

**REQUEST FOR PROPOSALS
(RFP)**

**BUILDING LEADERSHIP FOR CHANGE THROUGH SCHOOL
IMMERSION**

COHORT 2

THURSDAY, MAY 25, 2017

Project Title: “Building Leadership for Change through School Immersion—Cohort 2”.

The Ministry of Education in the Kingdom of Saudi Arabia (KSA) invites interested universities and faculties of education with strong expertise implementing teacher professional learning programs, international teacher exchange programs, and other programs related to teacher professional development, to submit proposals to implement this project. The project builds on the lessons learnt from the experience of the first iteration of the project and the first cohort participants.

The project is an ambitious long- term endeavor to transform the knowledge, skills and attitudes of Saudi education professionals through university-guided immersion in successful K-12 schools in host countries. Each university responding to this business opportunity must indicate very clearly the number of participants it is bidding to host, train, and guide throughout the immersion experience.

Please note that the words “school” or “host school” in the body of the RFP refer to the K-12 schools, which will host the participants for the immersion experience described in this RFP.

The beneficiaries from this project fall into 4 major categories:

1. Non-English teachers,
2. Counselors
3. Principals
4. English language teachers.

Developing strong English language skills, even for English language teachers, is an overarching goal of the project. The MoE expects all the participants to come out of their learning experience with speaking, listening, reading and writing skills that enable them to use the language with confidence.

To be eligible for review and evaluation for this bid, the bidding university must meet all the terms and conditions outlined in this RFP, and provide all the required information, including the requirements found in any attachments.

This RFP consists of this cover letter plus the following sections:

- Section 1: Scope of Work
- Section 2: High-level Responsibility Matrix
- Section 3: Proposal Requirements
- Section 4: Bidding Process.

Thank you for your interest in the MoE’s “Building Leadership for Change through School Immersion—Cohort 2” project.

Sincerely,

Ministry of Education
Kingdom of Saudi Arabia



وزارة التعليم
Ministry of Education

Kingdom of Saudi Arabia
Ministry of education

Confidential Document

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List of Acronyms:

Acronym	Full name
EAP	English for Academic Purposes
IPLP	Individual Professional Learning Plan
KSA	Kingdom of Saudi Arabia
MoE	Ministry of Education
RFP	Request for Proposals

BUILDING LEADERSHIP FOR CHANGE THROUGH SCHOOL IMMERSION—COHORT 2

SECTION 1: SCOPE OF WORK

I. Introduction

Education is a very high priority on the development agenda of the government of Saudi Arabia. A high quality education system is a prerequisite condition for the long term success of its social and economic development: it is the pillar on which all the sectorial strategies depend critically. Saudi Arabia’s education reform journey is guided by the new National Transformation Plan 2020, a very ambitious social and economic plan.

The plan envisages the transformation of the Kingdom into an economic powerhouse that depends less on the windfall of oil and more on the ingenuity and creativity of its people. Human capital development is a core focus of the plan and an enabler of the transformation process towards a service-based and knowledge-based economy.

The plans adopt a systemic approach to development through well-targeted development actions across all sectors, strengthened efficiency of and accountability for delivery of development results, and increased coordination and governance of the transformation process. Education reform is a central focus of the National Transformation Plan.

The education reform actions aim to enable the country’s children and youth -- irrespective of their gender, geographic origin, income, or ability--to develop the values, knowledge, skills and attitudes that they need to lead a productive life; participate in the development of their country as responsible, engaged, respectful and proud citizens; and contribute to the Kingdom’s role as a leader of the Muslim world and globally.

The new education reform journey builds on the remarkable achievements that the country has made in providing education to its youthful population. In 1951 there were 226 schools with 29,887 students. The Ministry of Education (MoE) figures for 2015 indicate more than 26,000 schools with almost 6,000,000 students and 450,000 teachers, principals, supervisors, counselors and other education professionals. This is an impressive pattern of growth not seen in any other country of comparable size.

The Ministry of Education plans to tap into its large pool of education professionals, select a cohort of “the best of the best”, and invest in them through immersion in successful schools abroad to strengthen

their technical, interpersonal and leadership capacity. The main goal is for these professionals to transfer what they learnt through immersion to their schools and serve as change agents within their areas of practice in their Education system when they return to Saudi Arabia; hence the rationale for this project.

II. Project Description

1. Project Rationale

The rationale underlying the project for Building Leadership for Change through School Immersion—Cohort 2 stems from the need of the MoE to strengthen the values, skills, knowledge, and attitudes of teachers, counselors, and principals through structured immersion in high performing Anglophone K-12 school systems.

It reflects the Ministry of Education’s commitment to transform the education system into a first-rate student-centered system capable of producing graduates with capabilities that strengthen the competitiveness of the country; support its economic diversification strategies; and provides it with the human capital required for the success of Vision 2030 and the National Transformation Plan.

The immersion experience will provide the participants with the technical know-how, interpersonal capabilities and leadership skills that they will leverage to change not only their own practices but also the practices of their peers at their schools, directorates or at the system-level at large with the goal of transforming it into a learning-centered organization. The ultimate goal, in other words, is for these participants to become effective change agents when they return back to Saudi Arabia.

2. Project Beneficiaries

The key beneficiaries of this project are K-12 teachers, counselors and principals for the year 2017-2018.

3. Project Duration

The project duration is 1 academic year. Bidders must submit the exact start and end dates for their academic year.

4. Outcomes for the Beneficiaries

The central focus of the project for Building Leadership for Change through School Immersion is change—writ large. More specifically, it seeks to trigger and sustain changes in participants’ practices in the areas of teaching and learning, school management and leadership, and student counseling. The beneficiaries from this project fall into 4 major categories:

1. Non-English teachers
2. Counselors
3. Principals
4. English language teachers.

The project participants will serve as leaders of change when they return to their schools in Saudi Arabia. A tentative list of outcomes for each category of professionals is presented below:

Table 1

Category 1: Non-English language teachers

At the end of the program, teachers are expected to be able to:
<ul style="list-style-type: none"> • Use effective instructional strategies that promote students’ deeper understanding of content and acquisition of 21st century skills, such as problem-solving, critical thinking, effective communication, and team-work; • Use assessment strategies that measure deep learning as opposed to shallow remembering of facts; • Create equitable learning environments that promote learning for all, including for students with special needs; • Manage the classroom effectively; • Build strong affective relationship with the students to promote learning; • Lead cultural transformations in their schools with particular focus on transforming professional collaborations among their peers through professional learning communities; • Appropriate technology effectively to support teaching and learning, professional development and communication with parents; • Lead transformation of practice school-wide. • Justify practices through reference to underlying theory; • Gain confidence communicating in English (at least a score of B2 on the Common European Framework of Reference or its TOEFL or IELTS equivalent).

Table 2

Category 2: Principals

At the end of the program, principals are expected to be able to:

- Manage all school functions effectively, including learning, budgets, schedules, human resources, communication, community engagement, and physical assets;
- Serve as the instructional leaders in their schools through practices that put quality learning and instruction at the center of everybody’s attention in the organization;
- Serve as professional learning leaders in their schools by promoting ongoing professional development and job-embedded learning through professional learning communities;
- Serve as promoters of inclusion of students with special needs in their schools;
- Use data effectively to develop school-wide improvement strategies and manage their implementation;
- Create a positive school culture that promotes teacher-to-teacher collaboration; recognizes excellence, and increases expectation about student and teacher performance;
- Evaluate teacher performance effectively;
- Build school-to-school networks to speed up the diffusion of innovation;
- Engage students’ families effectively and strengthen partnerships with the school community, including the private sector;
- Use technology effectively to improve teaching and learning, management and administration, professional development and community engagement;
- Justify practices through reference to underlying theory;
- Gain confidence communicating in English (at least a score of B2 on the Common European Framework of Reference or its TOEFL or IELTS equivalent).

Table 3

Category 3: Counselors

At the end of the program, counselors are expected to be able to:

- Build strong trusting relationships with students, school leaders, teachers, parents and supervisors.
- Provide guidance (include career-related) and emotional support for students in difficulty;
- Work collaboratively with teachers and school leaders to address root causes of students' underperformance;
- Lead and manage student support-related programs;
- Communicate with families and members of the community to address different types of vulnerabilities affecting the students;
- Liaise with school-external clinical services;
- Use effective counseling techniques;
- Use different ways to assist in raising the level of students facing difficulties in their learning;
- Use technology effectively to improve communication with students' parents;
- Justify professional practices through reference to underlying theory;
- Gain confidence communicating in English (at least a score of B2 on the Common European Framework of Reference or its TOEFL or IELTS equivalent).

Table 4

Category 4: English language teachers.

At the end of the program, teachers are expected to be able to:

- Develop strong reading, writing, listening and speaking skills in English (at least a C1 score on the Common European Framework of Reference or its TOEFL or IELTS equivalent).
- Develop deep understanding of the social and cultural context underlying English language use.
- Develop strong knowledge of the approaches and methodologies related to language acquisition.
- Use effective English language teaching strategies.
- Use assessment strategies that are aligned with the instructional strategies and the outcomes of the curriculum.
- Create equitable learning environments that promote learning for all, including for students with special needs;
- Manage the classroom effectively;
- Build strong affective relationship with the students to promote learning;
- Lead cultural transformations in their schools with particular focus on transforming professional collaborations among their peers through professional learning communities;
- Appropriate technology effectively to support teaching and learning, professional development and communication with parents;
- Lead transformation of practice school-wide.

5. Design of the Professional Learning Experience

Immersion is the core focus of the professional learning experience that will be provided to the participants. Global best practices demonstrate the value of learning through immersion in experience in changing mind-sets and deep-seated attitudes, and accommodating changes in knowledge and skills.

Global best practice also demonstrate the value of structured immersion, through professional mentorship that provides the mentees with the conceptual frameworks, tools and background knowledge to guide them during the immersion experience to maximize its benefits.

Critical Importance of Practice

“Tell me and I will forget. Show me and I will remember. Involve me and I will understand”.

Old Chinese Proverb.

To this end, this project will mobilize first-rate universities/colleges of education with networks of partner K-12 schools to provide the participants with structured guidance and mentoring. In other words, each participant will have a mentor from among the college of education faculty who will guide them throughout the immersion experience. The goal is to provide the participants with an integrated experience of school-based exposure to practice and solid theoretical understanding to trigger consciously-motivated changes in practices, skills, attitudes.

Pedagogically, the immersion experience of each participant will be structured around action research or a project that will be negotiated with and guided by, their university mentors in alignment with the outcomes outlined above. At their end of their immersion experience, each participant will submit an action plan to their mentor in their area of expertise for sharing what they learnt with their peers, and developing strategies for leading change in their schools, districts or at the system-level when they return to Saudi Arabia . Such a project may include, for example, training other teachers, leading the school in some areas of professional practice, or developing specific resources for sharing lessons learnt.

The professional learning experience will be structured into 6 phases. Activities under Phase VI will be carried out in Saudi Arabia after the return of the participants, and are, therefore, out of the scope of work for this procurement.

Although there are many commonalities across the professional learning experiences of the 4 categories of participants, there are also unique aspects to the experience of each category. Developing English language skills is a key focus for all the groups. It is expected that during every phase of the professional learning experience, including during immersion in schools, mentors will work with the participants on strategies for continuing to improve their English language skills even when they are attending to other aspects of their professional learning experiences.

5.1 Professional learning experience for Non-English language teachers, principals and counselors.

A key characteristic of this category of participants is that they possess rudimentary English language skills. Their professional learning experience is designed therefore with the twin-goal of: (1) providing them with the listening, speaking, reading and writing skills to engage effectively with both the spoken and written texts; and (2) strengthening both the technical capabilities associated with their practice and their understanding of the culture of the host country.

The Ministry of Education expects the partner university to propose innovative strategies for supporting participants' acquisition and development of English language skills throughout the academic year, including during the immersion experience in the school. The MoE strongly recommends that the provider of English language instruction be an entity of the university.

THE MINISTRY OF EDUCATION STRONGLY WELCOMES INNOVATIVE PROPOSALS FOR BLENDING AND SEQUENCING THE DIFFERENT COMPONENTS/PHASES OF THE EXPERIENCE. THE PROPOSALS SHOULD BE DRIVEN BY AN ORIENTATION TO ACHIEVE THE OUTCOMES OUTLINED FOR EACH CATEGORY OF USERS. THE UNIVERSITIES MUST BE EXPLICIT ABOUT HOW THEY PROPOSE TO BLEND THESE COMPONENTS/PHASES, AND HOW EACH PHASE IS ESTIMATED TO LAST. THE SEQUENCING OF THE PHASES/COMPONENTS BELOW IS GIVEN FOR ILLUSTRATIVE PURPOSES ONLY:

Table 5

Phases	Description
<u>Phase I:</u> Orientation	In this phase, the university will be responsible for providing a general orientation to the culture, laws, and regulations of the host country and the roles and responsibilities of the participants in their host university and partner K-12 schools.
<u>Phase II:</u> English Language Skills Development	The university will be responsible for administering an English language test for the participants to place them at the appropriate level of learning. For the participants entering the program with advanced language skills, the university will develop a customized program that may focus on educational issues, enabling the participants to attend specific courses, or strengthening their academic English skills. The focus of the program will be on academic and interpersonal communication for all the participants.



All the participants who are not English language teachers must achieve at least a score of B2 on the Common European Framework of Reference or its TOEFL or IELTS equivalent.

Phase III
Technical knowledge and skills development.

In this phase, the partner university will provide a one-month program to strengthen participants' understanding of the different approaches and models underlying their practice. Teachers will engage in intensive training on the theories and approaches underlying different areas of their practice, notably, learning theories, instructional strategies, assessment strategies, classroom management, etc. Principals will engage in intensive training on different school leadership and management theories and approaches; while councilors engage in training related to the theories and approaches underlying the practice of student counseling. In this phase, the university will design innovative strategies to continue building the English language skills (English for Academic Purposes) of the participants while they have begun also using the language to engage with content related to their practice.

In this phase, the university mentors will work with each participant on their project or initiative that they wish to develop through their immersion experience, and which they would implement in their schools when they return to Saudi Arabia. Each participant will return to their home-country school with a well-planned and well-documented initiative to improve a specific area of their practice.

Phase IV:
Guided Immersion

This phase represents the core of the participants' professional learning experience. In this phase, the program participants are immersed in practice in their host schools. It is expected that 80 percent of the participants' time will be spent in schools; while 20 percent will be spent at the university. Their immersion experience is structured around action research and culminates in the participants submitting a project outlining their plan to transfer their learning to their schools in Saudi Arabia.

The experience is qualified as "guided" because it is jointly planned and consciously managed and directed by the participants and their university mentors at the partner universities (a summary of the roles of universities and schools in the immersion experience is presented in the Responsibility Matrix Table 9). The guided immersion activity rests on two main pillars:

Pillar 1-Individualized Guidance:

Each partner university will assign faculty members from among its staff to serve as a guide and mentor for the participants throughout their school immersion experience. Each mentor will have a group of 5 participants under their mentorship. The Individual Professional Learning Plans will create a shared understanding between the mentor and mentees, clarify expectations about roles and responsibilities, and guide all the other professional learning activities.

Meeting face-to-face with each participant frequently, the mentor will guide the participants by providing them with the opportunity to reflect on specific practices, raise particular conceptual or practical questions, and propose particular lines of action to maximize their immersion experience, or address specific challenges to the professional learning experience.

The mentor-mentee interactions are an invaluable opportunity for the mentor to assign specific readings to their mentees to deepen their understanding of the theoretical frameworks underlying the practice they observe, engage them in evaluating and critiquing specific theoretical models, or oversee progress of their individual projects. The mentor may also propose formal professional development events, including seminars, conferences and workshops that participants, individually or collectively, may attend to improve their knowledge and capabilities. The key outcomes for the participants is that they are able to consciously use theory and research evidence to justify practices, evaluate and critique their merits, and develop the foundational theory and practice to think and act as professionals in their areas of their expertise.

Pillar 2-School Immersion:

The project for Building Leadership for Change through School Immersion is a learning-by-doing experience. It differs significantly from the traditional study-abroad programs in that it makes guided immersion in actual practice the key strategy for changing the knowledge, skills and behaviors of the program participants.

The participants will be immersed in authentic school environments in their host countries; an experience that will provide them with a rich array of opportunities to hone their knowledge, skills, and attitudes. In their new environment, the participants will have ample opportunities to



interact with their peers in the host schools, observe and model practices, and share expertise about what works and what does not.

Phase V: Presentation of the capstone initiatives

In this phase, partner universities will bring all the participants together to share their capstone initiatives, which they will implement when they return to Saudi Arabia. The key goal of this phase is to enable the participants to share their reform initiatives, receive feedback from their mentor and peers, and refine their projects accordingly. A sign-off on the final version of the initiative by the mentor is a requirement.

Phase VI: Transferring experience

After returning to Saudi Arabia, the program participants join networks of like-minded professionals and alumni, and are mobilized to lead change in their schools, directorates and nationally. The activities to be carried out under this phase are out of the scope of work for the partners selected to implement this project. They are provided here to illustrate the end goals of the previous phases.

5.2 Professional learning experience for English language teachers

Although the participants under this category are English language teachers and supervisors, most of them still need intensive English language training. However, unlike the first category, most of the participants have prior experience through their teaching interacting in the English language. The Ministry expects partner universities to provide intensive training in the English language for the English language teachers to enable them to score at least C1 on the Common European Framework of Reference or its TOEFL or IELTS equivalent.

THE MINISTRY OF EDUCATION STRONGLY WELCOMES INNOVATIVE PROPOSALS FOR BLENDING AND SEQUENCING THR DIFFERENT COMPONENTS/PHASES OF THE EXPERIENCE. THE PROPOSALS SHOULD BE DRIVEN BY AN ORIENTATION TO ACHIEVE THE OUTCOMES OUTLINED FOR EACH CATEGORY OF USERS. THE UNIVERSITIES MUST BE EXPLICIT ABOUT HOW THEY PROPOSE TO BLEND THESE COMPONENTS/PHASES, AND HOW EACH PHASE IS ESTIMATED TO LAST. THE SEQYENCING OF THE PHASES/COMPONENTS BELOW IS GIVEN FOR ILLUSTRATIVE PURPOSES ONLY:

Table 6



Phases	Description
<u>Phase I:</u> Orientation	The design of the orientation week is the same for the categories of participants. See Table 5 above for a description.
<u>Phase II:</u> English Language Skills Development	<p>The university will be responsible for administering an English language test to place the participants at the appropriate level of learning. The key focus of this phase for this category of participants is to strengthen their listening, speaking, reading, and writing skills. Given that the participants are English language teachers and supervisors, partner universities are required to place them in programs that push them to advance to higher levels of listening, speaking, reading and writing skills.</p> <p>All the English language teachers must achieve at least a score of C1 on the Common European Framework of Reference or its TOEFL or IELTS equivalent</p>
<u>Phase III</u> Technical knowledge and skills development.	<p>The goal of this phase is two-fold: (1) strengthen participants' understanding of modern language acquisition theories, approaches and instructional, assessment and classroom management strategies necessary to translate those theories into practice; and (2) continue to build the English language skills of the participants as they engage in (1).</p> <p>In this phase, the university mentors will work with each participant on their project or initiative that they wish to develop through their immersion experience, and which they would implement in their schools when they return to Saudi Arabia. <u>Each participant will return to their home-country school with a well-planned and well-documented initiative to improve a specific area of their practice.</u></p>
<u>Phase IV:</u> Guided Immersion	See Table 5 above for a description of the design requirements for this phase.



Phase V: See Table 5 above for a description of the design requirements for this
Presentation phase.
of the
capstone
initiatives

Phase VI: See Table 5 above for a description of this phase.
Transferring
experience

6. Target Universities and Schools

This RFP targets universities and faculties of Education with K-12 networks of schools, willing and capable of hosting the project participants. The universities bidding on this business opportunity must be high-ranking academic institutions with strong faculties of education and experience in guided-immersion as outlined in this RFP.

The university must have a network of partner high-quality K-12 schools willing and ready to offer the immersion experience to the participants. The identification of the schools, the placement of the participants, the provision of the immersion experience, oversight and management of the experience, and any contractual arrangements between the bidding university and its partner of K-12 school is the sole responsibility of the University itself, and not the Cultural Mission or the Ministry of Education in Saudi Arabia (see Responsibility Matrix below). Before the beginning of the immersion experience, the partner university will submit a list of its partner K-12 schools, and its plan for the allocation of the participants.

Not more than three participants will be assigned to the same school.

Not more than 25 participants will be assigned to the same university.

All the university mentors will be permanent staff of the university.

To maximize the value of the immersion experience for all the participants, the MoE expects the hosting schools to be high-quality schools with cutting edge educational innovations. The key is for the universities and schools to offer opportunities for the participants to learn from their host country education practices, and to transfer them to Saudi Arabia at the end of the project.

Table 7: Some Guidelines for Selecting Partners

<p>To be eligible to participate in this project, universities, and faculties/departments of education must:</p> <ol style="list-style-type: none"> 1. Have strong partnerships with quality K-12 schools. The K-12 schools will provide the participants with the opportunities to learn through shadowing, observation, interaction with peers, modeling, and if possible through opportunities for the participants to practice in authentic environments. each K-12 school will host not more than 3 Saudi participant at any one time to maximize the benefits of the immersion experience; 2. Have the capacity to assign the participants to the appropriate school level (i.e., primary, middle, and high schools) to match the level that they teach at in Saudi Arabia; 3. Have the capacity to provide mentors from among its education department faculty to guide the participants' immersion experience in the schools: the MoE expects that 80 percent of the participants' time will be spent immersed in their host schools, while 20 percent of time will be spent interacting with their mentors and engaging in other guided professional development activities; 4. Are willing to develop Individualized Professional Learning Plans with clear outcomes, and performance indicators for each participant to monitor progress, provide timely feedback to the participants, and strengthen accountability of all parties. The performance outcomes will be derived from the generic outcomes outlined above; 5. Have the capacity and arrangements to provide monthly, and end-of program reports about progress.
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One or more University or more may be selected to host, train, guide, and oversee the participants.

6 Project Activities

1. Project Components, Activities and Deliverables

The successful universities selected for this project will be responsible for implementing the activities grouped into the six components below. These components constitute the key intermediary objectives through which the project will achieve the outcomes outlined in Table 1 above.

Although the activities are bundled into self-contained components, they are, in fact, closely inter-related. Bidders are strongly encouraged to explore the relation among the activities and propose more efficient ways for grouping them, and sequencing their implementation.

The MoE strongly encourages bidders to use their own experience implementing similar projects to propose new activities or components overlooked by this RFP. The MoE welcomes any innovative idea that deepens the impact of the program, increases its reach, and reduces its cost.

Component 1: Provide an Orientation to the Participants.

Under this component, the successful university will provide an orientation to the participants. Not to exceed 1 week, the orientation will enable the participants to develop understanding of the host culture, society, laws and regulations, expected behaviors at the university and in the host schools, basic information about university and school community, information about social events and services, emergency information, etc. The orientation will bring together university mentors, host K-12 school leaders to promote discussion with the participants on the expectations and roles and responsibilities. Among other things, the participants will, by attending orientation, understand:

- The culture and society of the host country.
- Its basic laws and regulations.
- Expected behaviors at the university and at the host school.
- Roles and responsibilities of all the actors in the immersion experience.
- The community surrounding the university and the host school.
- Processes for communicating with the different actors.
- Emergency contact information.

Deliverables:

The project implementer will deliver the following:

1. Orientation of the Participants (not to Exceed 1 week in duration).

Component 2: Build the English Language Skills of the Participants.

Under this component, the successful university(ies) selected to implement this project will be responsible for assessing the participants' English language skills, placing them at the appropriate level of learning, and proving them with a program that will enable them to acquire the speaking, listening,

reading and writing skills to participate successfully in the subsequent guided immersion experience. The university may choose its own proprietary placement test, or third-party test for the assessment and placement of the participants. Although targeting the four skills of speaking, listening, reading and writing, the major focus of the program will be on English for Academic Purposes (EAP).

For the participants entering the program with advanced language skills, the university will develop a customized program that may focus on honing their action research skills, deepen understanding of key educational issues, and enable the participants to attend specific courses, or strengthen their academic English skills. The customized program will be aligned with the participants' Individual Professional Learning Plans (IPLP).

The contents of the English language program will be aligned with the needs of the different categories of the participants as outlined above, and the associated targets on the English language tests.

Deliverables:

2. An English Language Skills Development Program.

Component 3: Build the technical knowledge expertise of the participants relevant to their functions.

Under this component, the partner university will build the technical capabilities of the participants, while at the same time continuing to strengthen their English language skills. The contents of the English language program will be aligned with the needs of the different categories of the participants as outlined above.

Deliverables:

3. Technical and language skills.

Component 4: Provide Guided Immersion in host Schools.

Guided immersion is the central activity of this project, under which the project implementer will be responsible for providing the participants' with the immersion opportunity in the K-12 schools and for guiding them through the experience by providing them with university mentors. The success of the guided immersion experience depends to a large extent on two main factors. The first factor relates to the ability of the project implementer to place the participants in quality schools that can challenge the participants' mindsets and beliefs through their innovative practices, processes, modes of organization; and through the interactions that their leaders, teachers, students and administrators engage in.

The second factor relates to the ability of the university mentor to help the participants develop the appropriate lenses to observe, analyze and understand the practices they see in their host schools; guide them to the relevant education literature readings and other professional development opportunities; and help them address any "cognitive dissonance" that may emerge as a result of the discrepancy between their educational beliefs and practices , and what they observe in practice in their host schools.

The MoE expects bidders to provide a mix of resources, time, and institutional arrangements to implement the activities related to the two pillars underlying the guided immersion:

Pillar 1-Individualized Guidance: Each partner university will assign a faculty member from among its staff to serve as a guide and mentor for a group of 5 participants throughout their immersion experience.

Pillar 2-School Immersion: Participants will be placed in quality schools that fit the educational level at which they operate in Saudi Arabia. Primary school participants will be assigned to host elementary schools; middle school participants to host middle schools; and secondary school participants to host high schools. Each participant will be assigned a mentor among the host school professionals, who will facilitate their access to school expertise, enable them to network with peers across the organization; and create the job-embedded learning opportunities, such as shadowing, modeling, and classroom observation, that will immerse the participants in practice.

Table 8: Some Characteristics of the Host Schools

The MoE expects its University partners to have a network of partner K-12 schools to have the following characteristics, among others:

- They are leading educational institutions as measured by State tests or any other tests.
- They have a strong tradition and focus on student learning.
- They are led by creative school principals and administrative and support staff.
- They have high-performing teachers, teacher leaders, and counselors.
- They boast a strong culture of teacher retention.
- They are on the cutting edge of educational innovation in the areas of interest to the participants.
- They boast strong student discipline, low drop-out, and high graduation rates.
- They have instituted mechanisms for bridging the gap between the school and the world of work.
- They have a positive culture for sharing experience and expertise with other countries and educational jurisdictions.
- They enjoy strong community involvement and private sector partnerships.
- They have a strong history of successful change.

Deliverables:

4. Individualized Guidance, including university mentors for the participants.
5. School Immersion.

Component 5: Administer the Logistics of the Program.

Under this component, the project implementer will administer and manage the logistics associated with the services that the program participants need during their entire professional development experience abroad, starting with managing their application to and enrollment in universities at the start of the program to managing their departure to Saudi Arabia. These administrative services may relate, but are not limited, to: application and enrollment, paper work, placement in schools, and communication with participants and partner universities and schools.

The project manager may develop a “Participant Guide” detailing these services, the roles and responsibilities of each party in relation to these services, and the policies, processes and procedures associated with them to ensure maximum transparency and shared understanding of roles and responsibilities. This “Participant Guide” may be distributed to the participants during the orientation, or be sent to the participants as soon as the list has been communicated to the participants.

Deliverables:

6. Administration of required program services.

Component 6: Ensure Timely Reporting and Communication

Under this component, the partner university will develop reporting arrangements and communication protocols with the program participants, the MoE, in order to ensure the ongoing and timely flow of information, and increased readiness to troubleshoot problems as they arise.

With regards to the participants, the university will ensure smooth two-way flow of information between them and the MoE. To this end, it will develop a secure database containing among other things, participants’ addresses, affiliated university and school, and emergency contact details. It will ensure that the privacy of this information is protected and honored. Use of modern information and communication technologies and social media is strongly encouraged to strengthen communication among all the parties.

Another critical activity under this component--isolated here for its importance-- is quality assurance and monitoring of the participants’ professional learning experiences in schools. The partner university selected for this project will be required to develop the tools, processes, and procedures to ensure that all the arrangements related to this experience, including school choice, coaching arrangements, time spend in school, opportunities for practice, etc.



To ensure the ongoing monitoring of performance, the university will be required to submit a monthly report about the performance of individual participants, assessed against the outcomes outlined in their Individualized Professional Learning Plans. It is also required to submit a report on the entire program at the end of the project.

Deliverables:

7. Two-way communication channels between the MoE and the program participants;
8. Monthly and end-of program reporting of individual participant performance.
9. Report about the entire program at the end of the project.

SECTION 2: HIGH LEVEL RESPONSIBILITY MATRIX

To strengthen bidders' understanding of their scope of work of this project, and also to help them tailor their response to this RFP, Table 7 below provides a high-level matrix of responsibilities in the project for the different parties. Although the responsibilities of each party are represented as independent, all the parties will work very closely with each other and coordinate their actions to ensure a smooth and rewarding professional learning experience for the participants. Bidders are encouraged to add activities overlooked in this RFP to the matrix or to propose better reallocation of responsibilities by providing justification for their proposal.

Table 9: Responsibility Matrix

Activities	Schools	Universities	Individual participants	Saudi Cultural Mission in the host country.	MoE
Overall Administrative oversight of the project				X	X
Administering tuition payments				X	
Administering participants stipends				X	X
Selection of the participants in KSA					X
Travel Expenses			X		X
Health Insurance				X	X
Providing the orientation of the participants		X			
Providing English Language Training		X			X



Activities	Schools	Universities	Individual participants	Saudi Cultural Mission in the host country.	MoE
Providing the guided immersion experience	X	X			
Administering university applications and enrolling participants in universities		X			
Assigning participants to schools		X			
Administrating of logistics at the university and at the schools		X			
Managing the participants at the schools		X			
Accommodation for the participants			X		
System for communication among the participants, the university, the cultural mission and the MoE		X			
Reporting on performance of the participants		X		X	
Reporting on the overall program		X		X	
Communicating with schools		X			

SECTION 3: PROPOSAL REQUIREMENTS

6.1 Introduction

Bidders shall comply with the instructions listed below in addition to the instructions provided in the GENERAL INSTRUCTIONS TO BIDDERS.

6.2 Submission Information

Bidders shall submit their proposals in compliance with the requirements and guidelines below. Failure to do so is ground for disqualification.

1. Technical and financial proposals shall be submitted as a two separated packages.
2. No Financial information should be contained in a Technical Proposal and vice versa, mismatching this will result in disqualification.
3. Each page of the bidder's financial proposal shall be signed and dated by the bidder's authorized representative and stamped with the bidder's corporate stamp
4. As part of the proposal evaluation process, the MoE's Bid Evaluation Team may require clarification from bidders. A request for clarification should not be interpreted as a prelude to contract award nor should it be perceived as an invitation for other bidders to initiate discussions regarding their proposals. Contract award is subject to the discretion of the MoE.
5. The Technical and Financial Proposals should be submitted to the Professional Development Project Team at: khebrat@moe.gov.sa

6.3 Technical Proposal

Proposals must meet all the following requirements. Proposals must:

- a. Be written in English
- b. Be submitted in Word format, written on standard 8 ½” x 11” paper, single-sided, single-spaced, using Time New Roman font size 12 with each page numbered consecutively, and have at least one inch margins on the top, bottom and both sides. There is no font size for graphics and charts
- c. Not exceed 30 pages in length. The proposal page limit does not include the following:
 - Cover Page. On Cover page, please indicate the number of participants you are bidding to serve and their professional focus using the matrix below:

Total Number of Participants you are bidding to host (please break by professional category below)	
Number of Non-English language Teachers	
Number of Principals	
Number of Counselors	
English Language Teachers	

- University Information
- Executive Summary
- Table of Contents
- Staff and mentors’ Resumes
- Charts, such as management structure/organizational charts
- Appendices

In addition to the requirements above, proposals shall have the following structure. Bidders are strongly encouraged to propose alternative innovative activities that will increase the quality of delivery, reduce costs, and deepen impact.

1. **Cover Page** (1 page maximum – Not included in the page limit)
2. **Bidder Profile** (1 page maximum – Not included in the page limit)

The bidder profile will include the following:

1. Full legal name of the bidder.
2. Registered office address, telephone, fax, email and if applicable, website.

3. Full contact details of the named contact for this RFP response.
4. Information about proposed sub-contractors should be listed separately.

3. **Executive Summary** (2 pages maximum – Not included in the page limit)

Some illustrative guidelines for the Executive Summary:

- Provide a clear and concise summary of the proposal, highlighting, among other things, its key technical features, the partnership arrangement put in place to deliver it, and the management and operational structures to manage and lead it.
- Outline the key features of their technical proposal.
- Outline the strengths of their host schools, how they will provide a challenging environment for the participants to challenge their own beliefs and practices..
- Demonstrate how the coherence among the different activities of the project.
- Very briefly outline their approach to linking participants' immersion in the schools and the guided mentoring they will receive at the partner universities.

4. **Description of the Technical Approach and Solution**(Included in the page limit)

Some illustrative guidelines for this sub-section:

- The bidder must demonstrate their approach to professional learning, and more specifically to guided immersion and how it will lead to changes in the knowledge, skills and behaviors of the participants.
- They must demonstrate how they plan to link the different activities together to ensure coherence of experience.
- After their presentation of approach and high-level strategies, the MoE expects bidders to present detailed proposals of the activities they plan to carry out to implement the project. For ease of presentation and fairness of comparison among different proposals, the MoE recommends bidders to structure their presentation under this section based on the six Components of the scope of work.

- Under each component of the scope of work, please provide a detailed description of your approach, methodology (how will you carry out the activities?), program contents, and activities (including their duration) that you will undertake to deliver “the deliverables” under that component. All the activities proposed will need to be based on a clear presentation of rationale, educational or otherwise.

Component 1: Provide an Orientation to the Participants.

- Please describe in details the contents of the orientation program, including contents, duration (total number of hours, and number of hour per day, per week).

Component 2: Build the English Language Skills of the Participants.

- Please describe in details the contents of the English language program, including contents, duration (total number of hours, and number of hour per day, per week). Please details the contents of the programs for English language teacher and non-English language participants.

Component 3: Build the technical knowledge expertise of the participants relevant to their functions.

- Please describe in details all the activities you will carry out under this component, including contents, duration (total number of hours, and number of hour per day, per week).

Component 4: Provide Guided Immersion in host Schools.

- Please describe in details all the activities you will carry out under this component, including contents, estimated duration (total number of days/hours, and number of hour per day, per week).

Component 5: Administer the Logistics of the Program.

- Please describe in details all the activities you will carry out under this component.

Component 6: Ensure Timely Reporting and Communication.

- Please describe in details all the activities you will carry out under this component.

- The MOE expects the proposals to be structured by the activities to be carried out for each of the three categories of participants: (1) non-English language teachers, counselors and principals; and (2) English language teachers.

5. Management and Staffing Plan(Included in the page limit)

- Present a management plan that is appropriate and aligned with the proposed technical approach.
- Propose an organizational structure with identified functions, roles and responsibilities that will enable successful implementation of the project. The organizational structure should reflect the scope of the technical approach. A chart demonstrating the proposed organizational structure is strongly recommended.
- Propose a technical leader for this project, who will be the key technical person for the project.
- Name the mentors who will mentor the participants, and provide a brief bio. A CV must be attached in appendix.
- Propose a project manager, with at least 5years managing similar projects, to manage this project.
- Provide a short bio for all the key staff members and consultants. Staff resumes/CVs should be provided as appendices.

6. Quality Assurance, Monitoring and Evaluation Plan(Included in page limit)

- The bidder should describe how they intend to quality-assure the different inputs, outputs and processes related to this project. They should also describe how they intend to develop comprehensive, cost-effective, results-oriented monitoring and evaluation processes once they start the implementation of the project. As part of their plan, prospective bidders will develop key performance indicators for each activity of the project, against which progress towards achieving the objectives of the project will be monitored.

7. Implementation Plan

- Using a Gantt chart, the bidder should provide a detailed plan for the implementation of this project. The plan should detail the sequencing of the major activities, the deliverables, the time requirements, the dependencies, etc. The plan should also define the different milestones that will mark the implementation process. Please use the contract start date as a reference point.

The Gantt chart should be followed by a detailed narrative explaining the implementation methodology.

8. Past Performance (Not included in page limit)

- The bidder is required to provide a short description of at least two similar projects that they implemented in the past. The presentation should provide the name of the project, its scope, its duration, and the name of a client representative to be used as a reference

9. Appendices (Not included in page limit)

- Resumes/CV information (not longer than a two-page synopsis) for proposed staff and mentors
- Charts and Graphs
- Other.

6.4 Financial Proposal

- The bidder is required to submit a cost proposal to accompany their technical proposals.
- The cost proposal must be submitted separately from the technical proposal.
- The bidder is required to use the attached excel sheet to present their cost proposal.
- To clarify their cost proposal, the bidder is required to provide an accompanying cost narrative detailing their cost proposal and demonstrating the rationale behind specific cost allocations per task, deliverable and year.

SECTION 4: BIDDING PROCESS

The timetable for the bidding process for this Request for Proposal (RFP) is described below and may be amended by the MoE as necessary. Any addendums will be notified to all Contractors in writing.

RFP Issuance Date	June 05, 2017
Deadline for Submitting Questions about the RFP	June 16, 2017
Deadline for Submission of the Proposals	July 21, 2017

Contractors may submit written questions and requests for clarification or further information by email to the Professional Development Project Team: khebrat@moe.gov.sa

Written questions communicated to the RFP Coordinator will be documented, and answers distributed to all contractors without the questioner being identified. The MoE will provide answers only to written questions and requests for clarifications. Any oral responses will not have any contractual or legal effect.