

Terms of Reference for Global Learning Project Scotland

Introduction

The Department for International Development (DFID) will fund a Global Learning Project in Scotland to increase and improve the teaching of development education in Scottish schools

Background

The Department for International Development (DFID) is the UK government department responsible for international development and the reduction of poverty overseas.

The Government believes that every child growing up in the UK should have the opportunity to learn about the world around them, about the essential facts of poverty and underdevelopment which face children their own age in other countries, and to develop the knowledge and skills to make judgements about global poverty, its causes, and what can be done to reduce it.

DFID recognises that there is an opportunity to achieve this through formal education, by supporting schools to integrate issues of global poverty and international development across the curriculum and through whole school initiatives.

A review carried out in 2009 recommended DFID's funding to help schools deliver development education be brought under a single programme in each UK nation. This would allow for greater coordination of support available to schools and more efficient use of resources with lower administration costs.

A second review in 2011, that assessed the impact of DFID's work in the UK to inform the public about international development on poverty reduction overseas, also recommended that DFID should continue to support development education through the formal education system in the UK.

In response to these reviews, DFID has committed to fund Global Learning Projects in each UK nation, to support schools to teaching about global poverty and international development in schools, with a particular focus on upper primary and early secondary school.

It should be noted that DFID continues to support school linking between schools in the UK and developing countries through a separate programme (Connecting Classrooms).

Purpose of Terms of Reference

The purpose of these Terms of Reference is to appoint a service provider to deliver the Global Learning Project in Scotland.

These Terms of Reference set out the key outputs and outcome that will be delivered by the project, the impact to which the project will contribute and additional criteria that will apply to the methodology and activities of the Project.

A key criterion is that the Global Learning Project is consistent with and complementary to national education policy in Scotland, including the national curriculum and other support for schools.

These Terms of Reference have, therefore, been developed in consultation with the Scottish Government and Education Scotland.

The Objective

The outcome of the Project is increased and improved delivery of development education in 50% of local authority primary, secondary and special schools in Scotland. The Project will support schools to embed development education and global citizenship as regular practice across curriculum subjects and through whole school initiatives.

The Project will contribute to more young people having a thorough knowledge and understanding of global poverty and the ways it can be reduced.

The Project will also contribute to the implementation and enrichment of the Curriculum for Excellence and to school improvements more generally by:

- Motivating young people; where schools have promoted development education it has been shown to be highly motivating for students.
- Motivating teachers; similar impacts have been found for teachers who champion international development themes, adding a further dimension to their careers.
- Supporting the transition from primary to secondary, by providing an area of continuity.

The Recipient

The recipient of the Project will be schools across Scotland which benefit from support for improved delivery of development education in school lessons and through whole school initiatives.

Scope

The Project will support local authority schools in Scotland to embed development education as regular practice at whole school, curriculum and classroom level with a particular focus on upper primary to S3.

Methodology

The Project will deliver four key outputs, which will cumulatively result in the outcome of increased and improved development education and global citizenship in 50% of schools for students in particular in upper primary and early secondary. Bidders are expected to use their knowledge and expertise of the education context and development education community in Scotland to determine the most effective activities that will deliver these results while providing value for money for taxpayer. In determining these activities, bidders must also ensure the Project methodology is consistent with the additional criteria set out below.

Outputs

The Project will deliver four key outputs:

- 1) School senior management teams understand the benefits of development education and global citizenship – both in terms of curriculum implementation and enrichment and for enhancing the overall performance of the school – and support its integration across the curriculum through classroom teaching and whole school initiatives.

- 2) Teachers have the relevant knowledge, skills and access to resources, and use these to integrate development education into their classroom teaching across a range of subjects and through whole school initiatives.
- 3) Teachers share their knowledge, expertise and good practice in development education with, and provide support to, other schools through existing networks.
- 4) Development education practitioners have evidence of which approaches in development education successfully achieve learning outcomes for students in line with curriculum guidance.

Additional criteria

The Project should also meet the following additional criteria:

- 1) The Project methodology must be consistent with and complementary to Scottish education policy, supporting the implementation and enrichment of the national curriculum.
- 2) The Project should make use of and not replicate training, resources and other services available to schools from statutory and other non-government organisations. This should include making use of the Global Dimensions Website, that will be further developed under the Global Learning Project England and/or other existing web based portals.
- 3) The Project should draw on the knowledge and expertise that exists within schools, about how best to teach young people about global issues; and utilise this expertise to improve provision of development education in other schools.
- 4) The key themes of development education, that the project will support schools to teach should include:
 - Knowledge of developing countries, their economies, histories and human geography
 - Knowledge of the basic elements of globalisation.
 - Knowledge of different ways to achieve global poverty reduction and the arguments around the merits of these different approaches.
- 5) The project will support teaching that allows students to consider the relative merits of different approaches to reducing global poverty and supports students to draw their own conclusions about the causes of global poverty and how it can be addressed.

Reporting

The supplier will be responsible for the day-to-day management of the Project. The supplier will submit a progress report to DFID each quarter, in a standard format provided by DFID. In addition, DFID will carry out annual project reviews to score project performance, establish lessons learnt and request amendments to the Project if necessary. Any or all of these reports may be published.

An external evaluation will be conducted in the course of the project and will advise on whether any changes should be made to the Project and whether any issues should be addressed before the project continues for its remaining period.

DFID and the supplier will use the following mechanisms to measure project progress:

- A logical framework setting out the results the Project will achieve, including periodic milestones that can be used to assess progress.
- Internal monitoring and reporting functions to ensure quality assessment and project delivery, established by the supplier.
- The supplier will develop and report against costed annual work-plans, which will be subject to DFID approval.
- Risks will be tracked through the establishment of a risks and issues log and reported in quarterly reports. Any urgent risks will be immediately escalated to the attention of the project director.

Timeframe

The projects will be conducted over 4 years. A mutual break clause will be built into the contract. An extension to the contract of up to 2 further years may be granted, dependant upon supplier performance and ongoing needs.

Budget

DFID has allocated a budget range for the Project that is proportionate to the Global Learning Project England, taking account of the population of the UK. The Scottish Government will make no financial contribution to the Projects.

DFID Co-ordination

Suppliers will report to the programme manager for development education in DFID's Education and Partnerships Team.