

# Request for Quotation

## Community Education Position Paper

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### SECTION 1: Key information

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#### 1.1 Context

This Request for Quote (RFQ) is an invitation to suppliers/service providers to submit a quotation for the development of a Position Paper on Community Education (CE) within the Education and Training Board (ETB) Further Education and Training (FET) sector.

Working Title:

- *Study of the role, contribution and impact of Education and Training Board (ETB) Further Education and Training Provision and Support Services in Community Education in Ireland*

Further Education and Training is available in every community in Ireland, and offers every individual, regardless of any previous level of education, a pathway to take them as far as they want to go. It can offer personal development and fulfilment, a link to community and social networks, and a range of supports that reflect the diverse base of its learners. It also offers great opportunities to move into exciting and interesting vocations and careers, or a platform to develop the skills that will allow someone to flourish if they go on to further study in higher education. Learner feedback is generally positive, employment and progression outcomes are strong, and employers are highly satisfied with the quality of FET graduates (FET Strategy 2020-2024)

Community Education refers to community-based individual and group education and learning which takes place outside of the formal education setting with the aims of enhancing learning, supporting empowerment and contributing to civic society. It is located in communities, which can be area based, issue based or around some other value.

*“Community based adult learning: learning taking place in local communities, delivered by educational providers in collaboration with them” European Commission, 2011, European Adult Learning Glossary.*

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The *Programme for Government 2020* recognises the role of community education and its vital role in communities by supporting its schemes and initiatives post COVID-19.

Community education can transform individual lives and contributes to social cohesion. It enables civil society to play a key role in education with local groups taking responsibility for, and playing a role in organising courses, deciding on programme content and delivering tuition. It provides opportunities for inter-generational learning, builds self-confidence and self-esteem and for those with low skills or a negative experience of formal education, it can provide a stepping-stone to further learning, qualifications and rewarding work. The European Commission has also emphasized the key role of civil society in the promotion of adult learning, particularly in cultivating non-formal and informal learning, as well as the need to prioritize learning communities and social networks.

Future FET: Transforming Learning- The National Further Education and Training Strategy 2020-2024 is an ambitious new strategy based around the three core pillars of building skills, fostering inclusion and facilitating pathways. The Strategy proposes to ensure that a strong inclusive ethos will continue to underpin all FET services through four key actions:

- Consistent Learner Support
- Rooting FET in the Community
- Targeting Priority Cohorts
- Literacy and Numeracy Supports

Adult Learners are not a homogenous group and learner diversity covers a range of dimensions including previous education, personal disposition, current circumstances and cultural heritage. FET policies and strategies strive to ensure programmes and services are accessible to all learners and ETB FET services include provision of customised learning supports on an individual/group basis, literacy and numeracy support, language support and supportive learning technologies to accommodate learners with disabilities. FET Information and Guidance Services provide information and guidance to learners and prospective learners on local and national courses available as well as career guidance and progression opportunities. ETB FET provision offers certification at NFQ Levels 1-6, as well as an extensive range of vendor-certified and other accredited programmes, to a spectrum of socially, economically and educationally disadvantaged groups, including those facing literacy, numeracy and digital skills challenges, low skills workers, people who are unemployed, Travellers, lone parents, migrants, people suffering from rural isolation and people with disabilities.

One of the greatest attributes of FET is the way it has grown organically from the commitment in communities to come together to learn, develop and innovate to address local issues and promote local opportunities. This has created a diverse and

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inclusive FET system available in every corner of Ireland and it must remain rooted in its communities if it is going to continue to effectively evolve. Community Education plays a critical role in this regard, supporting participation and reengagement in education and training, with approximately 50,000 learners participating annually in ETB-supported community education programmes. An extensive network of community-based organisations works in partnership with ETBs, using their local reach and connectivity to develop learning projects to address local needs and facilitate the empowerment of learners and communities. The FET Strategy 2020-2024 outlines an approach to the development of a community education framework by SOLAS, ETBs, community-based organisations, learners and other relevant stakeholders. The strategy includes a suggested set of principles to underpin the development of the framework:

- Facilitating diversity of learning and learners
- Working in partnership with ETBs to ensure strategic approach
- Ensuring consistency in support for community education
- Tailoring approach to data and outcomes to reflect delivery model
- Embedding technology to maximise community access
- Linking to pathways within FET and beyond
- Delivering quality learning experience

ETBs are committed to supporting Community Education and the implementation of national policies and strategies that underpin Community Education including:

1. Future of FET – Transforming Learning (National FET Strategy 2020-2024)
2. Programme for Government 2020
3. Action Plan for Education 2020
5. Learning for Life White Paper on Adult Education 2000
6. National Action Plan for Social Inclusion 2018-2021
6. National Skills Strategy 2025

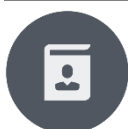


## 1.2 Our timeline

- a. Here is our timeline for this RFQ.

<b>Deadline for Quotes:</b>	<b>Friday 23-10-2020</b>
<b>Anticipated Contract start date:</b>	<b>Monday 9-11-2020</b>

All dates and times stated are local time.



## 1.3 How to contact us

- a. All enquiries must be directed to our ETB's nominated Point of Contact. We will manage all external communications through this Point of Contact only.

### b. Our Point of Contact

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**Name:** Siobhan McEntee

**Email address:** [rfg@etbi.ie](mailto:rfg@etbi.ie)

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#### 1.4 Developing and submitting your Quote

- a. You must use the Response Form provided below
  - b. You may only include product brochures and appendices that are relevant to your response
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#### 1.5 Manner for submitting your Quote

- a. Quotes must only be submitted by email/electronically to the following address:

[rfg@etbi.ie](mailto:rfg@etbi.ie)

Quotes sent by post or fax, or hard copy delivered to our ETB, **will not be accepted.**

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#### 1.6 Our RFQ Process, Terms and Conditions

##### 6. Our RFQ Process, Terms and Conditions

In submitting a quote, the supplier/service provider agrees to the following:

##### **Offer Validity Period**

- a. that their quote will remain open for acceptance by the ETB for three (3) calendar months from the Deadline for Quotes.

##### **Compliance**

- b. The Services will be provided in compliance with:
  - i.all local security and health and safety arrangements as notified to ETBI by the Contracting Authority;
  - ii.good industry practice;
  - iii.all applicable laws, including, but not limited to, human rights laws and best practice guidelines, Irish and European employment legislation, data protection legislation and relevant taxation laws.

##### iv.**Status of Parties**

- c. The Service Provider is deemed to be the Contractor under any Agreement arising out of this RFQ and on appointment, shall assume full responsibility for the discharge of all obligations under such Agreement and all the duties, responsibilities and obligations associated with the position of Contractor;
- d. The Contractor shall be an independent contractor and not the employee of the Contracting Authority (hereinafter, together known as 'the Parties').

##### **Provision of Services**

- e. The Contractor undertakes to act with due care, skill and diligence in the provision of the Services and generally in the carrying out of its obligations under any Agreement arising out of this RFQ and in the appointment, monitoring and retention of its agents and subcontractors.

##### **Indemnity**

- f. The Contractor shall be liable for and shall indemnify the Contracting Authority for and in respect of all and any losses, claims, demands, damages or expenses which the Contracting Authority may suffer due to and arising directly as a result of the negligence, act or omission, breach of contract, breach of duty, insolvency, recklessness, bad faith, wilful default or fraud of the Contractor, its employees, subcontractors or agents or any of them or as a result of the Contractor's failure to exercise skill, care and diligence as is outlined herein. The
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terms of this clause shall survive termination for any reason of any Agreement entered into by the Parties.

**Confidentiality**

g. All information to which the Contractor shall be privy is to be held confidentially, and the Contractor shall not disclose same to any third party except:

i.as may be required by law; or

ii.as may be necessary to give effect to provision of the Services;

**Non-binding nature of request**

h. ETBI reserves the right not to award any contract under this RFQ

**Intellectual property and copyright**

i. All work and information compiled by the Contractor under any Agreement arising out of this RFQ shall be the intellectual property of ETBI, who shall retain the copyright thereof. Therefore, no reproduction of any work or information compiled under such Agreement, in any manner or format, may occur without the express written permission of ETBI.

**Termination**

j. Any agreement which may be entered into between the Parties on foot of this RFQ, may be terminated by the Contracting Authority, without liability for compensation or damages, by serving 14 days written notice to the Contractor.

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## **SECTION 2: Our Requirements**

### **2.1 What we require**

Education and Training Boards Ireland (ETBI) are currently looking to conduct research on Community Education (CE) within the context of our Further Education and Training function.

The objectives of the research are:

- To define Community Education in the context of the ETB FET sector
- To contextualise the purpose and role of ETB FET Provision and Support Services in community education in terms of relevant national and EU policies and strategies
- To review and confirm areas of community education which are encompassed within ETB FET Provision and Support Services
- To quantify the contribution of ETB FET Provision and Support Services to community education
- To demonstrate the variety of the ETB contribution using case studies and examples of good practice
- To assess the impact of ETB FET Provision and Support Services on community education in Ireland
- To present a vision for ETB FET Community Education

## **SECTION 3: Our Evaluation Approach**

### **3.1 Evaluation Model**

These will then be assessed objectively against the stated award criteria

**Subject to these pre-conditions (if applicable)**

This section is **applicable**

Each quotation/proposal must meet all these pre-conditions.

Pre-conditions/Minimum Requirements
Demonstrate knowledge and track record in delivery of research projects Awareness of Further Education and Training models and principles Evidence of capability in dealing with similar research projects Final Report will be delivered by 29-01-2021

Evaluation Model	
<b>Cost</b>	<b>20%</b>
<b>Quality and Comprehensiveness of proposal approach having regard to the requirements of the project with the timeframe allocated</b>	<b>20%</b>
<b>Demonstrated knowledge and track record in delivery of research project</b>	<b>20%</b>
<b>Awareness of Further Education and Training models and principles</b>	<b>20%</b>
<b>Evidence of capability in dealing with similar research projects</b>	<b>20%</b>

## SECTION 4: Pricing Information

### 1.1 Pricing information to be provided by suppliers/service providers

In submitting the price, the supplier/service provider must meet the following:

- a. Suppliers/Service Providers are to use the pricing schedule template provided below.
- b. The pricing schedule must show a breakdown of all costs, fees, expenses and charges associated with the full delivery of the requirements over the whole of the life of the contract. It must also clearly state the total contract price exclusive of VAT.
- c. Where the price, or part of the price, is based on fee rates, all rates must be specified, either hourly or daily or both as required.

- d. In preparing their quote, suppliers/service providers are to consider all risks, contingencies and other circumstances relating to the delivery of the requirements and include adequate provision in the quote and pricing information to manage such risks and contingencies.
- e. Suppliers/Service Providers are to document in their quote all assumptions and qualifications made about the delivery of the requirements, including in the financial pricing information. Any assumption that the ETB or a third party will incur cost related to the delivery of the requirements must be stated, and the cost estimated, if possible.
- f. Prices should be tendered in Euro (€) Ex-VAT. Unless otherwise agreed, the ETB will arrange contractual payments in Euro (€).

## Request for Quotation

Supplier/Service Provider Response

[insert supplier name]

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### Supplier/Service Provider Details

Name:	[insert supplier name]
VAT Number	Click here to enter text.
Postal Address:	Click here to enter text.
Contact Person or Persons:	Click here to enter text.
Telephone:	Click here to enter text.
Email:	Click here to enter text.
Internet address (web address) (if applicable)	Click here to enter text.

### Confirmations

I submit the following quote in response to your RFQ. I confirm that [insert supplier name] is able to deliver the requirements as follows:

- To the required standard
- By the delivery date
- In the quantity requested
- To the/at the location requested
- Validity Period
- T's & C's accepted



### How We Meet Your Needs

I believe that my quotation proposal meets or exceeds the award criteria, as follows:

[Click here to enter text.](#)

In submitting this quote we have made the following assumptions:

[Click here to enter text.](#)

### Pricing

Our **total price** for delivery of the requirements is **€[Click here to enter text.](#)** exclusive of VAT

A breakdown of the price is as follows;

[Click here to enter text.](#)

### Authorisations & Sign Off

I have been authorised to submit this quote on behalf of **[\[insert supplier name\]](#)**

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**Signature:**

**Full name:**

[Click here to enter text.](#)

**Title/Position:**

[Click here to enter text.](#)

**Date:**

[Click here to enter a date.](#)

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