## Quote and Specification Form for a commissioned activity in the Norwich Opportunity Area

Reference **NCCQ41767**

Please ensure you complete the following.

Provider Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name of person managing this bid \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **1. Norwich Opportunity Area Priority** | **Collaboration**(Previously Priority 4 - Give young people the information and support they need to move successfully between school, college, university and into work) |
| **2. Strand** | 4.4.2 – Primary Aspirations: Parental Engagement |
| **3. Activity Name** | Primary Aspirations: Parental & Community Engagement Programme  |
| **4. Background** | **Norwich Opportunity Area**Young people in Norwich from disadvantaged backgrounds are less likely than their peers elsewhere in England to leave school with a good level of attainment, go on to study for a level 3 qualification (such as A levels), continue with education or employment from age nineteen, or go to university.Norwich has been identified as an Opportunity Area by the Department for education to address this problem. This activity is part of the [delivery plan](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/658582/Social_Mobility_Delivery_Plan_Norwich_v6__FINAL_.pdf).There is evidence to suggest that the earlier children and young people are exposed to different types of career, the more likely they are to have broader aspirations for their future selves. Research shows that children make, or more importantly, disregard career decisions and pathways at a very early age. NOA stakeholders tell us that work around informing aspiration in children within school must be supported by engagement with communities and parents. We could support parents to feel more connected to schools and to their children’s education. We know that children from disadvantaged backgrounds may have fewer successful role models either at home or in their local communities and fewer opportunities to meet a wide range of people doing different jobs. This activity will deliver community engagement activities in partnership with primary schools, aimed at engaging pupil’s parents and the wider community in conversations around aspirations.  |
| **5. Targeted individuals/schools** | Parents, the community and the 35 Norwich OA primary schools |
| **6. Anticipated costs and price cap** | **Price cap to provide this service is £90,000 (for years 1 and 2) to be inclusive of all fees.**  |
| **7. Outputs** | January 2019 – July 2020We are looking to award one contract to one provider to deliver the project for Year 1 and Year 2. NOA programme team will support the provider to engage with the 35 NOA primary schools and encourage them to take part, with the intention to deliver in 30 primary schools. **Year 1: Delivery during January 2019 – December 2019**Expected cost of £60,000 at £2,000 per school (based on delivery in 30 schools)The Provider will work with each school to set up and deliver a programme of regular engagement activities for parents and community members (or build on and add capacity and expertise to initiatives that already exist). In the main this will be delivered on the school site. Using accessible, enticing and non-threatening content with the intention of working with parents who are least likely and most resistant to engaging positively with school. * Activities will engage parents in conversations around aspirations for their children.
* Supporting parents to understand how important they are to support their child’s aspirations and approaches they can take to talk about aspirations at home.
* Supporting parents to feel fully informed about the wide variety of career options that exist and the importance of their child’s education to access future career options.
* To link into any planned world of work/enterprise activities within schools and encourage parents and community members to participate in activities.
* To encourage parents and community members to consider their own personal development and signpost them to local support organisations that may help them plan for their own future (e.g. English & Maths classes, CV writing and employability workshops).

The Provider will be expected to deliver an inbuilt evaluation plan for their activity, as agreed with NOA. To include baseline evaluation, after activity evaluation and end of year perception surveys to monitor the impact of programmes.The Provider will be expected to work with schools to produce a summary of the activities delivered and any lessons learnt to share with other NOA schools, using a set template as agreed with NOA. **Year 2: CPD during September 2019 – July 2020**Expected cost of £30,000 at £1,000 per school (based on 30 schools)The Provider will work with each school to complete an audit of the school’s approach to communicating and engaging with parents and communities. This will include reflecting on activities delivered during Year 1, outcomes achieved and how activity can be continued. During Year 2, the provider will deliver three CPD sessions (one each term) on parental engagement models and tools for school staff. Through CPD sessions and learning from delivery during Year 1, we expect The Provider to support schools to develop a strategy for future approaches to engage parents and communities in conversations around informed aspirations.  |
| **8. Short term outcomes** | Participating parents demonstrate:* Increased awareness of career and work opportunities in their local area
* Increase in feeling informed and able to support their child’s aspirations for the world of work
* Reduced gender-specific career/role stereotypes

Schools are actively involved in the successful delivery of engagement activities with parents and communities.Schools have a better understanding of approaches to communicate effectively with all parents and knowledge of appropriate tools.  |
| **9. Long term outcomes** | Pupils and their parents demonstrate:* Increased awareness of career and work opportunities in their local area
* Increased understanding of the link between interest and skills, education, qualifications and work opportunities
* Reduced gender-specific career/role stereotypes

Primary schools learn from the experience of delivering regular engagement activities with parents and communities and develop a strategy to continue this work in future.  |
| **10. Evidence base** | NOA stakeholders tell us that work around informing aspiration in children in school must be supported by engagement with communities and parents. Our recent research with Sherbert Research shows that we could support parents to feel more connected to schools and their children’s education.* Gottfredson’s ‘Theory of Development’ suggests that children begin to eliminate their least-favoured career options between the ages of nine and 13, and that they begin to form stereotypes about occupations, including gendered roles, when they are around six to eight years old. These stereotypes can influence their ideas about the jobs that they might be able to do in the future.
* Ofsted’s (2011), ‘Girls Career Aspiration’ report recommended that mixed sex schools need to do more to widen perceptions of the career options.
* Education and Employers completed an international survey of over 20,000 children, aged seven to 11, in 20 countries; the children were asked to draw pictures of the jobs they wanted to have when they grew up. The results of the survey demonstrate that children arrive in school with strong assumptions based on their own day-to-day experiences and that children's career aspirations are influenced by who they know. The survey shows young people need to be introduced to different types of careers at an early age.
	+ Girls in more deprived schools were more likely to want to be shop workers and beauty therapists, while better-off boys wanted to be managers and lawyers.
	+ Outside of the UK, the drawings often showed high aspirations despite hardship. In Uganda and the Philippines, girls most want to be teachers. In Pakistan, Bangladesh, Colombia and Indonesia they want to be doctors. In China, the most popular career ambition for boys is a scientist.
	+ The results also showed how much gender stereotypes were established from an early age. In the UK, girls were much less likely to want to become engineers or scientists, but more likely to want to become a nurse or beauty therapist; boys were more likely to want to have jobs such as airline pilot and mechanic.
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| **11. Prospective Providers should meet the following criteria:** | Expertise: Staff demonstrate a significant track record of delivering Careers/Enterprise Education for primary age and engaging with parents and communities about education and careers. Experience: Working with schools, delivering engagement activities with parents, community development work, linking employers with education, delivering CPD sessions within school, supporting schools to develop strategies for communication and engagement. Evidence of impact in other schools and case studies are encouraged. Further credentials: Safeguarding |
| **12. Prospective Providers are invited to submit:** | 1. Evidence of expertise and experience stated in section 11 above (Weighting 35%)

CVs are encouraged. Please type your response here (2 sides of A4 + CVs) |
| 1. Approach to this project (no more than 1 side of A4). Including staffing and a description of any potential conflicts of interest and how you will deal with them (Weighting 35%)

Please type your response here (2 sides of A4) |
| 1. Details of your time, fees and expenses required to meet the outcomes and price cap (Weighting 30%)

Please type your response here £\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(you may wish to show this as a table, you will be evaluated on the total, which is not to exceed the price cap of £90,000) |
| **13. Timetable** |

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| Application issued |  |
| Deadline for clarifications | 10am 11th January 2019 |
| Deadline for responses | 10am 18th January 2019 |
| Contract Award | 25th January 2019 |
| Project completed by | July 2020 |

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| **14. Additional information** | For further information on this project or the Norwich Opportunity Area, contact the Programme Manager, Katie WhiteEmail: Katie.White@newanglia.co.uk |
| **15. Clarifications** | Please email any clarification questions to sourcingteam@norfolk.gov.uk quoting **NCCQ41757 clarification** in the subject area. Please ensure that your email confirms your name and contact details so we can respond to you. Deadline for receipt of clarifications is 11th January 2019 10am.  |
| **16. Submission of bids** | Please submit your completed quote to sourcingteam@norfolk.gov.uk quoting **NCCQ41757 submission** in the subject area. The deadline for submission is 10am on 18th January 2019. |