/files/documents/tenders/SPREP_Style_Guide2018.pdf)

**Question 19:**

Are there any expectations regarding the approximate number of learning activities, interactive elements, or case studies per module?

**Response:**

We are expecting a minimum of 2-3 interactive activities per policy, and each policy is expected to have its own course. By the end of each training, Staff should have at least a basic level of understanding of the application of each policy.

**Question 20:**

How many review and feedback cycles per module should the consultant plan for during development?

**Response:**

While the focal point for the policy will be available during development, upon completion of the first draft of the courses the consultant should prepare for 2 rounds of review and feedback per policy before finalisation for roll out.