

CALL FOR QUOTATIONS

PUBLIC PROCUREMENT	Reference 2024_ZA_ KIC_2.0_ 002_Content Development Object: Content Development Consultant for Climate Change Education
PROCEDURE	Negotiated procedure without publication.

1. CONTRACTING AUTHORITY and CONTACT

VVOB South Africa Office
Floor 1, Lobby 1 Brooklyn Forum Building
377 Veale Street
Brooklyn, 0181
Pretoria

Questions about this call may be directed to: Ms. Ayanda Sithole procurement.za@vjob.org

Any questions can be sent by mail to the contact person, by mentioning the reference of the call for quotation in the subject of the mail. Spoken communication is only permitted to communicate other messages than those referring to the documents of the call or to the quotation, on the condition that sufficient proof is kept of the verbal communication (e.g. a written note, recording, transcript, summary, etc.).

2. CONTENT AND SUBMISSION OF THE QUOTATION

VVOB is seeking a skilled Content Development Consultant with expertise in climate change to provide the following services:

VVOB under The Fundisa for Change: Keep It Cool Climate Change Teacher Education (KICCE) project is seeking a content developer to develop online teacher training materials. The project's main objective is to "strengthen the utilization of the education sector as a strategic resource in South Africa's transition towards a climate resilient society." With the specific objectives: 1) School leaders and teachers have strengthened capacity to address climate change in the curriculum. And 2) A scalable approach is developed, piloted by district officials, and disseminated to other districts/provinces creating readiness for scaling.

Fundisa-for-Change is a nationally coordinated programme that arose due to the critical need to address foundational knowledge and environmental literacy in South African schools. It is a direct response to identified gaps in human capital for managing environmental and CC challenges and was founded by partners seeking to implement the broader Biodiversity Human Capital Development Strategy 2010-2030 (BHCDs).

KICCE builds on a previously successful approach, namely the Flanders funded Keep it Cool programme (KIC 2019–2022), to strengthening climate change curriculum in foundational education. Through a systemic approach to learning and skills development the project will result in direct beneficiation ranging from youth, teachers, and school leaders to DBE and DFFE officials responsible for national curriculum implementation at the district level.

KICCE will adapt existing materials (mostly from KIC 2019 – 2022) into user-friendly online trainings, including all the training guides, that can easily be scaled through the existing in-service of the DBE, and capacitate district officials to scale up this professional development.

The scope of work encompasses content analysis, adapting existing Fundisa for Change courses such as Introduction to Education for Sustainable Development (ESD) and Teaching Climate Change in Life Orientation, developing the School Leaders Course, and creating an introductory module for the New Teacher Induction Course.

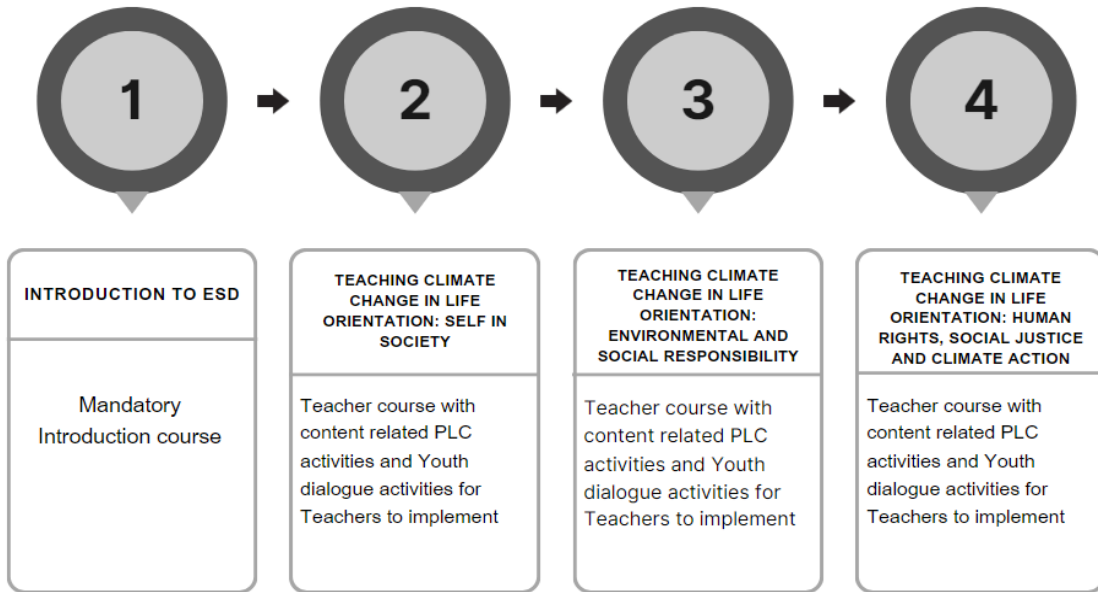
- Conduct a needs content analysis of existing course materials to identify gaps and ensure alignment with the curriculum.
- Adapt materials to align with the CAPS curriculum for grades 8–12 educators.
- Develop a generic course for school leaders on supporting climate change education in schools.
- Develop an introductory module on Education for sustainable development to form part of the New Teacher Induction Course.

The overall objective of these courses is to ensure that school leaders and teachers have strengthened capacity to address climate change in the curriculum. These courses will be part of a blended online learning program, integrating self-study components and peer learning communities.

1. The teacher training will revolve around the three online courses offered by Fundisa for Change under the Life Orientation Engaging with Climate Change program. These courses delve into three essential Life Orientation topics: Self in Society, Environmental and Social Responsibility, and Human Rights, Social Justice, and Climate Action. Each course encompasses an introductory text, comprehensive discussions on key topics, and culminates with a course assignment. The primary objective of these theme-based courses is to cultivate a profound understanding of the subject matter while equipping teachers with effective teaching and assessment methodologies. By prioritizing Life Orientation teaching and learning processes in the context of climate change challenges, these courses aim to empower educators to address climate-related issues in their classrooms. Moreover, the introduction sections of the courses emphasize the integration of Life Orientation education within the broader framework of climate change concerns, emphasizing the comprehension and practical application of climate change concepts. Additionally, Youth Dialogue activities will be integrated into the Teacher PLC sessions to foster meaningful discussions and engagement with students on climate-related topics, further enhancing the learning experience for both educators and youth participants.
2. The school leaders' course will capacitate schools with the necessary skills to support climate education in their schools.
3. The introductory module for New Teacher Induction will offer educators a foundational overview of climate education tailored for the senior phase.

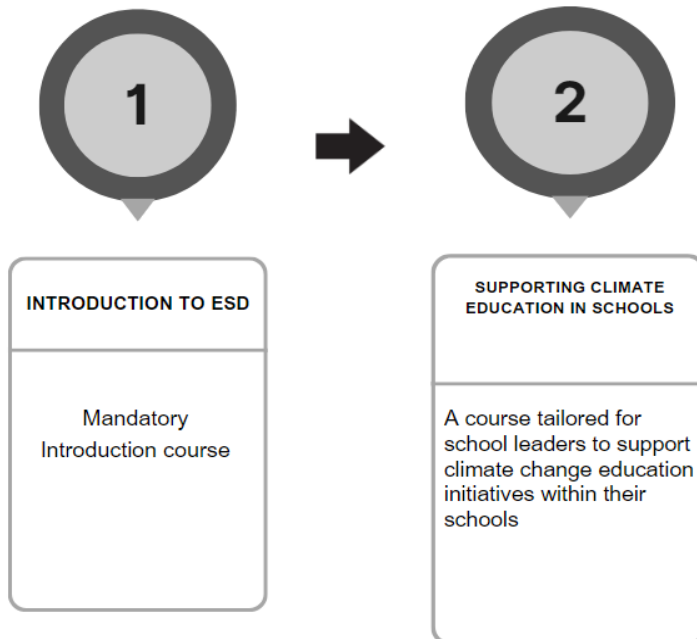
Teacher online learning trajectory

Fundisa for Change Life Orientation Courses –Engaging with Climate Change



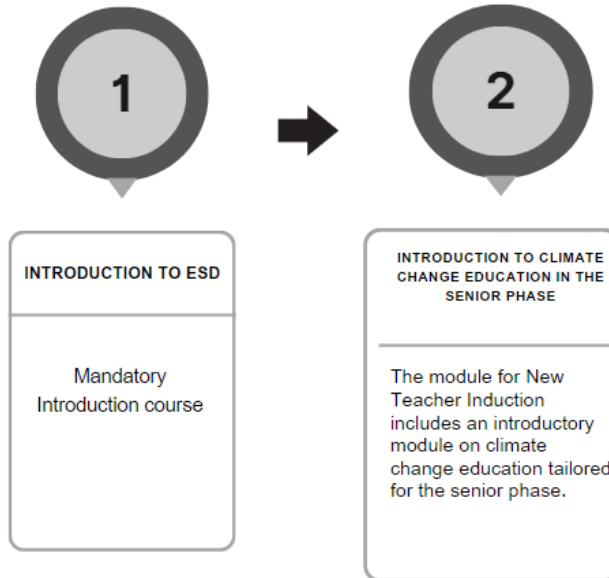
School leaders online learning trajectory

Fundisa for Change School leaders supporting Climate Change in Education



New Teacher Induction online learning trajectory

Fundisa for Change New Teacher Induction Introduction Climate Change in Education



Deliverables

Deliverable	Courses / Materials	No. of modules/topics	Start date	End date
Content mapping and Course outlines development				
Teacher Courses			27 May 2024	7 June 2024
School leaders Course			10 June May 2024	21 June 2024
Adaptation Teachers courses				
Introduction		3	17 June 2024	28 June 2024
Teachers Courses: Life Orientation topics: Self in Society, Environmental and Social Responsibility, and Human Rights, Social Justice, and Climate Action.		7		
Development of School leaders and NTI Courses				
School leaders Course		5	1 July 2024	12 July 2024
New Teacher induction course		1	October 2024	March 2025

The signed quotations must be submitted in English by e-mail to procurement.za@vob.org on Wednesday 10 May 2024 no later than 12:00.

3. IMPLICIT DECLARATION OF HONOUR, COMPLIANCE, AND INTEGRITY OF BIDDERS

In accordance with Article 39 of the Royal Decree, the fact of submitting an offer constitutes an implicit declaration on honour that the bidder is not in one of the situations of exclusion referred to in Articles 67 to 69 of the Law (Belgian Law of 17 June 2016 on public contracts (Official Gazette of 14 July 2016) and the Royal Decree of 18 April 2017 on public contracts in the conventional sectors (Belgian Official Gazette of 9 March 2017).

a. Compulsory grounds for exclusion

The contracting authority shall, at any stage of the procedure, exclude the bidder from participation in the award procedure if it is established that the bidder has been convicted through a final judgment on the merits for one of the following offences:

- i. participation in a criminal organisation,
- ii. corruption
- iii. fraud
- iv. terrorist activities, offences connected with terrorist activities or inciting, aiding, or attempting to commit such an offence.
- v. money laundering or terrorist financing,
- vi. child labour and other forms of trafficking in human beings
- vii. employment of illegally staying third-country nationals.

Evidence to be submitted by the bidder:

- An extract not older than three months from the criminal record; declaration of honour in ANNEX _A

b. Exclusion ground relating to tax and social security debts.

At any stage of the award procedure, the contracting authority shall exclude the participation of a bidder who does not fulfil his obligations relating to the payment of taxes or social security contributions.

Evidence to be submitted by the bidder:

- A SARS Tax Clearance not older than three months, and/or declaration of honour in ANNEX _A

c. Compliance with VVOB's Codes of Conduct

Compliance with VVOB's Codes of Conduct is extremely important to the contracting authority. Any bidder found to be in default on this point will be automatically excluded from the procedure.

The bidder will always conduct itself in accordance with (i) VVOB's General Code of Conduct, (ii) VVOB's Child protection policy and (iii) VVOB's Youth protection policy (hereinafter the Codes of Conduct). The Codes of Conduct form part of VVOB's Integrity Policy, which can be consulted at www.vvob.org.

The bidder will further ensure that all personnel and (sub)contractors involved in the execution of this contract, as well as all affiliated companies, comply with the Codes of Conduct.

In case of credible accusations that the bidder or one of its staff members, branches or (sub)contractors has violated the Codes of Conduct, VVOB may terminate the contract with immediate effect and without compensation through written notification.

VVOB may decide to suspend the agreement temporarily in anticipation of the investigation into an alleged breach of the Codes of Conduct by means of a written notification sent to the bidder.

Evidence to be submitted by the bidder:

- Code of Conduct in ANNEX _B

Evidence to be submitted by the tenderer : declaration on honour in ANNEX _A. By submitting their offer, the bidder and the head of organization of the bidder give their express consent to a vetting of the person or legal entity and head of the organization and any other individual named in the proposal by VVOB by subjecting them to a sanctions list screening using cloud-based software.

4. QUALITATIVE SELECTION CRITERIA

Bidders must have experience with South Africa's education curriculum and teacher development frameworks, including the Curriculum Assessment Policy Statement (CAPS) and the Integrated Strategic Planning Framework for Teacher Education (ISPFTED) 2011-2025.

Evidence: examples of previous work in this area.

Bidders who do not meet the(se) selection criteria (on)(a) will be rejected, and their offer will not be admitted to the technical and financial evaluations.

5. SUBMISSION AND CONTENT OF THE QUOTATION

The signed quotation must be submitted in the English Language by e-mail to procurement.za@vvob.org

To be submitted by Wednesday 08 May 2024 no later than 12:00 and mention in object: 'quotation ref: 2024_ZA_KIC_2.0_002_ Content Development Consultant

Quotations submitted late (after this deadline) will be retained but will not be counted towards the award of the contract. In the case of submission of a BAFO (best and final offer), the same provisions apply. See below "Negotiations".

The bidder may submit only one quotation for this contract.

The estimated date for the awarding of the contract is Monday 20 May 2024

The quotation must consist of the following documents and information:

a. Administrative section of the quotation, including at least

- Identity of the bidder: business name, legal form, nationality, address, telephone number, e-mail address, contact person and Tax Identification Number.
- Proof regarding compulsory grounds for exclusion (see requested documents in point 3.a)
- Proof of compliance with the tenderer's obligations regarding the payment of taxes and social security contributions (see requested documents in point 3.b)
- Proof regarding the first qualitative selection criterion (see point 4) – Bidders must have experience with the South African Curriculum and Teacher Development landscape i.e. CAPS and ISPFTED 2011-2025.
- Proof of Bank Account, stating the name and address of the bank and the BIC/SWIFT code.

b. Technical section of the quotation

Technical offer with the description of the proposed supplies/services

It must also include:

- Proposal outlines all activities, timeframes, and deliverables, including detailed planning, coordination, contingency measures, and a Gantt chart for precise project management. Delivery or execution period

- The principal consultant has a relevant postgraduate degree or experience and demonstrates expertise in creating educational content for educators and school leaders using a method of blended learning.

Evidence to be submitted by the tenderer:

- Samples of previously adapted and developed educational materials or courses, showcasing the ability to modify content to suit different audiences or context.
 - Evidence of collaboration with educational institutions, curriculum developers, or subject matter experts in adapting and developing educational content, demonstrating the ability to work effectively within diverse teams and stakeholder groups.
 - portfolio of professional development programs or courses developed specifically for educators and school leaders, showcasing expertise in addressing their unique learning needs and challenges.
 - Demonstrated experience with climate change education or Education for Sustainable Development (ESD).
 - Reference list from previous clients for similar work
 - Updated CVs of the team members
- At least one team member has previously collaborated with the Department of Basic Education (DBE) or the Department of Forestry, Fisheries, and the Environment (DFFE) in the development of one of the submitted sample works.

c. Financial section of the quotation, consisting of

Completed and signed price list in Excel as per ANNEX E

- (Unit) price, exclusive VAT
 - VAT amounts per day
 - (Price), inclusive VAT
 - Total amount of the quotation, inclusive VAT
- VVOB does not allow the submission of free variants.
 - VVOB does not allow the submission of options.
 - Recourse to subcontractors:
The use of subcontracting is not allowed.
 - The proposal of price reductions is not allowed.

6. VALIDITY OF THE QUOTATIONS

Submitted quotations shall be valid for 90 calendar days from the final date for submission of offers. The same deadline shall apply to the BAFO from the final date of submission.

7. GENERAL CONDITIONS OF SALE

Service contract to be completed after the award.

8. NEGOTIATIONS

VVOB reserves the right to negotiate on the conditions of the quotations or not (improvement of the proposed conditions: price or other).

In case of negotiations, VVOB will conclude the negotiations by proposing to submit a BAFO (best and final offer). No changes/adjustments/regularisations whatsoever can be made to the BAFO submitted. The award criteria and the minimum requirements certainly do not qualify for negotiations.

VVOB may or may not conduct negotiations in stages, whereby the number of offers to be negotiated is limited by applying the award criteria.

9. AWARD PROCEDURE AND APPLICABLE LEGISLATION

This public contract is a negotiated procedure without prior publication in accordance with Belgian public procurement law.

Documents, to the exclusion of all others, applicable to the agreement

The applicable legislation and in particular those concerning public procurement:

- Law of 17 June 2016 on Public Procurement
- Royal Decree of 18 April 2017 on public procurement procedures
- Royal Decree of 14 January 2013 on execution of public contracts
- Law of 17/06/2013 on motivation, information and legal protection

The documents referred to above are available on the internet at www.publicprocurement.be.

This agreement is also subject to:

- The specifications in this call and in its appendices, and any notes, standards or documents referred to. The tenderer is deemed to have taken note of this and to have taken it into account when preparing his
- All laws and regulations concerning requested products and materials (eg CE conformity etc.)
- The General Data Protection Regulation: Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC.

Also apply:

- The additions, amendments and replacements to the aforementioned laws, and other documents on the date of their entry into force with due observance of any transitional provisions”

10. NOTIFICATION OF THE CONTRACT

The contract is concluded by sending an award letter by e-mail or post, possibly preceded by an information message. The call for quotations with any annexes and the quotation of the bidder with the annexes and order form or notification letter together constitute the contract.

11. PLACE OF DELIVERY AND DURATION OF THE CONTRACT

Place of Delivery: VVOB South Africa, Pretoria

Duration and starting date: 27 May 2024- 30 March 2025 (10 Months)

End date of the contract: The contract ends on the last day of the duration of the contract (including extensions, if any). After this date, no deliveries/performance can be carried out with reference to this contract.

12. SITE VISIT AND INFORMATION SESSION

Information session:

- Without object: no information session provided.

13. CONFORMITY OF THE QUOTATION

In order to be compliant,

- the quotation must be signed,
- the quotation must contain all the information and documents requested in this call for quotations,
- the quotation must propose services that conform to what is expected and described by VVOB,
- the provider must meet the minimal selection criteria referred to in points 3 and 4 of this call

If any information or documents provided by the bidder appear to be incomplete or incorrect, or if certain documents are missing, VVOB may request the bidder in question to submit, supplement, clarify or explain the information or documents concerned within an appropriate time period. This option in no way obliges VVOB to give bidders this opportunity.

Quotations that are not conform will be rejected and will not be admitted to the technical and financial evaluations.

If the bidder does not use the documents (forms, pricelist, etc if any) attached to this call for quotations, he shall bear full responsibility for ensuring that the documents used correspond exactly to those provided for.

14. AWARDING CRITERIA

VVOB will award the contract to the provider who has submitted the most economically advantageous offer as determined on the basis of the following awarding criteria:

- **PRICE CRITERIA (weight 40/100 points)**

Evaluated on the basis of the proportionality rule whereby the cheapest offer receives 40 points.

- **TECHNICAL CRITERIA**

1. proposal outlines all activities, timeframes, and deliverables, including detailed planning, coordination, contingency measures, and a Gantt chart for precise project management. **(maximum of 60 points)**
2. The principal consultant brings extensive experience in climate change education and a proven track record of developing engaging blended learning instructional content for teachers and school leaders. **(maximum of 60 points)**

The following technical criteria is applicable to assess the quality of the quotation:

1. Proposed Approach to the assignment	
The project proposal (quotation) provides a comprehensive outline of all activities, timeframes, and deliverables.	Very Good =10 points Good = 5 points Satisfactory = 0
The outline includes contingency measures for each deliverable and sub-deliverable.	Very Good =10 points Good = 5 points Satisfactory = 0

The proposal presents a detailed narrative of the planning and coordination involved in executing each activity, including a Gantt chart with precise timeframes for all deliverables and sub-deliverables, ensuring clarity and effective project management.	Very Good =10 points Good = 10 points Satisfactory = 0
The bidder indicates commitment in their proposal to collaborate with subject matter experts and the instructional design team for the development of the online course.	YES = 5 points NO = 0 points
Total	35
2. Consultants' qualifications/relevant experience	
The principal consultant brings extensive experience in climate change education and a track record of developing courses specifically designed for educators and school leaders.	Very Good = 15 points Good = 5 points Satisfactory = 0
At least one of the team members has experience with Instructional Design / development of online material.	YES = 5 points NO = 0 points
At least one team member has previously collaborated with the Department of Basic Education (DBE) or the Department of Forestry, Fisheries, and the Environment (DFFE) in the development of one of the submitted sample works.	YES = 5 points NO = 0 points
Total	25

Technical criteria with allocation of points (weight 60/100 points)

15. PRICING AND PRICE COMPONENTS

PRICING:

The quantities are fixed (contract with global price)

The prices are mentioned in ZAR. The total amount of the offer is expressed in numbers and in full characters.

ELEMENTS CONCLUDED IN THE PRICE:

The proposed price is all-inclusive and includes all administrative, transport, delivery, customs clearance and all other possible costs related to the delivery and execution of the contract. Price are provided without VAT and VAT included.

The bidder establishes the amount of his quotation according to his own calculations and estimates, taking into account the content and scope of the contract.

The unit prices and global prices of each item of the pricelist, if any, shall be determined by respecting the relative value of these items with respect to the total amount of the tender. All general and financial costs, as well as the proceeds, are divided proportionally between the various items according to their importance.

Please note that the maximum budget allocated for this activity is anticipated to be ZAR R400 000

Please provide your proposed budget for the entire project, including any additional costs such as meetings and a max of 2 days workshop for all courses as per Annex D.

VERIFICATION OF THE PRICE

The bidder shall provide all indications permitting the comparison of prices or costs as requested by the contracting authority. The correction of errors is carried out by VVOB.

16. TERMS OF PAYMENT

First payment of 25% will be made upon signing of the contract and submission of an invoice.

17. POSSIBILITY OF NOT AWARDING OR CONCLUDING THE CONTRACT

The conclusion of the procedure does not imply an obligation to award or conclude the contract. The contracting authority may refrain from awarding or concluding the contract, or may reopen the procedure in another way, if necessary.

18. BIDDERS RESPONSIBILITIES DURING THE EXECUTION OF THE CONTRACT

A service contract is NOT attached to the call for quotations.

19. DELAY PENALTIES

The imposition of delay penalties for failure to comply with the execution period is done in accordance with Article 154 of the Belgian Royal Decree of 14 January 2013.

20. BAIL

No bail is required for this contract.

21. DISPUTES

Only Belgian law is applicable for the interpretation of the contractual clauses and the determination of the rights and obligations that would NOT be mentioned in these clauses.

The parties are forbidden to sue each other without prior notice of default.

Any dispute between the parties which cannot be settled amicably by voluntary mediation will be brought before the Dutch speaking courts of Brussels.

22. CONFIDENTIALITY CLAUSE (PERSONAL DATA)

If applicable, the bidder should be aware that the contracting authority attaches importance to the protection of personal data for the processing for which it assumes the role of data controller in accordance with Article 4, paragraph 7 of the Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of individuals with regard to the processing of personal data and on the free movement of such data (hereinafter "GDPR").

23. ANNEXES

- A. Declaration of Honour
- B. Code of Conduct
- C. Scope of Work
- D. Course blueprint
- E. Financial Breakdown

CFQ_ANNEX __A

Declaration of Honour concerning the grounds for exclusion

Reference of the procurement:

I, the undersigned [*insert name of the person signing this form*]:

declares it its own name (*if the economic operator is a natural person or in the case of a declaration by a director or a person with powers of representation, decision-making or control over the economic operator*)

or

declares as representative of (*if the economic operator is a legal person*)

full legal name (*for legal persons only*)

Full legal form (*for legal persons only*):

full official address:

company registration number:

that the company or organisation that he (or she) represents / he (or she):

- a) has not been the subject of a final judgment on the merits for one of the following offences:
 - i. participation in a criminal organisation
 - ii. corruption
 - iii. fraud
 - iv. terrorist activities, offences connected with terrorist activities or inciting, aiding or attempting to commit such an offence
 - v. money laundering or terrorist financing
 - vi. child labour and other forms of trafficking in human beings
 - vii. employment of illegally staying third-country nationals
- b) is not bankrupt or in receivership, has not ceased or suspended trading, is not subject to a court settlement or other arrangement with creditors and is not involved in any similar proceedings under national laws and regulations;
- c) has not been guilty of grave professional misconduct proven by any means which the contracting authority can justify;
- d) has fulfilled all its obligations relating to the payment of social security contributions and the payment of taxes in accordance with the legal provisions of the country in which it is established

and any country in which it has operations, in the country of the contracting authority and in the country where the contract is to be performed;

- e) that (s)he will conduct (her)(him)self at all times in compliance with VVOB's Codes of Conduct referred to in the call for quotations. The bidder will further ensure that all personnel and (sub)contractors involved in the execution of this contract, as well as all affiliated companies, comply with the Codes of Conduct.
- f) that neither it nor any personnel, affiliates or (sub)contractors:
- is the subject or the target of any sanctions as laid down in (1) the UN Security Council consolidated list, (2) the Special Economic Measures Act (SEMA – Canada), (3) the EU restrictive Measures, (4) the Treasury's Office of Foreign Assets Control (OFAC) List, (5) the HM Treasury's Office for Financial Sanctions Implementation Consolidated list, or (6) the List of Subjects of Sanctions of the State Secretariat for Economic Affairs (SECO – Switzerland) (hereafter the "Sanctions")
 - is the target of Sanctions pursuant to the country or territory where it is located, organized or resident.
 - will directly or indirectly use the proceeds of the envisaged contract, or lend, contribute or otherwise make available such proceeds to any person or entity in violation of any Sanctions laws.
 - has knowingly engaged in or are knowingly engaged in any dealings or transactions with any person that at the time of the dealing or transaction is or was the subject or the target of Sanctions or with any sanctioned country.
- g) that (s)he complies with the United Nations regulations referred to in the call for quotations.
- h) that, should the contract be awarded, he (she) will provide on request proof for one or more of the above mentioned situations.

Full Name, Date and Signature

CFQ_ANNEX_B

VVOB's General Code of Conduct

Integrity

We expect all individuals who are involved in implementing VVOB projects and programmes to behave in accordance with ethical principles, and act in good faith, honesty and fairness. Therefore, we must:

- Respect national and local laws;
- Never engage in any level of physical or verbal violence or threat of violence;
- Not divulge any confidential information relating to colleagues, work-related matters or any sensitive information unless legally required to do so;
- Ensure that their conduct does not bring VVOB into disrepute and does not impact on or undermine the individual's ability to undertake the role for which he or she is employed;
- Report suspected wrongdoing or breaches of VVOB's ethical principles, rules, regulations or policies.

Respect for people, policies and planet

We expect all individuals who are involved in implementing VVOB projects and programmes to demonstrate respect for the dignity, value, equality, diversity and privacy of all persons, and demonstrate respect for policies and planet. We strongly believe that diversity is a major asset for our organisation. Therefore, we must:

- Respect and value differences and treat all people fairly and with dignity and courtesy;
- Consider the sensitivities of people's customs, habits and religious beliefs and avoid any behaviour that is not appropriate in a particular cultural context.
- Never engage in any form of discriminatory or offending behaviour based on a person's race, skin colour, ancestry, national or ethnic origin, nationality, gender, sexual orientation, marital status, age, wealth, religious, non-religious, political or philosophical beliefs, organisational membership, current or future health status or disability;
- Abstain from and actively discourage all forms of harassment, including verbal, nonverbal, written or physical abuse;
- Never engage in abusive or exploitative conduct;
- Never carry weapons during working hours;
- Never engage in any commercially exploitative activities with children or vulnerable adults including child labour or trafficking;
- Never engage in sexual activity with children (persons under the age of 18). Mistaken belief in the age of a child is not a defence;
- Never exchange money, employment, goods or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour, with vulnerable persons or beneficiaries of our programme interventions;
- Encourage and maintain a work environment characterised by good working relations;
- Adhere to all legal and organisational health and safety requirements in force and behave in a manner such as to avoid any unnecessary risk to the safety, health and welfare of yourself and others;
- Respect local, national and international partners and policies.
- Strive to minimise the environmental impact of our operations and include the environment as a cross-cutting theme in our interventions.

Quality and commitment

We expect all individuals who are involved in implementing VVOB projects and programmes to ensure that professional and personal conduct is consistent with VVOB's values and standards, and that all individuals who are involved in implementing VVOB projects and programmes demonstrate a high level of professionalism and loyalty to VVOB, its vision, mission and strategic and operational objectives. Therefore, we must:

- Deliver on the duties of our position in an ethical and professional manner and take responsibility for carrying out the duties of our position to the best of our abilities;

- Never work under the influence of alcohol or drugs, or be in possession of, illegal substances on VVOB premises, accommodation or during working hours;
- Keep in mind the longer-term objectives of VVOB and the strategic and operational partners when managing short- and medium-term activities and operations;
- Update our knowledge and skills and develop our professional competencies to maintain excellent standards and use this professional expertise constructively for the benefit of VVOB, its programmes and strategic and operational partners;
- Ensure to have correct (reliable, complete, detailed and substantiated) information for decision- making purposes.

Accountability and transparency

We expect all individuals who are involved in implementing VVOB projects and programmes to take responsibility for one's actions, decisions and their consequences. Therefore, we must:

- Ensure that all VVOB assets and human, financial and material resources entrusted to us are used in a responsible and optimal manner for the benefit of VVOB and the programme and project objectives.
- Record all transactions and prepare accurate and complete records, in accordance with established procedures.
- Not conduct or authorise facilitation payments or bribery.
- Ensure that VVOB IT equipment, software or e-mail and social media platforms are not being used to engage in activity that is illegal under local or international law or that encourages conduct that would constitute a criminal offence. This includes any material that intimidates or harasses any group based on protected characteristics or encourages extremism.
- Never use VVOB IT equipment to view, download, create, distribute or save in any format inappropriate or abusive material including but not limited to pornography or depictions of child abuse.
- Declare any financial, personal or family (or close intimate relationship) interest in matters of official business which may impact on the work of VVOB.
- Not be involved in awarding benefits, contracts for goods or services, employment or promotion within VVOB, to any person with whom the employee has a financial, personal, family (or close intimate relationship) interest;
- Not accept significant gifts or any remuneration from governments, communities with whom we work, donors, suppliers and other persons which have been offered to the employee as a result of our work with VVOB, except in cases when it is culturally inappropriate to decline. In case of the latter, the acceptance of a gift should always be reported to the management team. In no case may gifts influence or give the impression of influencing decision-making of the individuals who are involved in implementing VVOB projects and programmes in performing her or his job.

Code of conduct VVOB's Child and youth protection policy

VVOB ensures that their employees avoid any behaviour or conduct that compromises the safety and protection of Children and Youth within its activities, operations and programmes.

People who work for VVOB must:

- Prevent:
 - Be aware of potential risks and take appropriate action to minimise risks;
 - Create an environment where concerns can easily and safely be raised and discussed;
 - Recognise and remedy situations which may potentially lead to violent acts against Children and Youth.
- Create a Child and Youth friendly environment:
 - Contribute to an environment where Children and Youth are respected and encouraged to discuss their concerns and rights;
 - Ensure that Children and Youth are aware of their rights, policies and resources available if there is a problem;

- Work with Children and Youth to define what is acceptable or unacceptable behaviour with adults.
- Report and respond:
 - Report any Child and Youth abuse and protection concerns to relevant partners and take appropriate actions;
 - Ensure the Child and Youth, if appropriate, his/her parents or guardians are well- informed and participate in the decision-making and the types of intervention agreed upon.

People who work for VVOB must never:

- Engage in sexual activity or have a sexual relationship with anyone under the age of 18 years regardless of the age of majority/consent or custom locally. Mistaken belief of a Child's or Youth's age is not a defence;
- Abuse or exploit a Child or Youth or behave in any way that places a Child or Youth at risk of harm;
- Exchange money, gifts, employment, goods or services for sex with a Child / Youth, including sexual favours or other forms of humiliating, degrading or exploitative behaviour or any other behaviour that could be deemed exploitative of a Child / Youth;
- Have a Child / Youth they are working with stay overnight at their home unsupervised or sleep in the same room or bed with a Child / Youth;
- Do things for Children / Youth of a personal nature that the Child / Youth can do themselves;
- Offend, insult, humiliate or degrade Children / Youth or engage in any form of emotional abuse;
- Discriminate or provide favourable treatment to one Child / Youth;
- Kiss, or persuade a Child / Youth to kiss VVOB personnel;
- Engage in extended hugging, tickling or persuading of a Child / Youth to hug VVOB personnel;
- Touch a Child / Youth in any area that would be covered by a bathing suit;
- Carry a Child / Youth or have them sit on the lap of VVOB personnel;
- Be alone with a Child / Youth;
- Engage in prolonged physical contact with a Child / Youth;
- Restrain a Child / Youth;
- Discipline a Child / Youth using any form of physical contact, or emotional or psychological pressure, abuse or intimidation;
- Expose a Child / Youth to inappropriate images, films and websites including pornography and extreme violence.

The above is neither an exhaustive nor exclusive list and VVOB will consider all related actions and behaviour which may compromise the rights and protection of Children and Youth.

Name:

Signature:

Date:

CFQ_ANNEX_C SCOPE OF WORK

This table outlines the scope of work for the content consultant, detailing the tasks to be completed in each Deliverable and the corresponding timelines.

Phase 1: Content analysis for all courses		
Task	Date	Deliverable
Content Analysis Teachers course	27 May	Kick-off meeting to introduce the project objectives, team roles, and deliverables.
	31 May	Finalize content mapping and prepare initial draft report
	1 June	Report review
	7 June	Final sign-off meeting with stakeholders.

In phase 2 the successful bidder will adapt the teacher's course as per the signed off recommendations in phase 1: Content mapping.

Phase 2: Adaptation Teachers Course		
Adaptation of the teachers' courses	17 June	Kick off adaptation of teacher's courses
	21 & 24 June	Review: <i>Introduction to ESD and Fundisa for Change and Teaching climate change: Life Orientation Self in Society. Climate Change Life Orientation: Environmental and Social Responsibility. Teaching climate change Life Orientation Human Rights, Social Justice, and Climate Action</i> Conduct a final review of all adapted materials to ensure quality and consistency. Make any necessary adjustments based on the feedback received during the review phase.
	24- 28 June	Finalization Phase <i>All teacher courses.</i> final sign-off.
	J1 July	Hand over to Instructional Design

In phase 2.1 the successful bidder will develop the school leaders and NTI courses as per the signed off course outline signed off in the phase 1: Content mapping.

Phase 2. 1 Development of School Leaders Course and NTI Module		
School Leaders Course development		
Course Content development	1 July - 5 July	<ul style="list-style-type: none"> Review content analysis findings and finalize course objectives. Develop detailed outline for each module including learning objectives, key concepts, and activities. Develop course
Review	8 & 9 July	Course review and revision
Sign- off	12 July	Course sign off
Handover to Instructional design	15 July	Sign-off and hand over to instructional design
Development of NTI Introductory Module		
	Week 1	Develop module outline content and learning objectives. Research and gather necessary materials/resources for Module.
	Week	Develop content for module, Review and Sign-off

CFQ_ANNEX_D Course Blueprint

Course adaptation and development blueprint

We recommend utilizing the provided course blueprint for both adapting existing materials and developing new courses. This blueprint incorporates Gagne's 9 Principles of Learning, ensuring a strong foundation for engaging instruction and effective knowledge retention. This approach will maximize project impact. (<https://www.cast.org/impact/universal-design-for-learning-udl>).

Gagne Checklist	Module asset	Content description	Instructional design elements
Gaining Attention	Topic / Concept / Lesson	<p>Begin each module with an attention-grabbing introduction to pique the interest of the principals:</p> <ul style="list-style-type: none"> Highlight the importance of the topic and its relevance to their roles as school principals. Use engaging visuals, anecdotes, or real-world examples to stimulate interest. 	<ul style="list-style-type: none"> Newspaper article Video Extract from policy
Module objective		<p>Clearly state the learning objectives of the module:</p> <ul style="list-style-type: none"> Explain how mastering these objectives will benefit them in their role as principals. Use clear and concise language to ensure the objectives are well-understood. 	<ul style="list-style-type: none"> A list of the objective with a graphic
Learning Outcomes		<p>List the learning outcomes focusing on Knowledge, Attitudes and Practices</p>	<ul style="list-style-type: none"> A list of the objective with a graphic
Stimulating Recall of Prior Learning (Retrieval)	Knowledge / Attitude / Practice Check	<p>Ask principals to reflect on their prior experiences and knowledge relevant to the topic.</p> <ul style="list-style-type: none"> Use pre-assessment quizzes or activities to gauge their existing understanding. Bridge new content with their existing knowledge and experiences. 	<ul style="list-style-type: none"> Drag and drop matching activities Multiple choice questions or True/False <p>(Activity will be captured as part of their Portfolio of evidence)</p>

Instructional content (Selective Perception)	Core content /Theory	Organize the content logically, breaking it into digestible sections or modules: <ul style="list-style-type: none"> • Provide instructional content, such as video lectures, written materials, and case studies 	<ul style="list-style-type: none"> • Video (existing <i>live action video</i>) • Downloads • Referral to additional content in the resource library
Providing Learning Guidance (Semantic Encoding):	Activity	Develop activities that Principals can implement at school to help principals understand and apply the new concepts: <ul style="list-style-type: none"> • Include clear explanations, summaries, and concept maps to aid comprehension. • Encourage discussion and interaction through forums or peer collaboration. 	<ul style="list-style-type: none"> • Activity Download • Link to the Course Group discussion forum • Activity to be captured in the Portfolio of evidence
Eliciting Performance (Responding):	Assessment	Provide opportunities for self-assessment and peer feedback. This can be done using knowledge check quizzes, scenario-based activities, or assignments for upload.	<ul style="list-style-type: none"> • Knowledge check quiz • Scenarios • Assignment (<i>Activity will be captured as part of their Portfolio of evidence</i>)
Enhancing Retention and Transfer (Generalization):	Conclusion	<ul style="list-style-type: none"> • Summarize the key takeaways from the module • Provide additional resources for further exploration and self-directed learning. • Encourage principals to apply what they've learned in their roles and share their experiences with peers. 	<ul style="list-style-type: none"> • Graphic summary of take aways • Templates and toolkits • Link to resource library • Link to the forum discussion <p>(<i>Activity will be captured as part of their Portfolio of evidence</i>)</p>

A helpful evaluation framework is Kirkpatrick’s model which includes four levels: Reaction, Learning, Behaviour, Impact.

By following a structured approach, we aim to engage principals, facilitate their learning, and empower them with the knowledge and skills necessary to excel in their pivotal roles within the school system.

Throughout the course, consider the importance of interaction and engagement. Use discussion forums, group activities, and opportunities for principals to share their insights and experiences with each other. This systematic approach, based on Gagne’s Nine Events of Instruction, will help ensure that development of the course for school principals is effective and engaging.

CFQ_ANNEX_E

Financial Breakdown

Adapatation of existing Fundisa for change , climate education courses for life orientation . Development of school leaders and New teacher Induction course

Quantities and content below are estimates and changes and additions may happen during the terms of the service contract, prices will be adjusted pro rata and after agreement between VVOB and the provider

Phase 1 Content Mapping					
Item	Description	Max mapping days	Unit	Rate	Total
Phase 1					
<i>Content Mapping for all courses</i>					
Introduction to ESD and Fundisa for Change Teachers course Mapping	Kick-off meeting to introduce the project objectives, team roles, and deliverables. Finalize content mapping and prepare initial draft report.Report review	10	Mapping Report		
School leaserds course Mapping	Kick-off meeting to introduce the project objectives, team roles, and deliverables. Finalize content mapping and prepare initial draft report.Report review	10	Mapping Report		
Subtotal	Phase 1: Content analysis for all courses				0
Phase 2 is covers the adapation of The Teachers Course , Phase 2.1 covers the development of the school leaders course an					
Phase 2 Adaptation Teacher courses					
ITEM	Max adaptation Days	Unit	Rate	Total	
Introduction to ESD and Fundisa for Change & Teaching climate change in Life Orientation: Self in society	10	Adapted course			
Teaching Climate Change in Life Orientation: Environmental and social responsibility	5	Adapted course			
Life Orientation – Human rights, social justice and climate action.	5	Adapted course			
Subtotal	Phase 2 : Adapation Teacher courses	20	Adapted course		
Phase 2. 1 Development of the school leaders course and NTI course					
Supporting the Teaching of Life Orientation Online Courses					
ITEM	no.of modules	Maximum Days	Rate	Total	
School Leaders course	5	10			0
New Teacher Induction Online Course					
ITEM	Minimum Modules	Maximum Modules	Rate	Total	
Teaching of Life Orientation Online Courses	1	2			
TOTAL (excl. VAT)					
VAT					
TOTAL (incl. VAT)					

Budgets to be submitted on the Excel Budget Template.