REQUEST FOR TENDERS

RFT: 2022/005
File: AP_6/15
Date: 4 April, 2022
To: Interested suppliers
From: Julie Pillet, Technical Waste Project Coordinator, SWAP

Subject: **Request for tenders (RFT): Design, Develop, and Deliver a Regional Virtual Vocational Training Program on used oil management, disaster waste management, sustainable financing mechanisms for waste management, and project management, READVERTISEMENT**

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1. Background

1.1.   The Secretariat of the Pacific Regional Environment Programme (SPREP) is an intergovernmental organisation charged with promoting cooperation among Pacific islands countries and territories to protect and improve their environment and ensure sustainable development.

1.2.   SPREP approaches the environmental challenges faced by the Pacific guided by four simple Values. These values guide all aspects of our work:

- We value the Environment
- We value our People
- We value high quality and targeted Service Delivery
- We value Integrity

1.3.   For more information, see: www.sprep.org.

1.4.   This tender is developed as part of the Committing to Sustainable Waste Actions in the Pacific (SWAP) Project funded through the Agence Française de Développement (AFD). The 3 million Euro SWAP Project aims to improve sanitation, environmental, social, and economic conditions in Pacific Island countries and territories through proper waste management.

2. Specifications: statement of requirement

2.1.   SPREP would like to call for tenders from qualified and experienced educational establishments and/or training providers (Consultant) who can offer their services to design, develop, and deliver a training program on the following thematic areas:

- i.   Basic project management
- ii.   Used oil management
- iii. Disaster waste management
- iv.   Sustainable financing mechanisms for waste management

2.2.   **With due consideration of the diversity of the four (4) targeted thematic areas, each tenderer will be given the option of tendering for all or only specific thematic areas.**

Preference will, however, be given to whoever can tender for all or most of the thematic areas for ease of implementation.

2.3. The training modules should be delivered both in English and French to all SWAP partner countries (Fiji, Samoa, Solomon Islands, Tonga and Vanuatu) and territories (French Polynesia, New Caledonia and Wallis and Futuna) with a possible extension to all Pacific Island Countries and Territories (PICTs). Translation and interpretation services will be provided independently of this training program development. The costs of translating the documents and interpreting the courses will be covered by SWAP.

2.4. Note a training handbook is already available to use as reference for the training course on disaster waste management.

2.5. The training delivery will be based on virtual modules through SPREP's Moodle-based e-learning platform provided by the Pacific Climate Change Center (PCCC).

2.6. The number of trainees in each module will be limited to 30 participants. The selection of trainees will be done in collaboration between SPREP and the national focal points. Priority will be given to trainees from SWAP countries and territories, but participants from other Pacific island countries and territories may attend the training if the limit is not reached.

2.7. The provider will design, develop, and deliver the online courses (and associated learning and training manuals), manage exchanges with trainees to ensure they understand the course materials, answer participants' questions or requests for additional information, and assess documents produced by the trainees. A digital copy of all deliverables (e-learning videos, training materials, etc.) will be provided to SPREP for future uses.

2.8. The courses should lead to a certificate of competence, and if possible, to a professional accreditation. Therefore, the course design should include the objectives and tools/materials for developing core competencies, as well as the process for assessing and determining whether these have been achieved by the participants.

2.9. The Terms of Reference and the specific statement of work for this engagement are set out in Annex A.

2.10. The successful provider must supply the services to the extent applicable in compliance with SPREP's Values and Code of Conduct. https://www.sprep.org/attachments/Publications/Corporate_Documents/spreporganisational-values-code-of-conduct.pdf. Including SPREP's policy on Child Protection, Environmental Social Safeguards, Fraud Prevention & Whistleblower Protection and Gender and Social Inclusion.

2.11. SPREP Standard Contract Terms and Conditions are non-negotiable.

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3. Conditions: information for applicants

3.1. To be considered for this tender, interested providers must meet the following conditions:

    i. **Only bidders (universities, training organisations, consultants or equivalent) with a registered accreditation to design, develop and deliver training programs are eligible for this tender;**

    ii. Complete the **tender application form**– *(Please note you are required to complete in full all areas requested in the Form, particularly the Statements to demonstrate you meet the selection criteria – DO NOT refer us to your CV. Failure to do this will mean your application will **not** be considered).*
For the Technical and Financial proposals you may attach these separately;

     iii.   Complete the **Consultant Capability form** <u>for each proposed personnel</u>;

     iv.   Submit full Technical Proposal and Methodology in addition to completing the tender application form;

     v.   Provide detailed examples of previous related work outputs;

     vi.   Complete the **Financial Proposal form** which should outline the schedule of priced tasks in accordance with tasks outlined under the Terms of Reference's *BUDGET & PAYMENT SCHEDULE* section; and

     vii.   Provide a copy of valid business registration/license.

3.2.   Tenderers must submit documentation to confirm their accreditation to design, develop and deliver the training in accordance with the objective set out in the Terms of Reference specified in Annex A.

3.3.   Tenderers must declare any areas that may constitute conflict of interest related to this tender and sign the **conflict of interest form** provided.

3.4.   Tenderer is deemed ineligible due to association with exclusion criteria, including bankruptcy, insolvency or winding up procedures, breach of obligations relating to the payment of taxes or social security contributions, fraudulent or negligent practice, violation of intellectual property rights, under a judgment by the court, grave professional misconduct including misrepresentation, corruption, participation in a criminal organisation, money laundering or terrorist financing, child labour and other trafficking in human beings, deficiency in capability in complying main obligations, creating a shell company, and being a shell company.

3.5.   Tenderer must sign a declaration of **honour form** together with their application, certifying that they do not fall into any of the exclusion situations cited in 3.4 above and where applicable, that they have taken adequate measures to remedy the situation.

4. Submission guidelines

4.1.   Tender documentation should be submitted in English and demonstrate that the interested provider satisfies the conditions stated above and is capable of meeting the specifications and timeframes. Documentation must also include supporting examples to address the evaluation criteria.

4.2.   Tender documentation should outline the interested supplier's complete proposal and include:

    (a) **SPREP Tender Application form and conflict of interest form.** *(Please note you are required to complete in full all areas requested in the Form, particularly the Statements to demonstrate you meet the selection criteria – DO NOT refer us to your CV. Failure to do this will mean your application will **not** be considered).*

        For the Technical and Financial proposals you may attach these separately;

    (b) **Honour form;**

    (c) **Curriculum Vitae** of each proposed personnel detailing qualifications and highlighting related experience relevant to the tender in support of the information provided in the **Consultant Capacity form** to be completed;

    (d) A **Technical Proposal**, which contains the experiences, qualifications, detailed methodology and workplan to achieve the tasks outlined in the Terms of Reference (Annex A);

    (e) A **Financial Proposal (complete the form provided)**, which is to be priced on a lump sum basis with separate (itemised) prices for:

       (i) Design and development of the four (4) training modules (including training manuals, e-learning courses, exercises, examens, quizzes, etc.) specified in Annex A;

(ii) Delivery of each virtual training module in the form requested and detailed above and in Annex A. Note the Financial Proposal should not include fees for use of the SPREP's Moodle-based e-learning platform;

(iii) Fees for following up on exchanges between trainees, and answering participants' questions or queries for additional information;

(iv) Fees related to the assessment of trainees to ensure proper documentation for training to be incorporated into accredited courses leading to a more formal qualification;

(v) Fees for preparing a training report which should also include statistics, evaluation of the training, and sustainability plan;

(vi) The Financial Proposal should not include the cost of the translation and interpretation services; and

(vii) Detailed outline of the costs involved in successfully delivering this project submitted in United States Dollars (USD) and inclusive of all associated taxes.

4.3. Provide three referees relevant to this tender submission, including the most recent work completed.

4.4. Tenderers/bidders shall bear all costs associated with preparing and submitting a proposal, including cost relating to contract award; SPREP will, in no case, be responsible or liable for those costs, regardless of the conduct or outcome of the bidding process.

4.5. The tenderer/bidder might be requested to provide additional information relating to their submitted proposal, if the Tender Evaluation Committee requests further information for the purposes of tender evaluation. SPREP may shortlist one or more Tenderers and seek further information from them.

4.6. The submitted tender proposal must be for the entirety of the Terms of Reference and not divided into portions which a potential tenderer/bidder can provide services for.

4.7 The Proposal must remain valid for 90 days from date of submission.

5. Tender Clarification

5.1. a. Any clarification questions from applicants must be submitted by email to procurement@sprep.org before 08 April 2022. A summary of all questions received complete with an associate response posted on the SPREP website www.sprep.org/tender by 11 April 2022.

b. The only point of contact for all matters relating to the RFT and the RFT process is the SPREP Procurement Officer.

c. SPREP will determine what, if any, response should be given to a Tenderer question. SPREP will circulate Tenderer questions and SPREP's response to those questions to all other Tenderers using the SPREP Tenders page (**https://www.sprep.org/tenders**) without disclosing the source of the questions or revealing any confidential information of a Tenderer.

d. Tenderers should identify in their question what, if any, information in the question the Tenderer considers is confidential.

e. If a Tenderer believes they have found a discrepancy, error, ambiguity, inconsistency or omission in this RFT or any other information given or made available by SPREP, the Tenderer should promptly notify the Procurement Officer setting out the error in sufficient detail so that SPREP may take the corrective action, if any, it considers appropriate.

6. Evaluation criteria

6.1. SPREP will select a preferred supplier on the basis of SPREP's evaluation of the extent to which the documentation demonstrates that the tenderer offers the best value for money, and that the tendered satisfies the following criteria.

6.2. A proposal will be rejected if it fails to achieve 70% or more in the technical criteria and its accompanying financial proposal will not be evaluated.

I.   Technical Score – 80%

Criteria	Detail		Weighting
Experience (Based on the Consultant Capability form)	i.	Demonstrated skills and experience of each member of the proposed team (outline for each person) in designing, developing and/or delivering Training Programs (including development of resources) in the 4 thematic areas covered by the tender. Previous experience in the Pacific would be an advantage.	20%
Technical proposal / Methodology	ii.	Description of how the mission will be carried out and how the training will be conducted to lead to certification, even accreditation, including learning duration (how much on-line time, how long expected to completion, etc.).	20%
	iii.	Description of educational material used (video, articles, etc.), proposed evaluation tools (how many assignments exercises, MCQs, how the final exam will be conducted to evaluate the achievement of the objectives for certification, even accreditation).	15%
	iv.	Organisation and responsibilities of each member of the team, and details of subcontractors to be utilised where required.	10%
	v.	Proposed overall work plan with ability to complete assignment within Timeframes specified in Terms of Reference, including course development time and course delivery time.	15%

II.   Financial Score – 20%

A detailed budget is to be provided by the bidder(s) for each of the activities to be implemented.

The following formula shall be used to calculate the financial score for ONLY the proposals which score 70% or more in the technical criteria:

$$\text{Financial Score} = a \times \frac{b}{c}$$

Where:

a = maximum number of points allocated for the Financial Score
b = Lowest bid amount
c = Total bidding amount of the proposal

7. Variation or Termination of the Request for Tender

7.1   a.   SPREP may amend, suspend or terminate the RFT process at any time.

     b.   In the event that SPREP amends the RFT or the conditions of tender, it will inform potential Tenderers using the SPREP Tenders page (**https://www.sprep.org/tenders**).

     c.   Tenderers are responsible to regularly check the SPREP website Tenders page for any updates and downloading the relevant RFT documentation and addendum for the RFT if it is interested in providing a Tender Response.

     d.   If SPREP determines that none of the Tenders submitted represents value for money, that it is otherwise in the public interest or SPREP's interest to do so, SPREP may terminate this RFT process at any time. In such cases SPREP will cancel the tender, issue a cancellation notice and inform unsuccessful bidders accordingly.

8. Deadline

8.1.   **The due date for submission of the tender is: 13 April 2022, midnight (Apia, Samoa local time).**

8.2.   Late submissions will be returned unopened to the sender.

8.3   Please send all tenders clearly marked 'RFT 2022/005: Design, Develop, and Deliver a Regional Virtual Vocational Training Program on waste management, READVERTISEMENT'

Mail: SPREP
       Attention: Procurement Officer
       PO Box 240
       Apia, SAMOA
Email: tenders@sprep.org (MOST PREFERRED OPTION)
Fax: 685 20231
Person: Submit by hand in the tenders box at SPREP reception,
           Vailima, Samoa.

Note: Submissions made to the incorrect portal will not be considered by SPREP. If SPREP is made aware of the error in submission prior to the deadline, the applicant will be advised to resubmit their application to the correct portal. However, if SPREP is not made aware of the error in submission until after the deadline, then the application is considered late and will be returned unopened to the sender.

SPREP reserves the right to reject any or all tenders and the lowest or any tender will not necessarily be accepted.

SPREP reserves the right to enter into negotiation with respect to one or more proposals prior to the award of a contract, split an award/awards and to consider localized award/awards between any proposers in any combination, as it may deem appropriate without prior written acceptance of the proposers.

ANNEX A
TERMS OF REFERENCE

Design, Develop and Deliver a Regional Virtual Vocational Training Program on used oil management, disaster waste management, sustainable financing mechanisms for waste management, and project management

1. BACKGROUND

Pacific Island Countries and Territories (PICTs) offer some of the richest areas of biodiversity on the planet. These areas, and their island communities, are under increasing pressure from development and growing human population, and the social and economic pressures associated with this growth. Increased populations and urbanisation have led to increased product importation, production, and waste generation. Much of the waste generated through these imported products cannot economically be managed due to issues of small and isolated populations; economic volatility; geographical isolation from large economies; limited institutional, financial and human capacity; and inadequacy of infrastructure to capture and process waste materials. Poor waste management poses risks to the economies of PICTs, as most rely heavily on clean environments for agricultural activities and a vibrant tourism industry, therefore polluted and degraded environments pose a significant threat to PICTs.

To build capacity of Pacific Island Countries and Territories in waste management, the AFD-funded SWAP Project offers a Virtual Regional Training Program.

SWAP Project

The Project funded by the Agence française de Développement (AFD), referred to hereafter as "Committing to Sustainable Waste Actions in the Pacific (SWAP)", aims to improve sanitation, environmental, social, and economic conditions in Pacific Island countries and territories through proper waste management. To achieve this, the project focuses on three streams of wastes: used oil, marine debris, disaster wastes and an overarching issue on sustainable financing mechanisms for waste management.

The delivery of the training is primarily for the eight SWAP member countries and territories (Fiji, French Polynesia, New Caledonia, Samoa, Solomon Islands, Tonga, Vanuatu and Wallis and Futuna). Other Pacific countries will be able to benefit from this training if the number of registered participants is not reached.

The objective of this project is to strengthen communities and local authorities' capacity in the areas of technical waste management, institutional governance, and finance through several activities:
a) The development and delivery of a regional vocational training program in collaboration with regional partners;
b) The implementation of pilot projects; and
c) The development and delivery of tools for a sharing of good practices through a Community of Practice for PICTs including French OCTs.

2. OBJECTIVES

Expected outcomes of the training program

Based on case-studies from the Pacific or regions with similar conditions, the training program will cover the following four thematic areas:
   a) Basic project management;
   b) Used oil management;
   c) Disaster waste management; and
   d) Sustainable financing mechanisms for waste management.

The training modules should incorporate at least the topics listed in the table below. Additional topics may be added to address specific constraints related to the Pacific Small Island Developing State (SIDS) context.

The common objectives of the modules about the target waste are:
- To provide a comprehensive knowledge about waste management techniques;
- To raise awareness concepts and technologies related waste management techniques;
- To raise awareness non-technical considerations in waste management;
- To provide information on appropriate technologies and management strategies; and
- To enable policy makers to develop waste management plans in their own situations.

Module	Learning Intent	Specific Issues to be addressed	Deliverables

Module 1:
 	
Project Management Principles
	Resource participants to understand good project design and management and use tools and learning outcomes to design and implement their own project in a work environment.	Key Learning Elements (KLE):
		1. Project Management principles
		   a. Project Management definition
		   b. Project Lifecycle
		   c. Project Management Knowledge Areas
		2. Human Resource management
		   a. Human Resource planning: project roles, responsibilities, relationships
		   b. Recruitment
		   c. Development: building individual and group skills
		   d. Management: tracking performances, motivating, resolving conflicts, etc.
		3. Develop Monitoring & Evaluation Plan
		   a. Develop project logic framework
		     i. Defining the Scope
		     ii. Develop an Outcomes Hierarchy
		     iii. Identify Objectively Verifiable Indicators
		     iv. Articulate and Document Assumptions
		     v. Critique the Project Logic
		     vi. Identify the Risks Associated with the Assumptions
			The consultant is required to design, develop and deliver the following:
			
			• Course structure
			• Course content for each KLE
			• Online course format (Moodle-based)
			• Formatted course materials
			• Formatted course trainer materials guidance notes
			• Recorded videos for use on e-learning platform
			• Delivery of online courses
			• Answers to trainees' questions
			• Practical Exercise for Project Management Principles assessment
			• Module assignments and assessment guide
			• Certificate of competence / completion
			
			Content Design and Development
			
			• Work with the SPREP project team to understand existing content and to instructionally design the content into storyboards to meet the agreed learning objectives;
			• In consultation with SPREP, the consultant should present three (3) distinct sample user interface designs for the module(s), each to include an example of a welcome/ main menu screen and a page of sample content;
			• These designs should include color palettes, header and footer sections, navigational and menu buttons and follow SPREP branding guidelines;
			• SPREP will work with the consultant to refine the designs and select a final interface;
			• Creation of defined storylines or scenarios and will need to be interspersed with quizzes, information nuggets, and case studies to

Module	Learning Intent	Specific Issues to be addressed	Deliverables

		b. Develop SMART objectives
		c. Track project development and implementation
		4. Project Budget
		  a. Cost Planning
		  b. Cost estimating
		  c. Budget tracking and control
		5. Risk Management
		  a. Risk identification
		  b. Risk assessment
		  c. Risk response planning
		  d. Risk tracking and control
		6. Project governance
		  e. Stakeholders
		  f. Steering Committee
		  g. Terms of Reference: responsibilities, operations, Accountability & Governance, Sharing information, etc.
			enhance the learning experience as well as improve the interaction with participants
			• Designing and developing a functional prototype of the online learning modules for review and validation;
			• Completing development of self-paced and interactive learning modules;
			• Integrating the learning modules into the learning platforms
			• SPREP project team and the consultants will validate the selected design. This will ensure that the final product will have:
			  − An overall design plan and architecture.
			  − A consistent look and feel.
			  − A common and apparent navigation strategy.
			  − Interactive exercises.
			  − Required visuals – flow charts/decision trees/sketches/interactive image maps/videos?, etc.
			• Any identified deficiencies in the selected design identified during the validation process will be corrected by the consultant, and approved and accepted by SPREP;
			• The consultants need to ensure the following points while developing the eLearning modules:
			  − Each module of the training is expected to take no more than 10 hours to complete, which should be further broken down into topics of no more than 1 hour each, except the final two-hour live session.
			  − Training should also direct the learners to the Links for additional reading resources
			  − A case study with closed-ended questions will be part of the overall training module
			  − Number of assessment questions "check-for-understanding" embedded in each module
			  − The consultant should be aware of the culture contexts of the learners
			  − Images and references should be culturally appropriate.

Module	Learning Intent	Specific Issues to be addressed	Deliverables

Module 2:
 	
Used Oil Management
	Participants should be able to develop a national used oil management plan that incorporates elements of collection & storage infrastructure, tools to conduct assessments and national inventory, human health and environmental safety, knowledge on markets for and uses of used oil.	Key Learning Elements (KLE):
		1. Types of used oil, and issues, uses for this material
		2. National Management Plans
		   a. Overview of common legislative regulations and best practice minimum standards
		   b. Used oil management collection systems (and best practice transport practices)
		   c. Used oil management storage facilities
		   d. Used oil analyses and the treatment techniques according to the used oil composition
		   e. Health & Safety and environmental protection measures for managing used oil
		3. Techniques/Technologies for recycling and reuse of used oil
		4. Used oil quantity assessment and monitoring tools
			The consultant is required to design, develop and deliver the following:
			
			• Course structure
			• Course content for each KLE
			• Online course format (Moodle-based)
			• Formatted course materials
			• Formatted course trainer materials guidance notes
			• Recorded videos for use on e-learning platform
			• Delivery of online courses
			• Answers to trainees' questions
			• Practical Exercise for Used Oil Management assessment
			• Module assignments and assessment guide
			• Certificate of competence / completion
			
			Content Design and Development
			
			• Work with the SPREP project team to understand existing content and to instructionally design the content into storyboards to meet the agreed learning objectives;
			• In consultation with SPREP, the consultant should present three (3) distinct sample user interface designs for the module(s), each to include an example of a welcome/ main menu screen and a page of sample content;
			• These designs should include color palettes, header and footer sections, navigational and menu buttons and follow SPREP branding guidelines;
			• SPREP will work with the consultant to refine the designs and select a final interface;
			• Creation of defined storylines or scenarios and will need to be interspersed with quizzes, information nuggets, and case studies to enhance the learning experience as well as improve the interaction with participants

Module	Learning Intent	Specific Issues to be addressed	Deliverables

			• Designing and developing a functional prototype of the online learning modules for review and validation;
			• Completing development of self-paced and interactive learning modules;
			• Integrating the learning modules into the learning platforms
			• SPREP project team and the consultants will validate the selected design. This will ensure that the final product will have:
			  − An overall design plan and architecture.
			  − A consistent look and feel.
			  − A common and apparent navigation strategy.
			  − Interactive exercises.
			  − Required visuals – flow charts/decision trees/sketches/interactive image maps/videos?, etc.
			• Any identified deficiencies in the selected design identified during the validation process will be corrected by the consultant, and approved and accepted by SPREP;
			• The consultants need to ensure the following points while developing the eLearning modules:
			  − Each module of the training is expected to take no more than 10 hours to complete, which should be further broken down into topics of no more than 1 hour each, except the final two-hour live session.
			  − Training should also direct the learners to the Links for additional reading resources
			  − A case study with closed-ended questions will be part of the overall training module
			  − Number of assessment questions "check-for-understanding" embedded in each module
			  − The consultant should be aware of the culture contexts of the learners
			  − Images and references should be culturally appropriate.

Module	Learning Intent	Specific Issues to be addressed	Deliverables

Module 3:
 	
Disaster Waste Management
	Participants should be able to develop a national disaster waste management plan utilising the Regional Disaster Waste Management Guideline that incorporates elements of waste sorting and recording into Post Disaster Needs Assessment, collection & storage infrastructure, as part of human health and environmental safety.	Key Learning Elements (KLE):
		
		1. Disaster Management Cycle and Disaster Risk Reduction.
		2. Types of waste generated from natural disasters.
		3. Health, Environmental and Social Impacts of disaster wastes.
		4. National Disaster Waste Management Plans:
		  (i) Waste Management Activities in each stage of the Disaster Management Cycle, including prevention and preparedness.
		  (ii) Key Agencies and responsibilities in the implementation of activities in the stage of the Disaster Management Cycle.
		  (iii) Timeline for activation of activities in each stage.
		  (iv) Disaster Waste Temporary Storage Sites.
		  (v) Management and disposal option for each waste streams generated from natural disaster.
		5. Standard Methodology for disaster waste assessment and recording.
			The consultant is required to design, develop and deliver the following:
			
			• Course structure
			• Course content for each KLE
			• Online course format (Moodle-based)
			• Formatted course materials
			• Formatted course trainer materials guidance notes
			• Recorded videos for use on e-learning platform
			• Delivery of online courses
			• Answers to trainees' questions
			• Practical Exercise for Disaster Waste Management assessment
			• Module assignments and assessment guide
			• Accreditation - Certificate of competence / completion
			
			Content Design and Development
			
			• Work with the SPREP project team to understand existing content and to instructionally design the content into storyboards to meet the agreed learning objectives;
			• In consultation with SPREP, the consultant should present three (3) distinct sample user interface designs for the module(s), each to include an example of a welcome/ main menu screen and a page of sample content;
			• These designs should include color palettes, header and footer sections, navigational and menu buttons and follow SPREP branding guidelines;
			• SPREP will work with the consultant to refine the designs and select a final interface;
			• Creation of defined storylines or scenarios and will need to be interspersed with quizzes, information nuggets, and case studies to

Module	Learning Intent	Specific Issues to be addressed	Deliverables
		6. Use of KoboToolBox for gathering data and information	enhance the learning experience as well as improve the interaction with participants • Designing and developing a functional prototype of the online learning modules for review and validation; • Completing development of self-paced and interactive learning modules; • Integrating the learning modules into the learning platforms • SPREP project team and the consultants will validate the selected design. This will ensure that the final product will have: − An overall design plan and architecture. − A consistent look and feel. − A common and apparent navigation strategy. − Interactive exercises. − Required visuals – flow charts/decision trees/sketches/interactive image maps/videos?, etc. • Any identified deficiencies in the selected design identified during the validation process will be corrected by the consultant, and approved and accepted by SPREP; • The consultants need to ensure the following points while developing the eLearning modules: − Each module of the training is expected to take no more than 10 hours to complete, which should be further broken down into topics of no more than 1 hour each, except the final two-hour live session. − Training should also direct the learners to the Links for additional reading resources − A case study with closed-ended questions will be part of the overall training module − Number of assessment questions "check-for-understanding" embedded in each module − The consultant should be aware of the culture contexts of the learners − Images and references should be culturally appropriate.

Module	Learning Intent	Specific Issues to be addressed	Deliverables
Module 4: **Sustainable finance for Waste Management**	Introduction to Sustainable Finance for Waste Management (Module 1 / 5*) Participants should understand what Sustainable Finance for Waste Management systems are (such as Container Deposit, Extended Producer/Importer Responsibility, and Advanced Recovery Fee and Deposit) and how they can assist with the long-term management of waste. Participants should understand the Sustainable Finance systems currently in operation in the Pacific.	Key Learning Elements (KLE): 1. What are Sustainable Finance for Waste Management systems. 2. How Sustainable Finance systems can assist with long-term management of waste. 3. Where Sustainable Finance systems are in operation and their specific elements. 4. What is the 21-step pathway for designing and implementing a Sustainable Financing solution. 5. What are the data and information requirements to enable design of an effective system. 6. How to use a Deposit and Fee Calculator and undertake a high-level pre-feasibility assessment to determine feasibility of an Advanced Recovery Sustainable Financing system.	**The consultant is required to design, develop and deliver the following:** • Course structure • Course content for each KLE • Online course format (Moodle-based) • Formatted course materials • Formatted course trainer materials guidance notes • Recorded videos for use on e-learning platform • Delivery of online courses • Answers to trainees' questions • Case study exercise to demonstrate use of the Deposit and Fee Calculator and • Case study exercise to undertake a high-level pre-feasibility assessment • Module assignments and assessment guide • Accreditation - Certificate of competence / completion **Content Design and Development** • Work with the SPREP project team to understand existing content and to instructionally design the content into storyboards to meet the agreed learning objectives; • In consultation with SPREP, the consultant should present three (3) distinct sample user interface designs for the module(s), each to include an example of a welcome/ main menu screen and a page of sample content; • These designs should include color palettes, header and footer sections, navigational and menu buttons and follow SPREP branding guidelines;

Module	Learning Intent	Specific Issues to be addressed	Deliverables

	Participants should be introduced to the 21-step pathway for designing and implementing a Sustainable Financing solution.
	
	Participants should understand how to identify the need for a Sustainable Financing system, and what the data and information requirements are to enable design of an effective system.
	
	Participants should be introduced to a Deposit and Fee Calculator and complete a high-level pre-feasibility assessment to determine if an Advanced Recovery Sustainable Financing system is suitable for their context,
	
	* Note: Future Modules anticipated in the suite of Sustainable Financing
			• SPREP will work with the consultant to refine the designs and select a final interface;
			• Creation of defined storylines or scenarios and will need to be interspersed with quizzes, information nuggets, and case studies to enhance the learning experience as well as improve the interaction with participants
			• Designing and developing a functional prototype of the online learning modules for review and validation;
			• Completing development of self-paced and interactive learning modules;
			• Integrating the learning modules into the learning platforms
			• SPREP project team and the consultants will validate the selected design. This will ensure that the final product will have:
			  − An overall design plan and architecture.
			  − A consistent look and feel.
			  − A common and apparent navigation strategy.
			  − Interactive exercises.
			  − Required visuals – flow charts/decision trees/sketches/interactive image maps/videos?, etc.
			• Any identified deficiencies in the selected design identified during the validation process will be corrected by the consultant, and approved and accepted by SPREP;
			• The consultants need to ensure the following points while developing the eLearning modules:
			  − Each module of the training is expected to take no more than 10 hours to complete, which should be further broken down into topics of no more than 1 hour each, except the final two-hour live session.
			  − Training should also direct the learners to the Links for additional reading resources
			  − A case study with closed-ended questions will be part of the overall training module
			  − Number of assessment questions "check-for-understanding" embedded in each module

Module	Learning Intent	Specific Issues to be addressed	Deliverables
	for Waste Management training package include: Module 2: Designing Operative Components; 3: Determining Financial Elements; 4: Legislative Components and Guidance; and 5: System Implementation. At the end of the course, participants will have understanding and confidence to design and implement their own Advanced Recovery Sustainable Financing system. Modules 2-5 will be developed by another donor		− The consultant should be aware of the culture contexts of the learners − Images and references should be culturally appropriate.

Target Audience

The training manual is designed for all stakeholders involved with waste management in PICTs, including managers, regulators, policy makers, associations, and private sector workers.

Trainees will have the opportunity to participate in one or more modules by pre-registering online.

The number of trainees who can participate in each module will be limited to 30 participants. The selection of the trainees will be done in collaboration between SWAP PMU and the national focal points.

Course design

Course design should be attractive, playful (by diversifying training materials: videos, articles, interviews, case studies, etc.), interactive, and comprehensive for an audience with varying initial skills.

Course modality

The delivery must necessarily include the provision of appropriately qualified instructors to ensure quality delivery of the agreed aspects of each module. The delivery will involve Pacific regional experts if suitable based on the Pacific Island Database of Capacity Development Activities (PIDOC) developed by J-PRISM and SPREP.

The course will be delivered through SPREP's Moodle-based e-learning platform. The modules will be based on e-learning from materials made available to trainees on request for one month and a two-hour live session will end the module. Online tests will be provided throughout the module and a final knowledge assessment exam will be required of all trainees.

Participant engagement

Participants commit to completing all courses included in the module for which they have registered. To ensure that the obligations are fulfilled, a tracking process will be put in place to monitor the progress of the participants, based on viewing the online videos, answering the online knowledge assessment tests, participating in the live session, taking the final exam and participating in the feedback survey.

A certificate of completion will be issued to participants who have completed the entire course.

Course standards

The training program is expected to be incorporated as an accredited vocational/ academic course leading to a formal qualification. **The course quality should, therefore, be comparable with academic standards.**

3. SCOPE OF WORK

Design, develop, and deliver four (4) training modules. The scope of work covers the following tasks:

Note to tenderers:
With due consideration of the diversity of the four (4) targeted thematic areas (used oil management, disaster waste management, sustainable financing mechanisms for waste management, and basic project management), each tenderer will be given the option of tendering for all or only specific thematic areas. Preference will, however, be given to whoever can tender for all or most of the thematic areas for ease of implementation.

1. Design a training program for the four (4) thematic areas

   The training modules to be designed should be specific to the following targeted waste streams and areas:

   - Training module 1: Basic project management;
   - Training module 2: Used oil management;
   - Training module 3: Disaster waste management; and
   - Training module 4: Sustainable financing mechanisms for waste management.

   Thus, training will consist of the theory of waste management focusing on environmentally sound and practical waste management techniques appropriate to Pacific islands with presentation of successful case studies and demonstration of best practices from the Pacific, if available, and other countries with similar conditions.

   At a minimum, the design of each training program should include details of:
   a) Delivery modalities (e.g., training manuals, e-learnings, exchanges between trainees, knowledge evaluation tools, etc.);
   b) Trainee preparation (readings, assignments, tests, case studies, etc.) and pre-diagnostic assessment;
   c) Specific topics to be taught in each module;
   d) Module timetable; and
   e) Proposed methods for evaluating course delivery.

2. Develop the training modules.

   The training modules developed for the four (4) thematic areas will be mainly based on **Pacific case studies** with reinforcement from nearby ACP and metropolitan case studies. The analysis of the case studies from countries outside the Pacific region will be put into perspective with regard to the local social, economic, ecological, political, etc. context in order to make them adaptable to the specific context of Pacific Islands. These case studies are to be developed in collaboration with the SWAP Project Management Unit.

   The modules will be developed in the form of a training manual or handbook. Each module should include, but not limited to, the following:
   a) Clear instructions on delivery;
   b) Detailed lesson text, and educational resources (diagrams, photos, slides, videos, etc);
   c) All required and recommended readings; and
   d) Samples of evaluation tools (tests, assignments, etc).

   The manual must be comprehensive in its coverage but concise enough for ease of learning.

The training materials (manuals, videos, etc) produced will be translated into French. Translation fees are not included in this assignment and will be covered by SWAP.

3. <u>Deliver the training modules.</u>

Each virtual module could be based on an equivalent of an 10-hour session to complete, which should be further broken down into topics of no more than 1 hour each, except the final two-hour live session. This will be supported by videos, articles, technical and/or legislative documentation, etc. and evaluated by a test (Quiz, questions, etc).

Each virtual training session could be given over a period of 4 weeks with e-learning made available to the trainees on request, using the SPREP's Moodle-based e-learning platform. Online exercises will be offered during the module to allow the trainee to self-evaluate. This four-week period will end with 2-hours live course allowing for a synthesis of the module, exchanges between students and/or with the trainer. An evaluation of the trainees will be done in the two weeks following this online session in order to evaluate the knowledge uptake.

All courses will be delivered both in English and French. Interpretation fees are not included in this assignment and will be covered by SWAP.

A digital copy of all deliverables (e-learning videos, training materials, etc.) will be provided to SWAP/SPREP for future uses.

In parallel, the consultant will set up and maintain a discussion platform to allow the trainees to exchange as well as to ask questions to the trainers. The constant will have to bring the answers. The consultant will ensure that the answers are provided to the trainees.

4. <u>Assess the trainees.</u>

The courses should lead to professional accreditation. Therefore, the course design should include the objectives of the competencies to be get, as well as the process for assessing and determining whether these have been achieved by the participants.

To do this, the consultant will be responsible for:

(i)   Designing and developing materials to assess the knowledge gained by the trainees (MCQs, exercises, tests, examens, etc);

(ii)   Assessing the documents produced by the trainees. Noted that the document provided in French will be translated into English before evaluation. The costs of translating the documents will be covered by SWAP;

(iii)   Writing an evaluation report for each trainee. The report must assess whether the trainee has met the capacity building objectives;

(iv)   Delivering the professional accreditation, if the competencies acquired are in line with the objectives.

4. DELIVERABLES & TIMEFRAMES

The overall training is expected to be completely delivered with 7 months from the effective date (signing) of the contract, with a preference for the activities to be completed much earlier.

Tenderers will join to their offer a detailed timeframe including the different steps of this assignment. At a minimum, the following deliverables are expected:

- Deliverable 1: Draft design (or detailed overview) for the four training modules;
- Deliverable 2: Draft versions of the four training (including details specified in paragraph 3 above);
- Deliverable 3: Final versions of the four training with training manuals and other materials (including videos) for trainees;
- Deliverables 4: The delivery of the first virtual training modules (Basic project management) including assessment of documents produced by trainees;
- Deliverables 5: The delivery of the second virtual training modules (Used oil management) including assessment of documents produced by trainees;
- Deliverables 6: The delivery of the third virtual training modules (Disaster waste management) including assessment of documents produced by trainees;
- Deliverables 7: The delivery of the fourth virtual training modules including (Sustainable financing mechanisms for waste management) including assessment of documents produced by trainees; and
- Deliverable 8: Training reports and end-of-consultancy report.

The tenderer will explain how the timeframe will be met. If bidders feel they need more time, they should describe and justify this in their technical offer.

5. BUDGET & PAYMENT SCHEDULE

Proposals above USD$140,000 may not be considered.

Payment for the service will be phased according to the table provided in the **Financial Proposal form.**