

## **Annex 5: TERMS OF REFERENCE**

**Overall Objective:** *to compile in a single narrative structure, a portfolio of credible evidence of the achievements of the programme Ceibal en Inglés to illustrate the British Council's work and capability in delivering the programme in Uruguay and its contribution to the programme's objectives and outcomes, and to illustrate the British Council's capability to effect transformational change on an educational system when working with a partner over time.*

The British Council requires consultants to conduct a deep dive evaluation of our *Ceibal en Inglés* programme, which will draw from existing monitoring evidence and reports to create a narrative which demonstrates achievement on the field of English Language Teaching through delivering the *Ceibal en Inglés* programme in Uruguay and the contribution of the British Council as delivery partner. The study will pull together credible evidence from a cross section of primary and secondary sources to demonstrate the achievements of the programme particularly around student and teachers' outcomes and build a foundation of knowledge of British Council's contributions, work and capability in delivering it.

**This study will focus on improvements in English Language teaching, and learning among pupils and teachers and how the British Council contributed and added value to the implementation of the programme in Uruguay in line with the strategic objectives and the programmes' designed outcomes.**

**Ceibal en Inglés Theory of Change** is summarised as follows:

Due to insufficient in-class teachers in Uruguay, the British Council provides English Language teaching in primary state schools through a combination of weekly English lessons via videoconferencing supported by in class follow-up practice lessons and extracurricular activities. This approach enables pupils to improve their English Language skills and to increase their level of engagement with the language and the culture which leads them to achieve at least CEFR A+1 after 200 hours of language instruction. Teachers also improve their teaching practice, classroom management, use of learning technologies and professional awareness hence they become more proficient and empowered to deliver English Language and remote teaching. Altogether these changes in approach to English language teaching and learning in Uruguay have a sustainable and positive impact in its education system.

### **1.1 Background**

The British Council currently teaches more than 960 classes weekly from our teaching centre in Buenos Aires, as part of the Uruguayan project *Ceibal en Inglés*. The reach from our offices is currently more than 24,000 pupils, but at some point in previous years, it reached more than 75,000 pupils. This project is a long-term strategy to enable the teaching of English to upper primary (4<sup>th</sup> to 6<sup>th</sup> grade) pupils in state schools in Uruguay.

The general objectives of the *Ceibal en Inglés* program are to take children from beginner level to level A1/A2 in the Common European Framework of Reference for Languages (CEFR) by the end of the sixth grade and in passing to improve the English language proficiency of local classroom teachers, and their ability to help the pupils practice English.

### ***Project history***

The *Ceibal in English* Project began as a small pilot in July 2012, when we began teaching 50 remote classes per week in 20 urban schools on the outskirts of Montevideo, with teachers from Argentina, Colombia, and Mexico. Classes are interactive and in real time, using video conferencing technology, and the British Council was also contracted as project managers, to produce lesson plans and materials, and to quality manage the teaching as well as providing continuing professional development (CPD) to all teachers on the programme.

In 2014 we signed a 3-year contract with Plan Ceibal to progressively expand to 500 classes per week, by mid-year the number exceeded 1,000, including classes from a provider in the Philippines. 70% of all classes were now being delivered by the British Council or British Council managed institutes.

In 2015, the British Council started large-scale remote teaching from a purpose-built Remote Teaching Centre (RTC) in Buenos Aires, and from British Council managed teaching points in Montevideo.

In 2017 we renewed the contract for 3 more years, with more than 2,200 hours of class per week by British Council and different institutes (in Argentina, Uruguay, the Philippines, and the UK) that worked in association with the British Council. Our Remote Teaching Centre in Argentina was responsible for teaching more than 30% of those classes.

In 2021, the contract was renewed for another 3 years, with the scope of the British Council's involvement being reduced to delivering classes from the RTC in Buenos Aires, and teacher development.

### ***How does it work?***

The teaching consists of one remote class taught by the RT (remote teacher of English), followed by two follow-up practice classes, facilitated by the CT (local classroom teacher) and based on the input of the remote class.

Specially designed lesson plans guide the remote teacher and the classroom teacher in the content of the classes using games, songs, videos and other digital materials. Currently, *Ceibal en Inglés* uses a platform and lesson plans provided by Little Bridge.

One of the innovative elements of this project is the coordination work of the pedagogical pair formed by the RT, who teaches a 45-minute class each week by videoconference, and the CT who does not need to have previous knowledge of English, and who is responsible for the other two 45-minute classes using the activity bank available on the Learning Management System (CREA2, a branded version of Schoology) and (lately) Little Bridge (gamified resources for young learners) .

Hence, three 45-minute English classes per week are delivered to classrooms with an average of 25 pupils per class. Lesson A is taught by the remote teacher via videoconference and follow-up practice classes B and C are taught face-to-face by local Uruguayan classroom teachers, with little knowledge of English, using handheld devices and technology to improve English learning standards.

The local classroom teacher is present throughout the remote lesson A, facilitating classroom management and learning the language points to be practiced in lessons B and C. Team teaching is key to this project, with group meetings weekly coordination between the distance teacher and the local classroom teacher, in which the remote teacher helps the Uruguayan classroom teacher to prepare the lessons and practice the English to be covered. Detailed step-by-step lesson plans are provided in both English and Spanish. Local teachers are often only one step ahead of pupils in terms of their level of English.

## **Quality Management**

In order to manage teaching quality, a large quality management system was developed by British Council and Ceibal, involving regular classroom observations (either from the RT's point-of-view by QMs (Quality Managers), or physically in the classroom by a team of 'mentors', who act as liaison between Ceibal and the primary schools), and which evolved to include ongoing evaluation by Ceibal of the remote teaching institute's procedures and performance.

### **1.2 Purpose and evaluation questions**

The evaluation will seek evidence to highlight effectiveness in achieving teacher and student outcomes as per the objectives of the programme and the contribution of the British Council to them and its role as delivery partner, and examine the benefits of a partnership and programme that has been allowed to develop over a long period of time (i.e. 10 years).

The current body of evidence across *Ceibal in Inglés* is varied. The evaluation will draw from existing reports and academic papers to systematize the available evidence in secondary sources and identify the gaps to be filled in with primary sources. In that sense, it's likely that the evaluation will be conducted in two phases:

**Phase 1** - an initial systematisation of evidence from available internal and external reports and desk research including other documents (e.g. book chapters, academic papers, etc.) that talk about *Ceibal en Inglés* with initial conclusions with a follow up identification of

evidence gaps – **Output: inception report** (i.e. design of research/evaluation methodology, work plan and literature review to include secondary data analysis (e.g. review of existing project reports and documentation), gaps identified, and proposed structure of final reports.

**Phase 2** – a data collection and systematisation of evidence from primary sources to fill in those evidence gaps with final conclusions – **Output: final report (including Executive Summary)**

The evaluation questions are:

- To what extent is there evidence that primary pupils have increased their English as a result of taking part in the programme?
- What benefits have remote teachers gained as a result of the teacher development programme run by the British Council (i.e. methodology for teaching remotely, use of learning technologies, classroom management at a distance, etc)?
- What benefits did the local classroom teachers achieve in terms of English proficiency and improving classroom practice (e.g. methodology for practising English, classroom management, and professional awareness, etc.)?
- What is the perceived difference in learning outcomes and experience between learning face-to-face and via remote teaching?
- What has been the effect of the quality management system put into place for CEI?
- *Ceibal en Inglés* relies on collaborative expertise between the private and public education sector, and on (mostly) private sector English language teachers working in the public school system in Uruguay. What challenges and/or difficulties exist when it comes to facilitating / enabling this cooperation?
- What long-term, sustainable, positive impacts can be determined on the education system in Uruguay, and to what extent are they due to the longevity of the project and / or partnership?
- What is the value of that the British Council brings as a long-term partner for the *Ceibal en Inglés* programme?

These questions refer to the specific effectiveness of the programme in achieving its objectives, the delivery method of the programme compared to traditional teaching and the value that the British Council brings as delivery partner through mechanisms like the quality management system and our cultural relations approach.

Particularly, the last question is linked to the British Council value statement: *Commitment over the long term supports good will and deeper relationships, as a partner that delivers mutual benefits*. This question may be answered, for instance, with a case study of our

work as a long-term delivery partner in Uruguay and favourability to the UK through working with British Council.

### **1.3 Assumptions, previous findings, and other relevant information**

A logic model with initial assumptions has been developed and is the basis to conduct the evaluation alongside the evaluation questions mentioned before. Here are also other assumptions and previous findings in support of the evaluation questions as well as other relevant information on the scope of impact that this programme has had in Uruguay:

- Without *Ceibal en Inglés*, due to a shortage of teachers, 2/3 of upper primary pupils in Uruguay would not have the opportunity to learn English
- The British Council has played a vital role in *Ceibal en Inglés*, as project manager until 2020, establishing the quality management system, and delivering around 70% of the classes until 2020
- *Ceibal en Inglés* has provided more equal access to quality education in Uruguay, helping young people develop skills and resilience, an international outlook, and improved life opportunities
- The British Council's expertise in education, teaching English and education systems, combined with the technical knowledge and experience of Ceibal led to an innovative solution to the shortage of trained English teachers in Uruguay that was also praised by the World Bank for being an innovative use of technology and collaboration between private sector academies and the state educational system. Over 3,300 English classes a week are now taught remotely, which means 96% of Uruguayan children in 4<sup>th</sup> to 6<sup>th</sup> grade urban schools are able to study English
- The project has inspired the use of remote teaching approaches in a large-scale project in Rwanda, adapting the methodology to a low-technological context as part of a blended language learning programme for primary school teachers
- Collaboration, peer support and partnerships are at the heart of *Ceibal en Inglés*, which is centred on an innovative team-teaching methodology, and creating a new type of learning environment which opens up the classroom walls to a world outside of school
- The British Council was instrumental in devising and designing an impact test for the project in 2014, which was later expanded to become the national adaptative test of English in Uruguay, allowing for the testing of a large population of pupils with diverse backgrounds and proficiency levels, and which is now offered to all upper primary pupils and some of the secondary school pupils in the country.
- Local classroom teachers are empowered to develop their skills and have opportunities to learn English themselves
- A new type of innovative learning environment has been fostered, which has led to an education community with regular meetings and events including a festival of theatre celebrating Shakespeare, and song competitions.
- Case studies, research papers, conference presentations, and teacher narratives have been published about the experience, adding academic value to the practice of remote teaching and online learning, and making it easier for other countries and organisations to adopt / adapt the practices carried out in the project. The British

Council has actively led this process producing publications and actively disseminating the project internationally

What we need in this evaluation is to join all the dots and find if there is credible evidence to confirm these hypotheses and answer the evaluation questions.

#### 1.4 The Task

This study will **identify and collate credible evidence from primary and secondary sources, presented in a clear narrative structure**, to demonstrate the outcomes from the *Ceibal en Inglés* programme and the British Council's added value in delivering the programme and its contribution to the programme outcomes. While initially desk-based, the preparation of the evaluation and case studies will need to include interviews with key stakeholders by theme, especially to fill in evidence gap during the proposed phase 2. The British Council and Ceibal will make existing evidence available to the consultants and it ranges from academic papers publicly available to internal reports to adaptive test results. Additionally, the Consultants should carry out desk research of their own to take into account additional academic papers, reports, etc. We expect these to be in English and Spanish.

The Consultant(s) should assess and extract the underlying evidence to answer the evaluation questions and the contribution of the British Council to the achievement of the programme:

The Consultant(s) will fulfil the task objectives through the following:

- The **design<sup>1</sup> and implementation** of an evaluation over a 4-6 month period with specific dates to be confirmed by British Council and agreed with Consultant(s), to gather and review existing evidence of the *Ceibal en Inglés* programme, in two stages as outlined above. The expected final report should be ready by December 2023.
- **Review the programme documentation** from different sources to identify credible evidence that could help start finding answers to the evaluation questions
- **Conduct interviews** with programme staff in the British Council and local partner **to gather an in depth understanding** of the programme and the relevant context
- **Identify evidence gaps** that must be filled in to answer the evaluation questions and conduct **desk research** to complement with additional information
- **Design a methodology** and tools and **collect** information to fill in gaps and include beneficiaries of the programme (i.e. teachers) in this data collection exercise
- **Produce a high quality report<sup>2</sup> (the *Final Report*) in English** setting out, in a clear narrative form, the programme objectives / supporting theory and what was

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<sup>1</sup> The Consultant (s) will set out a plan, including key themes to be explored and a structure for presentation of data, to be agreed with BC.

<sup>2</sup> Outline and structure to be agreed with the BC

delivered, and what the outcome(s) was/were, drawing on the credible evidence which supports it (or, if drawing inferences, being clear about the extent to which the narrative is supported by data, and where outcomes have been assumed) all in line to the evaluation questions. The report should include findings that demonstrate British Council's approach, and, where possible, what was attributable to the British Council's cultural relations approach. This report will be made available in the public domain and will be reviewed by both internal British Council stakeholders and our local partner in Uruguay. The report should include as many visuals as possible to make it easier to read (i.e. infographics)

- Complete **an executive summary**, where key findings and relevant information are presented in a systematised and succinct easy to read way. The template will be provided by the British Council and it's expected that it includes quotes, statistics and excerpts from the report that could be used for collaterals being produced.
- A mid-term and a final **presentation of the findings**; the first one will likely be internal only while the second will likely include external stakeholders

## 1.5 Key Considerations

1. Much of the existing evidence is in reports written in Spanish and local partner staff and beneficiaries are Spanish speaking natives. It will be important that the consultant has a team with people fluent in Spanish and English.
2. The **maximum budget available for this study is £45,000 including VAT or other taxes** applicable so it is important that supplier consider legal status when budgeting for this evaluation.
3. We are not expecting suppliers to do study visits but to conduct interviews with stakeholders and beneficiaries via teleconference or videoconference; and attend virtual meetings with project manager and evaluation advisor when needed and as agreed between the parties. Consultant team could also appoint Uruguayan staff if that makes the implementation of the data collection process easier.
4. We expect appointed consultant will have a very good understanding of ELT in Education and experience in evaluation of English programmes. It is desirable that consultant has worked in the region before and preferably is familiar to some degree with *Ceibal en Inglés*, and with remote teaching in ELT.

## 1.6 Governance

The Consultant(s) will report to Ana Rosales (Programme Lead) and her team for all contractual and logistical issues as well as for all implementation and finance activities, and to Liliana Carral (Evidence and Evaluation Manager) who will act as advisor for all the technical aspects of the evaluation. A timeline of meetings and draft reports (submitted in the agreed format) will be agreed in the initial Briefing Meeting before the evaluation commences.

Clear lines of communication with regular monitoring and progress reporting will be established to ensure the study is completed within the agreed timelines, with expected quality, and to ensure any risks or issues are raised promptly as the work progresses.

Key outputs may also be independently quality assured through the British Council's quality assurance framework agreement.

### **1.7 Consultant qualifications**

The British Council seeks an experienced independent consultant (s) to design and undertake this study, to gather credible and contextualised evidence in response to the evaluation questions.

The Consultant (s) will be selected through a limited competitive tender process.

- 10+ years of experience in designing, leading and managing field and desk-based studies and data analysis.
- Strong experience in a range of analytical methods, including innovative qualitative approaches and undertaking case studies.
- Experience (and understanding of challenges) in undertaking research and evaluations in ELT in Education programmes.
- Experience in data collation, analysis and synthesis, and gathering learning.
- Experience of conducting studies in development contexts working with local teams, specifically in international development programmes governed by bilateral or multilateral partnerships
- Demonstrated experience in the production of high quality and timely reports.
- Interpersonal and communication skills.
- Languages:
  - Superior oral and written English;
  - Spanish reading and speaking proficiency
- It is desirable that the supplier has already worked in Ceibal en Inglés programme, or at least is familiar with it and/or with Remote Teaching.

### **1.8 The proposal and additional documents**

Suppliers should use the Supplier Response Templates and respond in English and preferably on a PDF format. They are free to include additional documents to support their qualifications provided that they follow specifications in the instructions for responding on the Request for Proposal.

### **1.9 Pricing structure**

Consultants must present their pricing proposal establishing

1. The activity or activities
2. The staffing structure (i.e. senior researcher, junior researcher)
3. The number of days per staff per activity
4. The cost per staff day
5. The total cost
6. Taxes (if applicable)

## 1.10 Other Relevant Details

<b>Intended users:</b>	<ul style="list-style-type: none"> <li>- <b>British Council country and regional leadership team</b></li> <li>- <b>British Council English Programmes leadership team</b></li> <li>- <b>Ceibal en Inglés staff in local country</b></li> <li>- <b>Uruguayan government and stakeholders</b></li> </ul>
<b>Key Stakeholders:</b>	<p>Ceibal</p> <p>In-country and regional programme staff</p> <p>Evidence and Evaluation Manager</p> <p>Regional and Global English Leadership</p>
<b>Relevant docs:</b>	<p>A range of documents categorised as follow will be shared with consultant upon appointment:</p> <p><b>1. British Council reports</b></p> <p>Public academic evidence: include background information of the programme, evidence of impact in the education system.</p> <p>Internal and external reports which are mostly learning pieces to identify areas of improvement</p> <p><b>2. External Ceibal Reports</b></p> <p>Including adaptive tests reports</p> <p><b>3. Other reports</b></p>
<b>Outputs:</b>	<ul style="list-style-type: none"> <li>- Proposed plan/ approach for the evaluation</li> <li>- Inception and final reports which include a range of information from secondary sources, desk research and primary sources</li> <li>- Executive Summary with key excerpts from evaluation</li> </ul>

	- Mid-term and final presentation
<b>Intellectual Property:</b>	The full report as well as all raw data associated with the research will be the intellectual property of the British Council.