ITT (Invitation to Tender)

For: STEM Education Project under the Newton Fund
2016_NF_STEM_INDIA_01

STEM Education - Teacher Training Workshop to develop Research-Based Pedagogical Tools | India 2016

Please note: this tender has been altered since its original issue date. The approximate guideline for budgetary costs is £70,600 including international travel and accommodation. Please see the section below ‘Proposed Budget’ for more information.

Date: 11 August 2016

<table>
<thead>
<tr>
<th>Overview of the British Council</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 2014-15, its programmes reached a total audience of over 600 million people worldwide and we engaged directly with 11.4 million. In 2014 to 2015, the British Council had a total turnover of £973 million. Its income included a grant-aid of £154.9 million from the UK government, £637 million from fees and income from services such as English teaching, exams administration and £164 million from the management of client-funded contracts, and funding from a wide range of public and private sector partners.</td>
</tr>
</tbody>
</table>

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.

The British Council works in more than 100 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](http://www.britishcouncil.org)

<table>
<thead>
<tr>
<th>Introduction/Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>This activity will take part under the Newton STEM Education strand, and involves working with British Council India who is partnering with the Indian Institute of Science Education and Research, Pune (India) to deliver ‘Teacher Training Workshop to develop Research-Based Pedagogical Tools’. For the purposes of this opportunity we will provide background information on the following:</td>
</tr>
</tbody>
</table>
1. The Newton Fund

The Newton Fund was launched in 2014 and originally consisted of £75 million each year for 5 years. In the 2015 UK Spending Review it was agreed to extend and expand the Fund. The Newton Fund was extended from 2019 to 2021 and expanded by doubling the £75 million investment to £150 million by 2021, leading to a £735 million UK investment to 2021, with partner countries providing matched resources within the Fund.

Throughout the programme, the British Council will use the strength and expertise of the UK to work towards the following high-level impacts:

- **Primary impact**: Economic development and improvements in social welfare of developing countries are promoted.
- **Secondary impact**: Strong, sustainable and systemic relationships between the UK and partner countries are established and built upon, opportunities for wider collaboration are opened up.

The countries currently involved in the Newton Fund are:

- China
- India
- Brazil
- South Africa
- Mexico
- Colombia
- Chile
- Turkey
- Malaysia
- Thailand
- Vietnam
- Indonesia
- Philippines
- Egypt
- Kazakhstan
- Kenya

The British Council currently works with Newton colleagues in each country, as well as the key stakeholders in each country’s education system to ensure:

- activity is demand-led,
- there is a national partner for each activity who provide matched funding,
- funds are dispersed in an open, competitive, and transparent manner,
- maximum benefit is achieved, and
- the impact on developing country research and innovation systems is long-lasting and sustainable.

The Newton Fund provides a great opportunity to make a step change in the UK’s international scientific relations and in doing so improve the lives of the poorest and most disadvantaged people in developing countries.

2. Newton STEM Education Programme: Supporting Science, Technology, Engineering and Maths Education

The STEM Education Programme under Newton aims at developing the capacity and improving the teaching of STEM subjects in the Newton Fund countries. The activities and the plans will be developed in-country by Newton partners and will be reflective of their specific educational and sector needs.

STEM will support knowledge exchange and partnership opportunities between the UK and partner countries on STEM education approaches and, in doing so, build the human
This programme strand aims to:

- Support dialogue and knowledge exchange between the UK and partner countries around STEM education approaches and curricula for primary, secondary and tertiary education
- Support development of new teaching and learning resources, relevant to context and environment of the partner country and their development needs
- Support centres of excellence for STEM education in partner countries through partnerships with UK experts.

<table>
<thead>
<tr>
<th>Scope of work / Specification/ Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to develop a critical mass of people who will enter science and technology, STEM education needs to be reinforced beyond subject areas - as a lens of looking at the world; a method of knowing and inquiry. The Newton Bhabha STEM Education Project - a series of Teacher Training Workshops to develop Research-Based Pedagogical Tools (RBPTs) will offer focused support and impart training to STEM teachers from various colleges and universities in India in developing, testing and adapting research projects as pedagogical tools to be used in their colleges.</td>
</tr>
</tbody>
</table>

The Newton Bhabha STEM Education Project - Teacher Training Workshops aim to train and create awareness among approximately 2100 experienced teachers over a period of 3 years. They will use pedagogical tools in the areas of Physics, Chemistry, Biology, Mathematics and Earth Sciences to highlight the growing demand for STEM education in India, thereby emphasising its importance to become globally competent and employable. This will also lead in developing network of STEM teachers for better peer-to-peer interactions on pedagogy.

Indian Institute of Science Education and Research (IISER) Pune, is one of the premier research and education institutes and is of national importance. The institute was set up by the MHRD\(^1\) with the primary goal to integrate high quality research with undergraduate teaching to improve science education in India. The IISERs aim to enhance both the number and quality of future academics as well as industrial researchers in India. Based on the success of first series of workshops organized at IISER Pune (http://www.iiserpune.ac.in/) in March 2016 and with the goal of continued contribution to the current scientific landscape, Newton Bhabha in partnership with IISER, Pune proposes the following:

1. **Level-1 Pedagogy workshops**: Every year 3 workshops will be organised across India. Each workshop is for 3 days for up to 150 early to mid-career undergraduate science teachers\(^2\). Applicants will need to go through a selection process and will need to meet minimum requirements in qualifications and experience. Both IISER and British Council are jointly involved in the participant selection. During the workshops the concept and need for alternative methods of pedagogy will be introduced, with in-depth discussions on pedagogical tools involving research. There will be some joint sessions where the fundamental concepts of RBPTs will be explained, followed by group sessions on developing discipline-specific (Physics, Chemistry, Mathematics, Biology and Earth Sciences) RBPTs. The participants will

---

\(^1\) Created by the Ministry of Human Resource Development with an Act of Parliament (NITSER Act 2012)

\(^2\) Those teaching in government or government-aided colleges/universities throughout India
be asked to present tools that they have developed in their classrooms and also be given assignments to come up with novel, locally adapted, RBPTs in their discipline. Both of these will be assessed by peers as well as experts to identify scale-able tools that can be further deployed. The assessment criteria for the workshops and selection of participants to go to level 2 would be designed by the supplier. A network of participants will also be created, enabling all to keep in touch with their peers and share new ideas and experiences on various pedagogical methods.

2. Level-II workshops are designed to for selected participants of Level-1 workshop, who would be trained as ‘Master Teacher Trainers’ to organize smaller workshops in various regions across India. Every year, one Level 2 workshop will be organised at IISER Pune / other locations across India for 3 days. These workshops will focus on further strengthening the participant’s ability to generate RBPTs for the teaching of scientific concepts. The focus will be on enabling the participants to take on the role of trainers to be able to disseminate skills and knowledge. Level 2 workshops would be more involved: including training, assessment and curriculum development skills to ensure a more comprehensive incorporation of these new practices. The selection criteria for Level 2 would be developed by supplier in consultation with IISER and British Council.

3. Regional workshops - Over year 2 and year 3 of the programme, 15 regional workshops, each with up to 50 participants (undergraduate science teachers) would be delivered by ‘Master Teacher Trainers’ trained at level 2 workshops. These master trainers will be supported and mentored by IISER Pune. British Council will oversee the delivery of the regional workshops. The regional workshops will be customised for each region, taking into account prescribed syllabi, language, availability of quality teachers, laboratories etc. These workshops will be organised in different parts of the country at various college and universities. IISER Pune will coordinate these workshops with local organisations. Regional workshops are designed to:
   a. Explain the need for and modes of implementing RBPTs in undergraduate science education
   b. Identify the pedagogical tools that are suitable to use for the colleges in the respective region
   c. Make colleges of that region aware of various schemes of the Government of India such as DBT Star College Scheme, DST-FIST program, DST-INSPIRE program that are aimed to improve the quality of undergraduate science education.

All the above workshops aim to:
1. Improve undergraduate science education in Indian Colleges and Universities by developing new project-based learning tools to train teachers from undergraduate colleges of India with the expectation that these tools become pedagogical approaches used widely across India.
2. Train STEM teachers in developing, testing and adapting research projects as pedagogical tools to be used in their colleges
3. Increasing regional diversity, in the participation of Science & Technology enterprise in India

---

3 up to 50 participants
**Activity Overview**

As part of this activity, the successful supplier will be expected to carry out the following:

1. Concept design and Workshop curriculum development - India-UK experts’ discussion meeting to develop the vision, concept, and curriculum for the new workshop series
2. Organise Level-1 Pedagogy workshops
3. Organise Level-2 workshops
4. Regional workshops to be delivered by Indian partner

All the above workshops would be delivered by Indian and UK experts from universities/Research institutes and Academies.

**Requirements for Supplier**

Based on the success of the first series of workshops held in March 2016, IISER Pune and the Newton Fund will co-fund 27 research based workshops to be conducted per the below over 3 years. Out of this series of workshops, 12 workshops (nine Level 1 and three Level 2) would be delivered by the UK supplier over 3 years. The delivery of workshops proposed to start from Oct end-Nov 2016.

**Supplier Expectations:**

1. Ongoing support: monthly/sometimes weekly discussions over Skype and emails with Indian experts and/or partner organisations.
2. Delivery of workshops in India – at least 3 days/workshop for teacher training and be prepared to deliver back-to-back workshops agreed in consultation with Indian partner and British Council
   a. Two visits to India each year for workshop delivery
   b. The location for two back to back workshops may vary requiring the expert to travel to more than one location within India during one visit to deliver the workshop
3. The UK supplier will be expected to identify the learning outcomes and design and implement follow-up and assessment framework for the 12 workshops to measure the impact of the workshops and identify any changes if needed for further improvements
4. For pedagogy-related workshops, it is expected that the same expert is involved until the impact assessment is completed including post-training follow-up and evaluation to assess improvements; such as teachers (attending Level 1 and 2 workshops) adapting the pedagogical tools in their teaching
5. Submit a post-activity report to the British Council and IISER, Pune detailing the progress of each activity in reference to the agreed schedule of activities and project timelines. The report shall contain a narrative on project’s progress, a summary of completed tasks, and a statement of funding and expenses for each workshop. This must be submitted within 30 days from the workshop.
6. The supplier will be expected to evaluate the workshops based the following:
   - The objectives met
   - Impact of the activity to the participants and to India through baseline survey pre and post activity reporting
   - Evaluation questionnaires filled by participants attending the training. The questionnaire templates will be provided by the British Council and UK experts
7. The UK supplier will provide a face to face debriefing to BC India and IISER Pune after the training and a final evaluation report to BC India and IISER Pune
This is the draft plan covering the three years of the project:

<table>
<thead>
<tr>
<th>Level of Workshop</th>
<th>No. of participants per workshop</th>
<th>No. of workshops per year</th>
<th>Period (years)</th>
<th>Total workshops over 3 years</th>
<th>Total participants over 3 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>150</td>
<td>3 (2016-17)</td>
<td>3 (2016-17)</td>
<td>9</td>
<td>1350</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 (2017-18)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 (2018-19)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td>50</td>
<td>1</td>
<td>3 (2016-19)</td>
<td>3*</td>
<td></td>
</tr>
<tr>
<td>Regional workshops</td>
<td>50</td>
<td>5 (2017-18)</td>
<td>2 (2017-2019)</td>
<td>15</td>
<td>750</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 (2018-19)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Workshops</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>27</strong></td>
<td><strong>2100</strong></td>
</tr>
</tbody>
</table>

* Level 2 participants will be selected from level 1 workshops.

These workshops aim to develop research-based learning modules by combining the intellectual and practical skills of both Indian and UK experts to create content best suited for Indian education system.

Please note: Every year there will be two back to back Level 1 workshops (with a free weekend) during first round of delivery; and one Level 2 and Level 1 back to back workshop (with a free weekend) during the second round of delivery.

**Outcome**

This initiative aims to bring in international collaborations and partnership to:

1. Improve undergraduate science education in Indian Colleges and Universities by developing new project-based learning tools to train teachers from undergraduate colleges of India with the expectation of these tools becoming pedagogical tools used widely across India.
2. Train STEM teachers in developing, testing and adapting research projects as pedagogical tools to be used in their colleges to make their teaching more learner centric.
3. Increasing regional diversity, in the participation of Science & Technology enterprise in India
4. Make Indian teachers and students aware of the demands of the world, beyond India, to take full advantage of India’s demographic dividend and provide highly skilled and well-trained workforce to match the global needs contributing to India’s economic and social welfare.
5. Widen the expertise of trainers/UK experts to help develop project-based pedagogical tools that appeal to different target groups with diverse backgrounds and strengths.
6. Expand the scope of learning by cross-disciplinary and cross-cultural interactions.
7. Develop stronger links between India and the UK in the HE sector.
- **Supplier response.** We will expect the following to be covered in the supplier response:
  - Knowledge and Experience of the supplier outlining the suitability for the opportunity
  - Methodology and Approach
  - Monitoring and evaluation – this should include a draft evaluation plan of the workshops with examples of:
    a) Pre-training evaluation questionnaire (baseline regarding teacher knowledge and areas in need of improvement)
    b) Post training evaluation to assess adoption.
    c) Example of how to qualitatively assess training impact
    d) Suggestions for improvement of the project and further expansion and long term sustainability of the activity

4. A supplier cost/fee layout

### Constraints

Any Intellectual property developed by the UK supplier will be available under the Attribution, Share-alike, non-commercial (By-SA-NC) Creative Commons License. This requires users who will make derivative work of the original materials to include attribution, to license the work in the same way, and disallows any commercial use of the content.

Important to note:
- The aim of the training materials is that IISER Pune can reuse and disseminate for future training sessions.
- The trainings may also be filmed and photographed and all permissions must be sought as per British Council policies on IP and copyright as well as the protection of privacy and the rights of children. The consultant should familiarise themselves with these policies.

All project equipment should be returned to the British Council at the conclusion of the project.

IISER Pune will help in the selection of participants and other national institutions for workshops delivery over 3 years along with introductions of the supplier to both.

### Key Background documents & Information:

The application of Science and technology has made India the world’s 4th largest economy in just over 60 years since Independence. Science and technology is a vital aspect of building national capability. The 12th Five Year Plan for India emphasises both creative and relevant research/innovation; ensuring Science and technology become a major driver in the process of national development. The Plan stresses the importance of exposing science teachers at all levels to the best global practices and pedagogical innovations to enable them to practise and spread superior methods of teaching and research.\(^4\)

The highest priority for new higher education institutions in India is training the Science-Technology-Engineering-Mathematics (STEM) faculties needed to teach over 150 million prospective students. STEM faculty development is essential for a national scientific and technological foundation in the 21st Century. Currently, a large number of

\(^4\) Twelfth Five Year Plan 2012-17, Government of India

[www.planningcommission.gov.in/plans/planrel/12thplan/pdf/12fyp_vol1.pdf](http://www.planningcommission.gov.in/plans/planrel/12thplan/pdf/12fyp_vol1.pdf)
teachers in India have developed their own pedagogical techniques, which are effective, but largely unknown to their peers. There are also another set of teachers who have creative ideas on pedagogy, however, do not have necessary training on how to design, implement and assess the learning outcomes. Therefore, there is a clear need to provide a platform to bring these two set of teachers together so they can learn from each other and create peer-to-peer networks to develop and deploy their own pedagogical tools for the use of teachers all over the country.

Newton Bhabha successfully organised one of the aforementioned 3 day workshop series - 'STEM Teacher Training Workshops to develop Research Pedagogical Tools' in partnership with Indian Institute of Science Education and Research (IISER), Pune from March 10-12, 2016. Experts from Sheffield Hallam University, funded by Newton were brought in to provide guidance and training in producing effective Research Based Pedagogical Tools (RBPT). The workshop provided a training platform for 120 STEM teachers from various undergraduate colleges and universities in India to develop, test and adapt research projects as pedagogical tools in their colleges.

### Proposed Budget

The project will run from the 01st October 2016 - 31st March 2019 (subject to availability of funding under the Newton Fund – funding from the Newton Fund is renewed every year, so the project will be subject to funding being available each year of the project.

Please include in your budget:

1. Subsistence – which must be in-line with British Council policy
2. Time (preparation, materials development, facilitation, remote feedback and communications, report writing, etc.)
3. Please include any other project cost considerations which may be relevant

Exclude costs for equipment, accommodation, venue hire (workshop), catering (workshop), and travel in country (between workshops), as these logistics will be arranged by the British Council in partnership with IISER Pune.

An approximate guideline for budgetary costs is **£70,600** (exclusive of VAT), however value for money will be a key consideration in evaluation of responses. Please note this budget should include costs for international travel and accommodation.

It is the responsibility of suppliers to ensure the correct VAT treatment is applied.

### Timescales

This timetable may be subject to change.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITT Released</td>
<td>25 July 2016</td>
</tr>
<tr>
<td>Clarification/Questions</td>
<td>17 August 2016</td>
</tr>
<tr>
<td>Clarification Responses</td>
<td>23 August 2016</td>
</tr>
<tr>
<td>ITT Return Date</td>
<td>30 August 2016</td>
</tr>
</tbody>
</table>

---

Evaluation of responses 2 September 2016

Final decision and Intention to award to appointed Supplier 8 September 2016

Contracting and Logistics 30 September 2016

Contract Start Date 1 October 2016

Preparation and planning 1 October - 7 November 2016

First round of two Level 1 back to back workshops (with a free weekend) Between 21 November - 16 December 2016

Follow up, feedback and final reporting for first round of two Level 1 back to back workshops (with a free weekend) 16 December – 30 January 2016

Second round of one Level 1 and one Level 2 back to back workshops Between 6 – 24 February 2016

Follow up, feedback and final reporting for second round of one Level 1 and one Level 2 back to back workshops 25 February – 23 March 2016

Supplier Response

Please complete Annex 1 (ITT response) and submit it to Newton-STEM@britishcouncil.org no later than the 30th August 2016 (16:00 UK Time)

- 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 except if 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.
- It is not acceptable to submit a generic policy in answer to a question.
- 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 Supplier’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 British Council Contract

Clarification Questions

Any questions should be submitted via email to: purti.kohli@britishcouncil.org no later than 17th August 2016

Evaluation Criteria

The award criterion for this tender is the most economically advantageous. The Supplier’s submissions will be taken into consideration only if they pass the ‘Mandatory and Discretionary Rejection’.

Supplier responses will be assessed using the following criteria and weightings.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory Due Diligence</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Section 1 - Knowledge and experience</td>
<td>45%</td>
</tr>
<tr>
<td>Section 2 - Methodology and approach</td>
<td>25%</td>
</tr>
<tr>
<td>Section 3 – Monitoring and Evaluation</td>
<td>15%</td>
</tr>
<tr>
<td>Section 4 – Costing &amp; Value for Money</td>
<td>15%</td>
</tr>
</tbody>
</table>

Evaluation of submitted responses will be undertaken by the evaluation panel. This will consist of British Council representatives with significant experience and knowledge of the requirements along with representatives from the in-country partner. 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. Previous/current relationships with suppliers cannot be taken into account when evaluating submissions. Any previous experience must be clearly evidenced within the response. Evaluation will be fair and transparent.

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

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>A comprehensive and strong answer indicating the supplier 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.</td>
</tr>
<tr>
<td>12</td>
<td>There are slight concerns that the supplier 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.</td>
</tr>
<tr>
<td>10</td>
<td>There are concerns that the supplier 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.</td>
</tr>
<tr>
<td>5</td>
<td>There are serious indications that the supplier 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.</td>
</tr>
<tr>
<td>0</td>
<td>The answer is non-compliant and/or no relevant information has been received to demonstrate the supplier can achieve the required outcomes. No response or a response that is entirely irrelevant.</td>
</tr>
</tbody>
</table>

The lowest all-inclusive cost proposed will receive 20%. All other submissions will be allocated a % score pro-rata.

The final evaluation score will then be calculated for each response by adding together the scores for each Section.
The British Council is committed to open government and to meeting its legal responsibilities under the Freedom of Information Act 2000. 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 list of policies includes (but it is not limited to):

- Child Protection Policy
- Code of Conduct
- Equal Opportunities Policy
- Health and Safety Policy
- Global Privacy Policy
- Environmental Policy
- Pro-forma invoice and expenses claim
- Personal Information Charter
- Social Media Code and Guidelines (if applicable)
- Data Protection Policy relating to audio-visual consent (if applicable)
- Travel & Expenses Policy (if applicable)

Mandatory due diligence and discretionary rejection information included in Annex 1 will form part of your response to this ITT.

Any submissions must expressly accept the British Council’s minimum Contract Terms and Conditions. If you have any objections please state separately in writing.

A copy of the draft Contract is attached at Annex 2.

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:

- Suppliers 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;
- Suppliers shall not disclose, copy, reproduce, distribute or pass any of the Information to any other person at any time;
- Suppliers shall not use any of the Information for any purpose other than for the purposes of submitting (or deciding whether to submit) a Tender response; and
- Suppliers shall not undertake any publicity activity within any section of the media.

Suppliers may disclose, distribute or pass any of the Information to the Supplier’s advisers, sub-contractors (if applicable) or to another person provided that either:

- This is done for the sole purpose of enabling a Tender response 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 Supplier; or
- The Supplier 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 Contract arising from it; or
- The Supplier 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 Tender 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 Suppliers, even if the information has only been requested by one Supplier, subject to the duty to protect each Supplier’s commercial confidentiality in relation to its Tender (unless there is a requirement for disclosure under the Freedom of Information Act).

All costs incurred in the preparation of the proposal are the supplier’s responsibility.

The British Council reserves the right to request reference information.

This document does not constitute an offer to provide goods and/or services to the British Council and the British Council is not obliged to award a contract.

**Tender/Proposal Validity**

Your response should remain valid and open for acceptance for a period of 20 days from the submission return date. A response valid for a shorter period may be rejected.
Payment and Invoicing
The British Council will pay correctly addressed and undisputed invoices within 30 days.

The British Council will have a requirement for invoices to be produced in an electronic format. These files should be ASCII, CSV or XML format and conform to British Council standard. These files can be sent via SMTP, HTTP, HTTPS or FTP. The British Council will also have a requirement to send purchase orders in XML format.

The essential information on an invoice for the British Council is:
- A description of the goods/services supplied.
- The British Council reference number/Purchase Order number.
- Addressed to Accounts Payable.
- The costs including VAT (if applicable) and any other charges

Travel & Expenses (if applicable)
Please note that travel and expenses will be paid in line with the British Council Travel and Expenses policy. Travel costs will be reimbursed on the basis of actual costs for economy class travel. No travel and expenses will be paid when the supplier and its personnel are working from the suppliers offices or working from home.

Overview
- Suppliers should only travel where there is a clear business need.
- Suppliers must plan travel and make bookings as far in advance of the date of travel as possible.
- Suppliers are accountable for ensuring all bookings made and expenses claimed are in policy and all claims are accompanied by receipts covering all expenditure.

Booking Transport
- Suppliers are encouraged to use public transport wherever possible as a more environmentally friendly means of transport.
- Travel by rail should be by standard class.
- Travel by air should be by economy class for where the flight time is less than eight hours, and by premium economy class where the flight time is eight hours or more. The flight time is the total time spent in the air, plus any stopovers on the way.
- Safety should be the primary consideration when making transport bookings, with cost as the other main factor.
- If suppliers have a disability you will be given special consideration with regard to means of travel and suitability of route.

Booking Accommodation
- Accommodation should be of a minimum three star rating or equivalent.

Claiming for Meals
- Suppliers should only claim actual expenditure on meals supported by receipts up to the maximum agreed limits.

NOTE: All costs related to travel; accommodation and meals will be agreed in advance with the British Council manager.