

CALL FOR PROPOSALS

Valuing diversity in the classroom

Long-term Consultancy

CODE-NUMBER
VVOB_2020_015

VVOB Vietnam

www.vvob.org

<http://vietnam.vvob.org/>

3-5 Nguyễn Bình, P. Hòa Cường Nam, Q. Hải Châu, TP. Đà Nẵng

NEGOTIATION PROCEDURE WITH RESTRICTED NOTIFICATION

DEADLINE FOR SUBMITTING PROPOSALS

Applications to be sent by E-mail
to Lieve.leroy@vvob.org
before September 7 2020 at 9:00 AM

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1. Summary of consultancy

- Title of the consultancy: Valuing diversity in the classroom consultant
- Contracting Authority: VVOB Vietnam
- Duration: September 2020 - October 2021
- Place / location: Da Nang, Kon Tum Province
- Supervision: Lieve Leroy, Education Advisor VVOB Vietnam
- Deadline for submission: before 7 September 2020 9:00am
- Negotiation procedure with restricted notification
- Code: VVOB_2020_015

2. General Provisions

2.1. Contracting Authority / Tendering Organization

1. This Call for Proposals is issued by VVOB duly represented by **Mr Wouter Boesman**, VVOB Country Programmes Manager in Vietnam
2. The Call shall be followed up by **Lieve Leroy**, VVOB Vietnam Education Advisor

Address: 3 + 5 Nguyễn Bình, P. Hòa Cường Nam, Q. Hải Châu, TP. Đà Nẵng

All correspondence regarding this call should be sent to: Lieve.leroy@vvoob.org.

2.2. Background on the organization

VVOB

[VVOB – education for development](#) is an organisation based in Belgium with more than 35 years of experience in sustainably improving the quality of education systems. VVOB has received support for this from multiple leading funding partners, adding up to a total annual budget of over 13 million euros spread over 10 country programs. VVOB reinforces the capacity of ministries of Education and their institutions to implement their education policies as effectively as possible. This guarantees the sustainability of results. The geographical, thematic and operational choices VVOB makes in each programme are informed by relevant research and the policy priorities of VVOB's partner countries and formulated in partnership with their governments.

VVOB Vietnam

Through the 2017-2021 cooperation program '*Mitigating Preschool Children's Barriers to Learning in disadvantaged and ethnically diverse districts in Central Vietnam*' (BaMi), VVOB Vietnam works together with the Departments of Education and Training (DOET) of Quang Nam, Quang Ngai and Kon Tum provinces to strengthen competences of preschool teachers and their school leaders in 22 disadvantaged and ethnically diverse districts to improve the quality of learning for all 3- to 5-year-old children in preschools.

The programme focuses on capacity development of provincial DOETs and district Bureaus of Education and Training (BOETs) in the 3 targeted provinces provide preschool teachers and school leaders (duty bearers) of disadvantaged and ethnically diverse districts with the knowledge, skills and instruments on (1) using process-oriented child monitoring, (2) addressing barriers to learning and participation and ensure deep level learning among all children and (3) enhancing needs-based/school-based Teacher Professional Development for in-service preschool teachers.

3. Technical Provisions

3.1. Context of the Consultancy

Background

Many preschool children experience barriers to learning and participation in the classroom. These barriers keep them from benefiting fully and developing to their full potential. Especially children from ethnic minority groups are at risk of not realizing their full holistic development potential. In more remote and disadvantaged communities, children more often grow up in poverty. They speak a different language at home than the teacher's language in school and experience the differences between home and school culture. These barriers can be experienced in the physical environment, (learning) materials, activities and (especially adult-child) interactions.

Preschool teachers and their school leaders can play an important role to address many of these barriers. By doing so, the levels of involvement and well-being of children, increase. By building the competencies of teachers to support and value ethnic diversity in the class, they can make sure that all children are developing to their full potential, including ethnic minority children.

Specific background pertaining to language and ethnic diversity

The VVOB programme has established a strong relationship with our partners in 3 central provinces based on the early childhood education focus. **Starting from observing well-being and involvement** of the young learners, they have identified key **barriers**, of which lack of teacher capacity to implement age -appropriate child-centred didactics (in multiple child-development dimensions) is the biggest at hand. Partners also identified the lack of quality interactions between teachers with children from ethnic minorities as an important barrier.

Teachers' skills to support **child initiative** through play, also in terms of **triggering children's use of language** and giving opportunities to speak, express and reason, is very low, both in general, and in schools where the home language (L1) is not the Language Of Instruction (LOI).

The programme worked with partners in the past year on **moving** on the continuum from more teacher directed **to more collaborative and even child-initiated play, combined with a rich language environment** which supports and triggers this change.

Partners' understanding about language barriers experienced by children of ethnic minorities was deepened and they started to find ways to address these barriers by applying the language rich environment framework (applying 3 aspects: a safe environment, meaningful interactions and language support through interactions). This framework was further enriched, and made more concrete, by exploring a variety of techniques (roles) teachers could apply while interacting with children in corner play, by asking varied questions leading to interaction and higher level thinking and by using picture books as a starting point for interaction and make meaning of the world.

This should lead to the establishment of an age appropriate, playful language development practice - throughout the entire classroom environment, activities and interactions- that helps the children with different socio-economic and socio-cultural backgrounds to develop to their full potential.

In practice, while not changing the prevailing policy and practices, such as Vietnamese language teaching, VVOB works with the Department of Education to increase the understanding of the language-related barriers and valuing diversity.

Objective of the programme regarding to language

Departments of Education and Training have enhanced knowledge and skills to strengthen the capacity of preschool teachers and school leaders (duty bearers) in disadvantaged and ethnically diverse districts to establish language-rich learning environments for holistic development, appreciative to all children's socio-cultural backgrounds (Sub-result 2.3 of the BAMi programme).

Specific objectives of the programme:

1. To increase the understanding of DOET/BOET officers of the language-related barriers to learning and participation.
2. To strengthen the capacity of DOET/BOET officers on how to support preschool teachers and school leaders to establish age appropriate language-rich learning environments for holistic development, appreciative to all children's socio-cultural backgrounds.
3. To develop preschool teachers' competencies to explicitly establish an age appropriate language practice that helps the children with a different language background to develop to their full potential, while respecting and valuing diversity. This practice includes the entire classroom environment, child-initiated activities and interactions.
4. To develop school leaders' competencies in providing an enabling environment for teachers to support and value ethnic diversity in the class and to create a language-rich environment.

The intervention

The intervention started from the identified need from partners (communication barriers), but linking it to Process Oriented Child Monitoring (observe and support children's wellbeing and involvement) and child-centred approaches (move on spectrum to trigger more child initiative), while realising that the challenge at hand is a general education challenge (lack of triggering language of children) not only limited to ethnic diverse areas as well as a challenge to embrace diversity and move away from a deficit approach.

Interventions include:

- a) working on **beliefs**: diversity, identity
 - concepts and understanding of diversity,
 - how can **home culture & identity** (customs, materials, ...) be valued, recognized and integrated in each corner (beware of labelling)
 - Believe that children, even at early ages, are individuals with their own experience, knowledge, opinions, ideas and capacities.
- b) working on **knowledge**:
 - how does language develop
 - concept of powerful learning environment] scaffolding, language of schooling (rich academic language), integration, teacher communication with children -supported by language
- c) working on **skills**: practical “how to”
This can include, but should not be limited to
 - asking questions
 - differentiating tasks and corners, materials as impulses for learning through play (on the spectrum)
 - powerful language offer (home language, school language/instruction language)
 - roles of teachers
 - using picture books as a starting point for rich language interactions and playful activities
 - Valuing and appreciating children’s identities and connections in activities

The intervention combines different forms of capacity development, such as training, coaching, harvesting, peer learning, ...

Capacity development (CD) language 2019-2020

- Target group: representatives of all DOET, all BOETs (BaMI districts) and 7 model schools (in total) in the provinces of Quang Nam, Quang Ngai, Kon Tum. The capacity Model schools have
- Activities:
 - 3 training sessions:
 - CD1: experiencing the barriers, diversity
 - CD2: language development, multilingualism myths and facts, language rich environments framework
 - CD3: techniques for playing in the corners, asking questions, using story books
 - On site coaching by a language coach in the model schools
 - 4 coaching sessions
 - BOET participates to learn about coaching
 - Work with BOET and DOET on video coaching on language

VVOB will use this as a starting point for deepening partners’ understanding of **valuing and appreciating children’s socio-cultural backgrounds and using the potential of the local context and the rich diversity children bring to school**. Or, in practice, as teachers start to use picture books/stories for a range of language rich and playful activities, we promote teachers to start using stories familiar to children and their communities when designing similar activities. This is in line with the intentions of the forthcoming Early Childhood Education curriculum which is expected to give more space to teachers and schools to design and adapt the curriculum implementation and encourages teachers to increasingly use the local context in their classrooms.

3.2. Objectives and scope of the consultancy

To achieve the set objectives, VVOB seeks to hire consultants to design and implement a trajectory focussed on local stories as levers for language-rich and culturally diverse adult-child interactions in pre-schools of the Central Region of Vietnam.

The consultancy will complement the capacity development provided through the 2019-2020 trajectory (as described above). The consultant will assess the current situation regarding valuing diversity in the classroom, then develop and implement a variety of capacity development activities for the target group, including on-site support in the actual story-collecting and the transposing of the local stories into learning activities in pre-schools.

The **key objectives** of the consultancy are:

- To **assess** the current practice on valuing diversity and the classroom and identifying learning **needs**
- To support teachers in **collecting stories from the community**
- To support teachers in **using** stories for a range of language rich and playful activities (advisory role)

3.3. Methodological requirements

- The consultant will establish necessary relationships with the province, district and community.
- The consultant will work as researcher to assess the current “valuing diversity in the classroom” situation in 2 schools, in 2 districts of Kon Tum province in the form of a descriptive study. VVOB Vietnam experts will assist in the development of the research methodologies and monitor the fieldwork and report writing.
- The consultant will further the capacity development initiated by VVOB by providing both training and site visits to teachers, district and provincial officers on “valuing diversity in the classroom”.
- The consultant will advise VVOB on “valuing diversity in the classroom”. The consultant will add expertise on valuing diversity, especially in the context of ethnic minorities
- The contract will run from September 2020 to October 2021.
- All communication and documentation with VVOB will be in English, communication with partners in Vietnamese or other relevant languages.
- The consultant will be requested to attend an induction day organised by VVOB to be introduced to VVOB’s learning trajectories, frameworks and capacity development approaches.
- Meetings with VVOB will take place at VVOB office in Da Nang, or via online tools.
- The consultancy will take place in Kon Tum province, 2 districts with 1 school in each district.
- For each district the following is envisaged:
 - o 5 training days
 - o 5 on site coaching days
- The consultant will act in line with the concepts and principles of Process Oriented Monitoring, child-centred education, play based learning, and effective school-based Teacher Professional Development and is expected to advocate VVOB’s materials and approaches pertaining to this¹.
- The consultant will work closely together with and report to VVOB to ensure that outputs are developed and delivered in an approach that is relevant to the context and contract. Time bound activities, outputs and outcomes will be agreed, developed, and reported on during the kick-off meeting and subsequent progress meetings between the selected provider and VVOB. VVOB staff can join the coaching visits at any time (.
- An indicative methodology is proposed below.

3.4. Deliverables and Timeframe

The following **output** are envisaged:

- A report of the descriptive study of the current situation in terms of attitudes, beliefs, actions.
- A compilation of practices with respect for ethnic diversity in pre-schools that can inspire and motivate other teachers to do the same.

¹ All VVOB materials are available on the website vietnam.vvob.org

- A compilation of experiences about the approaches used that can inspire other officers (or core group members) to use coaching as a school-based Teacher Professional Development strategy.
- Expert feedback on the draft “How to guide” developed based on the documentation of the process and the compilation of practices and experiences above.
- A final report, reflecting on the process and providing recommendations for further implementation.

In order to deliver this result, the **consultant will** do the following

- Establish a relationship with local communities
- Act as researcher to assess the current situation
- Act as trainer and coach, accompany and facilitate the process of learning by the target group pertaining to language-rich environments,
- Act as mentor where additional input is needed but in line with the framework set out by the VVOB BaMi programme in terms of improvements of learning environment, materials, activities and interactions to enhance well-being and involvement of all pre-school children; stimulating child initiative (as opposed to teacher directed activities) and embracing diversity.
- Work towards the above mentioned specific objectives and intervention objectives
- Document/evaluate the learning process in an innovative, feasible and inspirational way.
- Process the collected information and formulate recommendations

An indicative methodology is proposed below. The Consultants are welcome to propose justified modifications to this outline and nature of activities.

Time frame: proposed time table and proposed duration of activities:

No	Activities and milestones	Estimated number of days	Deadlines/timeframes
1	Milestone 0: Signing of contract and kick-off meeting		September 2020
2	Subsequent activities: <ul style="list-style-type: none"> • Self-study of relevant materials • Development of management plan • Attend VVOB induction day • Introduction to district • Preparation of research tools 	10	Sept 2020
3	Milestone 1: Progress meeting 1: Presentation descriptive study plan and materials	0.5	Sept 2020
4	Subsequent activities: <ul style="list-style-type: none"> • Build relations school and community • Collect data from secondary (VVOB) and primary sources (field work: class observations, interviews) • Analyse data and compile report • Identify needs for capacity development teachers and community 	15	Sept-Oct 2020
5	Milestone 2: Progress meeting 2: Presentation descriptive study and capacity development plan	0.5	Oct 2020
6	Subsequent activities: <ul style="list-style-type: none"> • Follow-up on action points • Design capacity development activities based on needs and objectives of teachers and parents • Training on diversity, asset approach • Introduction to collecting stories in the community techniques • Documenting the process 	20	Nov-Dec 2020
7	Milestone 3: Progress meeting 3: Present status	0.5	Dec 2020

8	Subsequent activities: <ul style="list-style-type: none"> • Training on collecting stories and story telling • On site coaching • Coaching on selecting stories and presenting • Exhibition/presentation workshop • Documenting the process 	15	Dec 2020 - Jan 2021
9	Milestone 4: Progress meeting 4: Present status	1	Feb 2021
10	Subsequent activities: <ul style="list-style-type: none"> • Advise VVOB on the design of workshops on using the collected stories for playful and language rich activities in the preschool; reflecting on current practices and review and try out of teachers • Cofacilitate workshops • Prepare contributions to the “How to guide” and general advocacy activities • Preparation of final report 	15	Feb-June 2021
11	Milestone 5: Final report, including evaluation and recommendations, presented during final meeting with VVOB	1	September/October 2021

An indicative total number of working days involved is estimated to be 80 days. VVOB does not require the task to be done by one person. If an organisational proposal, it must indicate the different roles and expertise of the staff to be involved.

The Consultant is invited to reflect on the proposed strategy and suggest alternatives if deemed better suited to achieve the objectives.

Note: the timeline above is indicative, the methods suggested as well. Both need to be adjusted to prevailing COVID measures.

3.5. Profile of the consultant(s)

VVOB invites service providers with the following expertise to submit a proposal:

- Proven expertise and experience in promoting cultural diversity and increasing awareness on it.
- Proven expertise and experience in working with minorities
- Proven expertise and experience in working with majority groups on values, beliefs and prejudices about minorities
- Experience in facilitation of reflective and collaborative learning
- Experience in onsite coaching
- Excellent oral and written English and Vietnamese language skills

The following is not mandatory but will be considered as adding value to your proposal

- Proven expertise and experience with child-centred education, language-rich and powerful learning environments;
- Experience with online coaching or alternatives to face to face learning activities (to mitigate COVID measures when need arises)

To support all the above, service providers are invited to submit the following:

- An up-to-date CV of all involved consultants/ technical staff
- References and other information supporting the required expertise listed above
- All documents submitted need to be in English

3.6. Location

All activities will take place in Kon Tum provinces. Meetings with VVOB will take place at VVOB's offices in Da Nang or via online media. During other moments than coaching sessions and coordination meetings, the consultant can work at the VVOB office in Da Nang or from any other place that is convenient for him/her and allows for professional performance.

3.7. Budget or Duration

An indicative total number of working days involved is estimated to be 80 days between September 2020 and October 2021.

VVOB Vietnam may extend the assignment under the same contract conditions if budget allows and with the explicit agreement of the service provider. VVOB Vietnam may also re-publish the call for proposals after the end of the initial contract. In such an eventuality, the initial contractor will be invited to participate but not receive any preferential rating over other potentially interested suppliers.

3.8. Background documentation

Relevant materials that can be consulted: Check our website (<http://vietnam.vvob.org/>) and VVOB you tube channel:

- [Improve quality education in Vietnamese preschools with VVOB](#)
- What is POM? <https://youtu.be/Y5Ef1OasugY>
- BaMi programme : <https://youtu.be/uZ2IV-FC-FQ>

Relevant materials and hand-outs will be shared upon signing of the contract. Already to be consulted: Early second language acquisition http://taalunieversum.org/sites/tuv/files/downloads/Taalunie_en.pdf

Because of the complexity of the matter, an **online information session** is offered on 25 August, 2020 for all interested parties. This is not mandatory and therefore participation will not affect the result of the evaluation of any proposal. To join the online session, interested parties must notify VVOB Vietnam before 23 August by e-mailing Ms. Dung Luu Bao Nam: Dung.Lbn@vvob.org

3.9. Application requirements / Expectations regarding proposals

VVOB is inviting bidders to come up with a proposal containing at least:

- A technical proposal:
 - o A description of the methodologies that will be used to coach the process and guide the envisaged activities and outcomes as described above
 - o To support the consultant's expertise, service providers are invited to submit the following:
 - An up-to-date CV of all involved consultants/ technical staff
 - References and other information supporting the required expertise listed above
 - o Company or professional profile, list of previous commissioners with their contact details.
- A financial proposal
 - o Submitted in excel
 - o A detailed financial proposal, covering all costs, including an estimation of the to be invested 'working hours' for study, consultation, presentation, tool-building and piloting (a daily rate and an estimated number of days for each part of the assignment), and including any costs for materials/equipment/software licenses required but excluding costs for venue hire, catering or transportation of participants (unless clearly separately mentioned).
 - o VAT registration number (if applicable); or Personal Income Tax number

- **Include an estimate of costs for accommodation and travel.** The service provider as a company can include these cost and consultancy fee in the red invoice regulated by the Vietnam Ministry of Finance. In case the service provider is an individual consultant, she or he can arrange these cost and VVOB will refund based on the real and acceptable invoices. VVOB has the right to adjust these costs according to VVOB cost norms.
- All documents submitted need to be in English

Quotations are sent to the following e-mail address: lieve.leroy@vjob.org

The closing date for proposals is **7 September 2020, 9:00 AM (GMT+7)**.

The following timeline will be followed in awarding the procedure:

Information session (online, not mandatory)	25/8/2020, 9:00 am
Deadline submissions	7/9/2020, 9am
Opening submissions	8/9/2020
Negotiation procedure	8-15/9/2020
Final decision and awarding	15/9/2020

4. Administrative Provisions

4.1. Eligibility criteria

- The call is open to any consultant who meets the required experience, expertise, skills etc. as specified higher
- Sub-contracting is not permitted.
- Compliance with all administrative requirements (such as travel documents, visa, residence permits, tax obligations, work permits...) is needed and is the full responsibility of the selected consultant.
- Compliance with all legal obligations (withholding tax, fiscal obligations and social obligations...) is needed and is the full responsibility of the selected consultant.
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4.2. Awarding criteria and procedure

Proposals that meet the administrative requirements will be reviewed by an evaluation committee and ranked on the following criteria:

- Technical proposal (80 points)
 - Consultants' qualifications (40) on the basis of CVs, list of previous relevant/similar work...
 - Proven experience
 - Expertise
 - Skills
 - Quality of the technical proposal (40)
 - proposed approach/method
 - proposed workplan / time schedule
 - presentation of proposal

Only proposals that have at least 70% of the maximum points on the technical part, will be considered for evaluation of the financial part.

- Price (20 points): lowest proposal gets the maximum points
 - Calculated as: $20 \times (\text{price lowest proposal} / \text{price proposal})$

VVOB will establish an internal committee to evaluate and rank the received proposals based on the above criteria. If deemed necessary or advisable, VVOB may decide to further negotiate the proposal with one or more service provider in one or more rounds. These negotiations may result in an adapted proposal by the consultant and subsequent modifications in evaluation and ranking of the proposals by the committee.

All qualified respondents will be notified about the final decision. The consultant with the winning proposal shall be offered a contract stipulating standard VVOB contract terms and the Terms of Reference.

VVOB reserves the right to not contract any of the candidates or to re-advertise the Terms of Reference in case no suitable proposal was received.

4.3. Payments / Payment schedule

The performance fees will be paid by means of a bank transfer into the bank account opened in the name of the service provider.

A maximum of 30% of the total value of the consultancy will be paid in advance upon receiving a signed invoice or claim.

All other payments will be done upon receiving a signed official invoice, accompanied with all supporting documents (claims, receipts, boarding passes...) and upon acceptance and approval of the deliverables by VVOB.

Payment	Conditions
First payment: 30% of total value	After signing contract and upon submission of invoice
Second payment: 20% of total value	Upon completion of Milestone 4 and upon submission of invoice
Final payment: 50% of total value	Upon completion of Milestone 5 and upon submission of invoice

4.4. Information, confidentiality and intellectual property

The consultant undertakes for the duration of the consultancy to grant VVOB immediate and free access to any documents, in written, printed, electronic, or magnetic form, in his/her possession, that may contain information with respect to the consultancy. Upon termination of the consultancy, the consultant shall immediately and on his/her own initiative return to VVOB any documents, in written, printed, electronic, or magnetic form, in his/her possession, that may contain information with respect to the consultancy. The consultant commits him/herself not to disclose to any person any confidential information; disclosed during the implementation of the consultancy. Nor will he/she use this confidential information for own or other's purpose.

The consultant must promptly notify VVOB of all intellectual property arising in connection with the consultancy services. VVOB shall own and control all intellectual property that, after the date of the consultancy, is created or conceived by or for the consultant, or otherwise arises, in connection with the consultancy services; and the consultant shall not contest that ownership, or control, with respect to Cambodia or elsewhere. VVOB solely and exclusively has the right, from the creation of any such intellectual property and during and after the term of the consultancy, to publish, disclose, sell, dispose of, exploit commercially and otherwise deal with or use it, and may do so in any way that VVOB sees fit. Any intellectual property or licence costs shall be included in the financial proposal.

4.5. Supervision and monitoring of the consultancy

The consultant shall report to Lieve Leroy who will be in charge of the supervision and monitoring of the consultancy services. This includes:

- Technical and administrative follow-up of the delivered services until completion
- Assessment and acceptance of the deliverables

- Review of payment claims and invoices

She/he will be assisted in these tasks by the steering group/committee set-up for this assignment.

Enquiries about the assignment can be directed per email to Lieve Leroy, Education Advisor, lieve.leroy@vjob.org. Enquiries should be made in English. They will be answered per email and the answers will be made available to all potential applicants.

The service provider will be expected to perform the duties under the overall supervision of VVOB. He/She will regularly coordinate and cooperate with VVOB to implement the duties as mentioned in these TOR.

VVOB vzw
Julien Dillensplein 1 bus 2A
1060 Brussels
Belgium
+32 (0)2 209 07 99
info@vjob.org