



Montreal
Rev. October 15, 2021

To: Procurement Office, WFD

Re: Maldives Online Course Development: *Introduction to Parliamentary Oversight and Legislative Scrutiny*
ITT Ref # MV22A01T-01

Dear Sir/Madam:

We, the undersigned, hereby offer to render the following services to WFD in conformity with the provisions of the WFD Invitation to Tender:

A. QUALIFICATIONS OF THE SERVICE PROVIDER

PROFILE

McGill University

McGill University is one of Canada's best-known institutions of higher learning and one of the leading research-intensive universities in the world. The oldest university in Montreal, McGill, was founded in 1821. Since then, McGill has grown from a small college to a bustling university with two campuses, 14 faculties and schools, some 300 programs of study, and more than 40,000 students.

McGill's School of Continuing Studies

As part of McGill University, the School of Continuing Studies (SCS) is one of the university's largest academic departments, strongly committed to excellence in teaching and learning for adults. McGill SCS provides innovative learning solutions grounded in applied research. Launched in 1968, the School offers a wide variety of programs and courses leading to undergraduate and graduate certificates and diplomas, as well as a variety of professional development certificates and customized corporate training.

McGill SCS offers:

- Over **50 years of experience** delivering education, training and professional development programs for adult learners.
- **Multilingual Staff** experienced in managing complex projects and delivery of **customized training**.
- Experience with diversified, multicultural and multigenerational adult clientele: over **7,000 adult learners** from different cultural backgrounds attend various courses and programs at McGill SCS every year to acquire new job-related skills and boost their careers.
- A wide variety and depth of **high-quality content**: over 50 innovative career and professional development credit and non-credit programs and courses with a focus on developing practical skills and competencies including **Professional Development Programs for Parliamentary Staff and Members of Parliament**.
- Over **ten years of applied research in Parliamentary Governance** that has been funded by the British Academy and Canada's Social Sciences and Humanities Research Council. Research topics have included Parliamentary Oversight in Francophone Countries, Establishing Networks of Parliamentary Budget Offices and Training Institutes, The Role



of Parliament in Curbing Corruption. Current research projects include The Development of an Index of Parliamentary Effectiveness, the Demand and Supply Sides of Corruption, and Parliamentary Oversight in Small States & in the MENA Region.

Our Staff

McGill's School of Continuing Studies currently employs over 100 academic, managerial and administrative staff. The majority of the School's administrative support staff has at least a Bachelor's degree, a wide variety of experience and speaks at least two languages, with many speaking three or more, an asset in serving our diversified, multicultural and multigenerational clientele.

Our Faculty

McGill SCS owes its success to over 300 of its highly qualified faculty, course lecturers and instructors, most of whom are practitioners with extensive professional experience and outstanding reputations within the local milieu and abroad for the excellence of their work as consultants, instructors, and researchers. Through consultancies and joint educational projects, they are linked with industry groups and universities in Montreal and abroad.

In addition to its own resources, McGill SCS can draw on any human and physical resources within the University community if necessary.

Educational Technologies & Instructor Support

Department of Instructor Services and Educational Technologies (ISET) provides administrative and pedagogical support to the School's faculty, instructors and academic units of the School of Continuing Studies, including:

- Design, production, delivery and assessment of courses
- Instructional design consultations
- Project planning and coordination
- Online & blended course development and courseware production

TRACK RECORD

Every year, McGill SCS delivers over 400 open-enrolment credit and non-credit professional development courses in class and online, as well as customized training for various organizations.

Below are just some of the examples of customized training programs successfully delivered by McGill SCS over the past ten years:

Client	UNDP
Mandate	2 courses: Public Financial Management and Current trends in Parliamentary administration
Location, Year	Online, 2021 (currently underway)
Client	CCHQ (Conservative WFD Program)
Mandate	Deliver a customized (opposition MPs from the Caribbean region) version of professional development program for newly Members of Parliament from Small States : the award-winning Professional Development Certificate in Parliamentary Governance .
Location, Year	Online, 2021 (currently underway)



Client	UNDP
Mandate	2 courses: Parliamentary Research & IT and Parliamentary Committees
Location, Year	Vanuatu, 2019
Client	UNDP
Mandate	2 courses: Corporate Management of Parliament I & II for Parliamentary Staff of South Pacific parliaments
Location, Year	Fiji, 2018
Client	Commonwealth Parliamentary Association (CPA)
Mandate	Design, develop and deliver a hybrid (in-class and online) professional development program for newly elected Members of Parliament from Small States : the award-winning Professional Development Certificate in Parliamentary Governance .
Location, Year	In Montreal and online, 2017 – 2021
Client	International Civil Aviation Organization (ICAO)
Mandate	Leadership and Management Development Program for over 100 ICAO employees
Location, Year	Montreal, 2014 – 2018
Client	Arab Air Career Organization (AACO)
Mandate	Measuring the Value of Learning: Return on Investment in Training course
Location, Year	Amman, 2015
Client	Instituto Euvaldo Lodi do Rio Grande do Sul-IEL/RS
Mandate	Customized Managing Workplace Diversity course for managers
Location, Year	Brazil, 2013
Client	St. Lawrence Seaway Management Corporation (SLSMC)
Mandate	On-site customized Managing in a Unionized Environment Program
Location, Year	Ontario & Montreal, 2013
Client	Royal Commission for Jubail and Yanbu (RCJY)
Mandate	5-year collaboration agreement for educational services, including development of English language curriculum for the preparatory year for colleges and institutes of the RCJY.
Location, Year	Saudi Arabia, 2011 – 2015

B. PROPOSED METHODOLOGY FOR THE COMPLETION OF SERVICES**Statement of Understanding**

Governance stakeholders in the Maldives, including parliament, CSOs and media, have highlighted a number of limitations around technical skills and knowledge in engaging and supporting parliamentary oversight. These limitations are one of the principal challenges for democratic advancement in the Maldives. An e-learning course would equip these stakeholders with the necessary skills and knowledge to provide effective support to the parliament and build collaborations for the advancement of the democratic process.

The objectives of the course are :

- To familiarize participants with theoretical (and practical) aspects of parliamentary oversight functions in a democratic setting.
- To equip participants with relevant tools and practices on evidence-based and thematic policy making and scrutiny.
- To provide officials, CSOs and media with the opportunity to build collaborative relationships and reflect their work.

It is understood that the scope of this engagement is to build the capacity of Majlis parliamentary officials, CSO representatives and the Media by equipping them with fundamental theory and practical methods on parliamentary oversight functions and their role therein.

The ITT expects the course to draw on global practices elsewhere “...such as the UK or other parliaments.” Our experience is that the lessons learned from larger, well-established parliamentary democracies, while interesting, have little relevance to smaller jurisdictions, such as the Maldives. As a result, **we will draw on experience and practices of parliaments in other small states, primarily employing the initial findings from our current research project: “The Role of Parliamentary Oversight in Small States and in the MENA Region”** (WFD is a partner in this project; Dina Melhem is the WFD member of our research team, which also comprises representatives from CPA, IPU, Laval University, the Canadian Audit and Accountability Foundation, and the African Centre for Parliamentary Affairs). **We will also draw from knowledge gained from our existing Professional Development Certificate Program in Parliamentary Governance for newly-elected MPs from small states.** Finally, we will adapt these research findings and others into the Maldives parliamentary context.

The assignment includes the following services:

- Development of the course curriculum and facilitation of platform
- Facilitation and engaging of course experts, speakers and trainers
- Drafting of course manual for participants
- Collecting and providing reading materials
- Preparing expert presentations, videos, readings, short assignments and other teaching materials
- Facilitating live online discussions with and among participants to reflect teaching content and their experience and practices
- Responding to forum posts and written queries
- Evaluating and preparing certificates
- Collecting course feedback from participants

PROPOSED COURSE

McGill University's School of Continuing Studies proposes to deliver the required course (non-credit), which will allow stakeholders from the Maldives to enhance their knowledge and skills regarding the role of parliament in overseeing government operations. The pedagogical approach is practical, but where appropriate, is grounded in theory and research. Participants will be encouraged to address specific national (and, where relevant, regional) concerns of their parliament and develop the skills needed to engage effectively in parliamentary oversight.

DELIVERY FORMAT

The course will comprise weekly modules, including: (i) virtual sessions led by McGill facilitators using McGill's Zoom web conferencing platform; (ii) moderated online discussion forums, and (iv) quizzes (to ensure participant comprehension of the course material), along with (v) supplemental course readings and pre-recorded lectures as appropriate. All course content will be hosted on **McGill's online Learning Management System - myCourses**. Accompanying Course Notes will be provided for each module, and at the end of the course, these will be compiled into a Course Manual.

Live online sessions will be delivered within reasonable working hours of the Maldivian parliament/Maldives. Specific schedule will be discussed with the course participants at the pre-course orientation session and agreed with WFD.

COURSE CONTENT

Each module will comprise a 1 – 1-1/2 hour interactive Zoom session, a 5-10 page Course Note, up to five questions posted on a lecturer-moderated Discussion Forum, selected readings and/or pre-recorded lectures, and a short quiz. Thus, each module will be equivalent to approx. three hours of learning time. We propose some minor changes to the sequencing of topics:

Module 1: Introduction to the Course; Theory and Parliamentary Governance

We propose moving consideration of committees to Module 5.

Module 2: Parliamentary Theories and Practice**Module 3: Gender and Inclusive Policy & Law-making**

We propose bringing the review of Gender and Inclusion (former module 5) forward, as it is a cross-cutting topic and influences the content of all other topics.

Module 4: Evidence-Based Research and Decision-Making**Module 5: Legislative Scrutiny of Laws and Policies**

We propose to introduce committees here since they are a principal institution for scrutiny.

Module 6: Thematic Scrutiny of Legislation and Policies**Module 7: Stakeholder Engagement & Opportunities****Module 8: Parliamentary Outreach & Collaboration with CSOs and the Media**

LEARNING OUTCOMES

Upon completion of this course, participants should be able to:

- Recognize the different models of parliamentary governance;
- Explain the importance of parliaments in the democracies;
- Appraise some of the key theories and concepts impacting parliamentary functions and procedures;
- Explain the concept of parliament as a 'bridge' between executive governments and citizens ;
- Identify the key components of an EDI approach to public consultations and decision-making;
- Explain parliament's role in the promotion of gender equality;
- Comprehend parliament's role in government oversight;
- Appraise the different parliamentary oversight tools and mechanisms, including oversight committees;
- Identify global (small state) good practices for public involvement in the parliamentary oversight process;
- Explain how practices and procedures in the Maldives could be changed based on global (small state) good practice;
- Explain the relationship between parliament and the media;
- Describe the principal elements of a parliamentary outreach and communications program.

TIMELINE

The timeline proposed in the ITT is acceptable and reasonable. We propose the delivery of one module a week, for eight weeks. Please refer to the proposed Project Workplan in the Activity Based Budget template enclosed.

Course Development	Sept 2021	Oct 2021	Nov 2021	Dec 2021	Jan 2022	Feb 2022	Mar 2022	Comments
Initial Meeting	X							
Draft Course Outline		X						
Draft Course Content Review by WFD			X	X				Assuming relatively modest changes proposed by WFD. (Substantial changes may push schedule back by 1 or 2 weeks)
Finalize Course Development				X				By December 30, 2021
Course Delivery				X				An online orientation session will be held to acquaint participants with the course and McGill's myCourses LMS platform.
Pre-Course Orientation Session				X				
Module 1					X			
Module 2					X			
Module 3					X			
Module 4						X		
Module 5						X		
Module 6						X		
Module 7						X		
Module 8							X	
Virtual Ceremony							X	Attestations of Completion
Transfer of Course Material to WFD							X	
Final Report to WFD							X	Including detailed assessment of participant evaluations/feedback

PARTICIPANTS' ACADEMIC RECOGNITION

Participants' course work will be graded. The course number, contact hours, grades, as well as the number of Continuing Education Units (CEUs) earned will be recorded on McGill University's Record of Study (non-credit). Those participants who successfully complete the course with a passing grade of 65% (B-) or higher will receive an Attestation of Completion (sample was provided by email). The Attestation of Completion may be co-branded with WFD's logo.

Participants who wish to continue their education, will be granted 'advanced standing' towards McGill's Professional Development Certificate in Parliamentary Governance or Professional Development Certificate in Parliamentary Management should they decide to apply and pursue one of these programs.

In the rare case of participants failing to complete course assignments and achieve the minimum passing grade, an Attestation of Participation will be issued to confirm their participation in the course. No Continuing Education Units (CEUs) will be recorded on their Record of Study, hence, they will not be eligible for 'advanced standing'.

A virtual Course Completion Ceremony will be organized by McGill upon completion of the course, where participants will be awarded their Attestations of Completion.

KEY ASSUMPTIONS, DEPENDENCIES, RESOURCING AND RISKS

A key assumption is that WFD-Maldives will be able to ensure participants involvement throughout the course. We have found that participation levels are much higher if a local representative can remind participants of forthcoming deadlines as the course progresses and can contact participants who are not participating in the scheduled zoom sessions or discussion forum.

The recommended financial budget of up to GBP 35,000 is exceptionally tight for the development and delivery of a top-of-the-line online course of this type. This limit is respected in this proposal, as McGill SCS is keen to strengthen its partnership with WFD. It is able to do so by drawing on its own resources to make 'in-kind' contributions to the project.

It is possible that a particular facilitator may not be available for a particular module due to health or other reasons. In this event, we can either change the schedule of module delivery or have one of the other facilitators lead the live online Zoom session and/or online discussion.

RESPONSIBILITIES

In order to deliver the proposed course, **McGill SCS** will provide the following:

- Experienced subject matter experts to develop course material
- Online course design by McGill SCS Educational Technologies team comprising experienced LXDs and UXDs
- Hosting of course content on McGill's Learning Management System, *myCourses* (Brightspace)
- Experienced facilitators for each live interactive online session
- Opportunity for external guest speakers to contribute to course design and delivery
- Zoom web conferencing platform to host live online sessions
- Expert-moderated weekly discussion forum
- All course materials, including the Course Manual, in electronic format for each participant
- Access to McGill's Learning Management System for all course participants for 12 months
- Online course feedback form to be completed by participants

- Attestation of Completion for each participant who completes the course with a passing grade of 65%
- Virtual Course Completion Ceremony to award Attestations of Completion
- Project management & administration, including End of Assignment Report for WFD
- Export all course material from McGill's Learning Management System as IMS Common Cartridge 1.3 or IMS Thin Common Cartridge 1.3 (IMS Global Learning Consortium) and transfer it to WFD for future use for capacity building and training purposes in the framework of WFD's international development work.
- Access to [McGill SCS Parliamentary Programs LinkedIn Group](#)

WFD will provide the following:

- Review of the draft of the course material and feedback for McGill's consideration
- Selection of course participants
- Nomination letter including the list of participants (first/last name/parliament/job title)
- If needed, assistance to participants with the creation of their student profiles in McGill's Student Information Management System ([Athena](#)) according to McGill guidelines.
- Administrative support to participants for the duration of the course
- Guest speakers with experience with Maldivian parliament, context and relationships

B. QUALIFICATIONS OF KEY PERSONNEL

COURSE DIRECTOR

Frederick (Rick) Stapenhurst, PhD

Rick Stapenhurst is an Assistant Professor at McGill University, where he oversees professional development programs for Parliamentary Staff and Members of Parliament and teaches international business courses. He is a former board member at Parliamentary Centre, member of Transparency International and Treasurer of the Research Committee of legislative Specialists. He has worked with approximately 60 parliaments in Africa, Asia, the Caribbean, the Middle East, the Pacific, and South-East Asia. Rick has written numerous academic and practitioner publications covering a variety of parliamentary topics. Most recent publications include "Legislative Decline in the 21st. Century" (co-edited with Irina Khmelko and David Mezey; published Routledge 2021), "Anti-Corruption Evidence: The Role of Parliaments in Curbing Corruption" (co-edited with Rasheed Draman, Anthony Staddon and Brook Larson; published Springer, 2020), and "Beyond Westminster: A Global Perspective on Public Governance and Accounts" (co-edited with Brooke Larson, published by the Canadian Audit and Accountability Foundation, 2019).

He completed his Doctorate at The Australian National University, researching presidential and parliamentary systems of government.

ADMINISTRATIVE DIRECTOR

Inna Popova-Roche, MA

Inna Popova-Roche is currently Director, Career and Professional Development (Non-Credit Programs) at the McGill University's School of Continuing Studies, where she leads the development, promotion and administration of non-credit professional development programs. During her tenure, she significantly expanded the School's professional development portfolio by introducing new programs and a new non-credit credential professional development certificate. Several successful partnerships were also established with professional orders, industry associations and corporate clients.

Prior to joining the McGill School of Continuing Studies, Inna held a number of management roles in increasing responsibility at the International Air Transport Association, where most recently she was the Head of Aviation

Distance Learning and Travel & Tourism Training programs. During her ten-year tenure at IATA, Inna gained extensive experience in the management of Distance Learning programs for adult learners. She was responsible for the world's leading distance learning program for travel and tourism personnel - IATA/UFTAA Travel & Tourism program - qualifying over 14,000 students annually through a global network of 200 Authorized Training Centers and Local Exam Coordinators.

Inna is passionate about the importance of continuous professional development and lifelong learning. She is an Advisory Board member for the Conference on Management & Executive Development (CMED), a member of the Professional Development Committee of Canadian Association for University Continuing Education (CAUCE), as well as of the International Institute of Business Analysis (IIBA).

Inna holds a Master's in Educational Leadership degree from McGill University, a Bachelor's degree in Philology from V. N. Karazin National University (Ukraine), and a Certificate in Human Resources Fundamentals from Concordia University.

FACILITATORS/LECTURERS

ANTHONY STADDON, MA

Anthony Staddon is a course lecturer at McGill University's School of Continuing Studies, where he facilitates sessions and teaches courses on Public Financial Management and Media Relations & Outreach for both MPs and parliamentary staff. Anthony has over 20 years of practical, research, and teaching experience in the field of political science, with an emphasis on parliamentary studies. He is familiar with the challenges of parliamentary practice (including small country contexts), has a good knowledge of British and European Union politics, and comprehensive knowledge of parliamentary and political development issues worldwide. He has a proven track record of delivering technical assistance and developmental support to legislatures in developed, developing, and vulnerable environments and is a speaker at numerous conferences on parliament. Anthony has successfully delivered numerous consulting projects for a number of international organizations, including the World Bank, the European Union, the National Democratic Institute, and the Office for the High Commissioner for Human Rights and the Organization for Security and Co-operation in Europe.

Educated at Southampton and Newcastle universities, Anthony has worked with a number of legislatures, particularly across the Commonwealth. He joined the Commonwealth Parliamentary Association in December 1999 as an Assistant Director. Between June 2002 in December 2006, he headed the Secretary-General's office, working closely with the then Secretary General, Honorable Dennis Marshall, a former Minister from New Zealand. He is currently a consultant at the CPA, where he manages the CPA Benchmark program as part of the Commonwealth Partnership for Democracy.

MEENAKSHI DAHR, MA

Meenakshi Dahr has worked for over 25 years as an international civil servant for the Commonwealth, at the Commonwealth Secretariat and the Commonwealth Parliamentary Association (CPA). She joined the CPA in 1998 as an Assistant Director and worked most recently as the Director of Programs until December 2017. She has worked with a wide range of legislatures across all nine regions of the Commonwealth and is now working as a Parliamentary consultant. She has worked on the CPA Benchmarks for Democratic Legislatures program under the UK Government's 'Commonwealth Partnership for Democracy Program', developed a proposal for a new online parliamentary staff development course for Commonwealth legislatures, and conducted a retrospective study of McGill University's professional development programs for Parliamentarians, Presiding Officers and Parliamentary Staff (2012-2021). Meenakshi is a former Trustee of the Commonwealth Human Rights Initiative and is presently a Trustee of the Ramphal Institute. Meenakshi was educated at the London School of Economics and holds a BSc (Econ.) International Relations and a MA in Public Administration.

**RASHEED DRAMAN, PhD**

Rasheed Draman is Executive Director of the African Centre for Parliamentary Affairs (ACEPA). He has been actively engaged in Institutional, Parliamentary, Public Financial Management, Evaluation and Governance issues for the past 15 years. He has worked with more than 30 Parliaments and governments in Africa (including the Pan-African and ECOWAS Parliaments) and other Parliaments around the world. He has conceptualized, developed and led the implementation of numerous multi-million dollar governance/parliamentary support projects, as well as conducted needs assessments of several Parliaments in Africa. Dr. Draman helped a number of African Parliaments in their Strategic Planning; he designed and delivered training to MPs and staff in the budget process, social accountability, financial oversight, oversight of the extractives sector and poverty reduction. He has some publications to his credit on these subjects.

Rasheed holds a PhD in Political Science from Carleton University, where he has also taught courses on Development and Conflict. He has been a Guest Lecturer at Harvard University and served as the Director of Africa Programs at the Parliamentary Centre between 2006 and 2013. He has also served as a Consultant for the Africa Branch and the Multilateral Programs Branch of CIDA in Canada. Rasheed is a sessional course lecturer at McGill University.

JOHN K. JOHNSON, PhD

Dr. Johnson is a specialist in comparative parliaments and international development, having supported democracy-strengthening efforts in more than 30 nations, primarily in Latin America, Asia, and Africa. He has been a USAID chief of party on parliamentary projects in Kenya and Indonesia, US Diplomat in Mexico, Director in the Asia, Europe, and Eurasia region for Chemonics International, Director of Governance Programs with the National Democratic Institute, Committee Director in the New York State Senate, Senior Associate with the State University of New York Center for International Development, and a teacher in Kenya. He has consulted and/or published for the World Bank, UNDP, USAID, SADC Parliamentary Forum, the Organization of American States (OAS), the InterAmerican Development Bank (IADB), and the Westminster Foundation for Democracy (WFD). Currently, he consults worldwide and trains parliamentarians from multiple countries through McGill University's School of Continuing Studies in Montreal, Canada. He has an MA in African Studies, an MA in political science, and a PhD in political science from the University at Albany, SUNY.

AGNES TITRIKU, MA

Agnes Titriku is the Program Manager for the African Centre for Parliamentary Affairs (ACEPA). She is involved in the design and implementation of various programs for a number of African Parliaments and parliaments outside the continent, with a focus on capacity building, institutional development, strategic planning, Parliamentary Oversight, Gender and poverty reduction. She has led the implementation of a number of projects, including a STAR-Ghana funded project that was centered on Gender Equality and Social Inclusion. She is currently the lead for ACEPA's Data for Accountability Project, which supports the Parliament of Ghana to monitor progress of the Sustainable Development Goals using data and evidence. She also coordinates the activities of the West African Association of Public Accounts Committees (WAAPAC), whose secretariat is currently hosted by ACEPA. With 13 years of active engagement in the field of Parliamentary Democracy and Governance, she has experience delivering courses to parliamentary and non-parliamentary audiences. Prior to working at ACEPA, she worked with the Canadian Parliamentary Centre, serving in varying roles, including being the Gender focal person for the Centre's Africa Parliamentary Strengthening Program for Budget Oversight (APSP), a program that supported the Parliaments of Benin, Ghana, Kenya, Senegal, Tanzania, Uganda and Zambia.

Agnes was educated at the University of Ghana in Accra and holds a BA (first class) in Psychology with English and an MA in Public Policy.

C. COST BREAKDOWN BY COST COMPONENT

Please refer to the enclosed Activity Based Budget template for details.

The total fee is £34,800.00 **exempt of** Canadian Goods and Services Tax (5%) and Quebec Sales Tax (9.975%)

D. REFERENCES

We are pleased to provide the following references:

Ms. Nanise Saune-Qaloewai

Deputy Team Leader (Effective Governance) and Programme Manager (Parliamentary Development and Women in Politics)

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E. SIGNATURE

We trust that this revised proposal meets WFD's requirements and the training needs of the governance stakeholders in the Maldives.

Should you have any questions or require any additional information regarding this proposal, please do not hesitate to contact Inna Popova-Roche at 514-398-6227, e-mail: inna.popova@mcgill.ca or Dr. Rick Stapenhurst at 514-632-1514, e-mail: frederick.stapenhurst@mcgill.ca.

Our team will be honoured to deliver a dynamic and engaging learning experience for the parliamentary stakeholders.

Sincerely,

Inna Popova-Roche

Director, Professional and Corporate Education (Non-credit programs)

McGill University

School of Continuing Studies