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| Australia Awards |
| Myanmar  |
| Request for Tender 01-2024*Inclusive Education 2024* |



Contents

[Abbreviations and acronyms iii](#_Toc176944003)

[1 Introduction 1](#_Toc176944004)

[1.1 Invitation to Tender 1](#_Toc176944005)

[1.2 Key dates and details related to this RFT 1](#_Toc176944006)

[1.3 Introductions to the Australia Awards Myanmar 2](#_Toc176944007)

[1.4 Document Structure 2](#_Toc176944008)

[1.5 Definitions 3](#_Toc176944009)

[2 Tender Conditions 3](#_Toc176944010)

[2.1 Corrections and Additions 3](#_Toc176944011)

[2.2 Expenses 3](#_Toc176944012)

[2.3 Ownership of Tenders 4](#_Toc176944013)

[2.4 Tenderer’s Acknowledgement 4](#_Toc176944014)

[2.5 Rights to Conduct Security, Probity and Financial Checks 5](#_Toc176944015)

[2.6 Scope Global’s Rights 5](#_Toc176944016)

[2.7 Contracting Entity with Scope Global 5](#_Toc176944017)

[2.8 Purchasing of Goods and Services 5](#_Toc176944018)

[2.9 Relationship with Tenderers 5](#_Toc176944019)

[2.10 Tender Validity 6](#_Toc176944020)

[2.11 Repeat Courses 6](#_Toc176944021)

[2.12 Contract Format 6](#_Toc176944022)

[2.13 Disclosure of Information Provided by Tenderers 6](#_Toc176944023)

[2.14 Technical Assessment 7](#_Toc176944024)

[2.15 Financial Assessment 7](#_Toc176944025)

[2.16 Contract Negotiations 7](#_Toc176944026)

[2.17 Award of Contract 7](#_Toc176944027)

[2.18 Payment of Policy 7](#_Toc176944028)

[2.19 Intention to submit a tender 8](#_Toc176944029)

[2.20 Deed of Novation 8](#_Toc176944030)

[3 Tender Requirements 8](#_Toc176944031)

[3.1 Tender Format 8](#_Toc176944032)

[3.2 Tender Contents 9](#_Toc176944033)

[3.3 Lodgement of Tenders 10](#_Toc176944034)

[4 Scope of Services 11](#_Toc176944035)

[4.1 Activity Identification 11](#_Toc176944036)

[4.2 Contract Details 11](#_Toc176944037)

[4.3 Intended Outcomes 11](#_Toc176944038)

[4.4 Short Course Details 12](#_Toc176944039)

[4.5 Financial Details 18](#_Toc176944040)

[4.6 Services to be provided 19](#_Toc176944041)

[5 Selection Criteria and Information Required for Technical Assessment 19](#_Toc176944042)

[5.1 Selection Criteria 19](#_Toc176944043)

[5.2 Annexes 20](#_Toc176944044)

[6 Selection Criteria and Information Required for Price Assessment 21](#_Toc176944045)

[6.1 Introduction 21](#_Toc176944046)

[6.2 Approach to the Financial Proposal 22](#_Toc176944047)

[6.3 Limited Information Required for Price Assessment 22](#_Toc176944048)

[6.4 Content of Financial Proposal 22](#_Toc176944049)

[6.5 Retention of Price Components of Tenders by Scope Global 24](#_Toc176944050)

[6.6 Escalation 24](#_Toc176944051)

[6.7 Goods and Services Tax (GST) 24](#_Toc176944052)

[Attachment 1- Organisation Experience Description Sheet Proforma 25](#_Toc176944053)

[Attachment 2- Curriculum Vitae Proforma 26](#_Toc176944054)

[Attachment 3- Course Outline Proforma 27](#_Toc176944055)

[Attachment 4- Risk Mitigation Matrix Proforma 29](#_Toc176944056)

[Attachment 5- Commonwealth of Australia Statutory Declaration 31](#_Toc176944057)

[Attachment 6- Financial Proposal Tables (See separate file) 34](#_Toc176944058)

[Attachment 7- Financial Proposal Tables (See separate file) 34](#_Toc176944059)

[Attachment 8- Comment on Draft Contract 35](#_Toc176944060)

[Attachment 9- Short Course Provider Handbook (See separate file) 36](#_Toc176944061)

[Attachment 10-Scope Global Services Agreement Template (See separate file) 36](#_Toc176944062)

# Abbreviations and acronyms

|  |  |
| --- | --- |
| **Term** | **Meaning**  |
| ABN | Australian Business Number |
| ACN | Australian Company Number |
| AUD | Australian Dollars |
| DFAT | Department of Foreign Affairs and Trade (Australia) |
| GEDSI | Gender Equality, Disability and Social Inclusion |
| GST | Goods and Services Tax |
| IP | Intellectual Property |
| MEL | Monitoring, Evaluation and Learning |
| RFT | Request for Tender |
| RTO | Registered Training Organisation |
| TAP | Technical Assessment Panel |

# Introduction

## Invitation to Tender

Scope Global Pty Ltd, the Managing Contractor for the Australia Awards Myanmar Program (the Program) is seeking tenders for a cost-effective solution to the design and delivery of the Short Course: Inclusive Education.

Details of the course are included later in this RFT (see Section 4 – Scope of Services) and should be read in conjunction with the Program’s Short Course Provider Handbook.

To be eligible to tender for the design and delivery of this Short Course, the lead business must be a Registered Training Organisation (RTO) in Australia, or an Australian tertiary institution as defined in the Higher Education Support Act, 2003 Table A, B and C.

## Key dates and details related to this RFT

A timetable for the tender process is outlined below:

| Description | Date/ Details |
| --- | --- |
| Request for tender released | 11 September 2024 |
| Closing date for registration of intent to submit a tender | 5.00pm AEST27 September 2024Note: Only registered Tenderers will receive any addenda to the RFT. |
| Contact person for registration or enquiries related to this RFT | Program Coordinator, Australia Awards Myanmartenders@australiaawardsmyanmar.org  |
| Closing date for questions on the RFT | 5.00pm AEST27 September 2024Note: All queries pertaining to the RFT must be sent to: tenders@australiaawardsmyanmar.orgbefore this closing time. |
| Closing date for Tender submission | 5.00pm AEST20 October 2024Note: Late submissions will not be considered unless the delay is solely due to mishandling by Scope Global. |
| Mode of submission | Email submission to: tenders@australiaawardsmyanmar.org before the Tender submission closing time. |
| Number of copies and format of Tender | One (1) electronic (.pdf) file of the Technical Proposal including all required annexes.One (1) electronic (.pdf) file of the Financial Proposal. |
| Anticipated tender outcome notification date | 4 November 2024Note: date is subject to change at DFAT/Scope Global discretion. |

## Introduction to Australia Awards Myanmar

Australia Awards are provided to build the skills and knowledge of individuals so that they can contribute to their country’s development, and to support the ongoing development of links between Australia and the countries to which it provides aid. Australia Awards are an important part of the Australian Government’s focus on public and economic diplomacy, and provide Scholarships and Short Courses, supported by a range of other capacity-building and training modalities.

Australia Awards Myanmar supports development through enhancing human development, contributing to private sector growth and promoting conditions for peace and stability. Through ensuring a positive study experience in Australia and investing in alumni engagement, DFAT is also aiming to enhance positive and productive relationships with Australia – and strengthen Australia’s reputation as an education destination. The end of program outcomes are:

* alumni use their skills, knowledge and networks to contribute to Myanmar’s sustainable development
* alumni contribute to cooperation between Australia and Myanmar.

This RFT is for one of the Short Courses.

## Document Structure

This RFT consists of the following sections:

* Section 1: Introduction
* Section 2: Tender conditions
* Section 3: Tender requirements and attachments (including Statutory Declaration)
* Section 4: Scope of Services
* Section 5: Selection criteria and information required for technical assessment
* Section 6: Selection criteria and information required for price assessment
* Attachments 1 –10: Note that Attachment 6- and 7 (Financial Proposal and Indicative Budget), Attachment 9 (Short Course Provider Handbook), and Attachment 10 (Scope Global Services Agreement Template) are separate files.

Tenderers should carefully read and familiarise themselves with the RFT documentation, including all attachments to ensure compliance with the Tender requirements and ensure they can execute a contract without delay. Tenders deemed non-conforming by Scope Global may be rejected.

## Definitions

In this RFT, the following terms have the following meanings:

“DFAT” means the Department of Foreign Affairs and Trade – Australian Aid;

“Short Course” means the Short Course to be delivered under the Department of Foreign Affairs and Trade – Australian Aid, Short Course Awards;

“the Commonwealth” means the Commonwealth of Australia and its implementing agency, the Department of Foreign Affairs and Trade – Australian Aid;

“Contract” means Scope Global’s draft Services Agreement or Services Agreement;

“RFT” means this document (Request for Tender), Scope Global’s draft Services Agreement and any Addenda issued by Scope Global prior to the closing date and time for the submission of Tenders;

“participant(s)” means people in receipt of an Australia Award to attend a Short Course.

# Tender Conditions

## Corrections and Additions

If a Tenderer finds any discrepancy, error or omission in the RFT, has a question, or wishes to make an enquiry concerning the RFT, it is to notify Scope Global in writing and in accordance with Section 1.2 *closing date for queries*. Where appropriate, answers to any such notices or questions will be given by Scope Global in the form of Addenda and will be issued to all registered Tenderers.

Scope Global may amend any part of this RFT and attachments prior to the *closing date for tenders* (Section 1.2). Any amendment to, or clarification of, any aspect of the RFT will be issued in the form of an Addenda and provided to all registered Tenderers before the *closing date for tenders* (Section 1.2). Such Addenda will become part of the RFT.

Tenderers’ attention is drawn to paragraph 2.19 regarding Addenda.

## Expenses

Tenderers are responsible at their own expense for:

* making all arrangements and obtaining and considering all information relating to the preparation, delivery and lodgement of their Tender;
* answering any queries and providing any further information sought by Scope Global;
* dealing with any issues, including disputes, that may arise out of the RFT process; and
* engaging in any further process, subsequent negotiation or discussions with Scope Global that may result from the RFT.

## Ownership of Tenders

All Tenders become the property of DFAT on submission.

Such Intellectual Property (IP) rights as may exist in the information contained in Tenders will remain the property of the Tenderer.

The Tenderer authorises Scope Global to copy, adapt, amend, disclose or do anything else necessary (in Scope Global’s sole discretion) to all materials (including that which contains IP rights of the Tenderer or other parties) contained in the Tender for the purpose of its evaluation of Tenders, negotiating any contract with the Tenderer (if the matter proceeds that far) and all other matters relating there to, including Governmental and Parliamentary reporting requirements.

Scope Global may make such copies of Tenders, as it requires for these purposes.

## Tenderer’s Acknowledgement

A Tender is made on the basis that the Tenderer acknowledges that:

1. it examined the RFT documents (Sections 1 to 6 and Attachments 1 to 10)
2. the RFT specifies Scope Global’s rights in respect of the RFT and the Tenderer agrees that Scope Global may exercise its rights as set out in the RFT in respect of the RFT process
3. it sought and examined all necessary information which is obtainable by making reasonable enquiries relevant to Scope Global’s requirements, including the risks and other circumstances which may affect a Tender
4. in lodging its Tender it did not rely on any express or implied statement, warranty or representation, whether verbal, written, or otherwise made by or on behalf of Scope Global other than any statement, warranty or representation contained in the RFT
5. it did not use the improper assistance of Scope Global’s employees or ex-employees, or Commonwealth employees or ex-employees, or information unlawfully obtained from Scope Global or the Commonwealth in compiling its Tender
6. it satisfied itself as to the correctness and sufficiency of its Tender
7. it is responsible for all costs and expenses related to its involvement in the RFT, in accordance with Section 2.2
8. Scope Global and the Commonwealth are not responsible for any costs or expenses incurred by the Tenderer or any other person in responding to or taking any other action in relation to this RFT, whether or not Scope Global terminates, varies or suspends the RFT process or takes any other action permitted under this RFT
9. the Tenderer understands that the selection of a successful Tenderer and/or Subcontractor must have DFAT agreement before Scope Global can award a contract for the activity and that DFAT reserves its rights to accept or reject any Tenderer or Subcontractor for any reason
10. the Tenderer will comply with the rules set out in this RFT and as applicable to Short Courses.

## Rights to Conduct Security, Probity and Financial Checks

Scope Global, in its absolute discretion, reserves the right to conduct such security, probity and/or financial checks on Tenders and/or Tenderers for the purpose of evaluating Tenders to this RFT or any other stage of the Tendering process for the services described in this RFT, as it deems necessary.

## Scope Global’s Rights

Without limiting its rights at law or otherwise, without incurring any liability for any costs, losses or expenses or damages incurred by any Tenderer or Tenderers and without any obligation to inform any affected Tenderer or Tenderers of the grounds for such action, Scope Global reserves the right in its absolute discretion at any time to:

1. subject to the RFT, evaluate Tenders as Scope Global sees appropriate in the context of its requirements
2. cease to proceed with the process outlined in this RFT or any subsequent process
3. suspend or vary the process or any part of it
4. require additional information or clarification from any Tenderer or anyone else or provide additional information or clarification to any Tenderer
5. call for new Tenders
6. accept or reject any Tender that does not comply with this RFT
7. add to, alter, delete or exclude any services as required by Scope Global.

## Contracting Entity with Scope Global

Scope Global intends to contract with one legal entity only. If the Tenderer is a member of a consortium or teaming arrangement then the tender must stipulate which part(s) of Scope Global’s requirements each entity comprising the consortium or teaming arrangement would provide and how the entities would relate with each other to ensure full provision of the requirements.

Tenderers must provide detailed information on services proposed to be sub-contracted and will be expected to take full responsibility for all sub-contracted services.

## Purchasing of Goods and Services

In its purchasing of goods and services, the appointed Contractor will be required to comply with [Commonwealth Procurement Rules](https://www.finance.gov.au/sites/default/files/2020-12/Commonwealth%20Procurement%20Rules%20-%2014%20December%202020.pdf) in order to achieve “value for money” through “open and effective competition” in the selection of suppliers. In addition, the Contractor will be required to follow Scope Global’s procedures as set out in the Contract and its Scope of Services. All procurement processes must be carefully documented. The Contractor will be liable to audit by Scope Global or its nominee to ensure adherence to these principles. The sub-contractor must comply with Australian copyright law.

## Relationship with Tenderers

Scope Global is not bound contractually or in any other way to any Tenderer by this RFT.

## Tender Validity

Tenders are accepted on the basis that they are valid for ninety (90) days from the closing date for receipt of Tenders.

## Repeat Courses

Scope Global may, from time to time and at its discretion, request a quotation from the selected Tenderer for repeat delivery of the course tendered for within the term of the Agreement. Upon receipt of the quotation, Scope Global may enter negotiations with the selected Tenderer for repeat delivery of the course in the same or another Program country location.

**Tenderers interested in being considered for repeat delivery should indicate their interest within the tender proposal submission** and **specify within the Financial Proposal (Schedules 6 and 7) which costs would not apply to a repeat delivery**. Scope Global shall only seek to enter negotiations for delivery of repeat courses in circumstances where value for money can be demonstrated by not going to market.

## Contract Format

Scope Global intends to enter negotiations with the preferred Tenderer. These negotiations will be based on a Contract including fixed and reimbursable cost components. The contract also provides for payments made against the achievement of measurable milestones for the delivery of defined outputs.

Scope Global is responsible for ensuring that the Commonwealth obtains value for money through the tendering process.

The successful Tenderer will be required to enter into a Services Agreement with Scope Global in the form outlined in Attachment 10 to this RFT. Tenderers seeking amendments to the Scope Global Services Agreement Template (Attachment 10) are required to complete Attachment 8 and submit this along with the Tender by the *closing date for tenders* (Section 1.2). No representation is made by Scope Global that proposed amendments will be accepted. This Scope Global Services Agreement Template (Attachment 9) may be amended by Scope Global to meet the specific requirements of the relevant Short Course for the Program.

## Disclosure of Information Provided by Tenderers

Scope Global’s selection process for services is conducted in accordance with Commonwealth Procurement Rules. It is Scope Global policy not to divulge to one Tenderer, information that has been provided in confidence by another.

Tenderers should note that the Freedom of Information Act 1982 (The Act) gives members of the public rights of access to official documents of the Commonwealth Government and its Agencies. The Act extends, as far as possible, rights to access information in the possession of the Commonwealth Government and its Agencies, limited only by considerations for the protection of essential public interest and of the private and business affairs of persons in respect of whom information is collected and held by departments and public authorities.

## Technical Assessment

Scope Global will rank Tenderers on the basis of technical and financial assessments.

A Technical Assessment Panel (TAP), chaired by a representative from Scope Global, will assess each submission using the criteria as set out in this RFT (*Capacity and training experience, Response to course specification* and *Core personnel*). The Technical Proposal of each submission will be worth 80% of the total assessment score and will be assessed separately to consideration of the Financial Proposal.

The result, together with any other factors relevant to the selection, will be considered by Scope Global in deciding on the selection of the preferred Tenderer and/or award of Contract.

## Financial Assessment

Following the technical assessment, the Financial Proposal of each submission will be assessed using the criteria set out in this RFT (*Personnel course design and delivery cost, Fixed Management Fee)*. The Financial Proposal will be worth 20% of the total assessment score.

## Contract Negotiations

Scope Global will conduct contract negotiations only with the person identified in the Tender with the authority to negotiate and conclude a contract on behalf of the preferred Tenderer.

If Scope Global is unable to satisfactorily conclude contract negotiations with the preferred Tenderer, Scope Global reserves the right, at its sole discretion, to terminate the negotiations and enter contract negotiations with the next ranked Tenderer(s).

Scope Global expects contract negotiations to be concluded within a reasonable period, nominally four (4) weeks.

Scope Global reserves the right to negotiate with the most favourable Tenderer should it be deemed that ‘the offering prices are unreasonable or greater than the targets set in the planning process’ as per Commonwealth Procurement Rules.

## Award of Contract

Any contract resulting from the Tender process outlined in this RFT is subject to the negotiation of a mutually acceptable contract based on the Scope Global Services Agreement Template (Attachment 10).

## Payment of Policy

Tenderers should note that it is Scope Global policy to pay accounts in arrears on the due date specified in the agreement with the supplier. Scope Global’s standard terms are payment upon acceptance of goods or services and the receipt of a correctly rendered invoice, and subject to the delivery of outputs against specified milestones to Scope Global’s satisfaction. Payment, however, does not mean that Scope Global necessarily accepts that the work meets that milestone and Scope Global reserves its rights to full reimbursement if DFAT does not accept that a milestone has been reached which justifies payment.

## Intention to submit a tender

Interested parties are strongly encouraged to register their intention to submit a Tender no later than the date set out in Section 1.2.

Those parties who have registered their intention to submit a Tender by this time and date will be provided with any subsequent Addenda to the RFT. Parties who have not registered their intention to submit a Tender by this time and date will not receive Addenda to the RFT. Addenda may include responses to questions from other proposed Tenderers and/or amendments to the Scope of Services after the RFT is released.

Registrations of an intention to submit a Tender should be transmitted via email to: tenders@australiaawardsmyanmar.org.

Registration can be made by providing the following information:

* name of organisation;
* name of contact person; and
* full contact details for receipt of Addenda.

Providing an intention to submit a Tender will not impose any obligation on any interested party to submit a Tender.

Parties who have registered their intention to submit a Tender are requested to notify Scope Global if their intentions change.

## Deed of Novation

At the time of executing the contract the selected Tenderer will be required to execute a Deed of Novation and Substitution, in the appropriate form to ensure the rights of DFAT, in the event of DFAT issuing a note of substitution.

# Tender Requirements

Prospective Tenderers should read this statement of Tender Requirements carefully, along with the key dates outlined in Section 1.2. At Scope Global’s sole discretion non-conforming Tenders may not be accepted.

## Tender Format

Scope Global's requirements with respect to the format of Tenders are as follows:

* Tenders are to be submitted in the name of the entity with which Scope Global would enter the contract and include the name of the person authorised to negotiate and conclude a contract.
* The font type is to be no smaller than 10 point and in single column format.
* The Scope Global or DFAT logo is not to appear on any Tender documentation.
* Number of copies: One (1) electronic (.pdf) file of the Technical Proposal including all required annexes. One (1) electronic (.pdf) file of the Financial Proposal.
* The Financial Proposal is to be submitted as a separate pdf file.

## Tender Contents

* + 1. **TECHNICAL PROPOSAL (one separate PDF file)**

The Technical Proposal must contain the following parts in the order as below:

**Cover Page**

The cover page must clearly indicate “**Technical Proposal**” and include the following information:

| Tenderer’s General Information |
| --- |
| Lead Business Name |  |
| ABN or ACN |  |
| Business type |  |
| Contact person(authorised to negotiate and enter into a contract) |  |
| Registered business office address |  |
| Email |  |
| Phone |  |
| Partner Organisations (if any) |  |

**Response to the Selection Criteria**

The Technical Proposal must substantively and individually address the selection criteria as set out in Section 5 and be no more than twelve (12) A4 typewritten pages (including tables, diagrams, notes and references but excluding title page and annexes). Text in excess of twelve pages will not be assessed.

**Technical Proposal Annexes**

The following annexes must be submitted in the format as requested in Section 5.3:

1. Annex 1 - Organisation’s Experience
2. Annex 2 - Curricula Vitae
3. Annex 3 - Draft Training Course Outline (using the template provided)
4. Annex 4 - Risk Management Matrix
5. Annex 5 - Statutory Declaration
	* 1. **FINANCIAL PROPOSAL (one separate PDF file)**

The Financial Proposal is to include fully costed quotes in Australian dollars at current prices valid for ninety (90) days from the closing date for the receipt of Tenders.

The Financial Proposal must include the following parts in the order as below:

**Cover Page**

The cover page must clearly indicate “**Financial Proposal**”, the Tenderer’s contact person and contact details.

**Schedule 1. Personnel Course Design Cost**

Tenderers must provide details as described in **Attachment 6.1** to this RFT.

**Schedule 2. Personnel Course Delivery Cost**

Tenderers must provide details as described in **Attachment 6.2** to this RFT.

**Schedule 3. Fixed Management Fee**

Tenderers must provide details as described in **Attachment 6.3** to this RFT.

**Schedule 4. Financial Proposal Summary**

Tenderers must provide details as described in **Attachment 6.4** to this RFT.

**Schedule 5. Indicative budget**

Tenderers must provide details in the format described in **Attachment 7** to this RFT.

**Note:** Tenderers should be aware that the fixed cost information provided in Schedules 1 to 4 is required to be the same as those costs detailed in the fixed cost component within Schedule 5.

Schedules 1 to 4 form part of the “like-for-like” assessment of the Financial Proposal.

## Lodgement of Tenders

Tenders must be submitted via email to tenders@australiaawardsmyanmar.org no later than **5.00pm local time** in Adelaide on 20 October 2024.

The subject line of the email tender submission should include the course title:

**RFT 01-2024 Australia Awards Myanmar Inclusive Education**

Late submissions will not be considered unless the delay is solely due to mishandling by Scope Global.

# Scope of Services

##  Activity Identification

|  |  |
| --- | --- |
| Client | Scope Global Pty Ltd |
| Program | Australia Awards Myanmar |
| Short Course title | Inclusive Education Short Course  |
| Short Course duration and proposed delivery dates | Australia Awards Myanmar is seeking a cost-effective training program for up to 25 participants.This Short Course will be delivered via blended delivery over 5 Months, commencing in December 2024 and completing no later than April 2025In addition to outlining the proposed methodology and delivery strategies, Tenderers should specify the estimated time commitment for participants to complete all elements.  |
| No. of participants | Up to a maximum of 25 participants. |

## Contract Details

|  |  |
| --- | --- |
| Delivery | Tasks must be performed by a qualified and competent team. |
| Contract Type | Service Agreement to be negotiated between Scope Global and the lead Tenderer. |
| Basis of Payment | Fixed design and delivery costs and management fee plus agreed reimbursable expenses (for example, actual costs incurred in delivery of the course as per an agreed budget including participant allowances, etc.). Reimbursable budget is negotiated with the preferred Tenderer.  |

## Intended Outcomes

|  |  |
| --- | --- |
| Program Outcomes | Australia Awards Myanmar supports development through enhancing human development, contributing to private sector growth and promoting conditions for peace and stability.The Program aims to achieve two key outcomes:* alumni use their skills, knowledge and networks to contribute to Myanmar’s sustainable development
* alumni contribute to cooperation between Australia and Myanmar.
 |
| Short Course Indicators | Tenderers should refer to the Short Course Provider Handbook, Section 13: Short Course Monitoring, Evaluation and Learning (MEL) which outlines the expected outputs and outcomes of Short Courses as part of the broader Program. It also describes the MEL frameworks and tools the successful Tenderer will be expected to use to monitor progress and evaluate the outputs of this Short Course. |

## Short Course Details

|  |  |
| --- | --- |
| Context | The implementation of inclusive education policy and practices remains a developing field in Myanmar, both within the formal education system and non-formal / community-based education settings. In addition to mainstream schools, education for children with disabilities is mostly delivered through special education programs targeted towards delivering segregated education for children with specific impairments. Mobile schools allow migrant workers children and family members to complete primary education, and monastic education schools.[[1]](#footnote-2)The *National Education Strategic Plan 2016-2021* endorsed a comprehensive inclusive education approach, addressing exclusion barriers based on language, gender, disability and marginalised backgrounds [[2]](#footnote-3) This plan focuses on improving the quality of teacher education and on revising the current standards and teacher recruitment policies, however it has been reported that existing teacher training colleges and universities providing teacher education do not yet include separate courses or modules on inclusive education.[[3]](#footnote-4)Attitudinal barriers, lack of teacher supply, educational and training opportunities, and accessible teaching materials are significant challenges to the effective implementation of inclusive education in Myanmar. The COVID-19 pandemic and the military coup have further complicated the effective implementation of inclusive education[[4]](#footnote-5). These events have disrupted formal and non-formal educational activities, posed additional, severe challenges for children with disabilities and reduced teacher resourcing and capacity, particularly within regional areas and ethnic minority communities. The NGO/civil society and religious organisations are stepping up to play an increasingly major role in supporting inclusive education practices in non-formal education settings.In recent years, there have been several important initiatives to improve inclusive education practices in Myanmar. UNESCO has launched an online course via the *Myanmar Teacher Platform[[5]](#footnote-6)* to enhance teachers' understanding and abilities in supporting children with disabilities. This course includes modules on disability and inclusive education, focusing on physical and intellectual impairments. Its online portal also offer e-library of resources for teachers, including the resource files for *Inclusive Student Assessment* and *Creating Inclusive Classroom through the Art*.Key opportunities to support inclusive education practices in Myanmar include:* **Support teacher training** – there is a need to significantly improve the quality and outreach of professional development opportunities for inclusive education practitioners in Myanmar. The current disruptions in Myanmar have led to a shortage of skilled teachers, especially in remote and conflict-affected areas, in which young teachers, often with minimal formal training and support, are stepping up to support inclusive education initiatives in formal and informal education settings. Key elements of training support include curriculum preparation, developing accessible teaching materials, and supporting effective communication.
* **Build strategic partnerships** – establishing stronger strategic partnerships with Disability Person’s Organisations (DPOs) will expand the program’s networks and engagement opportunities in Myanmar. A key priority for the program is increasing disability representation for Australia Awards Scholarships. More formal partnerships with DPOs will allow the program to tap into extensive local networks of inclusive education practitioners and people living with disability in Myanmar. Further opportunities could then be explored to support and reduce barriers for such cohorts to apply and successfully receive an Australia Awards Scholarship or participate in other Australia Awards short-term activities in Myanmar.
* **Support community advocacy and communication initiatives** – efforts are being made to involve local communities in creating a supportive environment for inclusive education, including raising awareness and promoting understanding and tolerance among diverse populations in Myanmar. Capacity building should focus on equipping DPOs and inclusive education practitioners with the skills and knowledge to facilitate this process, and effectively share their skills and knowledge with broader communities in Myanmar.
 |
| Purpose and objectives | The primary purpose of this Short Course is to support inclusive education practitioners to provide equitable and quality education to all students and share inclusive education best practice with broader education and professional learning communities in Myanmar. Course content is focused on disability-inclusive education teaching and learning for the schools in the context of children and youth; and may be expanded to youth in TVET if appropriate. On completion of the short course, participants will be able to: * apply knowledge of models and practices in inclusive education to identify appropriate interventions to improve both the quality of and access to learning and development services for diverse learners
* discuss key aspects in the development and implementation of appropriate policies and systems to enhance access and equity for children and young people to education in conflict-affected environment and/or ethnic minority communities
* reflect the contemporary issues related to youth education and learning opportunities for young people with disabilities.
* demonstrate understanding of those international agreements / conventions and national policies that impact upon the delivery of inclusive education services in the Myanmar context
* understand the impact on development and learning across a range of disabilities and describe how early intervention, assessment and referral using a multi-disciplinary team approach to inclusive education could be applied in the Myanmar context
* understand how a flexible / adaptable approach to assessment, curriculum and pedagogical practice supports inclusion in education
* identify, across a range of disabilities, good practices that support the formation of learner-school community partnerships and well-resourced, inter-linked services that support children, young people and their families
* monitor and evaluate the implementation of inclusive education policies and programs, including the development of indicators to measure progress towards inclusive education
* share their knowledge and experiences of inclusive practices and programs with practitioners and a range of professionals working across the continuum of inclusive education in Australia, Myanmar and the Region
* leverage relationships with colleagues and professional associates to act as resource agents for change and transition to inclusive education practices.
 |
| Approach to the delivery of the Short Course | The program will be delivered via blended delivery (online and in-person in Bangkok, Thailand) using a range of connected learning strategies. This approach will maximise opportunities for participant familiarisation, contextualisation of materials and learning as well as information exchange and interaction with key stakeholders and counterparts both in Myanmar and Australia. A representative from the Provider will also be required to conduct an review of the eligible, ranked list of applications and provide recommendations on the final selection. **Pre-Course Preparatory Workshop (Component 1)** The following preliminary services are in addition to the mandatory Pre-course Preparatory Workshop detailed in the Australia Awards Myanmar, Short Course Handbook: * Learning Needs Analysis
* The Provider will conduct a Learning Needs Analysis (LNA) of Participants to build an understanding of their needs and expectations. It is anticipated that an assessment of English language competence and any adjustments to enable equitable access to learning within the Short Course, will be conducted at this stage. The LNA will be validated and enhanced through online meetings/platforms. Introductory online learning modules

A minimum of five (5) online modules will be developed by the Provider, with the aim of introducing the key objectives of the course including conceptualising Participant’s Return to Work Plans. The Course Provider will use an existing Learning Management System (LMS) to deliver the Short Course. A summary of Participant’s reflections and reactions to the online learning experience and any modifications or additions required to the in-person Short Course components in Thailand will be outlined in the Progress Report (Component 1). **In-person Short Course (in Thailand)** It is expected the in-person Short Course will: * incorporate a mix of interactive panel discussions with subject experts (from Australian, Myanmar and Thailand)
* provide virtual and/or in-person events and interactions to facilitate structured networks with Australian, Thai and Myanmar (and other) experts

A schedule outlining delivery sequence, methodologies and time allocations will be prepared by the selected Provider.**Post-course Workshop (in Thailand)**   The Post-course Workshop will be designed to explore and reinforce the value and importance of the transfer and application of learning achieved through Participants’ Return to Work Plans. * Participants will provide an update on the implementation progress of their RWPs
* Share learning and explore solutions to common challenges by the group allowing for further learning for Participants
* Presentations on progress of RWPs outcomes and impacts by individual Participants is a key focus of the Post-course Workshop.
* Participants will be provided support to improve their RWPs.
 |
| Training Content | The short course will offer a structured learning process for participants utilising a range of learning methodologies, which may include: * Classroom sessions, balancing information delivery with interactivity
* Case studies that are relatable and relevant to the Myanmar context
* Relevant models of inclusive education that are relevant for Myanmar’s context/human resources available
* Course content links that are drawn with current education structures in Myanmar, with the content carefully reflecting the realities, barriers and opportunities of an inclusive educational approach
* Site visits to relevant inclusive education organisations and initiatives in Thailand, to provide a greater understanding of how these initiatives operate within the NGO/civil society and private sector
* Interaction with participants from relevant NGO/civil society and private sector organisations in Thailand / broader stakeholder groups which will allow participants to understand other perspectives relating to inclusive education policies and practices
* Discussion, reflective, and planning sessions that encourage application of ideas
* Simulations, role plays and practical exercises
* Relevant networking events to connect participants with key Thai stakeholders in the NGO/civil society and private sectors
* A Return-to-Work Award Project model (participants are required to develop a project, conduct required analyses, present the project at a pre-award workshop, further develop the project during the short course, and present the implemented project at the post- award workshop). The project would be supported by mentoring online or face-to-face by experts arranged and supervised by the Provider.
 |
| Participant Profile | Up to 25 Participants will be selected for this Course.  Priority will be given to mid and mid-senior level professionals from Myanmar-based organisations of people with disabilities (OPD) in the inclusive education sector. Participants may also be expanded to include those from relevant NGO/ CSO and private sector organisations.The selection of participants would be merit-based with the confirmation of awards, but considerations can be made for the key people from the local or key level. If English language support is required, the Course Provider will source appropriately qualified interpretation and translation services.  Gender equity will be adhered to in the selection process. People from diverse ethnic backgrounds and people with disabilities who are working in relevant area should be strongly encouraged to apply. Australia Awards is an inclusive program and there are likely to be participants with disability. The successful Tenderer will be provided with further information so that reasonable adjustments and accommodations can be made as required.  |
| Gender Equality, Disability and Social Inclusion (GEDSI) | Practical approaches to the promotion of women as leaders and active participants in decision-making will be explored throughout this Short Course Gender - sensitive perspectives will complement relevant theory through the development of individualised Return to Work Plans. Consideration of the needs of those from traditionally marginalised groups, including people with disabilities, should also be included in the course.The Program’s *GEDSI Strategy (section 9 in Course Provider Handbook)* aims to support development by promoting diversity and inclusion of women, people with disability, ethnic minorities, and people of diverse SOGIE and sexual characteristics in opportunities for human development. The Program will adopt a twin-track approach to address GEDSI. This involves mainstreaming GEDSI across all Program activities as well as implementing GEDSI-specific initiatives to address challenges and barriers preventing women, people with disabilities and people from marginalised groups from achieving their full potential. GEDSI will be included in the concept note, design and curriculum. Service providers are encouraged to include a dedicated GEDSI Adviser/Trainer to design and deliver sessions on GEDSI issues relevant to the Short Course topic.   |
| Return to Work Plan(RWP) | A key deliverable of the Short Course is developing a Return-to-Work Plan (RWP) that enables the participants to apply the knowledge, and skills gained from the Short Course. The RWP will describe how Participants will employ their newly acquired skills and knowledge for a specific project or set of activities. Participants will be encouraged to develop their critical thinking and practical approaches to individual RWPs through consultations with the Provider during the Pre-course Preparatory Workshop phase. Participants will be expected to fully grow their RWP during the in-person Short Course, with the guidance of the designated Course Leader before the commencement of the Post-course Workshop.Each RWP will include measures to reduce the likelihood of discrimination against women as it may relate to policy development, program planning, or service delivery. The Program may undertake selected reviews of progress with RWP implementation post-course. |
| Indicative Training Schedule | The services are proposed for delivery in accordance with the following schedule:* Pre-course preparatory workshop commences: December 2024
* Short Course commences: February 2025
* Post-course workshop commences: April 2025
 |
| Certification | There is no mandatory requirement for formal certification on completion of the training. However, submissions which identify opportunities to award an AQF qualification, Skill Set or micro-credential are encouraged.At a minimum, the successful Tenderer will award the participants with a Certificate of Completion (template provided to the successful Tenderer by Australia Awards), which will be awarded to participants at the conclusion of the Short Course.All participants who complete the requirements of the Short Course will become Australia Awards Alumni. |
| Communication and Public Diplomacy | The Course Provider will be responsible for the development of a Communications Plan that provides exposure across a range of traditional and social media. As part of its Plan, the Provider will be required to outline the approach to develop a series of high-quality communication and public diplomacy materials showcasing the individual achievements and reflections of Short Course participants.Key promotional materials such as the Australia Awards hero stories, case studies and video interviews would be developed. In cases where participants preferred to protect their identity, illustration and animation would be used as an alternative way to develop engaging digital storytelling and content creation without disclosing individual identities. |

## Financial Details

|  |  |
| --- | --- |
| Funding of courses | The successful Tenderer is to submit a detailed indicative budget using the templates included at **Attachment 7** to this RFT. The indicative budget will be finalised in conjunction with Scope Global during contract negotiations. |
| Invoicing and payment | Scope Global will pay the Contractor the Service Fees in instalments known as Milestone Payments based on outputs as summarised below.The Milestone Payments will be payable to the Contractor progressively, on Scope Global’s acceptance of the satisfactory completion of identified outputs and a correctly rendered invoice.Where a Milestone Payment is to follow acceptance of a report, Scope Global will not be obliged to make full payment until all outputs to be achieved by the Contractor in the period covered by the report have been achieved to its satisfaction and within the agreed timeframes. |
| Value for money | Most aspects of the funding of courses are developed in conjunction with Scope Global using the indicative budget template (Course Budget) included at **Attachment 7** to this RFT. Many costs incurred are reimbursable, so Tenderers can be assured that they do not carry major financial risk in conducting Australia Awards Short Courses. However, within their submissions Tenderers are asked to provide information that will assist Scope Global to determine value for money of the tender bid (core personnel course design and course delivery cost, and the fixed management fee to design and deliver the course). |

## Services to be provided

|  |  |
| --- | --- |
| Overview  | The successful Tenderer will be responsible for all aspects of the activity, from course design through to course completion.The *Short Course Provider Handbook* (**Attachment 9**) has been provided to potential Tenderers and will form a binding part of the contract with the preferred Tenderer. The Short Course Provider Handbook stipulates the requirements for: pre-course preparation; delivery; logistics; welfare/pastoral care; MEL; course materials; and communication and public diplomacy.The various component tasks including any required service levels associated with the Course Provider’s responsibilities are set out in the Short Course Provider Handbook.Tenderers please note:* many tasks associated with the delivery of the Short Course are covered under the reimbursable component of the negotiated indicative budget.
* the final list of participants will be determined by DFAT Post.
 |

# Selection Criteria and Information Required for Technical Assessment

## Selection Criteria

Proposals should be presented in the following format. Each category should be addressed individually, considering the following points:

**A. Capacity and training experience: (10% of the technical assessment)**

The Tenderer must demonstrate:

1. Capability and expertise to design and deliver a short course on inclusive education, as outlined in the Scope of Services at Section 4.
2. Experience in the design and delivery of Short Courses for international participants including the ability to provide administrative, logistical and welfare support services as outlined in the Scope of Services Section 4.

**B. Response to course specification: (60% of the technical assessment)**

The Tenderer must provide details of their approach to the design and delivery of the Short Course. Specifically, Tenderers must demonstrate **how** they will:

1. Design and deliver the training components of the course to enable the achievement of the Program outcomes, as well as course objectives and desired learning outcomes, including how gender equality, disability and social inclusion will be integrated into course content.
2. Propose to tailor course design and delivery to align with the individual work contexts and individual needs of participants.
3. Design and deliver the course using an action-based learning approach.
4. Effectively monitor and evaluate progress towards, and achievement of, individual participant learning outcomes, as well as the overall progress and success of the course against its outcomes and objectives.
5. Effectively address key risks and mitigate/manage realised risks during the design and delivery of the course.
6. Facilitate the establishment of linkages between participants and Australian and other relevant stakeholders in the region to promote collaboration during the Short Course, in Australia, and after Short Course completion.

**C. Core personnel: (30% of the technical assessment)**

The Tenderer must demonstrate that the following team members have the appropriate qualifications and experience to design and implement the Short Course:

* Course Designer (1-3 nominees)
* Course Leader (1-3 nominees)
* GEDSI Specialist (1 nominee)
* Course Coordinator (1 nominee)
* Welfare Officer (2 nominees)

Terms of Reference for these positions are included in the Short Course Provider Handbook.

To enable a like for like assessment Tenderers must comply with the number of nominees indicated for each position above. It is expected that the successful Tenderer will field the key specialists identified in the proposal. Substitution of these specialists will require Scope Global pre-approval.

## Annexes

The Technical Proposal should include the following Annexes:

***Annex 1 – Organisational Experience***

This Annex is to contain Description Sheets of relevant activities which clearly demonstrate the Tenderer's ability to meet the Scope of Services as outlined in Section 4. Up to three (3) Description Sheets can be included and must not exceed one A4 page each. Proformas for these description sheets can be found as **Attachment 1** to this document.

***Annex 2 – Curricula Vitae (CVs)***

A summary table (as below) is to be inserted at the beginning of this Annex. The table **must be** in landscape and must not exceed **one** A4 page.

| Position | Name | Nationality | Gender | Brief description of key qualifications, expertise and experience (in bullet points) |
| --- | --- | --- | --- | --- |
| Course Designer/s |  |  |  |  |
| Course Leader/s |  |  |  |  |
| GEDSI Specialist |  |  |  |  |
| Course Coordinator |  |  |  |  |
| Welfare Officer |  |  |  |  |

Certified CVs are to be provided for each of the nominees, to a maximum of three (3) pages, for the following Core Personnel positions **only:**

* Course Designer (1-3 nominees)
* Course Leader (1-3 nominees)
* GEDSI Specialist (1 nominee)
* Course Coordinator (1 nominee)
* Welfare Officer (2 nominees)

CVs should provide a clear response to the duties outlined in the Short Course Provider Handbook. A proforma for CVs can be found as **Attachment 2** to this document.

Scope Global regards the withdrawal or substitution of personnel to be grounds for the cancellation of negotiations and reserves the right to consider alternative offers where personnel nominated in Tenders are subsequently not available.

***Annex 3 – Draft Training Course Program***

A Draft Training Course Program using **Attachment 3** to this document. Core delivery personnel should also be clearly identifiable for each of the sessions presented.

***Annex 4 – Risk Mitigation Matrix***

A Risk Mitigation Matrix identifying key risks to the successful design and delivery of the course as per the Scope of Services. Tenderers are to complete the proforma as in **Attachment 4** to this document (maximum **2** pages).

***Annex 5 – Statutory Declaration***

Format is provided as **Attachment 5** to this RFT.

# Selection Criteria and Information Required for Price Assessment

## Introduction

Tenderers must submit a Financial Proposal as a part of their submission. Scope Global is seeking a cost-effective training solution for 25 of participants with diverse backgrounds.

## Approach to the Financial Proposal

Scope Global will undertake a financial price assessment of those Tenders assessed as technically suitable by the Technical Assessment Panel (TAP). Scope Global reserves the right to provide the financial component of any Tender to TAP members for their examination in the context of resource adequacy evaluation against the selection criteria in the technical assessment process.

## Limited Information Required for Price Assessment

The final *Course Budget* for the Program’s Short Courses is negotiated with the preferred Tenderer and therefore the financial detail required for the Financial Proposal (i.e. price assessment) includes Tenderers personnel costs and management fee.

The *Course Budget* template is provided as **Attachment 7** and consists of two parts, as outlined below.

Part A: Fixed (non-reimbursable costs)

A1 Fixed personnel costs for design of course

A2 Fixed personnel costs for delivery of course

A3 Fixed management fee (head office administration costs and fees)

Part B: Reimbursable costs incurred by contractor

B1 Personnel Costs for Course Delivery

B2 Course Delivery Costs

B3 Accommodation

B4 Participants' allowances (per diems)

B5 In Australia Travel & Transfers (if relevant)

B6 Virtual Delivery Costs

B7 Other costs and expenses

**Please note** – Estimated reimbursable costs associated with Part B of the *Course Budget* **are to be included as part of the Financial Proposal**. These costs are not assessed as part of the ‘like-for-like” assessment but will be provided to DFAT as part of the approval process. They will be subject to negotiation with the selected Tenderer as part of the contract process in line with mandated service levels.

## Content of Financial Proposal

Within the Financial Proposal Tenderers must address the criteria as set out in the table below. These criteria will be used to make a like-for-like financial comparison.

| Financial Proposal Criteria |
| --- |
| **Criterion 1: Personnel course design cost**Personnel costs for the design of the course, expressed as number of days, per person, at a daily rate (i.e. cost of the Course Designer/s). The Tenderer needs to assess the composition of personnel and associated number of days per person required to design the course. Tenderers must provide details in Schedule 1: Fixed personnel costs for design of course. |
| **Criterion 2: Personnel course delivery cost**Personnel costs for the delivery of the course, expressed as number of days per person at a daily rate for each of the five key delivery positions. The positions of **Course Coordinator and GEDSI Specialist must include a nomination of one person only; and the positions of Welfare Officer must include two nominations.** Tenderers must provide details in Schedule 2: Fixed core personnel costs for delivery of course.Tenderers need to make their own assessment of how many days per person will be required to undertake these tasks, noting that this component forms part of the like-for-like assessment. |
| **Criterion 3: Fixed management fee**Total management fee to be charged by the Tenderer for the design and delivery of the course as described in the Scope of Services. This must include any applicable insurance as outlined in the Scope Global Services Agreement Template (Attachment 10 of this RFT). Tenderers must provide details in Schedule 3: Fixed Management Fee.Tenderers must clearly detail any other fees to be charged to the course (for example financial costs, administration costs, special fees, staff on costs, etc.). Other fees will be subject to approval during the contract negotiation process. Noting this component forms part of the like-for-like assessment.The Fixed Management Fee is exclusive of personnel costs and any other costs directly associated with course design and delivery. |

Tables for inclusion within the Financial Proposal, including those containing information required for the purposes of the financial assessment, are:

Schedule 1: Personnel Course Design Cost

Schedule 2: Personnel Course Delivery Cost

Schedule 3: Fixed Management Fee

Schedule 4: Summary of Unit Costs for Scope Global Price Comparison.

The format for each of these schedules is provided as **Attachment 6** to this RFT. It is this information that is assessed as part of the like-for-like price comparison.

Tenderers must complete all schedules showing their firm quotations in whole Australian Dollars (AUD). Scope Global requires these calculations for the purposes of disaggregating and checking the accuracy of Tenderers’ total financial assessment figure. Only the final figure provided at **Schedule 4** will be subject to the financial price assessment.

Tenderers should note that inaccurate or inconsistent calculations in the financial component of any Tender may, in Scope Global’s sole discretion, be grounds for Scope Global to deem that the Tender is non-conforming and exclude it from further consideration under the RFT process.

Tenderers are also required to submit an indicative course budget using the template provided as **Attachment 7** to this RFT. Information contained in this indicative budget will be provided to DFAT as part of the approval process and Sections A1, A2, A3 and B may be subject to review as part of contract negotiations.

## Retention of Price Components of Tenders by Scope Global

Scope Global will retain the financial components of all Tenders, including those not considered technically suitable.

## Escalation

There is no provision for escalation.

## Goods and Services Tax (GST)

Unless expressly stated otherwise, all amounts payable under this Agreement are exclusive of GST.

## Attachment 1- Organisation Experience Description Sheet Proforma

|  |
| --- |
| Short Course title/activity: |
| Funding agency: | Approx. value of contract: |
| Start date: | Completion date: |
| Name of partner organisation/s, if any: |
| Participant profile: |
| Short Course overview and objectives: |
| Organisation’s role in the design and delivery of the Short Course: |
| Support services provided: |
| Core personnel provided and functions performed: |

## Attachment 2- Curriculum Vitae Proforma

**Notes: CV must not exceed three pages. Referees MUST NOT be employees of the tendering organisation.**

**Curriculum Vitae**

**Position title: e.g. Course Designer**

**Specialist Fields of Expertise:**

**Name:**

**Nationality:**

**Academic qualifications:**

**Languages & degree of proficiency:**

**Professional affiliations:**

**Other training:**

**Countries of work experience:**

**Professional experience (with particular reference to tender requirements)**

Date/Position/Company:

Dot points of duties and responsibilities:

**Referees:**

Name:

Position:

Company:

Work Phone:

E-mail:

**Certification:**

“I certify that this curriculum vitae is accurate and I acknowledge my willingness and availability to participate in the Short Course tender for ***Course name*** in the role of *position title*”.

**Signature: Date**

## Attachment 3- Course Outline Proforma

### Online Pre-course Preparatory Workshop:

Please keep this section to 1 page only, clearly specifying proposed delivery mode (e.g. in-person or online), the number of sessions and the timing of each session. For online delivery, session times need to be in Myanmar time and the time of the Australia delivery team location.

|  | Morning Session 1 | Morning Session 2 | Afternoon Session 1 | Afternoon Session 2 |
| --- | --- | --- | --- | --- |
| Myanmar time  |  |  |  |  |
| [*Aus capital*] time  |  |  |  |  |
| DAY 1*Day DD/MM* |  |  |  |  |
| DAY 2*Day DD/MM* |  |  |  |  |
| DAY 3*Day DD/MM* |  |  |  |  |

### In-person Short Course components (in Bangkok, Thailand)

Please provide, in calendar format, the structure of the in-person component of the Short Course. Please include details regarding activity, location, date, timing of sessions, facilitators (Core delivery team and intended guest presenters/organisations), and any travel. The below calendar is a sample layout only and can be adjusted based on the structure and timing of the course. There is no page limit for this section. For in-person delivery, session times need to be In Bangkok time only.

|  | Morning Session 1 | Morning Session 2 | Afternoon Session 1 | Afternoon Session 2 |
| --- | --- | --- | --- | --- |
| Bangkok time  |  |  |  |  |
| Arrival*Day DD/MM* | **Participants arriving in Bangkok at hotel and check-in** |
| DAY 1*Day DD/MM* |  |  |  |  |
| DAY 2*Day DD/MM* |  |  |  |  |
| DAY 3*Day DD/MM* |  |  |  |  |

## Attachment 4- Risk Mitigation Matrix Proforma

The table **must be** in landscape and **must not** exceed **two** A4 pages. Refer to the Short Course Provider Handbook, Annex 1 for risks, management actions, and responsibilities related to COVID 19.

| # | Risk | Impact on Program | L | C | R | Contractor Risk Management | Nominated Contractor Personnel |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *1* | *Sentence summarising the risk to the design and/or delivery of the Short Course* | *Sentence summarising the possible impact on the design and/or delivery of the Short Course* |  |  |  | *Actions taken by the Contractor to manage the risk including any relevant timeframes* | *e.g. Course Leader, Course Designer, GEDSI Specialist, Course Coordinator etc.* |
|  |  |  |  |  |  |  |  |
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**KEY**

L = Likelihood (5 = Almost certain, 4 = Likely, 3 = Possible, 2 = Unlikely, 1 = Rare)

C = Consequence (5 = Severe, 4 = Major, 3 = Moderate, 2 = Minor, 1 = Negligible)

R = Risk Level Determined by Risk Level matrix below (4 = Very high, 3 = High, 2 = Moderate, 1 = Low)

**RISK LEVEL**

| **Consequence****Likelihood**  | **Negligible** | **Minor** | **Moderate** | **Major** | **Severe** |
| --- | --- | --- | --- | --- | --- |
| **Almost Certain** | Medium | Medium | High | Very High | Very High |
| **Likely** | Medium | Medium | High | High | Very High |
| **Possible** | Low | Medium | Medium | High | High |
| **Unlikely**  | Low | Low | Medium | Medium | High |
| **Rare** | Low | Low | Low | Medium | Medium |

## Attachment 5- Commonwealth of Australia Statutory Declaration

**Commonwealth of Australia Statutory Declaration**

I, *(name, address and corporation of person making the declaration),* do solemnly and sincerely declare, on behalf of the Tenderer and on behalf of myself, that:

**Definitions**

1. In this statutory declaration:

**“Client”** means Scope Global (ACN 054 575 567);

**“Services”** means the services described in the RFT for this Activity;

**“Tenderer”** means *(details of tendering corporation as appropriate);*

**“Tender Price”** means the fees, rates and prices indicated by a Tenderer as being the amounts for which that Tenderer is prepared to undertake the Services;

**Preamble**

2. I hold the position of *(managing director or other title)* of the Tenderer and am duly authorised by the Tenderer to make this declaration on its behalf.

**Accuracy of Information**

3. The information contained in the Tender including CVs of nominated personnel submitted by (*name of organisation/company*) is factually based and I accept that if such information is found by Scope Global to be inaccurate or misleading this may, at Scope Global’s sole discretion, result in disqualification of the Tender.

**Tenderer’s Acknowledgment**

4. That (*name of organisation/company*)’s Tender is made on the basis that it acknowledges that:

a) the RFT specifies Scope Global’s and DFAT’s rights in respect of the RFT and (*name of organisation/company*) agrees that Scope Global and DFAT may exercise its rights as set out in the RFT in respect of the RFT process;

b) (*name of organisation/company*) sought and examined all necessary information which is obtainable by making reasonable enquiries relevant to Scope Global’s requirements, including the risks and other circumstances which may affect a Tender;

c) in lodging its Tender (*name of organisation/company*) did not rely on any express or implied statement, warranty or representation, whether oral, written, or otherwise made by or on behalf of Scope Global or DFAT other than any statement, warranty or representation contained in the RFT;

d) (*name of organisation/company*) did not use the improper assistance of Scope Global or Commonwealth employees or ex-employees, or information unlawfully obtained from Scope Global or the Commonwealth in compiling its Tender;

e) (*name of organisation/company*) satisfied itself as to the correctness and sufficiency of its Tender;

f) (*name of organisation/company*) is responsible for all costs and expenses related to its involvement in the RFT, including: preparation and lodgement of the Tender;

1. any subsequent negotiation; and

II. any other action or response in relation to the RFT.

g) Scope Global and the Commonwealth are not responsible for any costs or expenses incurred by (*name of organisation/company)* or any other person in responding to or taking any other action in relation to the RFT, whether or not Scope Global terminates, varies or suspends the RFT process or takes any other action permitted under the RFT; and

h) *(name of organisation/company)* will comply with the rules set out in the RFT.

**Availability of Personnel**

5. The personnel nominated in the Tender have been approached and have confirmed their availability to undertake the Services at the time specified.

**Security of Personnel**

6. The Tenderer warrants that all necessary arrangements will be made to ensure adequate protection/security for personnel in the field.

**Tender Price**

7. The Tenderer warrants that it can undertake and complete the Services for the

Tender Price.

8. Should the training be deemed successful and a request be received for the Tenderer to repeat the delivery of the Short Course within 12 months, the same tender price will be offered by that Tenderer.

**Collusive Tendering**

9. Neither the Tenderer nor any of its servants or agents had knowledge of either the technical component of the Tender or the Tender Price for the Services of any other Tenderer prior to the Tenderer submitting its Tender for the Services.

10. Neither the Tenderer nor any of its servants or agents disclosed the technical component of its Tender or the Tender Price for the Services submitted by the Tenderer to any other Tenderer who submitted a tender for the Services or to any other person or organisation prior to the close of Tenders.

**Cover Bidding**

11. Neither the Tenderer nor any of its servants or agents provided information to any other Tenderer, person or organisation, to assist another Tenderer for the Services to prepare a tender known as a “cover bid”, whereby the Tenderer was of the opinion or belief that another Tenderer did not intend to genuinely compete for the contract.

12. The Tenderer is genuinely competing for the contract and its Tender is not a “cover bid”.

**Unsuccessful Tenderers’ Fees**

13. Prior to the Tenderer submitting its tender for the Services neither the Tenderer nor any of its servants or agents entered into any contract, agreement, arrangement or understanding that the successful Tenderer for the Services would pay any money or would provide any other benefit or other financial advantage, to or for the benefit of any other Tenderer who unsuccessfully Tendered for the Tender.

**Competitive Neutrality**

14. The Tenderer has complied with the principles of competitive neutrality in preparing its Tender (publicly owned Tenderers only).

And I make this solemn declaration by virtue of the Statutory Declarations Act 1959, and subject to the penalties provided by that Act for the making of false statements in statutory declarations, conscientiously believing the statements contained in this declaration to be true in every particular.

*[Signature of person making declaration)]*

*[Optional: Email address and/or telephone number of person making the declaration]*

Declared at ( ) on the ( ) day of ( ) Before me,

*[Signature of person before whom the declaration is made]*

[*Full name, qualification and address of person before whom the declaration is made (in printed letters)*]

[*Optional: Email address and/or telephone number of person before whom the declaration is made*]

## Attachment 6- Financial Proposal Tables (See separate file)

## Attachment 7- Financial Proposal Tables (See separate file)

The indicative budget should be completed and lodged as part of the Financial Proposal.

Important note: Part B (reimbursable costs) does not form part of the like-for-like price assessment of this RFT. Part B will be further developed and negotiated with the preferred Tenderer and included in the sub-contractor agreement.

## Attachment 8- Comment on Draft Contract

Note: This form is required to be lodged as part of the Tender.

|  |  |  |  |
| --- | --- | --- | --- |
| **Clause/schedule/item** | **Comments** | **Service provider proposed wording of amendment to clause/schedule/item** | **Scope Global comment (provided to the successful Tenderer through contract negotiations)** |
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## Attachment 9- Short Course Provider Handbook (See separate file)

## Attachment 10-Scope Global Services Agreement Template (See separate file)



1. UNESCO (2021) [*Myanmar Education Profile: Inclusion*](https://education-profiles.org/eastern-and-south-eastern-asia/myanmar/~inclusion) [↑](#footnote-ref-2)
2. Myanmar Ministry of Education (2016) [*National Education Strategic Plan 2016-2021*](https://planipolis.iiep.unesco.org/sites/default/files/ressources/myanmar_nesp-english.pdf) [↑](#footnote-ref-3)
3. Myanmar Education Consortium (2016) [*Analysis of Inclusive Education in Myanmar*](https://mecmigration.files.wordpress.com/2016/05/mec-inclusive-education-analysis-report-july-20151.pdf) [↑](#footnote-ref-4)
4. Zun Wai Oo and N. Kawai (2023) [*The Impact of the Pandemic and Coup in Myanmar on Inclusive Education*](https://doi.org/10.1108/S1479-363620230000021010) [↑](#footnote-ref-5)
5. [*Myanmar Teachers Platform*](https://mmteacherplatform.net/en#hero) [↑](#footnote-ref-6)