

Education

Call for proposals

New Ways of teaching 2020

October 2020

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The British Council Americas seeks the services of a consultant with experience of both English Language Teaching (ELT) and Basic (i.e. compulsory) Education sector, and with international reach and experience, to undertake a research and analysis project, which has as its objective the collection, synthesis and analysis of available data and insight into the skills required by teachers in Basic (i.e. compulsory) Education in the Americas who are obliged to teach remotely children based at home because of school closures.

Timescales of the project

Apply by: 9 November 2020

Start date: 16 November 2020

End date: 30 January 2021

Background

From July 2019 to February 2020, the British Council Americas' [cpdBE \(Continuing Professional Development in Basic Education\) project](#) held workshops and established a community of practice to enable connections between the UK and the Americas to share learning and insight into, and to influence thinking about continuing professional development (CPD) among policymakers, school leaders, teacher educators, and teachers. The main goal was to begin to foster an evidence-based approach to professional development in ELT and other subjects in Basic (compulsory) Education in the Americas. We will continue this work with New Ways of Teaching 2020.

School closures due to the COVID-19 pandemic have seen teachers having to find alternative means of education to reach children obliged to stay at home. At the start of the Pandemic in March 2020, nearly 155 million children in the Americas were not in school¹. As of September, it is estimated that globally more than 800 million children, or over 45% of enrolled learners are not at school.² UNESCO estimates that one billion students, two-thirds of the global student population, face either school closures or uncertainty.³

Remote (i.e. synchronous, online) teaching and guided online (i.e. asynchronous) learning have been adopted by schools across the region and in many cases, teachers have found themselves

¹ <https://www.unicef.org/press-releases/covid-19-more-95-cent-children-are-out-school-latin-america-and-caribbean>

² <https://en.unesco.org/covid19/educationresponse>

³ <https://en.unesco.org/news/new-academic-year-begins-unesco-warns-only-one-third-students-will-return-school>
www.britishcouncil.org

having to adapt themselves quickly to cope with this. This emergency remote teaching (see Hodges et al., 2020⁴) has, in many cases, transformed into hybrid learning⁵, with teachers having to cope with some learners based at home and others in the face-to-face classroom.

We anticipate the following to be useful starting points for this research:

- Based on the British Council and Plan Ceibal's innovative remote teaching project *Ceibal en Inglés*, Artusi & Stanley⁶ identified the skills needed by remote teachers teaching primary classes when children are in a face-to-face classroom (see *Appendix A*).
- British Council insight and research into the crisis caused by school closures: <https://www.teachingenglish.org.uk/article/support-teachers-teacher-educators>
- British Council Covid-19 insight reports: <https://www.teachingenglish.org.uk/article/covid-19-insight-reports>
- British Council Covid-19 case studies: <https://www.teachingenglish.org.uk/professional-development/teacher-educators/self-awareness/articles>

Project Summary

British Council Americas would like to commission desk research and a combination of focus groups and structured interviews with remote teachers, school leaders and policymakers, to answer the following questions:

1. What skills do teachers who are new to teaching remotely (i.e. synchronously online) require?
2. What skills do teachers need to support learners with online guided learning (i.e. asynchronous, using learning management systems, etc.)?
3. What additional skills and considerations are there for teachers who have to teach a combination of learners who are in the physical (face-to-face) classroom and others at home (i.e. hybrid learning)?
4. What CPD is recommended in order to help ELT and other subject teachers transition from the physical (face-to-face) classroom to teach remotely (i.e. synchronously) and support online guided learning (i.e. asynchronously through learning management systems, etc.)?
5. What type of CPD (e.g. synchronous, asynchronous, or a combination?) is ideal? What is the recommended duration (i.e. length of course) and frequency (how often should they receive input)?
6. What role do school leaders and policy makers play in the above? What CPD is required for them?
7. Are school systems ready and able to provide a remote teaching / hybrid offer? What major challenges exist to accomplishing the CPD suggested in questions 5 and 6? What can be done to overcome these?

The desk research should be based on a literature review with an emphasis on recent developments. In addition to pedagogy, the literature review should look at how socio-economic factors influence the questions above. Because of the nature of ELT, we expect separate, special consideration to be

⁴ Hodges, C., Moore, S. Lockee, B, Trust, T. & Bond A. (2020) *The Difference Between Emergency Remote Teaching and Online Learning* <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>

⁵ Fullan, M. & Quinn, J. (2020) Reimagining Education: From remote to hybrid learning.

<https://educationblog.microsoft.com/en-us/2020/06/reimagining-education-from-remote-to-hybrid-learning/>

⁶ Artusi, A. & Stanley, G. (2020) 'Remote language teaching and continuing professional development' in *Digital Innovations and Research in Language Learning* <https://ltsig.iatefl.org/new-research-book/>

given to the teaching of English when there are (as is expected) differences in approach and needs. The interviews should focus on key countries in the Americas (e.g. include Brazil, Colombia, Mexico).

Objectives of the project

The objectives of this research and analysis project are to:

Data collection

- a) **Collect and review the existing data** available from educational sources (including academic research and case studies) that is related to **the skills teachers need** that are similar/different from teaching in the (face-to-face) physical classroom.
- b) **Identify any gaps** in knowledge and insight that can be met by **focus groups and a selection of interviews with teachers and other stakeholders** who have recent experience and are able to provide more detail of some of the needs.
- c) **Undertake additional data collection** from **focus groups and interviews**. Support will be provided by the British Council when possible in contacting relevant stakeholders and facilitating these meetings.

Analysis

- a) **Synthesis and analysis of data**, highlighting evidence-based answers to the research questions posed above.
- b) **Review the needs of teachers for remote teaching** (i.e. synchronous; live online) and identify **how best to provide teacher development** for this.
- c) **Review the needs of teachers for guided online learning** (i.e. asynchronous support via a Learning Management Systems, etc.) and **how best to provide CPD** for this.
- d) **Review the needs of teachers who are obliged to undertake hybrid learning** (i.e. a combination of face-to-face and online) and how best to support them with CPD.
- e) **Review the needs of School Leaders to respond to new and adjusted expectations of learners' achievements and learning outcomes as a result of this new way of teaching and learning.**

Reporting

- a) **Produce an executive summary report** and a second **detailed report** of the findings of the above with recommendations.

Deliverables

Deliverables should include the following:

- Presentation of preliminary findings (by 15th December 2020) in a draft report written in English
- Final evaluation report in English (by 20th January 2021)

The **final evaluation report** should be jargon-free, clear and simply written. The report should include an executive summary, brief background and recommendations. Recommendations should be specific and include relevant details for how they might be implemented.

The structure of the report should cover the following:

- Executive summary (approximately 10% of the final report)
- Brief project background (approximately 5%)
- Main findings relating to the research questions and including details found from reviewing data and analysis, and focus groups/interviews if appropriate (At least 50%)
- Recommendations for future action (At least 25%)

Details of consultancy

This call for proposal is opened to all who can commit to delivering the following:

ACTIVITY	DATE
Launch of the Call for proposals	23 October 2020
Deadline for asking clarification of questions	30 October 2020
British Council to respond to clarification questions	3 November 2020
Deadline for submission of proposal	9 November 2020
Selection of proposals	10 November 2020
Final Decision communicated to winning applicant	12 November 2020
Signing of contract	16 November 2020
Beginning of consultancy assignment	16 November 2020
Initial findings – first draft report submission	15 December 2020
Final report submission	20 January 2021
End of consultancy assignment	30 January 2021

Confidentiality

All information supplied to applicants by the British Council, either in writing or orally, must be treated in confidence and not disclosed to any third party (save to your professional advisers, consortium members and/or sub-contractors strictly for the purposes only of helping you to participate in this call for proposals) unless the information is already in the public domain or is required to be disclosed under any applicable laws.

Intellectual Property

The Consultant expressly agrees that the Final report, initial findings reports submission, their content and resources, shall belong exclusively to the British Council, even if created outside its

premises, if bound to or resulting from the performance of the scope of this Agreement and/or the information owned by the CLIENT.

Budget

The maximum budget for this project will be £25,000 (including VAT if payable) and should be taken into consideration in your proposal. This is to cover everything as outlined in this CfP.

Proposals

Your proposal should cover the following points:

- Your interest in this opportunity.
- Your track record (aligned with what is being sought).
- Qualification evidence
- Your methodology and approach for the research and analysis project (you can use images, sample materials etc. to support if needed).
- Budget for delivering everything outlined in CfP

Please note that the proposal should have a **maximum of 7 pages**.

Selection criteria

You will have your response evaluated as set out below:

Stage 1: A check will be made so ensure all required documents have been provided according to the specifications. Incomplete or incorrect submissions will be disqualified and not evaluated further.

Stage 2: The proposal will then be evaluated in accordance with the criteria and weightings set out below. If excluded at this point, they will not be evaluated further.

CRITERIA	%
Methodology and Approach that demonstrates that the consultant understands the request	40%
Knowledge of the sector, professional experience, qualifications and competencies.	30%
Value for money	30%

ACTION REQUIRED

Proposals should be sent to Graham Stanley (Graham.Stanley@britishcouncil.org) by no later than Friday, 9 November 2020. Subject line: “Proposal – New Ways of Teaching”.

Should you have any questions related to this call for proposals, please contact Graham Stanley by no later than 3 November 2020. Subject line: “Proposal – New Ways of Teaching - Questions”.

Proposals will be assessed according to compliance with the terms of reference above and breakdown of costs/budget.

All institutions/individuals will be contacted by 12 November 2020 with the results.

CONTACT PERSON

Graham Stanley

English for Education Systems Lead - Americas

British Council

Graham.Stanley@britishcouncil.org

COUNTER-TERRORISM AND MONEY LAUNDERING POLICY

The British Council is a UK organization for cultural relations and educational opportunities.

As a non-profit organization, the British Council must comply with applicable Brazilian law, including by making sure that its assets are protected and properly used to meet its objectives. We also have a duty to protect the public funds we receive. The funds must not be used to support criminal or terrorist intentions, or in any way that violates the applicable penalties.

This policy applies to all British Council operations worldwide, unless the local legal requirements are more stringent, or if the enforcement of the policy is unlawful under local regulations.

The British Council will assess the risks of becoming involved in terrorism and money laundering, and of violating applicable penalties. It will implement proportional measures to manage these risks, while continuing to work in difficult and challenging places.

The British Council undertakes to:

- Have systems, procedures, and controls in place, to make sure the risks of becoming involved with the funding or support to terrorist activity, money laundering, or violation of penalties are managed;
- For the highest-risk negotiations, check whether the funds that the British Council receives or works with are not on lists of banned terrorist groups or persons, lists of financial penalties, or other lists of regulatory compliance, and assessing the risks, if any;
- Train its team to be aware of the risks related to terrorist activity, money laundering or violation of penalties;
- Make sure that its staff understands their obligations to report any actual or suspected terrorist or money laundering activity; and
- Comply with its obligations, informing the external authorities when necessary.

We require that all funds received by the British Council comply with this policy, to make sure that funds and assets are not used to fund or support terrorist or money laundering activity.

The British Council will review this global policy annually, to reflect new legal and regulatory developments and ensure the adoption of best practices.

EQUALITY, DIVERSITY AND INCLUSION POLICY

The British Council creates opportunities for people from the UK and other countries and builds a relationship of trust between them around the world. The British Council seeks to work effectively with diversity and promote equal opportunities, and this is an essential part of the work.

The British Council is committed to ensuring that there is no unjustified discrimination in the recruitment, retention, training and development of employees based on age, disability, gender (including transgender), HIV/AIDS, marital status (including steady union), pregnancy and maternity, political opinion, race/ethnicity, religion and belief, sexual orientation, socioeconomic history, criminal background, trade union membership, work pattern, existence of dependents or any other data irrelevant to the function performed.

It also aims at respecting and promoting egalitarian legislation, following the laws and intentions they express in this area and seeking to avoid unjustified discrimination, recognizing that discrimination is a barrier to equality, diversity, inclusion and human rights.

The British Council undertakes to:

- understand, value and work with diversity, in order to allow fair and integral participation in our work and activities;
- ensure that there is no unjustified discrimination in our recruitment and selection processes, among others;
- promote equality, including checks on conditions of equality and impact assessments of policies and functions, as well as progressive action plans aiming at diversity;
- treat everyone with whom we work with justice, dignity and respect; and
- do our part to remove barriers and correct imperfections caused by inequality and unjustified discrimination.

The British Council requires all employees to ensure that their behaviour is consistent with this policy. It also asks that customers, users, partners and suppliers be aware of this policy and act accordingly.

The British Council will provide appropriate and adequate resources to implement this policy, and make sure that it is communicated and understood.

The British Council will review this policy annually, to reflect new legal and regulatory developments and ensure the adoption of best practices.

SAFEGUARDING & PROTECTING CHILDREN AND VULNERABLE ADULTS

In relation to all activities in connection with the Project, where the Location is England or Wales, the consultant will comply with all legislation and statutory guidance relevant at any time in the Location to the safeguarding and protection of children and vulnerable adults (including the UN Convention on the Rights of the Child and the Children Act 1989), and with the British Council's Child Protection Policy, as may be amended from time to time

Where the Location is outside of England or Wales, the Recipient warrants that, in relation to all activities in connection with the Project, it will comply with all legislation and statutory guidance relevant at any time in the Location to the safeguarding and protection of children and vulnerable adults, and with the detail and principles of the Children Act 1989 and the UN Convention on the Rights of the Child (to the extent that such legislation is not directly applicable in the Location), and with the British Council's Child Protection Policy, as may be amended from time to time

The Recipient acknowledges that, for the purposes of the Safeguarding Vulnerable Groups Act 2006, and any regulations made thereunder, as amended from time to time (the "SVGA"), and where the Location is England or Wales, it is the "Regulated Activity Provider" in respect of any "Regulated Activity" (both as defined in the SVGA) carried out in connection with the Project and that it will comply in all respects with the SVGA and any regulations or orders made thereunder. Equivalent provisions in equivalent legislation applicable in Locations other than England and Wales shall apply in those Locations

The Recipient warrants that at all times during the Term, it is not, and has no reason to believe that any person who is or will be employed or engaged by the Recipient in connection with the Project is, barred from carrying out such employment or engagement.

ENVIRONMENTAL POLICY

The British Council creates opportunities for exchange of knowledge between nations and the United Kingdom, creating a relationship of trust with the nations where it is based. Its operations and activities have an impact on the environment and, as such, it is committed to manage and reduce the impact of the organization on the environment.

The Environmental Management System (EMS) has been awarded the ISSO14001 certificate in the UK and the environmental action plan aims at reducing carbon footprint in the United Kingdom.

The British Council uses a tool called the Environmental Framework Tool (EFT), to manage its environmental impact in more than 100 countries where the British Council operates.

In Brazil, efforts are being made to improve environmental performance by using this tool, which requires the British Council to report progress in specific areas, including employee awareness and their understanding of the environmental impact of activities and behaviours.

The British Council undertakes to:

- evaluate, understand and control the environmental impacts arising from its activities;
- ensure compliance with all relevant national environmental legislation;
- define environmental objectives and targets for activities with significant impact, taking into account the aspirations of the partners;
- communicate progress in reducing environmental impact to stakeholders within and outside the British Council; and
- monitor and reduce the impact of corporate travel on the environment.

The focus of the British Council will be to:

- Reduce the use of power and water and the carbon emissions resulting from its activities;
- 2. Reduce the production of garbage, reinforcing practices to reduce use, reuse of materials and recycling;
- 3. Choose sustainable options during the procurement of goods and services;
- 4. Monitor and reduce the environmental impact of business travels and explore innovative mechanisms to further develop cultural relations in countries where it operates in an effective manner;
- 5. Use its creativity and global position to promote sustainability through commitment to the climate change agenda.

The responsibilities of the British Council are the following:



- Responsibility for the environmental policy falls on the National Officer
- The EFT National Coordinator is responsible for:
 - managing the implementation of the EFT in Brazil
 - leading the implementation team, called the Green Team Champions
 - completing the EFT evaluation process and submitting a report to the Regional Coordinator
- The implementation team, called the Green Team Champions, shall be responsible for:
 - working with the National Coordinator to promote environmental awareness
 - contributing to the development of the British Council's environmental policy and action plan for the country
 - leading specific tasks aligned with the EFT

The entire British Council team is responsible for adjusting to the new environmental policy and adjusting its actions to support the improvement of its environmental performance. Officers will be responsible for including in the induction of every new employee an introduction to the environmental policy.

ANTIFRAUD AND CORRUPTION POLICY

The British Council creates international opportunities for people from the UK and other countries and builds relationships of trust between them around the world.

As a non-profit organization, the British Council must comply with the applicable Brazilian law, including by making sure that its assets are protected and properly used to meet its objectives. The British Council also receives British aid funds (through the Foreign and Commonwealth Office), and it needs to take steps to preserve these public funds.

The British Council has a policy of "zero tolerance" with regard to fraud, bribery and corruption. Always investigating and seeking to take disciplinary and/or legal measures against those who commit or assist someone to commit, fraud or any other improper activity in their operations.

The British Council undertakes to:

- Develop an anti-fraud culture throughout the organization;
- Seek to minimize opportunities for occurrence of fraud, bribery and corruption;
- Have effective systems, procedures and controls in place, which enable the prevention and detection of fraud, corruption and bribery;
- Make sure that its team is aware of the risks of fraud, bribery and corruption and that it understands its obligations to report any actual or suspected incidents of fraud, bribery or corruption;
- Analyze all reports of fraud, bribery and corruption seriously, and investigate them proportionately and appropriately; and
- Fulfill its obligations by reporting any incidents of fraud, corruption and bribery to the appropriate external authorities.

The British Council will provide appropriate and adequate resources to implement this policy and make sure that it is communicated and understood.

The British Council will review this global policy annually, to reflect new legal and regulatory developments and ensure the adoption of best practices.