



## Invitation to Tender (ITT)

**For: British Council Schools – Training management partner for Core Skills Professional Development Packages and Curriculum Mapping piloting**

**Date: 12 August 2016**

### **1 Overview of the British Council**

The British Council is the United Kingdom's international organisation for cultural relations and educational opportunities. Its purpose is to build engagement and trust for the UK through the exchange of knowledge and ideas between people worldwide. It seeks to achieve its aims by working in education, science, governance, English and the arts. In 2012-13, its programmes reached a total audience of 550 million people worldwide and we engaged directly with 10.8 million.

The British Council was established in 1934 and incorporated by Royal Charter in 1940. It is registered as a charity in England and Wales (charity no. 209131) and Scotland (charity no. SCO37733). It is also an executive non-departmental public body, with the Foreign and Commonwealth Office as its sponsoring department.

Its primary charitable objects are set out in the Charter and are stated to be:-

- Promote cultural relationships and the understanding of different cultures between people and peoples of the United Kingdom and other countries;
- Promote a wider knowledge of the United Kingdom;
- Develop a wider knowledge of the English language;
- encourage cultural, scientific, technological and other educational co-operation between the United Kingdom and other countries;
- Otherwise promote the advancement of education.

In 2012 to 2013, the British Council had a total turnover of £781 million. Its income included a grant-aid of £171 million from the UK government, £490 million from fees and income from services such as English teaching, exams administration and the management of client-funded contracts, and funding from a wide range of public and private sector partners.

The British Council works in more than 110 countries around the world and employs over 7000 staff worldwide. It has its headquarters in the UK, with offices in London, Manchester, Belfast, Cardiff and Edinburgh.

Further information can be found at [www.britishcouncil.org](http://www.britishcouncil.org).

## 2 Introduction and background

The core purpose of the British Council's work in school systems is to **improve learning outcomes** through:

- Building a body of research that is publicly available on best international practice
- Providing and enabling consultancy on system improvement on a continuum from access to quality to innovation
- Providing services that support practitioners to deliver high quality education

In order to maintain and develop its position as a world leader in this area, the British Council has now developed a range of professional development assets that can be used in various ways by different programmes and country operations where we have an offer for schools. These assets will be closely aligned with the latest thinking of global leaders in educational discourse and the priorities of education systems worldwide.

Every country in the world needs a high quality, inclusive and equitable school system that develops young people who are able to:

- Live and work in a globalised economy
- Use their knowledge, skills and values to contribute responsibly locally and globally

In order to do so, there is growing consensus<sup>1</sup> that school systems need to develop young people with certain core skills and competencies (often known as 21<sup>st</sup> century skills or “Deep Learning<sup>2</sup>” skills) which can be categorised as:

- Skills for living in, and contributing to, a fairer world: global citizenship and civic responsibility
- Skills for working: collaboration and communication
- Ways of thinking: critical thinking and problem solving
- Key tools – crucially ICT literacy

Specifically, the British Council's work with schools will contribute towards the development of the following core skills and competencies in young people:

- Creativity and Imagination
- Student Leadership and Personal Development
- Citizenship
- Critical Thinking and Problem Solving

---

<sup>1</sup> Fullen & Langworthy “Towards a new end” 2013; Fullen & Langworthy “A Rich Seam” 2014, CBI Ready to Grow 2010

<sup>2</sup> <http://www.newpedagogies.info/>

- Digital Literacy
- Collaboration and Communication

Young people who receive this high quality education and develop these skills we believe will best contribute to the future stability and prosperity of our global society.

### 3 Position

The British Council seeks to contract a training management partner to support with the management of administrative and logistical requirements in the delivery of its new Core Skills Training Packages offer and Curriculum mapping piloting to teachers and school leaders in Nepal for a period of 12 months renewable for another 12 months based on the performance and quality of delivery of services .

The trainings will be delivered in the in the districts of **Jhapa, Nawalparasi, Surkhet, Kavre, Kaski and Rupandehi.**

The procurement of these services will involve a two stage process:

Stage 1 – prospective partners submit a completed tender response (Annex 1) and are assessed against the criteria stipulated within this document. The bid or bids that are awarded the highest score against the criteria specified will be shortlisted for this work (“shortlisted company”).

Stage 2 – The shortlisted companies(s) will then go through an interview for selection

### 4 Context of Core Skills Training packages

The British Council has signed a 3 year MoU with the National Centre for Educational Development (NCED) to deliver the core skills training in 6 districts. This model of professional learning is intended to follow the principles of good practice, such as: being suitable intensity; spaced; modelled; including practical elements; provision of feedback; including peer review; self-reflection.

The successful partner organization will support with the management of training interventions for teachers and/or school leaders based on the British Council Core Skills training packages as set out in scope of work under **section 10** below. The introductory training packages are designed to be delivered over the equivalent of 3 working days. The in-depth training packages are designed to be delivered over (3+2) working days.

Up to 40 participants are expected to participate in each training intervention. Numerous cycles per year could run concurrently or in succession. A total of 42 trainings are expected to be delivered over the period 2016/17. This includes 4 intro courses each for teachers and head teachers, 3 Advance course for Leaders, 6 Enabling courses, 9 Advanced course for teachers and 12 Evaluation workshops for teachers and head teachers (post advance course) . A total of 38 trainings have been scheduled for this year. *The training breakdown with proposed dates is attached as **Annex-2***

***For clearer understanding, all the course models have been briefly defined in the below table:***

Intro course	Advanced course	Evaluation workshop (post advanced course)	Enabling course
<ul style="list-style-type: none"> <li>• Held over a period of <b>3 days</b></li> <li>• Day 1 covers introduction to Connecting Classrooms web based portal Schools online and registration and completion of the baseline survey by all participants</li> <li>• Day 2 and 3 cover the Intro course to Core Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Held over a period of <b>3 days</b>, one week to ten day after the Intro course.</li> <li>• Day 1 and 2 covers in depth training on one of the core skills</li> <li>• Day 3 is spent on Action Research discussion and planning</li> <li>• Teachers/Leaders then implement their action research for a period of 9-12 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Held over a period of <b>2 days</b></li> <li>• Happens after 9-12 weeks post Advanced course</li> <li>• This is the end of one core skill course.</li> </ul>	<ul style="list-style-type: none"> <li>• Held over a period of 3 days</li> <li>• Is an add on course to the existing core skills package for head teachers only.</li> <li>• Is supplemented with the Advanced leadership course in 3 districts.</li> </ul>

Districts and no. of teachers to be reached for 2016/17: Core Skills training (Year 2)

Region	Teachers Trained	School Leaders Trained
Nawalparasi	40	20
Surkhet	40	20
Jhapa	40	20
Rupendehi	40	20
Kaski	40	20
Kavre	40	20

#### 4.1 Context of Curriculum Mapping piloting

The British Council has signed a 3 year MoU with the Curriculum Development Centre on April 2015 concerning collaborative work on Curriculum Mapping of Grade 1-5.

The successful partner organization will support with the management of training interventions for teachers and/or school leaders for the piloting of the Curriculum Mapping resource manual in 120 schools from Jhapa, Nawalparasi, Kaski, Kavre, and Surkhet and Rupendehi. A total of 240 teachers and 120 Head teachers to be oriented on the resource manual.

Districts and number of teachers and head teachers to be reached for 2016: Curriculum Mapping piloting (Piloting scheduled in November 2016)

<b>Region</b>	<b>Teachers Trained</b>	<b>School Leaders Trained</b>	<b>No. of days of training (total)</b>
Nawalparasi	40	20	3
Surkhet	40	20	3
Jhapa	40	20	3
Rupendehi	40	20	3
Kaski	40	20	3
Kavre	40	20	3

## **5 Conditions and contractual requirements**

The Contracting Authority is the British Council which includes any subsidiary companies and other organisations that control or are controlled by the British Council from time to time.

The services contract awarded under this tender will be for 12 months initially with the option to extend for a further 12 months.

The selected delivery partner will only process personal data accessed in performance of the services in accordance with the British Council 's instructions and will not use such data for any other purpose. The contracted partner will undertake to process any personal data on the British Council's behalf in accordance with the relevant provisions of the Data Protection Act 1998 and ensure appropriate and legislative consent is acquired where necessary.

The British Council is committed to equality and to positive action to promote this. It believes that an Equal Opportunities Policy helps to ensure that there is no unjustified discrimination in the recruitment, retention, training and development of staff on the basis of gender including transgender, marital status, sexual identity, region and belief, political opinion,

race, work pattern, age, disability or HIV/AIDS status, socio-economic background, spent convictions, trade union activity or membership, on the basis of having or not having dependents, or any other relevant grounds. The appointed partner must agree to operate in accordance with these principles while undertaking work at or on behalf of the British Council.

The British Council is committed to open government and to meeting its legal responsibilities under the Freedom of Information Act 2000 (the "Act"). Accordingly, all information submitted to a public authority may need to be disclosed by the public authority in response to a request under the Act. The British Council may also decide to include certain information in the publication scheme, which the British Council maintains under the Act.

If the partner considers that any of the information included in their completed documentation is commercially sensitive, it should identify it and explain (in broad terms) what harm may result from disclosure if a request is received, and the time period applicable to that sensitivity.

The partner should be aware that, even where they have indicated that information is commercially sensitive, the British Council might be required to disclose it under the Act if a request is received.

The partner should also note that the receipt of any material marked 'confidential' or equivalent by the British Council should not be taken to mean that the British Council accepts any duty of confidence by virtue of that marking.

The partner will comply with all applicable legislation and codes of practice, including, where applicable, all legislation and statutory guidance relevant to the safeguarding and protection of children and vulnerable adults and with the British Council's Child Protection Policy; in addition the trainers will ensure that where they engage any other party to supply any of the services under this agreement then that party will also comply with the same requirements as if they were a party to this agreement.

All relevant policies that the partner are expected to adhere to can be found on the British Council website – <http://www.britishcouncil.org/about/policies>. The list of policies includes (but it is not limited to):

- Anti-Fraud and Corruption
- Child Protection Policy
- Equal Opportunities Policy
- Fair Trading
- Health and Safety Policy
- Environmental Policy
- Records Management
- Privacy

Mandatory due diligence information will form part of your response to this ITT.

This document does not constitute an offer to provide goods and/or services to the British Council.

All costs incurred in the preparation of the proposal are the partner's responsibility.

The British Council reserves the right to request reference information.

The British Council is not obliged to award a contract for these services and reserves the right to withdraw from the procurement process at any stage.

## **6 Confidentiality**

All information contained within this document is confidential and is provided only to give tenderers should be disclosed to a third party without the British Council's consent.

The contents of this ITT are being made available by the British Council on condition that:

- Tenderers shall at all times treat the contents of the ITT and any related documents (together called the 'Information') as confidential, save in so far as they are already in the public domain;
- Tenderers shall not disclose, copy, reproduce, distribute or pass any of the Information to any other person at any time;
- Tenderers shall not use any of the Information for any purpose other than for the purposes of submitting (or deciding whether to submit) a Tender; and
- Tenderers shall not undertake any publicity activity within any section of the media.

Tenderers may disclose, distribute or pass any of the Information to the Tenderer's advisers, sub-contractors or to another person provided that either:

- This is done for the sole purpose of enabling a Tender to be submitted and the person receiving the Information undertakes in writing to keep the Information confidential on the same terms as if that person were the Tenderer; or
- The Tenderer obtains the prior written consent of the British Council in relation to such disclosure, distribution or passing of Information; or
- The disclosure is made for the sole purpose of obtaining legal advice from external lawyers in relation to the procurement or to any Framework Agreement arising from it; or
- The Tenderer is legally required to make such a disclosure.

In relation to the above the definition of 'person' includes but is not limited to any person, firm, body or association, corporate or incorporate.

The British Council may disclose detailed information relating to Tenders to its officers, employees, agents or advisers and the British Council may make any of the contractual documents available for private inspection by its officers, employees, agents or advisers. The British Council also reserves the right to disseminate information that is materially relevant to the procurement to all Tenderers, even if the information has only been requested by one Tenderer, subject to the duty to protect each Tenderer's commercial confidentiality in relation to its Tender (unless there is a requirement for disclosure under the Freedom of Information Act).

## **7 Intellectual Property Rights**

All IPR belonging to the appointed partner or the British Council before the commencement date of the contract or not created in the course of or in connection with the purpose of the

contract (Background IPR), and all third party IPR is and shall remain the exclusive property of the party owning it.

The appointed trainer is required to warrant that its Background IPR does not, so far as it is aware, infringe the rights of any third party and none of their Background IPR is the subject of any actual or, so far as it is aware, threatened challenge, opposition or revocation proceedings.

For any IPR developed or arising in the course or in connection with the contract, the appointed trainer will assign to the British Council with full title guarantee all its right, title and interest in the respective IPR. The appointed partner shall procure the waiver in favour of the British Council of all moral rights arising under the Copyright, Designs and Patents Act 1988, as amended or revised, or any similar provisions of law in any jurisdiction, relating to the IPR developed under or in connection with the contract.

## **8 Tender/Proposal Validity**

Your response should remain open for acceptance for a period of 90 days. A response valid for a shorter period may be rejected.

## **9 Payment and Invoicing**

The British Council will pay correctly addressed and undisputed invoices within 30 days.

The essential information on an invoice for the British Council is:

- A description of the services supplied.
- The British Council reference number/Purchase Order number.
- Addressed to Accounts Payable.
- The costs including VAT (if applicable) and any other charges

## **10 Scope of work, specification and outputs**

The British Council seeks to appoint a training management partner to support in the administration and logistic management of the training interventions for teachers and school leaders on the British Council Core Skills training packages in Nepal from September 2016 to June 2018 (with the option to extend for 12 months)

The partner will be mobile and be able to reach the training venues all/specific geographical areas in Nepal.

The table below details roles and responsibilities of the parties concerned in the delivery of core skills training:



<b>Training Management Partner</b>	<b>District Education Office (DEO)</b>	<b>British Council</b>
Lead the Connecting Classrooms training programme management in the districts involving Core skills trainer, teacher education network, local government, local strategic partnerships.	Provide the training venue	Provide the funds to the Training Management Partner for the delivery of the trainings
<p>Manage the funds for the Connecting Classrooms training delivery in the districts. This includes paying trainers' fees and allowances, participants allowances and meals</p> <p>Liaise with DEO to release teachers and head teachers to participate in the trainings</p>	Identify and release teachers and head teachers to attend the programme	<p>Liaise with Department of Education (DoE) and National Center of Education Development (NCED) for the facilitation of the trainings.</p> <p>Identify and mobilize trainers to deliver trainings.</p>
Arrange venue and logistics for all the trainings in coordination with local District Education Office and/or Education Training Center. This could include planning for and dealing with all possible contingencies.		<p>Provide Training Management Partner with the training schedule</p> <p>Provide contact details of trainers to the training management partner</p>
Be responsible for the distribution and collection of baseline and endline survey forms and distribution of resource/training materials, banners, standees, stationary for all Core Skills training		Provide training materials and resources to training management partner for distribution at training venues.

Provide activity and financial reporting to British Council as agreed.		Process payments based on quality and authenticity of activity and financial report
Ensure that all staff working on the Connecting Classrooms project complete the British Council's e-learning course on Child Protection.		Provide access to the e learning course for Child Protection to the Implementing partner  Share Child Protection Policy, Code of conduct and self declaration form
Support the Connecting Classroom 3 monitoring and evaluation process whenever required by liaising with British Council Nepal's monitoring and evaluation consultant and supporting in facilitating their work.		Provide contact details of the M&E team <i>(NB: External consultant is conducting the M&amp;E in Jhapa, Surkhet and Kaski for Core Skills and all six districts for Curriculum mapping)</i>
Provide support, if required, to trainers with regards to accommodation at the district of training.		
Be responsible for the duty of care of staff and participants during the training		

## 11 The Process

Each shortlisted company will go through an interview.

Selection Criteria

Essential:

- Strong networks and relationships with the education sector in the districts
- Regular contact with key influencers, such as local and/or national government, relevant community and umbrella organisations
- Commitment to working with diversity and experience of working with diverse groups in terms of race, educational background, religion, ethnicity, disability and gender
- Proven track record of managing or running training events and workshops at the district level
- Strong experience in financial management, disbursing funds and bookkeeping.
- Knowledge of prevailing taxation laws.
- Should be registered under VAT in Nepal.

Desirable:

- Knowledge of Nepal's education sector, in particular to teacher training delivery
- Prior experience of working in the specified district

## 12 How to apply

Interested organisations are invited to respond by completing the supplier response form with the mentioned documents and sending it to [connecting.classrooms@britishcouncil.org.np](mailto:connecting.classrooms@britishcouncil.org.np) by 28 August 2016.

*Mandatory documents:*

- CVs of key personnel
- Travel, duty of care policies
- Financial proposal
- VAT registration certificate
- Audit report of last two years
- Tax clearance certificate

Attached Annexes:

1. Annex 1: Supplier's response form
2. Annex 2: Core Skills: Proposed Training Schedule for 2016/17

Supplier response form (Annex 1) and Training schedule for 2016/17 (Annex-2) can be downloaded from <http://www.britishcouncil.org.np/programmes/education/connecting-classrooms> from the download section at the end of the webpage.