



Tbilisi, 27 July 2021

Pre-Bid Meeting

Supporting the Development of the Content for Production of a Self-Paced E-Learning Program for Civil Servants on Public Policy Making Supporting Public Administration Reform in Georgia – Phase 2 (PAR 2)

Minutes

Tuesday, 27 July 2021, 11:00 AM-noon
A pre-bid meeting was conducted via Zoom

UNDP Representatives:

Sophio Omanadze - Capacity Assessment, Evaluation and Monitoring Specialist, Project: Supporting Public Administration Reform in Georgia - Phase 2 (PAR-2), United Nations Development Programme (UNDP) *Sophio Omanadze*
Natalia Baratashvili - Capacity Development Coordinator, PAR-2, UNDP *Natalia Baratashvili*
Inesa Ejibia - Admin/Finance Assistant, PAR-2, UNDP *I.Ejibia*

Interested proposers:

Vyacheslav Gromlyuk – PAI
Paul Bell - Agenda Global
Tinatin Khulordava - University of Tokyo
Nino Chikvanaia - Policy and Management Consulting Group (PMCG)
Shota Murtskhvaladze - Mindworks LLC

The overall objective of the consultancy is to support the Administration of the Government (AoG) in the preparation of self-paced online learning program content, based on the existing public policy standards and in line with the needs of civil servants. On a later stage for developed content will be used in the production and installation of the e-learning course on a single-space platform for e-learning currently being developed by the Civil Service Bureau on the open-source platform Moodle.

A pre-bid meeting was held remotely via Zoom on 27 July, from 11:00 AM – to noon. The meeting aimed to clarify questions of interested proposers concerning the proposal.

Ms. Sophio Omanadze opened the meeting, preceding a brief overview of the key aim and objectives of the assignment provided by the PAR-2 Capacity Development Coordinator.

The introductory part was followed by Q & A:

Question: Why is the involvement of civil servants essential in the online program design process?

Answer: Experience shows that involving civil servants in the program design is always beneficial, as it helps to clarify how the documents should be structured, understanding the attitudes, readiness and willingness of civil servants to participate in the online training. It is essential due to the fact that there might be differences in Georgian civil service in terms of requirements and expectations; based on this, the organization will have a clearer picture on what should, or should not be a part of the program.

Question: Why is the Public Policy Expert not a part of the team?

Answer: The idea behind the separation of the role of the Public Policy Expert is to ensure fairness and make it easier to select the professional with relevant experience, available to support the consulting companies to define, select the topics, and provide necessary content-related advice, regardless of the company selected.

Question: Will the pre-defined Public Policy Expert be remunerated by UNDP, or should the cost be covered within the offer budget?

Answer: The costs for the service of the Public Policy Expert will be covered by the UNDP.

Question: Are the proposers expected to include their suggestions on the level of the effort for the public policy expert in the financial proposal?

Answer: No, they are not, due to the fact that the cost will be depended on the needs assessment and the final structure outline of the module, and it will be covered by UNDP. Hence, referring to how the organization views their involvement, and providing the approach will be enough.

Question: Will the suggestions and requirements of the winning company be taken into account, regarding the timeline and the workload of the public policy expert?

Answer: The answer to this question is affirmative. The expert will not be recruited until September, at the least (after the first meetings are conducted, needs assessment stages are initiated and the company is more or less aware of the procedure and requirements); hence, the requirements of the company will certainly be taken into account.

Question: As to the content development, are there any preferences with regards to the content type? (E.g. Educational and assessment materials include creation of videos; however, it is unclear which types of videos are preferred when developing the e-learning content: using slides, filming speakers, developing fully animated videos etc.). This is crucial, as the budget will be heavily dependent on it.

Answer: There is no preferable option, however, the mix of different tools is deemed optimal, at this stage, prior conducting the needs assessment, as it will shed the light to the requirements, expectations and budgetary implications to be considered by the company.

Question: In terms of budgeting, it is unclear at the outset, whether the needs assessment is going to determine how the civil servants prefer to be trained, or how much time are they willing to allocate for it. However, this information is essential for developing the content. Hence, it would be desirable if some kind of frame could be provided, to clarify the likely time commitment of the civil servants.

Answer: Study related to readiness to online learning could be shared with the proposers, covering the expectations of civil servants regarding the online trainings; along with the classroom training module on public policy analysis, which will help the proposing organizations to define the scope and the budget easier.

Question: With regards to the module, will the syllabus, or all content materials be shared with the proposers (to clarify how detailed is the existing content)?

Answer: The whole package can be shared, which is rather detailed. Moreover, the new components for the module will be the work of the public policy expert, which will support the company to define the new content, if necessary, or to revise, update, and enhance the existing one.

Question: What was the average participation time in this trainings, when conducted face-to-face?

Answer: The average allocated time was around 40-45 hours, in total. Moreover, due to the fact that civil servants are usually employed full-time, they cannot allocate the whole week for trainings, hence the training sessions are divided up and apportioned accordingly.

Question: According to the ToR, “the company/institution may suggest applying additional synchronous and/or asynchronous collaborative delivery formats in addition to the selected self-paced e-learning method”. Are these intended to supplement the self-paced learning with face-to-face learning or some other online sessions?

Answer: The answer is affirmative. The needs assessment may show that certain additional features need to be included, and the recommendations of the company, regarding the specific features and technical solutions, will be very helpful (especially the ones that will be integrated within the Moodle). The details regarding the Moodle will be shared with the organization at the later state, which will be helpful for them to see how the process is structured, and how can civil servants access the unified e-learning platform, available from October-November, 2021.

Question: Do you think there will be an overlap between the assignment and the ongoing work on developing a unified e-Learning Platform?

Answer: The self-paced course shall be finalized before initiation of the technical work. After the completion, it will be uploaded on the e-learning platform hosted by the Civil Service Bureau.

Question: It is noted in the ToR that the capacity development could be engaged with limited level of effort (LOA) for the needs assessment, and the international expert - for the review of the outline and structure of the course. Does this imply that the main lead of the team from the organization’s side is the Learning Experience Expert, which will be closely collaborating with the public policy expert?

Answer: Yes, it does, and it is based on the distribution of the expert work. Even the points are distributed in a way that the Learning Experience Expert has more points allocated, hence, it can be stated that his/her experience is the most important.

Question: Regarding the language of the deliverables, should all deliverables be in Georgian (including the Needs Assessment Report)?

Answer: Yes, the final deliverables should be provided in Georgian. However, if the company is not local, the translation costs should be considered in the budget.

Question: Since AoG is the key counterpart of the project, as envisaged in the RFP, should the proposers focus on this entity during the consultations and the needs assessment, or should they include consultations with line ministries, as well?

Answer: The AoG is mostly responsible for the strategic decisions; therefore, the questions for them will differ from Ministries, subsequently, the Ministries should be included, as well. Hence, the engagement of the AoG is essential for the general recommendations, and the details shall be obtained through discussions, or meetings with the line ministries and civil servants. Nonetheless, it is up to the

organization, to decide how to engage the stakeholders.

Question: How can the proposers contact with relevant distinguished persons, in case of the further questions?

Answer: Generally, no further questions are applicable before the deadline, however, in certain, exceptional cases, the proposers can refer to the Admin/Finance Assistant of the PAR-2 project, the e-mail of which is included in the announcement. The questions along and corresponding answers will be uploaded on the webpage and shared with all the other participants.

Following the Q&A part, the PAR project Capacity Development Coordinator, the M&E Specialist thanked the attendees for participation and closed the meeting.

The Consultation meeting lasted around an hour.