



Invitation to Tender (ITT)

For: British Council Schools – Training Delivery Supplier for Core Skills Professional Development Packages

Date: 06/07/2015

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.

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 consensus¹ that school systems need to develop young people with certain core skills and competencies (often known as 21st century skills or “Deep Learning²” 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 (see Annex 2 for further details):

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

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

² <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.

See Annex 2 for further details of the Core Skills training packages.

3 Position

The British Council seeks to procure suppliers to deliver its new Core Skills Training Packages offer to teachers and school leaders in Kenya from **September 2015 to March 2016** (pending successful supplier performance, extensions for up to a further 2 years will be considered). We welcome bids from individual suppliers. Suppliers can specify whether they wish to be considered only for teacher training or only for school leader training, or for both teacher and school leader training.

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

Stage 1 – prospective suppliers 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 supplier”).

Stage 2 – The shortlisted supplier(s) will then go through a process of validation. This validation process consists of two phases - the first phase involves the completion of a Validation Questionnaire for each individual trainer being put forward as part of the bid that will be assessed (details of assessment criteria are outlined in Section 10 below). The proposed trainers that provide the evidence requested will then be invited to attend a local face-to-face validation event. Upon proposed trainers being validated at this event, the shortlisted supplier(s) will be appointed (“appointed supplier”) and awarded a contract for the delivery of the services. Further details are included within this document.

The requirement has been broken into two separate lots as specified below. Providers may bid for one or more lots. Instructions on how to bid are contained in Annex 1: Invitation to Tender Response.

LOT 1	Core skills professional development delivery to teachers in Kenya
LOT 2	Core skills professional development delivery to school leaders in Kenya

4 Context of Core Skills Training packages

The successful supplier will deliver training interventions for teachers and/or school leaders based on the **British Council Core Skills training packages** (see Annex 2 for further details of the Core Skills training packages). The introductory training packages are designed to be delivered over the equivalent of a working day. The in-depth training packages are designed to be delivered over 3 working days with a period of approximately 9 weeks between days 1&2 and day 3. In between these face to face training events, participants will be expected to deliver their agreed actions and participate in a number of

“reflect, re-plan, do” meetings. The training packages are intended to inform and inspire teachers and school leaders to reflect on and makes changes to their practice, pedagogy and, where appropriate, curriculum.

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 and a close monitoring and evaluation of progress of those trained.

Successful suppliers will be required to support and encourage teachers and school leaders to use a variety of means (including through online British Council forums) to collaborate and share experiences with their peers both locally and internationally.

Up to 30 participants are expected to participate in each training intervention. Numerous cycles per year could run concurrently or in succession.

The training packages will be delivered globally as part of the British Council’s schools offer in individual countries. In many territories, this will be under the Connecting Classrooms programme, which aspires to train 2,800 teachers and 500 school leaders between 2015-18.

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 **7 months** initially with the option to extend for a further 12 months in **April 2016** and again in **April 2017**.

The appointed suppliers 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 suppliers 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 identify, 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 supplier 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 suppliers 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 suppliers 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 suppliers 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 suppliers 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 suppliers will ensure that where they engage any other party to supply any of the services under this agreement that that party will also comply with the same requirements as if they were a party to this agreement.

All relevant policies that suppliers 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

The British Council's contracting and commercial approach in respect of the required services is set out at for each of the Lots in their respective Schedules (the "Contract"). By submitting a tender, you are agreeing to be bound by the terms of this ITT and the Contract without further negotiation or amendment.

If the terms of the Contract render the proposals in your tender unworkable, you should submit a clarification in accordance with Section 11 of this ITT (Clarification Questions) by **8 July 2015** and the British Council will consider whether any amendment to the Contract is required. Any amendments shall be published via email by **9 July 2015** and shall apply to all tenderers. Any amendments which are proposed but not approved by the British Council through this process will not be acceptable and may be construed as a rejection of the terms leading to the disqualification of the tender.

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 supplier'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 suppliers an adequate understanding of the British Council's requirements and under no circumstances 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 supplier 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 supplier 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 supplier will assign to the British Council with full title guarantee all its right, title and interest in the respective IPR. The appointed supplier shall procure the waiver in favour of the British Council of all moral rights arising under the UK 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 and withholding tax (where applicable) and any other charges

10 Scope of work, specification and outputs

The British Council seeks to appoint an expert supplier or suppliers to deliver high quality face-to-face training interventions for teachers and/or school leaders on the British Council Core Skills training packages (as set out in Section 4 above) in Kenya from **September 2015 to March 2016** (with the option to extend for 12-24 months).

Each appointed supplier will deliver training interventions as part of an agreed programme of delivery agreed with the British Council. The programme of delivery will align with curricular priorities and opportunities for schools in the relevant country – including primary, secondary and special schools.

Suppliers will be mobile and be able to reach teachers and school leaders from all/specific geographical areas in Kenya.

Each appointed supplier will:

1. Plan and agree with British Council an annual Core Skills training programme of delivery at the beginning of each year of their contract, with reviews at regular intervals.
2. In consultation with British Council (and with local stakeholders as directed), shape the content, structure and length of courses to suit the specific needs of participants - using the British Council's suite of Core Skills training packages and recommendations for delivery, as well as their own knowledge of appropriate training styles and methodologies in each national context.
3. Ensure that all workshops for teachers are led by validated trainers (see below) and that high-quality inputs are provided.
4. Manage all aspects of the organisation of the programme of delivery, including (but not limited to): pre-workshop analysis of participants and ensuring specific participant needs are considered and met (eg. access for disabled participants) and other logistics as relevant to ensure a high quality service.
5. In consultation with British Council and local stakeholders, promote the offer and promote the course via channels such as the Schools Online website and e-newsletter, exhibitions/events and our network of ambassadors to ensure specific target audiences are prioritised as necessary.
6. Provide support and mentoring to other trainers with development needs in your country. This might include telephone and email support or co-delivering training to help model best practice and share knowledge and experience.
7. Support the British Council's monitoring and evaluation systems by implementing the learning outcomes evaluation strategy and gathering participant feedback on the content, structure and delivery of the courses, and making recommendations for continuous improvement. The British Council will record and analyse feedback received to help inform future developments in our schools offer. For quality-assurance and monitoring purposes, British Council members of staff will attend a small selection of courses delivered by each provider.
8. If required, be willing to deliver training in other countries (subject to agreement in advance) to help support the global rollout and success of the Core Skills training programme.
9. Actively participate in a global network of Core Skills trainers from countries around the world where the training packages are being delivered. Appointed suppliers are expected to engage with this network via online forums and networking spaces on a regular basis.
10. As required by the British Council, take part in additional face-to-face quality assurance and professional development workshops for Core Skills trainers. The dates and venues of these follow-up workshops will be determined in consultation with suppliers.

Training and Validation of Trainers

Each shortlisted supplier will go through a process of validation. The validation process consists of two phases. The first phase involves the completion of a pre-Validation Questionnaire for each proposed trainer. The proposed trainers that can provide the evidence requested in the questionnaire will then be invited to attend a local face-to-face

training, assessment and validation event. The shortlisted provider will only be awarded a contract for those named trainers who meet the validation criteria.

Training, assessment and validation events will be led by a validating organisation (already appointed via a separate tender) in partnership with the British Council. Proposed trainers, if successful, will be validated to lead and deliver Core Skills training interventions in their country.

Successful trainers will be experts in delivering and facilitating participatory professional development training workshops and will have relevant knowledge and experience relating to Core Skills. The following are some the key requirements:

Training Skills

- Ability to deliver training in a facilitatory and participatory style
- Ability to deliver training in a culturally sensitive way (i.e. local context specific)
- Ability to respond to participants' needs in a creative and flexible way
- Ability to design and adapt activities and materials to meet participants' needs.

Personal qualities

- Ability to discuss and agree appropriate learning outcomes
- Ability to listen and communicate effectively and provide appropriate feedback
- Ability to build strong professional trainer to participant relationships
- Ability to sensitively show professional confidence to objectively challenge misconceptions
- Ability to model best practice base on knowledge and experience.

Content knowledge

- A strong knowledge of the core skills framework and modules
- Ability to adapt and apply the modules' to the local context
- Ability to work with both school leaders and practising teachers.
- Flexibility to apply module content in response to group demands

Suppliers must be available to attend a training, assessment and validation event planned on the following dates:

Dates	Location
1 – 4 September 2015	Johannesburg, South Africa

Trainers will be given access to Core Skills training package materials and will be expected to carry out some preparatory work before the event, and follow-up work post-event.

11 Timescales

Activity	Date
ITT released	3 July 2015
Clarification / questions from suppliers (includes T&Cs queries)	6 – 13 July 2015
Clarification responses from the British Council (includes T&Cs responses)	6 – 13 July 2015
ITT return date	14 July
Evaluation	15 – 24 July 2015

Notification of pre-selection	31 July
Submission of Validation Questionnaires	6 August
Trainers attend Training, Assessment and Validation event	1 – 4 Sept. 2015
Trainers informed of the outcome of their assessment	11 Sept 2015
Validated trainers awarded contract and agree delivery programme with British Council	15 Sept. 2015
Commencement of training delivery	27 Sept. 2015

Note: Timescales are estimated and may be subject to change with some limited scope for negotiation.

12 Instructions for Responding

Please complete Annex 1 (Supplier Response) and submit it to jobapplications@britishcouncil.or.ke no later than **14 July 2015**.

The following key points must be considered when responding to this ITT:

- Please ensure that you send your submission in good time to prevent issues with technology – late submissions may not be considered.
- Do not submit any additional documentation with your ITT response except where specifically requested.
- Supporting evidence (PDF, JPG, PPT, Word and Excel formats only - other formats should not be used) can be provided to substantiate your response – please ensure that all attachments/supporting evidence is clearly labelled with the appropriate question number.
- Any supporting marketing materials should be provided separately to the main ITT response. All the references to such marketing content should be explicitly annotated in the ITT response.
- It is not acceptable to submit a generic policy in answer to a question. If you submit a generic policy you must indicate the page and paragraph reference to the appropriate content.
- All answers in the ITT response should be inserted in the space below the British Council requirement / question.
- Where supporting evidence is requested as 'or equivalent' – it is the Tenderer's responsibility to prove the relevant equivalence.
- Any alteration to a question will invalidate your response to that question and a mark of zero will be applied.
- Completion and submission of your response does not guarantee award of any contract from the British Council.
- Please ensure that your responses are concise, unambiguous, and directly address the requirement stated or question posed.

13 Clarification Questions

Any questions should be submitted via email to jobapplications@britishcouncil.or.ke no later than **13 July 2015**.

14 Evaluation Criteria

The supplier's submission will be taken into consideration only if it passes Section 1 - Mandatory and Discretionary Rejection.

Supplier responses will be assessed using the following criteria and weightings.

Section	Selection Criteria	Weighting
1	Mandatory Information	Pass/Fail
2	Track record of successfully delivering professional development training to teachers in Kenya (LOT 1) Track record of successfully delivering professional development training to school leaders in Kenya (LOT 2)	20%
3	Experience and expertise – The School Education System in Kenya and Core Skills (at least 2 of the core skills)	20%
4	Experience of working successfully in an international context, with evidence of cultural sensitivity	15%
5	Knowledge and understanding of British Council	5%
6	Quality management	10%
TOTAL		100%

Evaluation of submitted responses will be undertaken by an evaluation panel. This will consist of British Council representatives with significant experience and knowledge of the requirements. The qualitative aspects of your response will be evaluated entirely on your response submitted. Evaluation of all submissions will only consider information presented within the response. Any previous experience must be clearly evidenced within the response.

Evaluation will be fair and transparent.

The responses under each sub category will be scored based on the following matrix:

Points	Interpretation
10	Excellent - A comprehensive and strong answer indicating the provider is fully capable and experienced to deliver the required outcomes. A detailed response that directly responds to all requirements with no ambiguity and relevant examples provided.
7	Good - There are slight concerns that the organisation will not be able to achieve all the outcomes required and response lacked details of relevant experience. A less detailed response that broadly responds to the requirement with some ambiguity and few relevant examples provided.

5	Adequate - There are concerns that the organisation will not be able to achieve the outcomes required and response significantly lacks details of relevant experience. A less detailed response that broadly responds to the requirement with some ambiguity and no/irrelevant examples provided.
3	Poor Response/Limited Evidence - There are serious indications that the organisation will not be able to achieve the outcomes required and has not provided appropriate evidence of experience to successfully deliver the outcomes required. A response that is not entirely relevant to the requirement, with ambiguity and lacking specific detail.
0	Unacceptable - The answer is non-compliant and/or no relevant information has been received to demonstrate the organisation can achieve the required outcomes. No response or a response that is entirely irrelevant.

The panel appointed to evaluate the bids will individually score all responses received. Each score will then have the relevant weighting applied. The mean average of the weighted scores awarded by each member of the evaluation panel will then be calculated.

The mean average scores after the weighting has been applied, will be added together to produce an overall total score.

Please note that all your responses to the tender requirements and the pricing schedule will be incorporated into a contractual document.

The successful tender will be the tender with the highest score awarded at the end of the evaluation process outlined in this ITT.

Annexes:

Annex 1: Supplier Response

Annex 2: British Council Core Skills and Competencies

ANNEX 1 - Supplier Response

For: British Council Schools – Training Delivery Supplier for Core Skills Professional Development Packages

Trainer name:

Contact name:

Contact email address:

Contact telephone number:

Please submit completed responses to jobapplications@britishcouncil.or.ke
no later than 17:00 on **Tuesday 14 July 2015**.

Section 1: Mandatory Requirements

- Certificate of Incorporation / Personal ID
- PIN Certificate
- Bank Details (Bank form will be provided)
- Copy of cancelled cheque or Letter from bank clearly showing the 5 digit bank code
- Latest CV of the applicant
- Tax exempt certificate if applicable

Have you ever?	
a) Been convicted of a criminal offence relating to the conduct of your business or profession?	YES/NO
b) Committed an act of grave misconduct in the course of your business or profession?	YES/NO
c) Failed to fulfil obligations relating to the payment of taxes under the Kenyan law?	YES/NO

Scoring Methodology for Responses

Scoring Methodology: The following methodology for evaluating responses will be applied to the Sections below and weighted by the appropriate Selection Criteria %:

10 points - **Excellent** - A comprehensive and strong answer indicating the provider is fully capable and experienced to deliver the required outcomes. A detailed response that directly responds to all requirements with no ambiguity and relevant examples provided.

7 points - **Good** - There are slight concerns that the organisation will not be able to achieve all the outcomes required and response lacked details of relevant experience. A less detailed response that broadly responds to the requirement with some ambiguity and few relevant examples provided.

5 points - **Adequate** - There are concerns that the organisation will not be able to achieve the outcomes required and response significantly lacks details of relevant experience. A less detailed response that broadly responds to the requirement with some ambiguity and no/irrelevant examples provided.

3 points - **Poor Response/Limited Evidence** - There are serious indications that the organisation will not be able to achieve the outcomes required and has not provided appropriate evidence of experience to successfully deliver the outcomes required. A response that is not entirely relevant to the requirement, with ambiguity and lacking specific detail.

0 points - **Unacceptable** - The answer is non-compliant and/or no relevant information has been received to demonstrate the organisation can achieve the required outcomes. No response or a response that is entirely irrelevant.

Cost / Price Scoring Methodology: The lowest all inclusive cost excl. VAT will be awarded a score of 10 and all other responses will be evaluated pro rata.

Section 2: Training Experience

Please describe your track record of successfully delivering professional development training to teachers or school leaders in Kenya. (max 1000 words).

Selection Criteria Weighting: 20%

Response:

Section 3: Education System Experience

Please describe your experience and expertise in the school education system in Kenya and Core Skills (evidence should cover at least 2 of the core skills) (Max 1000 words)

Selection Criteria Weighting: 20%

Response:

Section 4: International Experience

Please outline your experience of working successfully in an international context, with evidence of cultural sensitivity (max 1000 words).

Selection Criteria Weighting: 15%

Response:

Section 5: British Council

Please outline your knowledge and understanding of British Council (max 500 words).

Selection Criteria Weighting: 5%

Response:

Section 6: Quality Management

Please outline how you would add value and provide a high quality professional service (max 500 words).

Selection Criteria Weighting: 10%

Response:

Section 7: Costing / Price

The Charges for the Services will be £180 (one hundred and eighty sterling pounds) payable in local currency of **KES 26,280 (twenty six thousand, two hundred and eighty shillings only)** per day.

British Council will take care of transport, accommodation and subsistence allowance on the Council's global travel rates and travel policy.

ANNEX 2 – British Council Core Skills and Competencies

Context

The British Council's work with school systems aims to improve learning outcomes for students. Research by education experts and academics explains that in order to participate in a global economy, young people need to be equipped with deep learning skills. These are also referred to in the literature as core/key skills/competencies.

This focus on equipping young people with deep learning skills strongly supports, and is in line with, the DfID Education position paper "Improving learning, expanding opportunities" published in 2013³. In particular, it supports the cited premise "Improving learning requires good teachers and great classroom practice" recognising the "centrality of teachers to learning" and the need to "use teaching techniques based on the best available evidence of what works to improve learning". It directly supports the post-Millennium Development Goal agenda and the increasing focus on the delivery of high quality education.

We conducted in-depth desk research to identify the most pertinent key skills from the literature and research that are:

- critical to meeting the needs of students in the 21st century and a globalised economy
- relevant to the British Council's Charter⁴
- relevant to the educational context of the countries and regions where the British Council operates.

Desk research highlighted numerous frameworks in the literature. Two of the most prominent, and already being used by some of the British Council's partners and clients, are the '6Cs' framework developed by Fullan and Langworthy⁵, and UNESCO's transversal skills⁶. Fullan and Langworthy are education experts who have widely consulted and put together a framework based on best practice and research. The UNESCO framework is also relevant to our work and is being used by some overseas Ministries.

To make sure that the core skills and competencies that we base our schools strategy on are in line with the British Council's international cultural relations purpose, we have drawn from both frameworks, and developed our own list of six key skills.

Definitions

Each skill is defined first by the Fullan and Langworthy/UNESCO frameworks, where applicable, followed by how the British Council defines the skill. The British Council definitions were written in consultation with internal and external stakeholders across the UK and overseas.

- **Critical thinking & problem solving**

Thinking critically to design and manage projects, solve problems, make effective decisions using a variety of digital tools and resources. (Fullan and Langworthy, 2013)

³ DfID Education position paper *Improving learning, expanding opportunities*

⁴ The British Council's Royal Charter

<http://www.britishcouncil.org/sites/britishcouncil.uk2/files/royalcharter.pdf>

⁵ Fullan, Michael and Langworthy, Maria; *Towards a new end: New Pedagogies for Deep Learning*

⁶ UNESCO; *Integrating Transversal Competencies in Education Policy and Practice*; 2013

Creativity, entrepreneurship, resourcefulness, application skills, reflective thinking, reasoned decision-making. (UNESCO, 2013)

British Council definition:

Self-directed thinking that produces new and innovative ideas and solves problems. Reflecting critically on learning experiences and processes and making effective decisions.

- **Collaboration and communication**

Communicate effectively orally, in writing and with a variety of digital tools. (Fullan and Langworthy, 2013)

Work in teams, learn from and contribute to the learning of others, social networking skills, empathy in working with diverse others. (Fullan and Langworthy, 2013)

British Council definition:

Communicate effectively orally, in writing, actively listen to others in diverse and multi-lingual environments and understand verbal and non-verbal communication. Work in diverse international teams, learning from and contributing to the learning of others, assuming shared responsibility, cooperating, leading, delegating and compromising to produce new and innovative ideas and solutions.

- **Creativity & imagination**

Economic and social entrepreneurialism, considering and pursuing novel ideas, and leadership for action (Fullan and Langworthy, 2013)

British Council definition:

Economic and social entrepreneurialism, imagining and pursuing novel ideas, judging value, developing innovation and curiosity.

- **Citizenship**

Global knowledge, sensitivity to and respect for other cultures, active involvement in addressing issues of human and environmental sustainability. (Fullan and Langworthy, 2013)

Awareness, tolerance, openness, respect for diversity, intercultural understanding, ability to resolve conflicts, civic/political participation, conflict resolution, respect for the environment. (UNESCO, 2013)

British Council definition:

Active, globally-aware citizens who have the skills, knowledge and motivation to address issues of human and environmental sustainability and work towards a fairer world in a spirit of mutual respect and open dialogue. Developing students' understanding of what it means to be a citizen of their own country and their own country's values.

- **Digital literacy**

British Council definition:

Using technology as a tool to reinforce, extend and deepen learning through international collaboration. Enabling the student to discover, master and communicate knowledge and information in a globalised economy.

- **Student leadership and personal development**

Fullan and Langworthy's 'Character Education': Honesty, self-regulation and responsibility, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, personal health and well-being, career and life skills. (Fullan and Langworthy, 2013)

UNESCO's inter- and intra-personal skills: Presentation and communication skills, leadership, organizational skills, teamwork, collaboration, initiative, sociability, collegiality; self-discipline, enthusiasm, perseverance, self-motivation, compassion, integrity, commitment. (UNESCO, 2013)

British Council definition:

Honesty, leadership, self-regulation and responsibility, perseverance, empathy for contributing to the safety and benefit of others, self-confidence, pupil voice, resilience, personal health and well-being, career and life skills and learning to learn/life-long learning.

Professional development for teachers

The programme will offer a demanding 'core' training offer, aimed at supporting teachers to improve their teaching practice, integrating the core knowledge and skills into their lessons to fill critical gaps in pupil competencies.

Teachers will be able to access professional development that introduces the rationale for core skills development and supports them to develop their pedagogy in a manner that integrates with existing curriculum in the following areas:

As a result, more teachers will be able to use pedagogies in the classroom that:

- ask students to create new ideas, solutions and products
- use digital tools and resources to enable knowledge discovery, creation and communication
- give students experiences in applying their ideas and solutions with real audiences
- improve inclusivity and equity

Professional development for school leaders

School leaders will undertake professional development that introduces the rationale for core skills development and supports them to develop the provision in their school to include these core areas. As part of this, they will also be given the opportunity to audit their current levels of provision in relation to these core areas.