



UK GOVERNMENT PROSPERITY FUND IN CHINA: EDUCATION REFORM SCOPING STUDIES
2016-17

SECTION 4: TERMS OF REFERENCE

Project Title & Description	Education Reform in China - Scoping Studies in two areas: i. Early Years education ii. STEAM education (Science, Technology, Engineering, Arts and Mathematics)
Deadline for proposal submissions:	7 October 2016
Timeline for study	Study to be completed and final report submitted by 10 February 2017

SUMMARY OF REQUIREMENT

1. The British Council and Foreign and Commonwealth Office (FCO), seeks to appoint one or more supplier(s) to conduct scoping studies that will deliver clear, robust and evidenced recommendations on two areas of education. The aim is to identify the potential in these areas for Prosperity funding to support education reform in China, as well as potential opportunities and benefits for UK engagement, including trade and investment opportunities.
2. There are two (2) Scoping Studies covering different areas of Education to bid for. Suppliers can bid for either or both of these studies. The budget for each scoping study is up to £40,000.
 - a. Area 1 – Early Years education
 - b. Area 2 – STEAM education

BACKGROUND

3. In September 2015, the UK announced the creation of a new £1.3 billion, Cross-Whitehall Prosperity Fund. The Fund’s primary purpose is to promote inclusive economic growth and poverty reduction, in accordance with Official Development Assistance rules and the International Development Act. The Fund’s secondary objective is to strengthen UK trade and investment opportunities around the world. The UK government is looking to identify and support programmes and projects which meet both the Fund’s primary and secondary objectives.
4. Engagement and partnership with China will be an important part of the Prosperity Fund’s work, and the education sector will be one such area of partnership focus. The UK has already made great strides in positioning itself as a key partner for China across



higher, vocational, and basic education. This is recognised by the UK-China Education Framework Agreement dated September 2015 and the strong outputs achieved to date: growth in student exchange; high-quality institutional partnerships; and education exports.

5. However, the market for UK education still has potential to grow. China's latest 13th Five-Year Plan (2016-2020) provides the opportunity for the UK, with investment support, to fully embed itself as China's partner of choice over the long-term. China's clearly-stated ambitions position education at the heart of China's development and reform policy, by providing the workforce of tomorrow to maintain economic growth while rebalancing the economy towards a more services-driven, advanced industrial society. China's specific priority areas for economic growth, and reform needs in terms of skills, institutions and systems, play particularly well to the UK's strengths.
6. With a focus on creating a sustainable platform for UK-China education partnerships over the long-term, activity under the Prosperity Fund education programme 2016-17 will be primarily based around (i.) pilot projects; and (ii.) scoping studies. Pilot projects will be led by the education sector itself: institutions individually and collectively, supported by wider sector bodies where needed and working in tandem with the priority UK industries they will support, and partnering with China's government, institutions and industry. The purpose of these scoping studies will be to analyse and evaluate the potential intervention options in two areas of education, to best support China's reform ambitions over the next five years.
7. These pilot projects and scoping studies will inform the design and development of activity in a prospective, multi-million pound Prosperity Fund education programme in China over subsequent years of the Fund (2017-21).
8. The Prosperity Fund in China education programme 2016-17 is being jointly managed by the British Council and the Foreign and Commonwealth Office (FCO) in Beijing, hereinafter referred to as "the Project Team".

AREA 1 – EARLY YEARS EDUCATION

Context and details of the requirement:

9. Early years education is a growing market area. The National Health and Family Planning Commission forecasts that the number of new born babies will increase by 3 million per year, over the next five years. In addition, the Chinese Government has set a target of 85% enrolment in education for 3-6 year olds by 2020 in the 13th Five-Year Plan. Additionally, there is an increasing demand from the growing Chinese middle class who are keen to provide their children with the best education and are attracted to Western education systems.



10. In order to cater for the demand both in capacity and quality, the central and municipal government investment in early years education reached 80 billion RMB in 2015, and is expected to increase¹. The government has also encouraged private investment in early years provision and supports the opening of private nursery and kindergartens. This, coupled with the relative under-development of early years education in China, may present opportunities for the UK to support China with this transformation.

11. We are commissioning a scoping study to identify feasible opportunities available to the UK to work with the Chinese Government and education sector to support these reforms and to identify the capacity of the UK sector to support Chinese reform and to scope the available commercial opportunities.

Details of the requirement

- i. understand the market
 - a. analyse the current Chinese early years market in terms of levels of expertise and market segmentation, including the market size and its expected growth over the next five years, and emerging trends, key market players and current price points
 - b. summarise the regulatory environment for foreign operators in the early years education sector

- ii. understand the sector
 - a. clarify the current reform priorities in this area in China, and the support (e.g. financial) being provided to deliver on that
 - b. analyse how far the priority reform areas are strengths of the UK's expertise in early years education
 - c. conduct competitor analysis (countries and international brands)

- iii. assess the opportunities
 - a. identify suitable commercial and development opportunities for the UK in terms of early years education, curricula, pedagogy, education technology products, teacher training and branding to China
 - a. assess and quantify the educational and economic benefits the interventions could aim to create
 - b. identify priority markets for pilots
 - c. identify potential risks and mitigation measures
 - d. make a set of recommendations on engagement strategy, including
 - strategic priorities
 - possible road map leading to step changes

¹ *National Health and Family Planning Commission of the PRC and Ministry of Education*



- impact targets and performance indicators
- assessment criteria of scalability and sustainability
- key approach and potential implementing bodies
- assumptions and risks

Deliverables

1. An **inception report**, refining the methodology proposed in the technical proposal, with an updated work-plan and a preliminary list of interviewees. The approval of the inception report will trigger the first payment, per Attachment 5a “Schedule of Prices & Rates” **and must be delivered within 2 weeks of contract commencement.**
2. **A presentation to the Project Team** in Beijing (by teleconference or in person) after the first round of consultations and desk review: this will provide the service provider with the opportunity to test some initial ideas about possible major work streams. The second payment per Attachment 5a “Schedule of Prices & Rates” will be due on completion of this deliverable. **The second deliverable is to be completed within 6 weeks of contract commencement.**
3. **A presentation to the Project Team** (by teleconference or in person) in Beijing of the main conclusions, recommendations and key supporting evidence to be presented in the comprehensive scoping study. The third payment per Attachment 5a “Schedule of Prices & Rates” will be due on completion of this deliverable. **The third deliverable is to be completed within 8 weeks of contract commencement.**
4. **A comprehensive scoping study report** detailing specific findings to the specific requirements set above for each priority study area. Any recommended actions must meet both the primary aim of the Primary Fund to promoting inclusive economic growth and poverty reduction, and secondary objective of opening up opportunities for which the education sector and UK businesses can compete. It should cover the “Details of the Requirement” above. The final payment per Attachment 5a “Schedule of Prices & Rates” will be due on approval of the final scoping study report. **The fourth and final deliverable is to be completed within 15 weeks of contract commencement.**

Area 2 – STEAM EDUCATION (Science, Technology, Engineering, Arts and Mathematics)

Context and details of the requirement:

12. Science and innovation are increasingly seen as the major drivers for future economic growth and national prosperity. China’s 13th Five Year Plan, published in 2016, called for science and technology innovation to exert the leading role in providing lasting impetus for development. It outlines the aim that, by 2020, R&D investment will account for 2.5% of gross domestic product, compared to 2.05% in 2014. China’s recent education reform has pushed for innovation and entrepreneurship education to help the country



move towards an economy model that is increasingly knowledge based and technology driven.

According to a 2011 study², 41% of bachelor's degrees awarded in China were in the field of Science Technology, Engineering and Mathematics (STEM), compared to 22% in the UK. Chinese traditional value places great importance on scientific knowledge for both intellectual and career prosperity. While Chinese students perform well in traditional subjects such as mathematics, China wishes to cultivate more innovation and creativity through applied and cross-disciplinary learning. China is also increasingly talking of STEAM education. In June 2016, the Chinese Ministry of Education issued its 13th Five Year Plan for education internationalisation, in which the government encourages schools and regions to create opportunities for cross-disciplinary learning through STEAM education.

13. There is also growing appetite, particularly among the middle class, for private and overseas education for their children. An increasing number of Chinese students are now taking international school curriculum either in China or overseas - STEAM related subjects are often their top choices.
14. STEAM education also presents huge market opportunities for training service and export of laboratory equipment to international business - Pearson, SONY and LEGO all made STEAM education part of their China plan targeting specific markets and learning groups.
15. The UK is among the world's top three most innovative economies. It has a coherent approach to scientific talent development and the education system is known for its applied learning and interdisciplinary approach. Growing the number of STEAM talents plays to the UK's strengths in the creative industries, and is an area of shared interest and endeavour; one excellent example of which is the England-Shanghai maths teacher exchange. The benefits could be mutual and long standing.
16. We are commissioning a scoping study to scope the opportunities available to the UK to work with China across the breadth of STEAM education, both with the state system and the private sector and focused largely but not exclusively on basic education. The scoping study should also assess the expertise, capacity and resources available in the UK to support work in these areas and put forward proposals on where interventions could be most effective and lead to transformational changes in China and the UK.

Details of the requirement

- i. understand the sector

² Source: Accenture Institute for High Performance



- a. identify what the specific development needs in China are in relation to STEAM education (whether identified as that or not), including the relevant policy drivers and market demand behind them
 - b. analyse how far these match what you know of the respective strengths, approach, challenges and policy environment of STEAM education in China and in the UK
 - c. suggest areas of current UK expertise, resources and capacity that could most feasibly help address China's needs, and vice versa
- ii. understand the market
 - a. assess and quantify the educational and commercial value of STEAM education in China
 - b. summarise the market opportunities at national and local level for STEAM education players including market segmentation for public and private players
 - c. conduct competitor analysis (countries and international brands)
 - iii. assess the opportunities
 - e. identify suitable opportunities for the UK; assess and quantify the educational and economic benefits the interventions could aim to create
 - f. identify priority markets for pilots
 - g. identify potential risks and mitigation measures
 - h. make a set of recommendations on engagement strategy, including
 - strategic priorities
 - possible road map leading to step changes
 - impact targets and performance indicators
 - assessment criteria of scalability and sustainability
 - key approach and potential implementing bodies
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Deliverables

5. An **inception report**, refining the methodology proposed in the technical proposal, with an updated work-plan and a preliminary list of interviewees. The approval of the inception report will trigger the first payment, per Attachment 5a "Schedule of Prices & Rates" **and must be delivered within 2 weeks of contract commencement.**
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the comprehensive scoping study. The third payment per Attachment 5a “Schedule of Prices & Rates” will be due on completion of this deliverable. **The third deliverable is to be completed within 8 weeks of contract commencement.**

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TIMEFRAME

Timeframe and submission

The intention is to sign the contract for each of the scoping studies no later than 28 October 2016, so that completion of all outputs and submission of report is occurs no later than 10 February 2017.

We expect the supplier(s) to share the methodology including the questions and templates used to gather data. The Project Team will work with the supplier(s) as an advisory body throughout, finalising the scope.

REPORTING STRUCTURE, LOGISTICS AND OTHER ARRANGEMENTS

The supplier(s) will report to the Project Team, based at the British Council Beijing office. The service provider will also appoint a member of staff to liaise with the Project Team in China on contract management issues.

In terms of logistics, the supplier(s) will work independently in setting up their own meetings with key stakeholders, arranging transport etc. Where appropriate, the Project Team in China may assist in accessing government agencies or other key, senior stakeholders if this should prove necessary.

TENDER SUBMISSION

Details can be found in Attachments 1 and 2 of the tender pack accessible via the Bravo portal.

DUTY OF CARE

The supplier(s) is responsible for the safety and well-being of their Personnel and Third Parties affected by their activities under this contract, including appropriate security arrangements. They will also be responsible for the provision of suitable security



arrangements for their domestic and business property. FCO will share available information with the supplier(s) on security status and developments in-country where appropriate.

The supplier(s) is responsible for ensuring appropriate safety and security briefings for all of their Personnel working under this contract and ensuring that their Personnel register and receive a briefing as outlined above. Travel advice is also available on the FCO website and the supplier(s) is responsible for and must ensure they (and their Personnel) are up to date with the latest position.

Suppliers must develop their Tender on the basis of being fully responsible for Duty of Care. They must confirm in their Tender that:

- They fully accept responsibility for Security and Duty of Care.
- They understand the potential risks and have the knowledge and experience to develop an effective risk plan.
- They have the capability to manage their Duty of Care responsibilities throughout the life of the contract.

Acceptance of responsibility must be supported with evidence of capability (no more than two A4 pages and the Project Team reserves the right to clarify any aspect of this evidence).

In providing evidence the supplier(s) should consider the following questions:

a) Have you completed an initial assessment of potential risks that demonstrates your knowledge and understanding, and are you satisfied that you understand the risk management implications (not solely relying on information provided by the Project Team)?

b) Have you prepared an outline plan that you consider appropriate to manage these risks at this stage (or will you do so if you are awarded the contract) and are you confident/comfortable that you can implement this effectively?

c) Have you ensured or will you ensure that your staff are appropriately trained (including specialist training where required) before they are deployed and will you ensure that on-going training is provided where necessary?

d) Have you an appropriate mechanism in place to monitor risk on a live / on-going basis (or will you put one in place if you are awarded the contract)?

e) Have you ensured or will you ensure that your staff are provided with and have access to suitable equipment and will you ensure that this is reviewed and provided on an on-going basis?

f) Have you appropriate systems in place to manage an emergency / incident if one arises?