

# **e-Training for Bahrain's Civil Service December 2006 and January 2007 Implementation Mission Report**

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## **Introduction**

This report was prepared to report on the findings of two missions to Bahrain over the period 9-20 December 2006 and 5-21 January 2007 (including travel time) for the Civil Service Bureau (CSB) of the Kingdom of Bahrain under a UNDP-funded consultancy to assist the CSB in implementing an e-training program (described in the public version of the UNDP project document (Annex A).

The principal objective of these missions was to accelerate the implementation of the UNDP-funded Project (Annex A). To that end a series of meetings were held with potential suppliers, CSB staff, UNDP and the Central Informatics Organisation (CIO). A list of the people met and their organizations is included provided in Annex B.

The principal activities taken during the missions had to do with:

1. hiring of three UNDP-funded consultants – Ali Mossawi (software engineer), direct hire to work with CSB, and Ahmed Al-Ghawas, short-term consultant hired via competitive bid (TOR for this hire constitute Annex C) won by ANIS -Arabian Information Network Services, a subsidiary of Batelco; and Ali Hassan AlSaibai, hired during the January mission to provide a second independent judgement on network adequacy as part of the e-Training Readiness Survey
2. Carrying out of a simplified e-Training Readiness Survey, with participation of the CIO in the Survey team in the person of Elham Mohd Saleh, Director of the CIO's Technical Resources Directorate – other team members Mohammed AlSabba (Team Leader) and two consultants, Ali Al-Ghawas and Ali Hassan AlSaibai;
3. accelerating work on the CSB e-Training portal
4. recommending and conducting a quick review of the option of using Moodle (a free and open source LMS) and adapting it to the needs of the CSB e-Training system vs. purchase of a proprietary LMS – to this end I entered into the forum on advocacy and comparisons of [www.moodle.org](http://www.moodle.org), elicited a number of contributions from moodle experts, elicited the opinions of some suppliers of proprietary LMS software which were provided in e-mails, conducted my own research on the web, and visited Arab Open University once in December and again in January (with Mohammed AlSabba);
5. recommending and then deciding to postpone or cancel a mission to India to visit the principal firms which I know will bid on the provision of an LMS and related services and later provision and adaptation of off-the-shelf training courses, adapting conventional training courses provided by CSB for the e-Training model;
6. preparing a draft RFP for purchase of an LMS and LCMS and circulating it for review within the CSB and CIO after a meeting with CIO and CSB on January 18; and
7. recommending revisions in the project timetable to permit full implementation of the project by July 2008 (only six months behind the original target date of January 2008) envisaged in my December 2004 report.

The remainder of this brief report discusses each of these five areas of activity in greater detail.

### **1. Hiring of consultants**

Ali Almosawi was hired and worked for two weeks on both design of the e-learning survey, and the completion of the CSB e-Training Portal begun by two University of Bahrain (UoB) students, Zainab Jameel and Deema Mischal.

Ahmed Al-Gahwaz served as an external consultant for two weeks e e-Training Readiness Survey for those parts related to the network infrastructure and in the review of the draft Survey report. He produced very useful network diagrams and bandwidth utilization drafts which helped in obtaining further information from CIO

Ali Hassan AlSaibai served as an external consultant to provide an independent view on the Government Data Network's architecture, bandwidth utilization, and other aspects of the GDN or relevance for the project.

## **2. Simplified e-training readiness survey**

To save time the initial survey concentrated on four areas and relied upon expert opinion (CIO, ANIS consultant, Ali Hassan AlSaibai, IT people in the CSB and 10 ministries, human resource/personnel people in CSB and 10 ministries) to collect data rapidly, with a draft report complete by 7 January 2007. The four areas are:

### **1. Existing Information infrastructure**

- a. Bandwidth of connectivity with the GDN and its degree of utilization at each ministry/agency
- b. Bandwidth available in the ministerial/agency intranets – at the desktop workstation level
- c. Routers, switches, etc.
- d. Security issues – firewalls and other obstacles to the free flow of information over GDN between any central servers (in CSB or elsewhere) and the ministries/agencies
- e. Number and characteristics of any computer training rooms available in each ministry/agency and degree to which they are being used (i.e. can they serve as e-training rooms for employees lacking a desktop workstation or subject to too many distractions at their workstations)
- f. Videoconferencing facilities available in each ministry/agency and note whether they are located in training rooms with computers
- g. Ratio of desktop or equivalent (laptops) with intranet/Internet connectivity at each ministry/agency to number of employees
- h. Bandwidth of the connection between the GDN and the Internet<sup>1</sup>
- i. Degree of implementation of the Oracle Horizon HRMS at each ministry/agency

2. *Estimate of needed investments in network, hardware and software* to be able to conduct e-learning program at each ministry (exclusive of LMS, and assuming that the interface will be entirely web-based, but permitting upload and download of files from individual trainees from workstations in training rooms or at their own desks). For this initial survey it was assumed that any assignments done outside the government Intranet (e.g. at home or elsewhere than at the government workplaces) will not require access to the full LMS, but can be transferred by simple e-mail with attachments or brought to work on pen drives. This component of the survey remains to be completed and should be done in close collaboration with the CIO.

3. *Digital literacy survey* (carried out via interviews/questionnaires with the IT and training personnel in each ministry/agency. A rough estimate was obtained for most ministries. A more detailed study needs to be carried out on a desk-to-desk basis in each ministry once the LMS is installed and pilot courses have begun.

4. *Competency definitions and their relationship with existing or planned training opportunities* (requires working with the ministerial/agency training and human resource directorates)

- a. Evaluation of the degree to which well-specified competencies have been developed for the jobs in each ministry/agency to estimate the amount of additional work necessary to reach desired standards

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<sup>1</sup> There are indications this may be a bottleneck for general access to the Internet including any externally hosted e-training courseware, and indeed even if the servers are located within the GDN.

- b. Full catalogue of CSB and ministerial/agency-provided training opportunities available to certify competencies identified, degree to which these training opportunities are clearly linked to identified competencies.

The first three items were handled by a team led by Mohammed Alsabba and including Elham Mohd Saleh, Director of the CIO's Technical Resources Directorate, Ali Al-Ghawas, and Ali AlSaibai. The fourth item was recommended but not yet carried out and will be handled by a separate team to be appointed by Mahmood Al Tolbani. At this point no desk-to-desk surveys will be undertaken. Rather the teams are to rely upon data available from CSB, the 10 ministries' IT and HR teams, CIO, and the ANIS consultant.

### **Results of the e-Training Readiness Survey**

Potential network congestion. The most important finding of the e-Training Readiness Survey was that the current GDN network architecture and bandwidth is inadequate for more than pilot courses. This finding can be detailed in the following points presented in a meeting with CSB and CIO managers on January 18.

- There are some serious problems of potential network congestion which could arise once the e-Training initiative moves beyond pilot courses in a few ministries and agencies.
- The major choke points at present would appear to be at the CIO and the Ministry of Finance, key nodes in the GDN given the current architecture of the network and potential locations of the servers for the e-Training initiative if they are placed inside the GDN, and the GDN link to the global Internet, currently only 20 mbps.
- Currently these nodes are going over their 100 mbps capacity during peak load times, and average some 80% of capacity, whereas a rule of thumb would suggest capacity use should be kept to 65-75% of rated capacity.
- Assuming even as low as 1000 concurrent trainees accessing the system, the current bandwidth at these locations would have to be at least doubled. We are planning for the possibility of up to 4,000 concurrent users, perhaps excessive – in that case, assuming 128 kbps per user, a conservative estimate, over four times the current bandwidth would be required.
- If servers are placed at a location in Bahrain outside the GDN, there are still likely to be problems given current network architecture.
- If servers are located outside Bahrain (a solution which is likely to result in the lowest costs for hosting and software), GDN's link to the Internet would have to be further expanded, and this cost would have to be factored in and balanced against the cost savings in external hosting.
- We are assuming that there will be no bandwidth-intensive access to the e-Training system from home locations. In principle this would be desirable, but that would require upgrading connectivity in the Kingdom, which could be done combining fiber and Wi-MAX/Wi-Fi at reasonable costs and would be appropriate for implementing the e-Bahrain vision.

On the basis of these findings, which were provided in advance of the January 18 meeting, Mohammed Ali Al-Qaed (Director General for Information Technology at CIO) agreed to review the draft RFP for the LMS/LCMS and work closely with CSB to plan the needed changes in network architecture and bandwidth availability. Some changes are already under way according to him, including a provision for individual ministries/agencies to lease dedicated bandwidth to access the Internet. At the moment this is voluntary for the ministries and requires payment by the ministries/agencies for the additional bandwidth.

The reports submitted by ANIS and Ali AlSaibi contain confidential data, and will not be attached to this report. They have already been made available to UNDP and CSB.

It will be important to estimate the cost of the required improvements as per item two in the survey. For that purpose, CIO collaboration is indispensable.

Digital Literacy of civil servants. Information was obtained through the survey of IT personnel and through a survey of personnel taking CSB courses in December and January. On the basis of this information, it does not appear that computer literacy will be a big problem. But this finding, based on indirect and limited direct surveys, needs to be verified later when the LMS is installed and pilot courses are being given. This survey could be conducted online as a way of enlisting interest in the e-Training Program and advertising what it will offer. Since the results are likely to be incomplete, some additional survey at the ministry/agency level may be necessary. This is not high priority at this point in time.

Competency definitions and linking to training requirements. The planned survey has not been undertaken. It should be done. It will be a real challenge to define competencies and link them to training courses and the Oracle HRMS. This could require external consultants and take quite a bit of time and money if it has not been done. I do not have a good feeling for the current situation. Doing this well is very demanding and time-consuming. It should also be coupled with a training needs assessment, which is also quite time-consuming. We don't need this immediately, but it must be done over the next six months or so if we are to be able to ramp up the e-Training system and have it competency based. As I explained during various meetings, including the wrapup meeting with CIO and CSB managers, the key word is alignment: of training to competencies; of competencies to job descriptions; of job descriptions to unit and ministry/agency objectives; of training to the salary, promotion, staff development, and succession-management systems; of ministerial/agency objectives with government objectives. The nexus for managing these is the Oracle HRMS. But remember the basic rule: GIGO – garbage in, garbage out. The system is only as good as the data that is fed it. The same goes for the e-Training – it can be a powerful instrument, but only if linked/aligned with other tools, and more importantly, objectives, clearly specified.

### **3. Accelerating work on the CSB e-training portal**

The prototype portal prepared by Zainab Jameel and Deema Mischal under Mohamed Alsabba's supervision appears excellent. With support from Ali Almosawi, this portal has apparently been polished and prepared to serve as a front end for whatever LMS is eventually chosen, and for those of any providers offering trials for the pilot training courses, as in the case of ANIS/Momenta. But there also appear to be some problems – Ali used some software which Zainab and Deema are not familiar with. This problem needs to be addressed.

### **4. The choice to use and adapt Moodle or purchase and adapt a proprietary LSM/Learning Suite**

I recommend that the CSB download and test the free LMS Moodle ([www.moodle.org](http://www.moodle.org)), now being used in adapted versions by Arab University, by Open University (UK), and many reputable organizations. There are many firms, including some in the Middle East, specialized in making adaptations of this learning environment, and the latest version (1.7) is said to be able to work with Oracle databases, which is fundamental for CSB, since the LMS must be able to integrate with the Oracle Horizon LMS used by the government for personnel management. On the other hand, all our potential suppliers for an LMS have warned that while Moodle is adequate for academic environments, its adaptation to a corporate/government training environment is not that straightforward, and could present considerable costs and possible loss of desirable functionality.

While this might appear to be self-serving advice, my explorations – in the Moodle internal forum, in interactions with third parties by e-mail, and in reading the report which we purchased from Brandon Hall – all point in the same direction. We have therefore clearly specified in the RFP that any offeror (the term for bidder in the UNDP terminology) wanting to use Moodle as a base must include the development costs for the adaptations necessary to interface with the Oracle HRMS.

Nevertheless it is worthwhile quoting from my December 2004 report regarding this important choice.

The choice of a full e-learning suite or even a stand-alone LMS is a very complex process, and has taken some organizations more than a year, required the use of specialized consultants, and extensive debates between different stakeholders within the organizations involved. The market today is still crowded with more than 70 different suppliers, the number of parameters involved is very large, and there will likely be a consolidation through merger and acquisition of many of the current providers, which raises an issue of how to be assured of continued upgrades from the supplier chosen. ....

The cost of these systems also varies widely. As mentioned above, an LMS with all the standard functionality is available as free and open source software, like VLE, which can be obtained from the World Bank Institute, and with suitable programming work could probably be customized to add additional functionality like interacting with the Oracle Horizon HRMS. But the World Bank is currently investing over \$1 million in an initial implementation of the WBT e-learning suite which includes the Top Class LMS and LCMS (produced by WBT Systems, an Irish company and considered in the "Leader's Quadrant" by Gartner) to serve over 10,000 staff worldwide, and annual upgrades and maintenance for this system is on the order of 17 percent of initial implementation costs.

According to a survey conducted by the specialized e-learning consulting firm Brandon Hall ([www.brandonhall.com](http://www.brandonhall.com)), the average license cost in 2004 of an LMS serving 25,000 learners was \$363,361 for a single year, or \$567,973 for a 3-year license if locally installed, whereas solutions hosted on the provider's own servers averaged \$373,817 for one year and \$567,973 for a 3-year license. All this is exclusive of any content and customization to meet specific requirements of the customer. The cost of licenses like most other software depends partly on number of users (per user cost falls as the number of users increases). The G.C.C. project document estimates the cost for a 25,000 user license at \$900,000, an LCMS with a 100 user license at \$180,000, and a Virtual Classroom Server (1,000 user license) at \$50,000 plus an integration and customization cost of \$120,000 – making a total e-training suite initial software license cost of US\$1,250,000 which appears on the high side, but on the order of the amount paid by the World Bank for a complete WBT Top Class suite serving about half the number of users. No specific suppliers are indicated in the G.C.C. project document. In addition the yearly software support and maintenance costs for these three key software components for the e-training environment are \$180,000 for the LMS, \$36,000 for the LCMS, and \$10,000 for the virtual classroom server, again about the price being paid by the World Bank.

There are a number of specialized consulting firms which can be hired to help in specifying detailed customer needs and writing a request for proposals (RFP) used to solicit bids from a short list of candidate suppliers (see [www.brandonhall.com](http://www.brandonhall.com), [www.bersin.com](http://www.bersin.com), and [www.gartner.com](http://www.gartner.com) for example). Without resorting to specialized consultants, it is possible to purchase access to an extensive online database evaluating 50 different LMSs on more than 20 criteria (see [www.brandonhall.com](http://www.brandonhall.com)), including ability to handle complex fonts like Arabic, initial uncustomized implementation cost, and integration with different HRMSs including Oracle) which can help narrow down the range of options. The cost for access to this database ranges from \$995 for a three month subscription to \$1595 for a full year's subscription. There are also studies available on the web indicating how different LMSs and e-Learning suites classify according to broad variables such as "ability to execute" and "completeness of vision" (see <http://mediaproducts.gartner.com/reprints/wbtsystems/120167.html> "Magic Quadrant for Learning Management Systems, 1H04, 18 March 2004 by James Lundy and Walder Azevedo de Azevedo Filho for LMSs and <http://mediaproducts.gartner.com/reprints/wbtsystems/1200084.html> "Magic Quadrant for E-Learning Suites, 2004, 18 March 2004 by the same authors for e-learning suites). These databases and surveys are updated annually so that by mid-2005 new versions should be available.

Given the potentially high cost and time involved in researching, purchasing, and implementing appropriate e-learning suites, it is advisable to consult with Bahraini organizations who have already gone through this process, specifically the Ministry of Education's Future Schools Project (which chose the EduWave suite) and the e-Learning Center at UOB, which currently uses the WebCT system and is also looking at other options [they choose Moodle] – though it should be mentioned that academic systems such as WebCT and Blackboard may not be ideally suited to a government or corporate environment. It should also be noted that Oracle this year has moved from offering an LMS to a full e-learning suite. Since CSB is an Oracle customer, there may be some advantage in working with their suite, since it is designed to interface with their HRMS. On the other hand, this would make CBS dependent on a single supplier and might raise rather than reduce costs.

In any case, the first task is to determine exactly what functionality is required, because changing requirements after an RFP has been written and a product chosen always increases costs, more the more changes are requested.

I have provided information on a Brandon Hall database which could be ordered which would help in making the decision. I think it would be a good use of your money to purchase this – Brandon Hall has the evaluation of LMS/LCMS down to a science, and is specialized in making these evaluations on a comparative basis. A three-month subscription to their database, to use when evaluating submissions to the RFP would be a good idea. When we judge the top contenders, we can review against the Brandon Hall data for the LMS/LCMS proposals. A number of other reports are available, one of which I mentioned. It might be worth considering an annual subscription to the Brandon Hall reports. See [www.brandonhall.com](http://www.brandonhall.com).

### **5. Proposed mission to India and Bahrain**

All three Bahraini firms already interested in bidding on this project and considered pre-qualified have associated Indian firms that would actually do much of the work on the LMS and various services which may be included in a later RFP once a training needs assessment has been undertaken (e.g. adapting off-the-shelf courseware to the needs of the CSB e-Training system, and converting existing conventional courses owned by CSB into e-Training formats, or just purchasing off-the-shelf courses).

I recommended during the December visit and again early on in the January visit that CSB consider sending a small mission (myself and one or two CSB representatives) to visit Indian firms participating in the bidding prior to judging the submissions of competing consortia responding to the proposed RFP. Since I have to be in Bangalore in mid-February, I suggested this be done over the period, beginning in Bangalore on February 14 (arrival the previous day) and returning to Bahrain by the afternoon of February 17). The CSB managers could arrive on the 11<sup>th</sup> and then participate in an international conference on ICT and development. I provisionally suggested, based on discussions with two of the Indian firms, that these visits include Bangalore, Hyderabad, Delhi and Mumbai.

However, on consulting with UNDP, it appeared that such visits before the bids on the RFP have been reviewed would be contrary to UNDP guidelines. Since we have decided that the RFP is not going to include courseware at this stage, the information that would be garnered from this mission is not critical at this stage, nor would it be against guidelines to make the visit. Therefore the UNDP representative decided to leave it up to CSB to decide. My own view at this point is that it is more important to prepare and conduct the evaluation of the RFP bids and advance on other fronts. At some time prior to drafting an RFP, such a visit may prove useful. That decision can be made at a later point.

I am willing and believe it would be useful to come to Bahrain on the 17<sup>th</sup> from India (where I have a business commitment and will be presenting a paper at the above-referenced conference) and spend the 18<sup>th</sup> and 19<sup>th</sup> in Manama helping CSB and UNDP in the final (hopefully) stages of the evaluation of the submissions in response to the RFP. All parties concerned seem to be agreed on this, so at this point I need authorization from UNDP to make changes in by existing round trip ticket Washington-

Bangalore-Washington (via London on both legs) to return via Bahrain, which will add cost to the ticket. The marginal costs will have to be borne by UNDP.

## **6. Preparation and review of the RFP for an LMS and/or LCMS**

On review of the overall situation, we have decided to go ahead with the purchase of LMS/LCMS software and/or services. I have drafted the RFP (the current version is attached as Annex C of this report and differs from that sent to CIO only in the dates used – the deadline for submissions has been moved up a week to February 14 since the RFP will be released week later than earlier envisaged) and preliminary versions have circulated within CSB. At the January 18 meeting it was decided to request CIO to submit comments, since there was some discussion of alternative hybrid hosting arrangements which were not contemplated in the RFP. It is also critical to have CIO involvement in and ownership of the e-Training project, so we requested that they comment no later than Wednesday 24 January, and that the RFP be issued no later than Thursday 25 January. Bidders will be given 3 weeks from the date of release of the RFP to submit their bids. The basic elements of the RFP are as follows. ***It is essential that the RFP be issued no later than January 25, or my visit to review the submissions on 18-19 February will not be useful. We must give the bidders up to three weeks to prepare their submissions.***

- LMS may be based on free and open source or proprietary software or proprietary software, but required functionality must be provided
- Two-year contract period, ramp-up to full implementation of e-Training System April 2007-February 2008
- LMS must interface with Oracle HRMS, any development costs to achieve successful interface must be included in bid price
- SCORM (Sharable Content Object Reference Model) and AICC (Aviation Industry CBT Committee) compliant LMS and LCMS to make it possible to use multiple external vendors of courseware
- LMS able to handle synchronous and asynchronous training, asynchronous 24/7/365.
- Text, graphics, animations, voice and video capable LMS and LCMS
- Multiple server location options to be costed: Inside GDN, Inside Bahrain, and anywhere outside Bahrain.
- LMS and LCMS fully bilingual in Arabic and English at the trainee level
- Capable of handling up to 4,000 concurrent users, accessible to all 38,000 civil servants.
- Bids due by 14 February 2007, target for winner to be announced is 20 February 2007

## **7. Revisions in implementation timetable**

The proposed revisions are contained in the PowerPoint presentation I made at UNDP on December 18 and subsequently distributed by e-mail. The changes are indicated in green. The basic idea is to compress the original 3 year period 2005-2007 envisaged for the first three phases of the program into the period August 2006 (when work on the CSB e-Training Portal began) through June 2008, that is a total of 23 months. This requires conducting an initial simplified e-Training Readiness Survey (mostly completed as per point 2 above) rather than the more elaborate one envisioned earlier, and cutting down drastically on the time for preparing detailed business plans and budgets and preparing and running pilot courses. This is just feasible because the UNDP support is now in place, a team has been assembled, work on the portal is well advanced, and CSB can count on help from potential suppliers, external partners (such as the World Bank Institute, IMF Institute, and Singapore's Civil Service College – and possibly local academic partners such as the University of Bahrain and Arab Open University).

## **8. Next Steps**

There are many things that remain to be done over the coming months. But the highest priorities should be;

- Define network architecture and bandwidth upgrade plan, obtain buy-in and financing
- Implement LMS/LCMS and videoconferencing system
- Initial training needs assessment to identify priorities
- Initiate course development and acquisition
  - Expand e-training unit at CSB, establish small e-training laboratory to do in-house course development, monitor industry trends, etc.
  - Initiate e-library
  - Review external suppliers for purchase off-the shelf training materials, adapted as necessary, and to assist in conversion of conventional training courses to e-training or blended formats
- Prepare RFP for purchase of courseware, adaptation of existing courseware
- Design and begin implementation of competency-based training system linked to the Oracle Horizon system with help of experienced external consultants

28/01/2007

Annex A – Public Version of UNDP Project Document

## **Kingdom of Bahrain**

### **United Nations Development Programme**

#### **Establishing e-Training System in Bahrain: Creating Knowledge Workers**

##### **Summary of project background, justification, outcome and strategy**

Kingdom of Bahrain has already entered the information age. A vision of e-Bahrain is emerging which foresees a highly competitive information society based on knowledge workers, pursuing lifelong learning facilitated by nationwide access to broadband connectivity, supported by efficient e-government services, and operating in a global marketplace. Elements of e-leadership is found in the public, private, NGO and academic sectors, and are being actively encouraged by the King, Crown Prince, and Prime Minister. Furthermore, the Kingdom seeks to establish a Public Administration Institute (PAI) which will be responsible for all public sector training within its mandate (Decree 65).

The public sector is, however, progressing slowly in adapting with the demands of the economic, service sector and public demands. If given additional training skills/tools and knowledge, it will make Bahrain's civil service a partner in development with the country's economy, which is increasingly based on sophisticated, knowledge-intensive services and needs the support of a modern, competent, flexible, agile, and enabling government. The global experience and trend today in learning is by developing knowledge-based institutions to merge training, active learning, and knowledge sharing to maintain a cutting-edge, competitive work force.

There are certain barriers and weaknesses to achieve this. The 25 ministries and agencies in the Kingdom of Bahrain staffed by the civil servants served by the CSB spent a total of BD 903,266 on training within Bahrain and BD 2,171,506 on training received outside Bahrain in 2003 for a total of BD 3,074,772, an increase of 56 percent since the year 2000 as reported in the CSB's annual report for that year. Many of the requests appear to have an ad hoc quality, rather than to be related to systematic individual staff development plans.

UNDP under this project would support the in overcoming this problem by maximizing benefits of e-training with traditional classroom training. Civil servants would eventually take primary responsibility for implementation of annual training programmes developed in consultation with their managers as part of their annual performance evaluations. Training modules/courses incorporated into individual training plans would be related to well-defined competencies required for current and desired future jobs, and fully integrated with Public Training Institute and CSB systems. Under this project, in creating knowledge workers, civil servants would participate in a knowledge management/sharing system structured in electronically supported communities of practice to develop and share knowledge related to their specializations.

### **1a- SITUATION ANALYSIS:**

Bahrain's economy, based largely on natural resources since the discovery of oil in 1932, is today ever more centered on the service sector, with increasingly sophisticated financial, commercial, educational, health, and tourism. About the size of Singapore, its population around 734,000 in 2004 is 90 percent urban, amongst the best educated in the Arab world with 47 percent of the labour force having secondary education or above, with good knowledge of English being the primary business language. Bahrain has the highest human development index (HDI) of any Arab country according to UNDP's *Human Development Report* for the past consecutive years.

With a per-capita income of \$12,570 (World Bank Atlas Method, 2003), and Internet penetration of some 35 percent – perhaps as much as 50% of the population has access to the Internet at home and/or at work. According to the head of the Bahrain Internet Exchange – Bahrain has already entered the information age. A *vision of e-Bahrain* is emerging to be soon institutionalized in a formal way. This vision foresees a highly competitive information society based on knowledge workers, pursuing lifelong learning facilitated by nationwide access to broadband connectivity, supported by efficient e-government services, and operating in a global marketplace.

Elements of e-leadership is found in the public, private, NGO and academic sectors, and are being actively encouraged by the King, Crown Prince, and Prime Minister. The Bahrain Internet Society, founded in 1997, is spearheading, as is the Central Informatics Organization – CIO (which implements a series of e-government projects), the Economic Development Board – EDB, and the Ministry of Commerce and Industry (especially the e-Commerce Directorate with its links to the e-commerce panel consisting of cabinet ministers and headed by the Crown Prince). The Bahrain Internet Exchange, a semi-governmental organization with expected transfer to the private sector, seeks to bring down the cost of Internet services and promote their diffusion. It works closely with the Telecommunications Regulatory Authority (TRA).

To prepare the knowledge workers of the future, the Ministry of Education is implementing the King Hamad Future Schools programme in which retrained teachers work in computerized classrooms linked to the Internet, giving students access to global knowledge resources as they learn using modern pedagogical techniques. Teachers are receiving special training before working in the Future Schools, including online training and certification (the International Computer Driver's License or ICDL).

At the University of Bahrain (UOB) a sophisticated e-learning center was established this year, fifteen e-learning courses are already being given per semester, with two entirely online, and 13 blending elements of e-learning with traditional classroom teaching.

The public sector is, however, progressing slowly in adapting with the demands of the economic, service sector and public demands. If given additional training skills/tools and knowledge, it will make Bahrain's civil service a partner in development with the country's economy, which is increasingly based on sophisticated, knowledge-intensive services and needs the support of a modern, competent, flexible, agile, and enabling government. The global experience and trend today in learning is by developing knowledge-based institutions to merge training, active learning, and knowledge sharing to maintain a cutting-edge, competitive work force.

There are certain barriers and weaknesses to achieve this. The 25 ministries and agencies in the Kingdom of Bahrain staffed by the civil servants served by the CSB spent a total of BD 903,266 on training within Bahrain and BD 2,171,506 on training received outside Bahrain in 2003 for a total of

BD 3,074,772, an increase of 56 percent since the year 2000 as reported in the CSB's annual report for that year. Allocations for training come from the ministries' and agencies' own budgets, but training

requests are subject to approval by the CSB. Many of the requests appear to have an ad hoc quality, rather than to be related to systematic individual staff development plans.

Much training appears to be going on in the ministries and agencies that is neither approved by CSB nor as yet registered in the Oracle HRMS, which itself does not appear to be fully implemented throughout the government.

The CSB's TDD should develop a system of e-training, which would permit an increasing percentage of training to take place at employees' work stations or special computerized training rooms close to their workstations, and be tracked automatically through an electronic learning management system (LMS). With training outside Bahrain accounting for over two-thirds of total training expenditures in 2003 registered with CSB, there is also a possibility of substituting some of this training by distance learning through agreements with overseas educational institutions that are increasingly offering online courses. This may be supported by other electronic formats, such as room-based videoconferencing, CD-ROMs, DVDs, and videotapes.

There is clearly a need for greater decentralization of much training administration and computerization of the approval process (including digital signatures), which would free up TDD staff and managerial time for more strategic pursuits, in particular planning and organization of a greatly expanded training programme, a Learning Management System (LMS) with e-Training capabilities is the most effective solution. UNDP in the 2003-2007 Country Programme, under the priority area on "Sustainable Development", emphasizes the utilizing the IT technology for the decision makers to manage human resources more effectively.

In creating knowledge workers, civil servants would participate in a knowledge management/sharing system structured in electronically supported communities of practice to develop and share knowledge related to their specializations. The demand and necessity for an e-training environment supported by electronic knowledge bases and electronically empowered communities of practice that would eventually become integrated with the training management system.

## **1b- STRATEGY:**

### **Minimum Training Requirements**

H.H the prime minister stated in his speech to the Parliament in October 2002, the activation of the E-government at different levels. In 2003, upon the decision by the Cabinet, a circular was issued by Civil Service Bureau (CSB) mandated that each civil service employee receive a minimum of 30 hours of training, and that number is to be raised to 40 hours in 2005 and 50 hours in 2006. Since only 12 percent of civil servants, at a maximum, received formal CSB-approved training in 2003, a major effort is needed to achieve the mandated levels of training hours.

### **Bahrain E-Government**

More importantly, the Civil Service Bureau (CSB) is pursuing its e-training programme within the broader vision of e-Bahrain and Bahrain's e-government vision and strategy. The CSB's training objectives of the mandated training hours is to help civil servants become proficient "knowledge workers" performing effectively and productively to improve service delivery, increasingly through e-

government services and, keep pace with the country's changing demands. It is vital to the notion of CSB's "knowledge workers" to upgrade the current civil service work force of some 35,000 to advance and promote advance computer literacy skills recognizing that without e-training it will be difficult to modernize the existing work force and to recruit new staff graduating from schools and universities already accustomed to e-learning.

### The Public Administration Institute

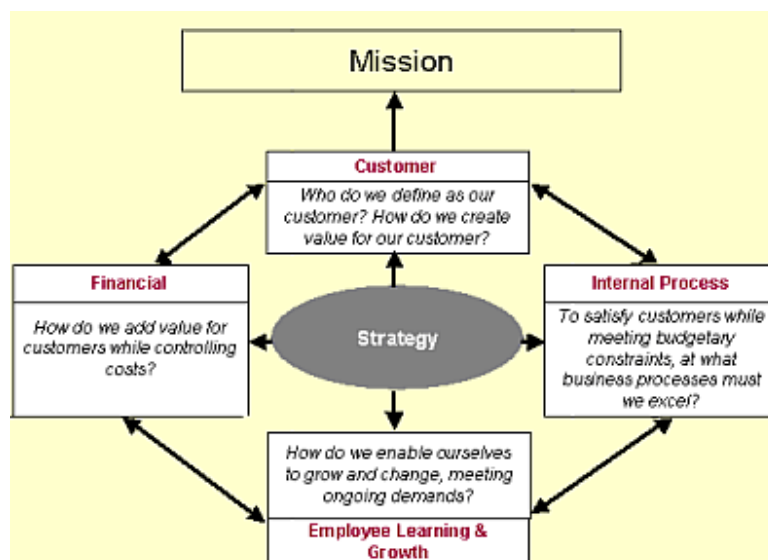
Furthermore, the Kingdom seeks to establish a Public Administration Institute (PAI). Bound in Decree 65 issued in July of 2006 the PAI will be administered by a board of directors, is chaired by the president of the Civil Service Bureau and has board members selected from key government ministries and the private sector. The PAI is responsible for all public sector training within its mandate (Decree 65).

To ensure continuity during the establishment of the PAI, the Steering Committee (SC) for this project will include the board member designates from the PAI Steering Committee and although a project in its own right, this e-training project will align itself with the longer term strategies, goals and objectives of the PAI.

Due diligence and consideration will be given to the organization and placement of the e-training unit that will be established to ensure a seamless transfer of management to the PAI at an appropriate time.

### Competency Management and Learning Management System

Also, the linking of competency-management software and Learning Management Systems (LMS) that will be carried-out under this project will align itself with existing systems at CSB (HORIZON) , MOF(FMIS) , CIO(E-Government) and the planned systems for the PAI. The Public Administration Institute (PAI) will develop competency measurement systems for all Civil Servants, probably based on an adaptation of the Balanced Scorecard method. The balanced scorecard for public sector use has four interlinking



components based around Strategy and delivering to the mission of the organization. Of particular interest to the PAI project is the work that will be done in this project relating to Employee learning and growth as defined in indicative activities for Output 3.A 'All-embracing e-training scheme implemented'.

- A. *Establish linkages between job competencies and training opportunities. Define competencies required for all civil servants to determine specific training options for developing each competency.*

### **Employee Learning and Growth**

Operating as mission-based organizations, public sector agencies rely heavily on the skills, dedication, and alignment of their staff to achieve their goals. Motivated employees with the right mix of skills and tools operating in an organizational climate designed for sustaining improvements are the key ingredients in driving process improvements and ultimately driving the customer and mission success. In this perspective, two areas are particularly relevant to capture work will be performed to gather the information during activity to establish the linkages between job competencies and e-training opportunities.

1. Employee skills and competencies. Is the right mix of skills present to meet challenges and opportunities on an ongoing basis?
2. The flow of information or what is sometimes termed "information capital." Do civil servants have the tools and information they require to make effective decisions that impact customer outcomes?

The skills and competencies linkages between the Learning Management System (LMS) implemented for e-training will be piloted during the latter stages of the project to ensure Proof of Concept (PoC) with the CSB HORIZON modules being introduced for HR competency management. Also the LMS, wherever possible, will be selected and implemented to ensure portability and its later integration into the PAI management systems.

UNDP under this project would support the vision, strategies, goals and objectives for the PAI to blend the maximum beneficial amount of e-training with traditional classroom training. Civil servants would eventually take primary responsibility for implementation of annual training programmes developed in consultation with their managers as part of their annual performance evaluations. Training modules/courses incorporated into individual training plans would be related to well-defined competencies required for current and desired future jobs, and fully integrated with PAI and CSB systems for pay, transfer between jobs, promotion, and termination and incorporated into the CSB HORIZON System and the PAI by-laws.

To achieve these important and strategic objectives, CSB is convinced that benefits from e-training to the civil servants are many and can be substantial.

- Can take place anywhere, anytime – at normal workstations, in specialized training rooms, at home or for that matter anywhere in the world where a good internet connection is available.
- Can result in substantial cost savings due to elimination of travel expenses and returns to scale obtained when large numbers of trainees use the same electronic courseware. Estimates of savings are as much as 50-70% for self-paced e-training.
- Can provide just-in-time access to timely information – 50-60% better consistency of learning than traditional classroom learning can be achieved.

In developing an e-learning programme and system, the project will draw upon a number of resources and partnerships present in Bahrain as well as potential international partnerships.

- At CSB, existing text, PowerPoint presentations, graphics, video, and audio can be adapted for e-training which require assistance of instructional designers, e-training specialists, and media specialists.
- At the Central Information Organization (CIO), an e-training package is immediately available as a whole suite of courses that are made available by Microsoft under the government-wide licenses negotiated by the CIO. The package covers Windows, the Office suite of basic applications for desktop users, and more advanced materials for IT personnel responsible for servers – the series is known as the Microsoft Software Assurance e-Learning.
- The International Computer Driver's License (ICDL) courseware and certification, which is already being used to train teachers in the Future Schools Programme of the Ministry of Education, could be an excellent training for the entire civil service. It covers basic computer skills including use of the Microsoft Office suite. University of Bahrain's e-learning center may also serve, depending on their technical capacities.
- Arab Open University/Bahrain Branch currently has a variety of courses that are blended – about 20-25 percent traditional classroom instruction, the rest at a distance, increasingly over the web.
- Bahrain-based private sector firms would also be utilized which specialize in consulting and sales of various kinds of e-training and competency management software and the systems. There is a potential partnership with overseas universities and training institutes around the world which are offering fully online courses. Early International partnerships and affiliations of interest include the Civil Service College of Singapore and the U.K. National school of Government who have already expressed keenness to work with the PAI.
- A Possible training partner is the World Bank Institute (WBI), which offers a wide variety of courses and seminars, including online courses.

The activities of this project would also benefit, at the Macro level, the Kingdom of Bahrain's advancement towards modern e-Government given that Ministries are moving from seeing themselves as separate and distinct entities to becoming part of 'One Government'. Through this, sharing of information and collective knowledge will be provided to the public with integrated services – conveniently, seamlessly, continuously, speedily and effectively. It will build an infrastructure enabling the development of an "information society" and knowledge society, and to facilitate the creation of more efficient and secure processes for government, business and administration. Realizing that a competitive economy today is a joint venture between the private sector, the government, academia and research institutions, and the civil society organizations is driving these.

In addition to developing details of the work plan for e-training implementation, UNDP would support the capacities of the CSB, CIO and other related Ministries to develop training and e-training modules/courses that would be incorporated into individual training plans related to well-defined competencies required for current and desired future jobs.

### **Approach towards e-Training Implementation Strategy**

Given that CSB has no current experience with e-training (though there are units scattered throughout the government that do have some experience, beginning with the Ministry of Education, Ministry of Health, Ministry of Finance and the CIO), it will be necessary to adopt an appropriate approach to implementing the e-training programme/system. Therefore, the project is designed to carry out activities in sequential order. Stage one would be the preparation of a detailed business plan and budget and would take place during the five months of the project during which a task-force will

conduct e-training survey and workshops as well as carrying out an e-training readiness survey. In stage two, pilot e-training courses and 'proof of concept' for competency management software would be refined and launched for a selected number of institutions. In the final stage three, a broader rollout of e-training enabling full implementation of the e-training.

UNDP would support the development and achievements of this project through provisions of specialized consultants, capacity-building activities, developing business plan and budget details and the establishment of a full and integrated Learning Management System.

## **Part II. Results Framework**

See attached table.

## **Part III. Management Arrangements**

The project will be executed by the CSB and will be the entity responsible for the overall management of the project, including accountability for the production of outputs, achievement of objectives and for the effective use of UNDP resources.

For the implementation of the project, the experience of the UN and other International agencies may be utilized. For ensuring synergies and coordination to get established during the project implementation, the project will recruit an "International Coordinator" (IC) for a period of one year. In addition, provision for administration support team will be made available to assist the project activities.

The institutional management of the project will be composed of a steering Committee (SC) having senior ranking officials from:

- CSB (President of CSB,/ Assis U/Sec , TD Director, MIS Director)
- CIO,
- Min. of Commerce,
- Min. of Health,
- Min. of Education,
- Ministry of Finance,
- Ministry of Labour,
- Ministry of Industry and Commerce,
- Others as deemed necessary to oversee and support the implementation plan of the project. UNDP and the "IC" will also take part in the SC.

The main responsibilities of the SC will be to

- endorse the e-training policy and strategy,
- approve project implementation plan,
- provide general direction for project implementation,
- follow up on the progress of the project,
- facilitate an appropriate environment for implementation,
- coordinate internally to provide support for project implementation,
- Approve suppliers rendering services to the project.

The CSB will nominate a Project Director and a Project Coordinator. The Project Director (PD) will be responsible for

- a) setting detail plans for project implementation,
- b) following up on the progress of the project,
- c) directing and guiding project team members as required,
- d) acting as liaison between steering committee and project team,
- e) submitting periodical progress report to steering committee,
- f) reviewing with project experts/consultants technical matters of implementations and
- g) Be responsible for meeting agreed objectives of the project in a timely and quality manner.

With regard to the Project Manager (PM), the responsibilities will be ;

- a) following up technical implementation of the project,
- b) supervising detail implementation of the project ,
- c) providing technical advise to project team members,
- d) supervising and coordinating the service suppliers ,
- e) providing technical guidance to project team members,
- f) Following up and ensuring proper implementation of the project.,
- g) evaluating validity of system implementation at different level of phases, and
- h) Coordinating with project experts on different technical matters.

The CSB will ensure during the initial phase of the project that an appropriate section for e-training is established and functioning with sufficient and competent staff (to be recruited by the CSO with technical input from UNDP) whom will be trained as part of the capacity-building activity of the project.

### **Part IIIa. Monitoring and Evaluation**

The project will be subject to quarterly reviews. The first such review meeting will be held within three months of the start of project's full implementation. The Project Director (PD), will prepares progress reports and submits to each Steering Committee meeting through the Executive Director of the BIPD perhaps using the UNDP Project Progress Report format. The Results-based Monitoring and Evaluation mechanisms will be utilized. Project staff will receive training in applying the RDBMS applications. The PD applying UNDP procedures will prepare all financial reports required under the project.

In addition to quarterly reviews, an annual project review would be conducted during the fourth quarter of year as a basis for assessing the performance of the project. In the last year, this review will be a final assessment. This review will involve all key project stakeholders and the implementing partners, and focus on the extent to which progress is being made towards outputs, and that these remain aligned to appropriate outcomes.

The project will be subject to Audit exercise as per the UNDP regulations. The audit exercise will provide assurance that resources are used to achieve the results described in the Project Document or Annual Work Plan (AWP) and those UNDP resources are adequately safeguarded.

### **Part IV. Legal Context**

The project will be subject to quarterly reviews. The first such review meeting will be held within three months of the start of project's full implementation. The NPD and IC, will prepares progress reports and submit to each SC meeting perhaps using the UNDP Project Progress Report format. All financial reports required under NEX procedures will be prepared by the SC.

### **Part IV. Legal Context**

This document shall be the instrument referred to in Article 1 of the Standard Basic Assistance Agreement between the Government of Bahrain and the United Nations Development Programme, signed by the parties on 3 August 1978. The host country implementing agency shall, for the purpose of that Agreement, refer to the government cooperating agency described in the Agreement.

## 2- PROJECT RESULTS AND RESOURCES FRAMEWORK

Intended Outputs	Output targets	Indicative Activities	Resp. Agency	Inputs
<p><b><u>Output 1</u></b> e-Training Readiness Survey results made available</p>	<p>The duration of the Project duration will be 2 years</p>	<p>A. Establish e-Training Unit at CSB for specific purpose of e-training with specialist in e-learning, instructional design, and multimedia production.</p> <p>B. Create a working group/task force to prepare a detailed business plan and budget for e-Training plan in coordination with MOF, MOH &amp; MOE.</p> <p>C. Conduct e-readiness survey to determine the extent of the gap between the existing information infrastructure and computer availability and that required for the e-Training programme standards. Also, competency definitions and their relationship with existing or planned training opportunities will be assessed.</p> <p>D. Based on the survey, identify potential partners for the pilot phase (selected institutions), most appropriate type of training requirements for e-Training, size of e-library, and other important elements for the business plan.</p> <p>E. Elaborate a detailed business plan and budget with RFP for implementing the e-Training pilot phase and the full roll-out.</p>	<p>UNDP, SCB, CIO and line Ministries.</p>	

Intended Outputs	Output targets	Indicative Activities	Resp. Agency	Inputs
<p><b><u>Output 2</u></b> e-training system &amp; environment established.</p>	<p>The duration of the Project duration will be 2 years</p>	<ul style="list-style-type: none"> <li>A. Start the pilot phase by install e-Training suite (LMS) including multimedia courseware production lab.</li> <li>B. Launch CSB e-Training web site having materials library and converting all existing training materials to web-based electronic formats in an online library platform with linkages to knowledge sources.</li> <li>C. Initiate pilot-phase online e-Training in the MS Office suite applications – Word, Outlook, Excel, PowerPoint, and Access – for which government-wide licenses are available. In addition, selective management and technical application programmes will be offered.</li> <li>D. Develop and implement capacity-building programmes at CSB enabling monitoring and evaluation mechanisms of the implementation of e-Training programmes.</li> <li>E. Commence advocacy campaigns for creating common culture of e-Training in the ministries and agencies through media programmes, workshops, seminars with NGOs etc.</li> <li>F. Develop an e-training “community of practice”, a network of people with a common experience and interest in e-training and its implementation in Bahrain’s civil service.</li> <li>G. Review countries with advanced systems in e-Training such as Malaysia, Mexico, Singapore and Canada.</li> </ul>		

Intended Outputs	Output targets	Indicative Activities	Res. Agency	Inputs
<p><b>Output 3</b> All-embracing e-training scheme implemented.</p>	<p>Project completion will be within 2 years</p>	<ul style="list-style-type: none"> <li>A. Establish linkages between job competencies and training opportunities. Define competencies required for all civil servants to determine specific training options for developing each competency.</li> <li>B. Expand the e-Training environment for the absorbing all public sector institutions.</li> <li>C. Ensure all ministries and agencies are fully equipped to participate in the full e-Training programme, including the possibility of involving training rooms and videoconferencing facilities.</li> <li>D. Strengthen capacities of the e-Training Unit of CSB's TDD and migrate it to the new training institute (Institute of Public Administration).</li> <li>E. Establish e-training partnerships with Bahraini and international training institutions.</li> <li>F. Link annual performance reviews and bonuses to individual training plans and their implementation.</li> </ul>		

## **Annex B – List of Persons Interviewed by Institution**

### **Civil Service Bureau**

Ahmed Abdullatif Al-Bahar, Undersecretary  
Mahmood Al Tolbani, Director of Training and Development  
Mohammed Al-Sabba, e-Training Specialist, TDD  
Adeeb Al-Mutawa, Director of Management Information Systems  
Deema Mischal, e-Training specialist TDD and student at University of Bahrain  
Zainab Jameel, e-Training specialist TDD and student at University of Bahrain,  
Ali Almossawi, e-Training consultant, hired during the mission TDD

### **Central Informatics Organization**

Mohammed Ali Al Qaed, Director General, Information Technology  
Elham Mohd Saleh, Director of Technical Resources Directorate, Identity Smart Card Project, Participating in e-Training Readiness Survey with CSB  
Maher A. Alkhan, Head of Project Management Office  
Anurag Johri, PWC Consultant to CIO on e-Bahrain project  
Ishan Garga, PWC Consultant to CIO on e-Bahrain project

### **Almoayed Computers (Partners with NIIT, India)**

S.M. Hussaini, General Manager  
Amit M. Assistant Sales Manager, Business Solutions Group  
Arun Seetharam, Director, Javelin Communications, Dubai, link to NIIT, India

### **Alnadeem (business partner with Arab Open University and Mastek, India)**

Ubaydii Ubaydii, CEO  
Mishal Hamza, Business Support Manager  
Sayyed Ansar, Business Development Executive  
Prof. Samir Qasim Fakhro, Director, Arab Open University, Bahrain Branch  
Fatima A. Aziz Al Shaer, Educational Resources, Arab Open University, Baharian Branch

### **ANIS – Arabian Network Information Services, W. L.L. (Partners with Momenta, India and Gulf)**

Yaqoob Al Awadhi, CEO, moving to a position in Batelco but will remain involved with e-Training project  
Nehul Goradia, Country Manager e-Learning (seconded from Momenta)  
Ahmed Al-Ghawas, Manager, Technical Design Authority, hired as UNDP consultant to participate in e-Training Readiness Survey  
Enver Salie, Chief Technical Officer (by telephone)  
Ali Hamza, Senior Account Manager, Strategic Government Segment, Batelco (ANIS is a subsidiary of Batelco)  
Meera Kaul, Managing Partner, Momenta

### **Core Technology (partners with Gama Learn, Abu Dhabi)**

Ali Hassan AlSaibai, CEO  
Adel M. Rizk, General Manager, Gama Learn (Abu Dhabi)

**IDEC – Integrated Digital Electronics Corner (Videoconferencing Equipment)**

Eng. Rabea A. Al-Sayed, Manager, Business Development  
Hussaini Al Wazeer,

**Oracle**

Ashram El Zarka, Oracle, Kuwait (by phone, referred by Adeep Al-Mutawa

**UNDP Bahrain**

Sayed Aqa, Resident Representative  
Mohammed Al-Sharif, Programme Analyst  
Ali Salman, Programme Analyst  
Afnan M. Saeed, Programme Associate

## **Annex C – Draft RFP for a LMS and LCMS**



### **Request for Proposal (RFP)**

Date: 25 January 2007

Dear Sir/Madam,

**Subject: RFP for the provision of a Learning Management System (LMS) and Learning Content Management System (LCMS) for the Civil Service Bureau of Bahrain (CSB) with three options: hosting within the Government Data Network, Hosting in Bahrain, and off-shore hosting.**

1. You are requested to submit a proposal for software and/or services, as per enclosed Instructions for Offerors.
2. To enable you to submit a proposal, attached are:
  - i. Instructions to Offerors .....(Annex I)
  - ii. General Conditions of Contract.....(Annex II)
  - iii. Proposal Submission Form .....(Annex III)
  - iv. Price Schedule .....(Annex IV)
  - v. Performance Security Form.....(Annex V)
3. Your offer comprising of technical proposal and financial proposal, in separate sealed envelopes, in pdf or word files burned to a CD with two hard copies should reach the following address no later than 14 February 2007

United Nations Development Programme, Bahrain Office  
P.O. Box 26814  
Manama, Kingdom of Bahrain  
Attention: Mr. Ali Salman  
Telephone: +973 17 319423  
Telefax number +973 17 311500

4. If you request additional information, we would endeavor to provide information expeditiously, but any delay in providing such information will not be considered a reason for extending the submission date of your proposal.
5. You are requested to acknowledge receipt of this letter and to indicate whether or not you intend to submit a proposal.

Yours sincerely,

[Name of Firm and address]

**Annex I**

## **Instructions to Offerors**

### **A. Introduction**

#### **1. General**

The Civil Service Bureau (CSB) of Bahrain plans to implement an e-Training system (ETS) which will be available to all members of the Bahraini Civil Service at their places of work, either at their personal workstations or in training rooms equipped with workstations linked to the Government Data Network (GDN) to access the CSB Training Portal, currently under development using .Net technology. This RFP covers the provision of an LMS and LCMS for a period of two years starting in March 2007. It does not cover provision of courseware or adaptation of existing courseware for use in the ETS, but offerors are encouraged to present their catalogues of courseware for off-the-shelf management, professional, secretarial, and software training. Separate RFPs may be issued for the acquisition of courseware and/or its adaptation to the needs of the CSB.

- a. The LMS may be based on a free and open source software such as Moodle, or on proprietary software. Three hosting options should be considered and prices provided: hosting within the GDN, hosting in Bahrain, and hosting offshore anywhere in the world. Offerors may submit bids for any or all of these three options, and are encouraged to offer all three. LMC and LCMS software may be purchased, licensed, accessed free, or offered in the form of a service contract. Maintenance, technical assistance, and updating of the software or software services should be included in the price. If options are offered, they should be clearly broken out and prices for the different options specified. If the hosting within GDN or hosting within Bahrain options are submitted, then the vendor must specify the server requirements and recommendations.
- b. The LMS and LCMS must be compliant with the latest SCORM (Sharable Content Object Reference Model) and AICC (Aviation Industry CBT Committee) standards, be updated during the two-year contract period if these standards are updated during this period, and be able to import any courseware or reusable learning objects meeting these standards. Implementation will be ramped up in an essentially linear manner over a one-year period beginning in March 2007, with full implementation across all ministries and agencies reporting to the CSB by April 2008.

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- c. The LMS must be able to handle synchronous training during normal office hours and asynchronous training (accessible 24/7/365), blended (face-to-face and electronic delivery); conventional face-to-face training in computer labs with broadband Internet access; and capable of handling text, graphics, Flash or other animations, voice, and video (streaming video from servers or real-time broadcasts from training sites inside the GDN, in Bahrain, and anywhere in the world accessible by broadband Internet. Return channel video capabilities (trainees to instructor) will not be required, but this option may be offered, as may be video chat capabilities between trainees and between trainees and instructors and will be considered a favorable addition.
- d. It is not expected that trainees will have sufficient bandwidth to access the system for purposes other than web-page browsing and e-mail from their homes or other locations outside the GDN. Options for such broadband access may be offered but are not required.
- e. The LMS must be able to interface with the CSB's Oracle E-Business Suite (Human Resource Management System or HRMS – sometimes called Human Capital Development System or HCDS) and the proposal should include all development costs necessary to permit full interoperability so that the ETS will be part of a competency-based human capital/talent management system aligned with Government of Bahrain (GOB), CSB, and Ministry/Agency objectives. Training courses offered in the system will be linked to individual staff development plans, and thence to the salary, promotion, and succession management system of the CSB, and the link between the ETS and the HRMS will be through the LMS-HRMS interface. The Oracle implementation at CSB is currently 11.5.9, and the RDBMS is 9.2.0.7. The current setup is a two node installation running on IBM AIX based servers. Node 1 has RDBMS, Admin, Report servers. Node 2 has HTTP and forms servers. The payroll, human resources and training modules of the suite are currently implemented.
- f. The LMS and LCMS must be fully bilingual in Arabic and English for screens commonly seen by the trainee, and fully competent to handle courseware in these two languages. All costs of Arabization should of the basic trainee screens should be included in the prices. The offeror should provide screen shots or other demonstration of their LMS and LCMS in Arabic.
- g. *The LMS must allow any civil servant access at their personal or training room workstation with a single logon, with a maximum number of 4,000 concurrent users at full implementation in by the end of March 2008, with a linear ramp-up to this number over the twelve months beginning in March 2007. Actual concurrent logons are likely to be considerably below this number.***
- h. *The total number of civil servants who may access the ETS total approximately 38,000 located in 24 ministries and agencies, some with multiple locations, mainly in the greater Manama area.***
- i. *The RFP does not include the cost of LAN, GDN or Internet connectivity, which will be covered by the GOB.***
- j. Accessing the LMS would be through the gateway of ETS; therefore designing of web portal should be included in the prices.

## **2. Response Format and detailed requirements**

### *a. About the Proposing LMS and LCMS Vendor*

- List the primary contact information for those responsible for responding to this RFP.
- What is the address for your corporate headquarters?
- Please describe your company history, present, and future including:

### **History**

- When was your company founded, and by whom?

- When did your company first begin offering LMS products and services?
- What awards and industry recognition has your company received?
- How long have you been profitable?

**Present**

- What is your company’s mission and vision within the training and eLearning industry?
- Please describe your ownership status (private or public company).
- List the total number of employees by department/business function.
- List the total number of clients who are presently utilizing the current version of the LMS/LCMS product you are proposing along with a sample client listing.
- Provide a short overview of the products and services your company offers including LMS/LCMS products and others you may offer providing additional learning & training solutions that would support our employee development & training efforts in the future (e.g., off-the-shelf courses, custom content development services, etc.)
- What differentiates your company and products/services from those offered by your competitors

**Future**

- When is the next product upgrade scheduled and what new features can we expect that are either not presently offered in the existing system or features that will be significantly enhanced?

**b. Learning Management/Learning Content Management System Overview (LMS/LCMS)**

Your response should be organized according to the chart that follows. Please address all items completely. If a feature requested is available now within your system, please mark **Yes**, and respond with a succinct yet comprehensive description of the feature. If a feature requested is not available nor on your product roadmap (will not be available), please clearly respond with **No** and type “**Feature Not Available**” in the comments section. If a feature is on your product roadmap and scheduled for release, please type in the date of when the feature is expected to be available. In general, if features are not available in your LMS or LCMS, please indicate an alternative approach you can offer which will provide as much as possible of the required and desired functionality. If you believe that such functionality is not really necessary, please state your reasons.

**LMS/LCMS Features**

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
<b>Integrated LMS and LCMS Application</b>				
<ul style="list-style-type: none"> <li>▸ Web portal-style online training system with customized CSB interface (an initial start on this in .net technology is available and will be provided)</li> </ul>	✓			

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
○ Online Graphical User Interface	✓			
○ WYSIWYG and HTML design tools	✓			
○ All design aspects controllable by us (e.g. look & feel, branding) without extra charge	✓			
○ Support Cascading Style Sheets (CSS)	✓			
○ Secure User Logon Authentication	✓			
▸ Custom data fields may be added to properties of users, WBT, and ILT, and subsequently included within standard or customized reports	✓			
▸ Client can create multiple customized training portals for different ministries and agencies. Please list here any extra costs required. Also list any limitations.	✓			
▸ Custom home page and other portal page designs based on target populations/groups of users including the ability to rollback to any previous version	✓			
▸ Portal page design "staging area" where designs are developed prior to releasing to the production site	✓			
▸ Full featured Learning Management System functionality	✓			
▸ Full featured Learning Content Management System functionality	✓			
▸ Role-based user management	✓			
<b>Built-in AICC and SCORM 2004 Importer</b>				
▸ Client can import AICC and SCORM courses. Detail any additional cost	✓			
▸ System supports thousands of courses	✓			
▸ Once imported, Sharable Content Objects may be used to create new courses	✓			
▸ Support SCORM 1.2 and 2004	✓			

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
› Built-in SCO Management Tool		✓		
› Built-in SCORM manifest debugger		✓		
<b>Built-in WBT Course Creator/Editor Tool</b>				
› Web-based course creating tool	✓			
› Graphical (WYSIWYG) designing tool	✓			
› True Video Streaming Server	✓			
› Code view (HTML) designing tool	✓			
› Support for designing WBT with 3 <sup>rd</sup> -party tools such as Flash, Dreamweaver, CourseMaker Studio, etc.	✓			
› Support integration with 3 <sup>rd</sup> -party content providers such as ElementK, Skillsoft, etc.	✓			
› Support version control and rollback		✓		
› Courses may be archived and retrieved later for subsequent use	✓			
› Multiple content authors can contribute to developing a single course	✓			
› Courses are fully HTML-based and support links to external URLs	✓			
› Vendor can provide hundreds of off-the-shelf online courses spanning multiple disciplines (basic computer skills, Management skills, compliance, etc.)		✓		
› Vendor content develop services available		✓		
<b>Built-in Support for Virtual Training (VILT)</b>				
› Fully integrated 3 <sup>rd</sup> -party virtual online		✓		
› meeting and collaboration (Live Meeting, WebEx, etc.)	✓			
<b>Support for Instructor-led Training (ILT)</b>				
› Instructor scheduling	✓			

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
▸ Multi-campus / multi-classroom support	✓			
○ Locations can include driving directions		✓		
○ Classrooms support max occupancy	✓			
○ Open enrollment period can automatically close based on a specific date	✓			
○ Student conflict management to avoid double-booking learners	✓			
▸ Physical Asset Inventory/Scheduling		✓		
○ Asset scheduling conflict avoidance		✓		
○ Track training aids, computers, etc.		✓		
○ Assets can be grouped by category		✓		
▸ Multi-training / multi-session support		✓		
○ Individual session times/days supported		✓		
○ Sessions can be mapped to locations, assets, instructors, etc.		✓		
▸ Custom ILT properties fields may be added (e.g., tracking for multiple CEU types, etc.)		✓		
▸ Online learner end-of-course surveys can be linked to an ILT event		✓		
<b>Personalized Learning Experience</b>				
▸ Students can launch self-paced WBT	✓			
▸ System tracks all user training portal interaction (page views, time online, courses complete, % complete, etc.)	✓			
▸ Home page can automatically list user's full name (w/out special programming required)	✓			
▸ Personalized calendar per user including events, assignments, tasks, etc.	✓			
▸ Personal "courses" view that includes links to launch self-paced WBT as well as a	✓			

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
calendar view for instructor-led training events				
‣ Personal "assignments" view	✓			
‣ "Learning Plans, Skills and certifications" view	✓			
‣ Ability to change password	✓			
‣ Ability to update personal demographic data (e-mail, phone, department, etc.)	✓			
‣ Student may enter and track course notes online	✓			
‣ Learners may search course catalog for	✓			
‣ self-directed learning	✓			
‣ Automatic e-mail notification when registered for learning activities	✓			
‣ System allows quality surveys to be sent to learners to solicit feedback		✓		
‣ System can be accessed by current versions of Internet Explorer, Netscape, and Mozilla with no plug-ins or proprietary downloads required.	✓			
‣ Learner can view and print certificates of completion		✓		
<b>Support for Supervisors/Managers</b>				
‣ Supervisor notification of subordinates' training schedules	✓			
‣ The option to require supervisor approval	✓			
‣ Automated e-mail to support the learner approval process	✓			
‣ Enable supervisors to run performance management reports for subordinates to support job progression/career paths	✓			

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
<b>Enrollment Management</b>				
› Support for web-based training (WBT)	✓			
› Support for instructor-led training (ILT)	✓			
› Support for synchronous online training (VILT)	✓			
› Support for mixed training modalities (blended learning)	✓			
› Time based event scheduling	✓			
○ All training types can be scheduled as “events” with start and end dates	✓			
○ Students may be registered for training events in batch or by individual	✓			
○ Customizable title and description	✓			
○ Support for maximum event size	✓			
○ Automatic wait listing available		✓		
○ Enable/disable self registration	✓			
○ Set registration open/close date	✓			
○ Can group enrollments by category	✓			
○ Can manually update per-registration status (dropped, no show, complete)	✓			
○ Can assign and track CEU credits		✓		
○ Instructor can customize course roster (select fields like name, dept. etc.)		✓		
<b>Organizing and Searching Catalog</b>				
› Can organize online events and activities into custom categories		✓		
› Can search for events and activities based on keywords within title and description	✓			

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
<b>Training Assignments</b>				
› Instructor can create individual and group assignments	✓			
› Files can be attached to assignments	✓			
› Instructor can grade individual assignments	✓			
› Assignments appear in student calendar	✓			
<b>Built-in Digital Asset Management tool</b>				
› Integrated with course editing tools	✓			
› Supports all of the following file types: PowerPoint, Word, Excel, Adobe Acrobat, Adobe/Macromedia Flash, JPEG, MP3, Windows Media	✓			
› Supports digital asset “search”	✓			
› Supports custom asset meta-tagging, keywords, search, and ability to view where assets are used throughout the system		✓		
› Provides asset version control and roll-back		✓		
› Supports custom hierarchical folders		✓		
<b>Built-in Reports</b>				
› Pre-created standard reports including course progress per student, student progress per course, and more.	✓			
› Standard reports are customizable and can be scheduled to run repeatedly	✓			
› Support for 3rd-party ad hoc reporting tools such as Crystal Reports		✓		
› Export to Excel, PDF, text, and XML	✓			
› Schedule auto-recurring reports	✓			
<b>Built-in Assessment/Survey/Test Engine</b>				
› Import IMS-QTI compliant test banks		✓		

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
› Support for Kirkpatrick Survey Levels		✓		
› Can create question and answer pools with built-in online tools – Questions and answers can be shared across multiple training portals (global access)		✓		
› Support Multiple choice, True/False, Fill-in-the-Blank, free response essay	✓			
› Support pre, post, and inline tests that can be used repeatedly		✓		
› Built-in assessment “wizard” tool for creating tests quickly and easily		✓		
› Images and other digital assets can be linked to questions		✓		
› Set time limits on assessments/tests	✓			
› Randomize questions	✓			
› Randomize answer order		✓		
› Auto grade and display results to learner	✓			
› Show question feedback		✓		
› Display test results in learner grade book		✓		
› Limit number of attempts allowed		✓		
› Ability to set a minimum passing score		✓		
› Describe the built-in reports regarding learner assessments and surveys		✓		
<b>Built-in Certificates</b>				
› Learners may print completion certificates		✓		
› Certificates may be customized via online interface, include graphics, etc.		✓		
› Link certificates of completion to individual self-paced WBT, instructor-led training, and completion of certification plans		✓		
› Ability to update certificates and maintain		✓		

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
version control/rollback				
<b>System Customizability</b>				
<ul style="list-style-type: none"> <li>▸ System can be fully customized (branding, navigation, look &amp; feel, etc.) by the client using built-in editing tools AND/OR external development tools. Please list here any additional costs that would be involved.</li> </ul>	✓			
<b>Built-in eCommerce</b>				
<ul style="list-style-type: none"> <li>▸ Out-of-the-box integration with Verisign Payment Gateway</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Support for taxable items</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Automatic processing of credit card transactions</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Sell individual courses and categories of classes (libraries)</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Can configure custom expiration/time limits on training purchases</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Supports coupons and discounts</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Supports Purchase Order process and Refunds</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Integrated automatic custom e-mail for eCommerce transactions</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Integrated standard eCommerce reports</li> </ul>		✓		
<b>Built-in Collaboration Tools</b>				
<ul style="list-style-type: none"> <li>▸ Built-in support for Podcasts in the following locations: Portal Pages, Course Pages, within 3<sup>rd</sup> Party courses</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Users can search for Podcasts using a user-friendly web based GUI</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Built-in support for Blogs including a user friendly WYSIWYG interface and rich text editor</li> </ul>		✓		
<ul style="list-style-type: none"> <li>▸ Built-in support for <a href="#">WIKI</a> based courses and</li> </ul>	✓			

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
training portal pages				
▸ Real-time synchronous built-in chat that can be open access or moderated	✓			
▸ Threaded discussion boards (forums) that can be open access or moderated	✓			
▸ Chat and discussion boards can be open to all learners or only specific learners	✓			
▸ Internal e-mail that can be integrated with corporate email system	✓			
▸ Instructors can create and schedule custom e-mail messages for students w/attachments	✓			
▸ All notices and emails are customizable by the client and can include automatic personalization (learner name, etc.)	✓			
<b>Skills and Competencies</b>	✓			
▸ Robust Human Capital Development Management (HCDM) support	✓			
○ Configurable job profiles, which can automatically assign associated learning plans to users		✓		
○ Configurable Skills, which can be linked to users and used for job & performance management to review skill gaps, job progression, best match analysis, etc.	✓			
○ Supervisors have the ability to create & customize individual learning plans (IDP) and/or job specific learning plans	✓			
○ CSB and Ministries/Agencies have the ability to create & customize certification tracks	✓			
○ Skill gap analysis, job progression, and “best match” reporting for succession planning purposes	✓			

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
○ Support for importing external HCDM skills libraries	✓			
<b>Administrative Functionality</b>				
▸ Web-based user manager tool	✓			
○ Users may be created manually, imported from a text file, or allowed to self-register within the LMS	✓			
○ Built-in “password help” feature	✓			
○ Time limits on accounts may be set	✓			
○ User password can be set to change every “x” days	✓			
○ Users may be arranged into groups, sub-groups, and made members of multiple groups	✓			
○ System supports role-based administrative permissions such as Supervisor can view learner data, admin assistants can run reports, etc.	✓			
▸ Web-based Portal Design/Configuration	✓			
○ The look & feel, site navigation, and all other design aspects under our control	✓			
○ WYSIWYG and code view options	✓			
○ Design can be developed with external tools (e.g. Dreamweaver)	✓			
▸ The Client has the ability to create unique roles in the system	✓			
○ The client has the ability to customize and review the permissions available to each role created	✓			
○ Describe the number and type of assignable permissions available	✓			

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
<b>Hosting (if offered)</b>				
› Secure web hosting that only permits HTTP and HTTPS communication	✓			
› Please list your average system uptime over the past 24 months.	✓			
› Minimum daily incremental data backups	✓			
› Multiple redundant backup power supply	✓			
› Multiple redundant Internet connections	✓			
› Minimum 9 MB burstable bandwidth	✓			
› Documented disaster avoidance and recovery strategy	✓			
<b>Support and Training</b>				
› Initial role-based training for LMS Administrators, Course Developers, and Training Administrators	✓			
› Ongoing free weekly refresher and update training		✓		
› Monthly free Best Practice Sessions		✓		
› Technical support for system administrators via e-mail and phone		✓		
› Comprehensive documentation both printed and in the form of online help	✓			
› Employee Performance Support Modules (EPSS) integrated within the LMS application to provide instant multimedia tutorial support/training on LMS tasks.		✓		
<b>Implementation and Integration</b>				
› Vendor has a documented issue severity escalation process and Service Level Agreement	✓			
› Vendor performs all software installation, hosting, maintenance, and backups.				

Feature/Function	Required	Desired	Available? yes/no or release date	Vendor Description/Comment
		✓		
› All system upgrades, patches, fixes, etc., are included throughout contract life	✓			
› System can be deployed within 8-12 weeks upon contract signing		✓		
› Vendor sponsors/fosters regional user groups		✓		
› Vendor supports the staff in CSB and ministerial/agency training departments to ensure successful implementation	✓			
› System can be integrated with automated data import or export with the Oracle E-Business Suite used by CSB.	✓			
› Can be integrated with external SMTP email system	✓			
› Can integrate via Lightweight Directory Access Protocol (LDAP)	✓			
› System offers a variety of web services	✓			
› Is built upon industry standard programming architecture (e.g. .NET)	✓			
› System is scaleable enough to support tens of thousands of users	✓			
› Vendor provides marketing and communication assistance to ensure wide and immediate learner adoption	✓			

**c. System Implementation Process and Timetable**

- Outline your implementation process including a phase-by-phase process breakdown and average deployment time.
- Describe the roles and responsibilities (governance) required by both your company and our internal staff members.
- Please include biographies or short resumes for your key implementation support personnel.
- Include a sample implementation timeline including high-level tasks, dates, and milestones.

**d. Integration with 3rd-Party IT Systems and Data Migration**

- What types of systems (HRIS, corporate networks, etc.) is your system commonly presently integrated with?
- How does your system support data migrations and integrations (import and export)?
- Describe your system's support for single sign-on
- Describe your system's interoperability with external e-mail systems.

**e. System and End-user System Requirements**

- Describe the hardware and software required for an installed solution.
- Describe the hardware and software required for an ASP solution.
- Describe your hosting facility (if offered) in terms of security, disaster prevention/recovery, and availability.
- Describe your system's capability to scale and support large numbers of concurrent users.
- Are learners required to download plug-ins?

**f. Technical Support and Training**

- What is your Service Level Agreement (SLA) policy?
- What technical support is offered to learners and to our training administrators?
- Define your issue/problem tracking and resolution processes including severity levels and escalation procedures.
- How does your company proactively solicit feedback from your client base?
- Does your company provide marketing and communication services to help ensure wide and immediate learner adoption and utilization of the LMS?

**g. Pricing**

Please provide a detailed item-by-item pricing for all products and services proposed. Please provide a fixed cost price for all implementation, training and integration services.

Include a sample contract/agreement.

**f. References**

List 3 references of current clients (preferably) or other organizations known to be using the same LMS version that you are proposing in this response. Please include the company name, primary contact name, phone number, and e-mail address.

### **3. Cost of proposal**

The Offeror shall bear all costs associated with the preparation and submission of the Proposal, the UNDP will in no case be responsible or liable for those costs, regardless of the conduct or outcome of the solicitation.

#### **c. Solicitation Documents**

#### **4. Contents of solicitation documents**

Proposals must offer services for the total requirement. Proposals offering only part of the requirement will be rejected. The Offeror is expected to examine all corresponding instructions, forms, terms and specifications contained in the Solicitation Documents. Failure to comply with these documents will be at the Offeror's risk and may affect the evaluation of the Proposal.

#### **4. Clarification of solicitation documents**

A prospective Offeror requiring any clarification of the Solicitation Documents may notify the procuring UNDP entity in writing at the organisation's mailing address or fax number indicated in the RFP. The procuring UNDP entity will respond in writing to any request for clarification of the Solicitation Documents that it receives earlier than two weeks prior to the deadline for the submission of Proposals. Written copies of the organisation's response (including an explanation of the query but without identifying the source of inquiry) will be sent to all prospective Offerors that has received the Solicitation Documents.

#### **5. Amendments of solicitation documents**

At any time prior to the deadline for submission of Proposals, the procuring UNDP entity may, for any reason, whether at its own initiative or in response to a clarification requested by a prospective Offeror, modify the Solicitation Documents by amendment.

All prospective Offerors that have received the Solicitation Documents will be notified in writing of all amendments to the Solicitation Documents.

In order to afford prospective Offerors reasonable time in which to take the amendments into account in preparing their offers, the procuring UNDP entity may, at its discretion, extend the deadline for the submission of Proposals.

#### **d. Preparation of Proposals**

#### **6. Language of the proposal**

The Proposals prepared by the Offeror and all correspondence and documents relating to the Proposal exchanged by the Offeror and the procuring UNDP entity shall be written in the English/French/Spanish language. Any printed literature furnished by the Offeror may be written in another language so long as accompanied by an English/French/Spanish translation of its pertinent passages in which case, for purposes of interpretation of the Proposal, the English /French /Spanish translation shall govern.

#### **7. Documents comprising the proposal**

The Proposal shall comprise the following components:

- (a) Proposal submission form;
- (b) Operational and technical part of the Proposal, including documentation to demonstrate that the Offeror meets all requirements;
- (c) Price schedule, completed in accordance with clauses 8 and 9;
- (d) Proposal security.

#### **8. Proposal form**

The Offeror shall structure the operational and technical part of its Proposal as follows:

##### (a) Management plan

This section should provide corporate orientation to include the year and state/country of incorporation and a brief description of the Offeror's present activities. It should focus on services related to the Proposal.

This section should also describe the organisational unit(s) that will become responsible for the contract, and the general management approach towards a project of this kind. The Offeror should comment on its experience in similar projects and identify the person(s) representing the Offeror in any future dealing with the procuring UNDP entity.

##### (b) Resource plan

This should fully explain the Offeror's resources in terms of personnel and facilities necessary for the performance of this requirement. It should describe the Offeror's current capabilities/facilities and any plans for their expansion.

##### (c) Proposed methodology

This section should demonstrate the Offeror's responsiveness to the specification by identifying the specific components proposed, addressing the requirements, as specified, point by point; providing a detailed description of the essential performance characteristics proposed warranty; and demonstrating how the proposed methodology meets or exceeds the specifications.

The operational and technical part of the Proposal should not contain any pricing information whatsoever on the services offered. Pricing information shall be separated and only contained in the appropriate Price Schedules.

It is mandatory that the Offeror's Proposal numbering system corresponds with the numbering system used in the body of this RFP. All references to descriptive material and brochures should be included in the appropriate response paragraph, though material/documents themselves may be provided as annexes to the Proposal/response.

Information which the Offeror considers proprietary, if any, should be clearly marked "proprietary" next to the relevant part of the text and it will then be treated as such accordingly.

## **9. Proposal prices**

The Offeror shall indicate on an appropriate Price Schedule, as specified in this Annex I, section 2 g and Annex 4, showing the prices of services it proposes to supply under the contract.

## **10. Proposal currencies**

All prices shall be quoted in US dollars or any convertible currency.

## **11. Period of validity of proposals**

Proposals shall remain valid for sixty (60) days after the date of Proposal submission prescribed by the procuring UNDP entity, pursuant to the deadline clause. A Proposal valid for a shorter period may be rejected by the procuring UNDP entity on the grounds that it is non-responsive.

In exceptional circumstances, the procuring UNDP entity may solicit the Offeror's consent to an extension of the period of validity. The request and the responses thereto shall be made in writing. An Offeror granting the request will not be required nor permitted to modify its Proposal.

## **12. Format and signing of proposals**

The Offeror shall prepare two copies of the Proposal, clearly marking each "Original Proposal" and "Copy of Proposal" as appropriate. In the event of any discrepancy between them, the original shall govern.

The two copies of the Proposal shall be typed or written in indelible ink and shall be signed by the Offeror or a person or persons duly authorised to bind the Offeror to the contract. The latter authorisation shall be indicated by written power-of-attorney accompanying the Proposal.

A Proposal shall contain no interlineations, erasures, or overwriting except, as necessary to correct errors made by the Offeror, in which case such corrections shall be initialled by the person or persons signing the Proposal.

## **13. Payment**

UNDP shall effect payments to the Contractor after acceptance by UNDP of the invoices submitted by the contractor, upon achievement of the corresponding milestones.

### **e. Submission of Proposals**

## **14. Sealing and marking of proposals**

The Offeror shall seal the Proposal in one outer and two inner envelopes, as detailed below.

(a) The outer envelope shall be:

- addressed to –

The Head,  
Procuring UNDP Entity

**Street address**

and,

- marked with –

“RFP: Software and or Services for Bahrain Civil Service Bureau - LMS and LCMS”

- (b) Both inner envelopes shall indicate the name and address of the Offeror. The first inner envelope shall contain the information specified in Clause 8 (*Proposal form*) above, with the copies duly marked “Original” and “Copy”. The second inner envelope shall include the price schedule duly identified as such.

Note, if the inner envelopes are not sealed and marked as per the instructions in this clause, the procuring UNDP entity will not assume responsibility for the Proposal's misplacement or premature opening.

**15. Deadline for submission of proposals**

Proposals must be received by the procuring UNDP entity at the address specified under clause *Sealing and marking of Proposals* no later than day/hour, local time.

The procuring UNDP entity may, at its own discretion extend this deadline for the submission of Proposals by amending the solicitation documents in accordance with clause *Amendments of Solicitation Documents*, in which case all rights and obligations of the procuring UNDP entity and Offerors previously subject to the deadline will thereafter be subject to the deadline as extended.

**16. Late Proposals**

Any Proposal received by the procuring UNDP entity after the deadline for submission of proposals, pursuant to clause *Deadline for the submission of proposals*, will be rejected.

**17. Modification and withdrawal of Proposals**

The Offeror may withdraw its Proposal after the Proposal's submission, provided that written notice of the withdrawal is received by the procuring UNDP entity prior to the deadline prescribed for submission of Proposals.

The Offeror's withdrawal notice shall be prepared, sealed, marked, and dispatched in accordance with the provisions of clause *Deadline for Submission of Proposals*. The withdrawal notice may also be sent by telex or fax but followed by a signed confirmation copy.

No Proposal may be modified subsequent to the deadline for submission of proposals.

No Proposal may be withdrawn in the Interval between the deadline for submission of proposals and the expiration of the period of proposal validity specified by the Offeror on the Proposal Submission Form.

## **E. Opening and Evaluation of Proposals**

### **18. Opening of proposals**

The procuring entity will open the Proposals in the presence of a Committee formed by the Head of the procuring UNDP entity.

### **19. Clarification of proposals**

To assist in the examination, evaluation and comparison of Proposals, the Purchaser may at its discretion, ask the Offeror for clarification of its Proposal. The request for clarification and the response shall be in writing and no change in price or substance of the Proposal shall be sought, offered or permitted.

### **20. Preliminary examination**

The Purchaser will examine the Proposals to determine whether they are complete, whether any computational errors have been made, whether the documents have been properly signed, and whether the Proposals are generally in order.

Arithmetical errors will be rectified on the following basis: If there is a discrepancy between the unit price and the total price that is obtained by multiplying the unit price and quantity, the unit price shall prevail and the total price shall be corrected. If the Offeror does not accept the correction of errors, its Proposal will be rejected. If there is a discrepancy between words and figures the amount in words will prevail.

Prior to the detailed evaluation, the Purchaser will determine the substantial responsiveness of each Proposal to the Request for Proposals (RFP). For purposes of these Clauses, a substantially responsive Proposal is one which conforms to all the terms and conditions of the RFP without material deviations. The Purchaser's determination of a Proposal's responsiveness is based on the contents of the Proposal itself without recourse to extrinsic evidence.

A Proposal determined as not substantially responsive will be rejected by the Purchaser and may not subsequently be made responsive by the Offeror by correction of the non-conformity.

### **21. Evaluation and comparison of proposals**

A two-stage procedure is utilised in evaluating the proposals, with evaluation of the technical proposal being completed prior to any price proposal being opened and compared. The price proposal of the Proposals will be opened only for submissions that passed the minimum technical score of 70% of the obtainable score of 1000 points in the evaluation of the technical proposals.

The technical proposal is evaluated on the basis of its responsiveness to the Instructions for Offerors, Paragraph 1, General, which provides a description of the scope and capabilities of the LMS and LCMS software and services required.

In the Second Stage, the price proposal of all contractors, who have attained minimum 70% score in the technical evaluation will be compared. The contractor will be awarded to the Contractor offering the lowest price.

**Technical Evaluation Criteria**

Summary of Technical Proposal Evaluation Forms		Score Weight	Points Obtainable	Company / Other Entity				
				A	B	C	D	E
1.	Expertise of Firm / Organisation submitting Proposal	30%	300					
2.	Proposed, software, services and implementation plan	50%	500					
3.	Personnel	20%	200					
<b>Total</b>			<b>1000</b>					

Evaluation forms for technical proposals follow on the next two pages. The obtainable number of points specified for each evaluation criterion indicates the relative significance or weight of the item in the overall evaluation process. The Technical Proposal Evaluation Forms are:

Form 1: Expertise of Firm / Organisation Submitting Proposal

Form 2: Proposed Work Plan and Approach

Form 3: Personnel

Note: The score weights and points obtainable in the evaluation sheet are tentative and should be changed depending on the need or major attributes of technical proposal.

Technical Proposal Evaluation Form 1		Points obtainable	Company / Other Entity				
			A	B	C	D	E
Expertise of firm / organisation submitting proposal							
1.1	Reputation of Organisation, products, and Staff (Competence / Reliability)	40					
1.2	Litigation and Arbitration history	15					

1.3	General Organisational Capability which is likely to affect implementation (i.e. loose consortium, holding company or one firm, size of the firm / organisation, strength of project management support e.g. project financing capacity and project management controls)	35					
1.4	Extent to which any work would be subcontracted (subcontracting carries additional risks which may affect project implementation, but properly done it offers a chance to access specialised skills).	15					
1.5	Quality assurance procedures, warranty	25					
1.6	Relevance of: - Specialised Knowledge - Experience on Similar Programme / Projects - Experience on Projects in the Region Work for UNDP/ major multilateral/ or bilateral programmes	110					
		240					

Technical Proposal Evaluation Form 2		Points Obtainable	Company / Other Entity				
			A	B	C	D	E
Proposed LMS, LCMS, and Implementation approach							
2.1	To what degree does the Offeror understand the requirements as specified in sections 1 and 2 of the Instructions to Offerors?	30					
2.2	Have the important aspects of the requirements been addressed in sufficient detail?	25					
2.3	Are the different components of the project adequately weighted relative to one another?	20					
2.4	Is the proposal based on a survey of the project environment and was this data input properly used in the preparation of the proposal?	55					
2.5	Are the software and services proposed appropriate for the task?	65					
2.6	Is the scope of implementation plan well	120					

	defined and does it correspond to the Instructions for Offerors, Section 1 and Detailed requirements in section2?						
2.7	Is the presentation clear and is the sequence of activities and the planning logical, realistic and promise efficient implementation to the project?	85					
		400					

Technical Proposal Evaluation Form 3		Points Obtainable	Company / Other Entity				
			A	B	C	D	E
3.	Vendor Project Manager	160					
		Sub-Score					
	General Qualification	130					
	Suitability for the Project						
	- International Experience	20					
	- Training Experience	20					
	- Professional Experience in the area of specialisation	70					
	- Knowledge of the region	20					
	- Language Qualifications	30					
		160					
	<b>Total Part 3</b>	160					

## F. Award of Contract

### 22. Award criteria, award of contract

The procuring UNDP entity reserves the right to accept or reject any Proposal, and to annul the solicitation process and reject all Proposals at any time prior to award of contract, without thereby incurring any liability to the affected Offeror or any obligation to inform the affected Offeror or Offerors of the grounds for the Purchaser's action

Prior to expiration of the period of proposal validity, the procuring UNDP entity will award the contract to the qualified Offeror whose Proposal after being evaluated is considered to be the most responsive to the needs of the organisation and activity concerned.

### 23. Purchaser's right to vary requirements at time of award

The Purchaser reserves the right at the time of award of contract to vary the quantity of services and goods specified in the RFP without any change in price or other terms and conditions.

**24. Signing of the contract**

Within 30 days of receipt of the contract the successful Offeror shall sign and date the contract and return it to the Purchaser.

**25. Performance security**

Within 30 days of the receipt of the Contract from the Purchaser, the successful Offeror shall provide the performance security on the Performance Security Form provided in the Solicitation Documents and in accordance with the Special Conditions of Contract.

Failure of the successful Offeror to comply with the requirement of Clause 24 or Clause 25 shall constitute sufficient grounds for the annulment of the award and forfeiture of the Proposal security if any, in which event the Purchaser may make the award to the next lowest evaluated Offeror or call for new Proposals.

*Annex II*

*General Conditions of Contract*

**1. LEGAL STATUS**

The Contractor shall be considered as having the legal status of an independent contractor vis-à-vis UNDP. The Contractor's personnel and sub-contractors shall not be considered in any respect as being the employees or agents of UNDP or the United Nations.

**2. SOURCE OF INSTRUCTIONS**

The Contractor shall neither seek nor accept instructions from any authority external to UNDP in connection with the performance of its services under this Contract. The Contractor shall refrain from any action which may adversely affect UNDP or the United Nations and shall fulfil its commitments with the fullest regard to the interests of UNDP.

**3. CONTRACTOR'S RESPONSIBILITY FOR EMPLOYEES**

The Contractor shall be responsible for the professional and technical competence of its employees and will select, for work under this Contract, reliable individuals who will perform effectively in the implementation of this Contract, respect the local customs, and conform to a high standard of moral and ethical conduct.

**4. ASSIGNMENT**

The Contractor shall not assign, transfer, pledge or make other disposition of this Contract or any part thereof, or any of the Contractor's rights, claims or obligations under this Contract except with the prior written consent of UNDP.

#### **5. SUB-CONTRACTING**

In the event the Contractor requires the services of sub-contractors, the Contractor shall obtain the prior written approval and clearance of UNDP for all sub-contractors. The approval of UNDP of a sub-contractor shall not relieve the Contractor of any of its obligations under this Contract. The terms of any sub-contract shall be subject to and conform with the provisions of this Contract.

#### **6. OFFICIALS NOT TO BENEFIT**

The Contractor warrants that no official of UNDP or the United Nations has received or will be offered by the Contractor any direct or indirect benefit arising from this Contract or the award thereof. The Contractor agrees that breach of this provision is a breach of an essential term of this Contract.

#### **7. INDEMNIFICATION**

The Contractor shall indemnify, hold and save harmless, and defend, at its own expense, UNDP, its officials, agents, servants and employees from and against all suits, claims, demands, and liability of any nature or kind, including their costs and expenses, arising out of acts or omissions of the Contractor, or the Contractor's employees, officers, agents or sub-contractors, in the performance of this Contract. This provision shall extend, inter alia, to claims and liability in the nature of workmen's compensation, products liability and liability arising out of the use of patented inventions or devices, copyrighted material or other intellectual property by the Contractor, its employees, officers, agents, servants or sub-contractors. The obligations under this Article do not lapse upon termination of this Contract.

#### **8. INSURANCE AND LIABILITIES TO THIRD PARTIES**

- 8.1 The Contractor shall provide and thereafter maintain insurance against all risks in respect of its property and any equipment used for the execution of this Contract.
- 8.2 The Contractor shall provide and thereafter maintain all appropriate workmen's compensation insurance, or its equivalent, with respect to its employees to cover claims for personal injury or death in connection with this Contract.
- 8.3 The Contractor shall also provide and thereafter maintain liability insurance in an adequate amount to cover third party claims for death or bodily injury, or loss of or damage to property, arising from or in connection with the provision of services under this Contract or the operation of any vehicles, boats, airplanes or other equipment owned or leased by the Contractor or its agents, servants, employees or sub-contractors performing work or services in connection with this Contract.
- 8.4 Except for the workmen's compensation insurance, the insurance policies under this Article shall:
  - (i) Name UNDP as additional insured;
  - (ii) Include a waiver of subrogation of the Contractor's rights to the insurance carrier against UNDP;

- (iii) Provide that UNDP shall receive thirty (30) days written notice from the insurers prior to any cancellation or change of coverage.

8.5 The Contractor shall, upon request, provide UNDP with satisfactory evidence of the insurance required under this Article.

**f. 9. ENCUMBRANCES/LIENS**

The Contractor shall not cause or permit any lien, attachment or other encumbrance by any person to be placed on file or to remain on file in any public office or on file with UNDP against any monies due or to become due for any work done or materials furnished under this Contract, or by reason of any other claim or demand against the Contractor.

**10. TITLE TO EQUIPMENT**

Title to any equipment and supplies that may be furnished by UNDP shall rest with UNDP and any such equipment shall be returned to UNDP at the conclusion of this Contract or when no longer needed by the Contractor. Such equipment, when returned to UNDP, shall be in the same condition as when delivered to the Contractor, subject to normal wear and tear. The Contractor shall be liable to compensate UNDP for equipment determined to be damaged or degraded beyond normal wear and tear.

**11. COPYRIGHT, PATENTS AND OTHER PROPRIETARY RIGHTS**

UNDP shall be entitled to all intellectual property and other proprietary rights including but not limited to patents, copyrights, and trademarks, with regard to products, or documents and other materials which bear a direct relation to or are produced or prepared or collected in consequence of or in the course of the execution of this Contract. At the UNDP's request, the Contractor shall take all necessary steps, execute all necessary documents and generally assist in securing such proprietary rights and transferring them to UNDP in compliance with the requirements of the applicable law.

**12. USE OF NAME, EMBLEM OR OFFICIAL SEAL OF UNDP OR THE UNITED NATIONS**

The Contractor shall not advertise or otherwise make public the fact that it is a Contractor with UNDP, nor shall the Contractor, in any manner whatsoever use the name, emblem or official seal of UNDP or the United Nations, or any abbreviation of the name of UNDP or the United Nations in connection with its business or otherwise.

**13. CONFIDENTIAL NATURE OF DOCUMENTS AND INFORMATION**

13.1 All maps, drawings, photographs, mosaics, plans, reports, recommendations, estimates, documents and all other data compiled by or received by the Contractor under this Contract shall be the property of UNDP, shall be treated as confidential and shall be delivered only to UNDP authorized officials on completion of work under this Contract.

13.2 The Contractor may not communicate at any time to any other person, Government or authority external to UNDP, any information known to it by reason of its association with UNDP which has not been made public except with the authorization of UNDP; nor shall the Contractor at any time use such information to private advantage. These obligations do not lapse upon termination of this Contract.

#### **14. FORCE MAJEURE; OTHER CHANGES IN CONDITIONS**

14.1 Force majeure, as used in this Article, means acts of God, war (whether declared or not), invasion, revolution, insurrection, or other acts of a similar nature or force which are beyond the control of the Parties.

14.2 In the event of and as soon as possible after the occurrence of any cause constituting force majeure, the Contractor shall give notice and full particulars in writing to UNDP, of such occurrence or change if the Contractor is thereby rendered unable, wholly or in part, to perform its obligations and meet its responsibilities under this Contract. The Contractor shall also notify UNDP of any other changes in conditions or the occurrence of any event which interferes or threatens to interfere with its performance of this Contract. The notice shall include steps proposed by the Contractor to be taken including any reasonable alternative means for performance that is not prevented by force majeure. On receipt of the notice required under this Article, UNDP shall take such action as, in its sole discretion, it considers to be appropriate or necessary in the circumstances, including the granting to the Contractor of a reasonable extension of time in which to perform its obligations under this Contract.

14.3 If the Contractor is rendered permanently unable, wholly, or in part, by reason of force majeure to perform its obligations and meet its responsibilities under this Contract, UNDP shall have the right to suspend or terminate this Contract on the same terms and conditions as are provided for in Article 15, "Termination", except that the period of notice shall be seven (7) days instead of thirty (30) days.

#### **15. TERMINATION**

15.1 Either party may terminate this Contract for cause, in whole or in part, upon thirty days notice, in writing, to the other party. The initiation of arbitral proceedings in accordance with Article 16 "Settlement of Disputes" below shall not be deemed a termination of this Contract.

15.2 UNDP reserves the right to terminate without cause this Contract at any time upon 15 days prior written notice to the Contractor, in which case UNDP shall reimburse the Contractor for all reasonable costs incurred by the Contractor prior to receipt of the notice of termination.

15.3 In the event of any termination by UNDP under this Article, no payment shall be due from UNDP to the Contractor except for work and services satisfactorily performed in conformity with the express terms of this Contract. The Contractor shall take immediate steps to terminate the work and services in a prompt and orderly manner and to minimize losses and further expenditures.

15.4 Should the Contractor be adjudged bankrupt, or be liquidated or become insolvent, or should the Contractor make an assignment for the benefit of its creditors, or should a Receiver be appointed on account of the insolvency of the Contractor, UNDP may, without prejudice to any other right or remedy it may have, terminate this Contract forthwith. The Contractor shall immediately inform UNDP of the occurrence of any of the above events.

#### **16. SETTLEMENT OF DISPUTES**

### **16.1. Amicable Settlement**

The Parties shall use their best efforts to settle amicably any dispute, controversy or claim arising out of, or relating to this Contract or the breach, termination or invalidity thereof. Where the parties wish to seek such an amicable settlement through conciliation, the conciliation shall take place in accordance with the UNCITRAL Conciliation Rules then obtaining, or according to such other procedure as may be agreed between the parties.

### **16.2. Arbitration**

Unless, any such dispute, controversy or claim between the Parties arising out of or relating to this Contract or the breach, termination or invalidity thereof is settled amicably under the preceding paragraph of this Article within sixty (60) days after receipt by one Party of the other Party's request for such amicable settlement, such dispute, controversy or claim shall be referred by either Party to arbitration in accordance with the UNCITRAL Arbitration Rules then obtaining, including its provisions on applicable law. The arbitral tribunal shall have no authority to award punitive damages. The Parties shall be bound by any arbitration award rendered as a result of such arbitration as the final adjudication of any such controversy, claim or dispute.

## **PRIVILEGES AND IMMUNITIES**

Nothing in or relating to this Contract shall be deemed a waiver, express or implied, of any of the privileges and immunities of the United Nations, including its subsidiary organs.

## **TAX EXEMPTION**

18.1 Section 7 of the Convention on the Privileges and Immunities of the United Nations provides, inter-alia, that the United Nations, including its subsidiary organs, is exempt from all direct taxes, except charges for public utility services, and is exempt from customs duties and charges of a similar nature in respect of articles imported or exported for its official use. In the event any governmental authority refuses to recognize the United Nations exemption from such taxes, duties or charges, the Contractor shall immediately consult with UNDP to determine a mutually acceptable procedure.

18.2 Accordingly, the Contractor authorizes UNDP to deduct from the Contractor's invoice any amount representing such taxes, duties or charges, unless the Contractor has consulted with UNDP before the payment thereof and UNDP has, in each instance, specifically authorized the Contractor to pay such taxes, duties or charges under protest. In that event, the Contractor shall provide UNDP with written evidence that payment of such taxes, duties or charges has been made and appropriately authorized.

## **19 CHILD LABOUR**

19.1 The Contractor represents and warrants that neither it, nor any of its suppliers is engaged in any practice inconsistent with the rights set forth in the Convention on the Rights of the Child, including Article 32 thereof, which, inter alia, requires that a child shall be protected from performing any work that is likely to be hazardous

or to interfere with the child's education, or to be harmful to the child's health or physical mental, spiritual, moral or social development.

19.2 Any breach of this representation and warranty shall entitle UNDP to terminate this Contract immediately upon notice to the Contractor, at no cost to UNDP.

### **MINES**

20.1 The Contractor represents and warrants that neither it nor any of its suppliers is actively and directly engaged in patent activities, development, assembly, production, trade or manufacture of mines or in such activities in respect of components primarily utilized in the manufacture of Mines. The term "Mines" means those devices defined in Article 2, Paragraphs 1, 4 and 5 of Protocol II annexed to the Convention on Prohibitions and Restrictions on the Use of Certain Conventional Weapons Which May Be Deemed to Be Excessively Injurious or to Have Indiscriminate Effects of 1980.

20.2 Any breach of this representation and warranty shall entitle UNDP to terminate this Contract immediately upon notice to the Contractor, without any liability for termination charges or any other liability of any kind of UNDP.

### **OBSERVANCE OF THE LAW**

The Contractor shall comply with all laws, ordinances, rules, and regulations bearing upon the performance of its obligations under the terms of this Contract.

### **AUTHORITY TO MODIFY**

No modification or change in this Contract, no waiver of any of its provisions or any additional contractual relationship of any kind with the Contractor shall be valid and enforceable against UNDP unless provided by an amendment to this Contract signed by the authorized official of UNDP.



## Annex IV

### PRICE SCHEDULE

The Contractor is asked to prepare the Price Schedule as a separate envelope from the rest of the RFP response as indicated in Section 2 paragraph d of the Instruction to Offerors (Annex I).

All prices/rates quoted must be exclusive of all taxes, since the UNDP is exempt from taxes as detailed in Section II, Clause 18. '

The Price Schedule must provide a detailed cost breakdown. Provide separate figures for each functional grouping or category.

Estimates for cost-reimbursable items, if any, such as travel, and out of pocket expenses should be listed separately.

In case of an equipment component to the service provided, the Price Schedule should include figures for both purchase and lease/rent options. The UNDP reserves the option to either lease/rent or purchase outright the equipment through the Contractor.

The format shown on the following pages should be used in preparing the price schedule. The format includes specific expenditures, which may or may not be required or applicable but are indicated to serve as examples.

In addition to the two hard copies, also provide the information on CD. For personnel involved for training and implementation of the system, use the following breakdown. For LMS and LCMS software and services, provide detail as requested in Annex I (Instructions to Offerors), Section 2, item g.

<b>Price Schedule:</b>				
<b>Request for Proposals for Services</b>				
<b>Description of Activity / Item</b>		<b>Number of Staff</b>	<b>Monthly Rate</b>	<b>Estimated Amount</b>
<b>1.</b>	<b>Remuneration</b>			
1.1	Services in Home office			
1.2	Services in Field			
<b>2.</b>	<b>Out of Pocket Expenses</b>			
2.1	Travel			
2.2	Per Diem Allowances			
2.3	Communications			
2.4	Reproduction and Reports			
2.5	Equipment and other items			



**Annex V**

**PERFORMANCE SECURITY FORM**

To: UNDP

WHEREAS [*name and address of Contractor*] (hereinafter called “the Contractor”) has undertaken, in pursuance of Contract No. .... dated ..... , to execute Services .....

(hereinafter called “the Contract”):

AND WHEREAS it has been stipulated by you in the said Contract that the Contractor shall furnish you with a Bank Guarantee by a recognised bank for the sum specified therein as security for compliance with his obligations in accordance with the Contract:

AND WHEREAS we have agreed to give the Contractor such a Bank Guarantee:

NOW THEREFORE we hereby affirm that we are the Guarantor and responsible to you, on behalf of the Contractor, up to a total of [*amount of guarantee*] [*in words*], such sum being payable in the types and proportions of currencies in which the Contract Price is payable, and we undertake to pay you, upon your first written demand and without cavil or argument, any sum or sums within the limits of [*amount of guarantee as aforesaid*] without your needing to prove or to show grounds or reasons for your demand for the sum specified therein.

The guarantee shall be valid until a date 30 days from the date of issue of a satisfactory certificate of inspection and testing by the procuring UN entity.

**h. SIGNATURE AND SEAL OF THE GUARANTOR**

Date .....

Name of Bank .....

Address .....

### ***Annex D – Modified Project Timetable***

See attached PowerPoint presentation and Excel spreadsheet. If necessary, after December 25 I can prepare tables, but the essence is in these files:

- CSB e-Learning Action Plan\_18-12-06update (PPT)
- Workplan based on Matrix updated dec 06 (Excel)