



Terms of Reference

Landscape and Recommendation Study on English Teacher Training in Brazil

Skills for Prosperity Programme Brazil, October-November 2018

SUMMARY OF REQUIREMENT

1. The Foreign and Commonwealth Office (FCO), seeks to appoint a Service Supplier to deliver a study on the training of English language teachers who operate in public schools in Brazil. The scope of the study will include training received at the point of becoming an English teacher – university degree, specialisation courses and training, and continuous professional development for teachers of ELT (English Language Teaching) to identify entry points and opportunities to support improvement in the training of both existing and future English teachers. The study will have two related outputs:
 - I. **Output 1: present a landscape report of the current context of English teacher training in Brazil.** The report should be evidence-based and include a list of data sources used. This report should:
 - a. Set out the main pathways for ELT teacher training in Brazil;
 - b. Set out, where available, headline data on the current stock of K12 English teachers in Brazil and their qualification level;
 - c. Identify the key institutions supporting English language teacher training in Brazil;
 - d. Consider the strengths and weaknesses to the current approach to English language teacher training in Brazil;
 - e. Identify opportunities and entry points for improvement within the current system.
 - II. **Output 2: building on from Output 1, design a set of recommendations (at least 4-5) for how the Skills programme could support ELT teacher training in Brazil.** This should consider the evidence for effective interventions to improve English teacher training and include a list of data sources used. The recommendations should take account of the following aspects:
 - a. The interventions should be focused on technical assistance and capacity building;

- b. The interventions will be implemented within a period of three years approximately;
- c. The interventions will be designed to be developed within the institutions' current structure and with the available physical and human resources;
- d. The recommendations should be drawn based on the evidences of Output 1 and with the ultimate purpose of training and upskilling English teachers to support students learn English as a key skill to increase access to higher education, TVET and labour market;
- e. The interventions should be based on the potential of funding available and the timelines of the programme.

INTRODUCTION AND CONTEXT

2. In 2015, the UK government's Strategic Defence and Security Review announced a £1.3 billion cross-government Prosperity Fund (PF) to run over five years (2016/17 to 2020/21). Its primary purpose is to **promote the economic reform and development needed for growth** in partner countries, in accordance with Official Development Assistance (ODA) rules, the International Development Act (2002) and the Gender Equality Act (2014). It will contribute towards meeting the new Sustainable Development Goals. The Fund's secondary objective is to open up opportunities for which business, including UK businesses, can compete. The UK government is looking to identify and support programmes that meet both the Fund's primary and secondary objectives.
3. The proposed purpose of the **Prosperity Fund Skills programme** focuses on reducing poverty in Brazil by providing support to tackle skills deficits which are holding back sustainable and inclusive growth. The programme aims to provide technical assistance to improve the **quality, relevance, equity** and **cost-effectiveness** of education in partner countries.
4. The intended impact of the Skills programme is **increased capacity for inclusive economic growth due to increases in labour productivity, which will contribute to poverty reduction**.
5. The expected outcome of the Skills programme is **improved skill levels, employment rates and productivity of beneficiaries, particularly for the priority target groups of women, low-income youth and people with disabilities**.
6. In order to inform the design of the Skills programme in Brazil, the FCO is commissioning a landscape and recommendation study to understand the way English language teachers are currently trained and the opportunities for a technical assistance programme to support this, with a focus on English as an enabler of social and economic development.

OBJECTIVE AND EXPECTED TASKS

7. The Prosperity Fund Programme Team in the British Consulate in Brazil wishes to secure the services of experts to deliver a **landscape and recommendation study on training of English language teachers in universities and public schools**. The conclusion of this study will help build the interventions of the Prosperity Fund Skills programme in Brazil.
8. The study will support the programme's efforts to strengthen the **quality, relevance, equity** and **cost-effectiveness** of education in Brazil.
9. Specifically, the study will (i) build an evidence-based picture of how initial teacher training and continuous professional development of ELT teachers is structured and delivered in Brazil and (ii) present recommendations of interventions based on the analysis of challenges and opportunities in this area. In more details, the study will consider the following aspects:

I. **Output 1: Landscape of English teacher training in Brazil:**

- a. Identification of the main routes of K12 English teacher training in public schools;
- b. Mapping of main organisations, institutions and bodies supporting English language teacher training in K12 public schools;
- c. Description of main focus for content and delivery;
- d. Verification of existing provision for quality assurance of English language teacher training;
- e. Analysis of outcomes and evidence-based impact of the trainings currently in operation.

II. **Output 2: Set of recommendations of interventions on training for English language teachers (initial and continuous):**

- a. A list of costed recommendations (at least 4-5), based on evidence of best practice in English teacher training, including the list of data sources used;
- b. The recommendations should rely on current institutional apparatus and the available human and physical resources of states governments and schools;
- c. The recommendations should take into account the long term sustainability of interventions, as well as the parameters set by the National Curriculum Reform ("BNCC");
- d. Relate to international good practices and the work of HMG and other international actors;
- e. Identify real or perceived barriers for a successful English teacher training programme in Brazil, as well as real and perceived opportunities.

10. Please note that the interventions should not focus on structural challenges that cannot be modified in the short term, such as wage raise of teachers from public schools, but on practices that could be implemented with the current regulations in place, given the condition that stakeholders involved are willing to cooperate. Also, the focus of the study should be training for English teachers and not training for generalist teachers. Finally, the recommended interventions should be feasible within the constraints of potential programme funding and timelines.

DELIVERABLES AND KEY DATES

11. The work should run over nine weeks: about 2/3 of the total period dedicated to Output 1 -- 1/3 of which dedicated to desk research, 1/3 to the interview of stakeholders and the final third to organise the findings and draft the report – and about 1/3 of the total period dedicated to Output 2 – analysis of findings from Output 1 and design of recommendations:

- I. **A landscape study on initial and continuous teacher training for ELT in Brazil. Final draft by 13 February 2019.** The FCO reserves the right to request amendments to the report if considered inconclusive. Potential amendments will be added by the service supplier and included in the final report, to be delivered along with Output 2.
- II. **A recommendation report which takes forward the analysis above to identify and explore in detail opportunities of interventions in teacher training for ELT. Final draft by 6 March 2019.** The recommendations should be in line with the Fund's goal of reducing poverty and inequality through stimulating inclusive economic growth. The FCO reserves the right to request amendments to the report if considered inconclusive.

12. Please note that the dates for delivering outputs might change if previously agreed between the Consulate team and the supplier.

13. The report should be delivered in English and Portuguese, and in both hard copy and soft copy.

14. The supplier should keep the Consulate team fully and promptly informed of any challenges or other issues which arise, including through regular progress meetings.

ETHICAL WALLS

15. The Bidder acknowledges that, if it is awarded the contract for this study, it may have access to or gain knowledge of certain confidential and/or commercially sensitive

information which may be relevant to a subsequent procurement which is being run by the FCO (including a mini-competition run under the Prosperity Framework).

16. The Bidder acknowledges that, under the Public Contract Regulations 2015, the FCO is required (among other things) to take appropriate measures to ensure that competition is not distorted by a bidder who has previously been involved in advising the FCO.
17. As part of meeting this requirement, the FCO requires that the successful bidder (if it is also bidding on a Subsequent Procurement) establish internal "ethical walls" (also known as "information barriers") to ensure that its employees, suppliers and agents on the team involved in such Subsequent Procurement bid do not discuss the Subsequent Procurement or have passed to them any information from those employees, suppliers and agents who are familiar with or are currently engaged in providing the services under the Current Procurement.
18. The FCO shall have the right to require that the Supplier puts in place "Ethical Walls" and will ensure and satisfy the FCO that all information relating to this Contract and to the Services and Deliverables completed pursuant to it (to include all working papers, draft reports in both tangible and intangible form) are not shared or made available to other employees, suppliers or agents of the Supplier and that such matters are not discussed by the relevant staff with other employees, suppliers or agents of the Supplier.
19. In the event of a failure to maintain the Ethical Walls as described above, arising during the course of the Contract, the FCO reserves the right to immediately terminate the Contract on giving written notice to the Supplier.

SKILLS AND COMPETENCES

20. The team who will undertake the service delivery need to demonstrate:
 - I. A postgraduate university degree in Social Sciences or other relevant discipline, preferably with a specialisation in education;
 - II. A minimum of 5 years practical experience in the field of teacher training, preferably with experience in English language teacher training;
 - III. Thorough understanding of the Brazilian education sector;
 - IV. Large experience working with public policy and programme design in education;
 - V. Previous experience delivering landscape and recommendation studies;
 - VI. Knowledge of key stakeholders, sources and references related to the study;
 - VII. Ability to demonstrate strong reporting skills, high levels of customer engagement, responsiveness, accountability, service delivery and delivery of value for money.

REPORTING STRUCTURE, LOGISTICS AND OTHER ARRANGEMENTS

21. The Service Supplier will report to the FCO's Programme Manager at the British Consulate in Rio de Janeiro, Brazil. The Service Supplier will also appoint a member of staff to liaise with the FCO's Programme Manager for Brazil on contract management issues.
22. In terms of logistics, the Service Supplier will work independently in setting up their own meetings with key stakeholders, arranging transport, agenda, programmes, etc. Where appropriate, the FCO's Programme Manager at the British Consulate in Rio de Janeiro may assist in accessing government agencies or other key senior stakeholders if this should prove necessary.

BUDGET AND PAYMENTS

23. The maximum budget for the service covered under these terms of reference will be no more than £18,000.
24. The supplier will propose the overall budget for this work, which must be inclusive of all applicable taxes, overheads and travel costs for any field visits, if applicable. Bidders are expected to show value for money and not reach the budget ceiling if costs can be lower. Payments will be made in two instalments: 50% upon reception of Output 1, and the remaining 50% following completion and reception of Output 2. Payments will be made after any updates have been incorporated and signed-off by the British Consulate.

SUBMISSION OF PROPOSALS

25. Interested parties are asked to submit:
 - I. Full proposal including a detailed methodology of how they will deliver the above-mentioned service, including a schedule of activities.
 - II. The CV(s) of the team who will undertake the service delivery. The experts should demonstrate all skills and competencies listed above and bidders should show previous experience conducting similar services. UK organisations may wish to consider partnering with local experts and a list of stakeholders a supplier would want to consult with as part of this study.
 - III. Financial proposal including all charges and fees as per abovementioned instructions. The financial proposal should also include the related costs to support the total amount charged, such as number of team members working on the study, number of days and day rates, as well as travel expenses, if needed.

Proposals need to be submitted in English by email to adriana.balducci@fco.gov.uk, by 30 November 2018 at the latest.

EVALUATION OF PROPOSALS

26. The tender process aims to ensure that the tenders are evaluated fairly to ascertain the most economically and technically advantageous tender from the point of view of the purchasing Authority.
27. The evaluation methodology will assess the proposals according to the following criteria: 20% to the understanding of the brief and knowledge of subject matter, 40% to the methodology, 20% to the team, and 20% to value for money and competitiveness of overall costs.
28. Bidders should ensure their answers are concise and relevant to this specific contract, and refrain from uploading extensive generic corporate documentation or marketing literature. Excessive generic material may result in the bid being deemed unacceptable and excluded from the process.
29. All proposals will be assessed from both technical and commercial perspectives to ensure that best value for Tax Payer's money is being achieved.
30. Any tender that is not compliant with the Conditions of Contract may be rejected.
31. Abnormally Low Tenders may be removed from the evaluation process if the Authority deems them to be unacceptable. This is to prevent their commercial score skewing subsequent scoring.