

# REQUEST FOR PROPOSAL

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Evaluation/Inspection IT system (Phase 1)

## DOCUMENT DETAILS

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Owner	Ministry Of Education
Purpose	Evaluation/Inspection IT system ( Phase 1)
Version	Version#1

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# 1 PROJECT INFORMATION AND BACKGROUND

## 1.1 Definition of Terms

- 1.1.1 In this Request for Proposals Document, the following capitalised words and expressions have the meanings hereby assigned to them, unless the context specifically requires otherwise. It should be noted that references to the singular include the plural and vice versa:
- 1.1.1.1 **MOE:** Ministry of Education
  - 1.1.1.2 **Authorised Representative:** means the nominated representative of the Bidder;
  - 1.1.1.3 **Bidder:** means any person, firm, or company/consortium that has been invited to compete for the award of the contract and who submits an RFP Response to MOE;
  - 1.1.1.4 **Closing Time and Date:** shall have the meaning given to it in Section 4 of this RFP;
  - 1.1.1.5 **Competition:** means the Competition for the award of contract by MOE;
  - 1.1.1.6 **Contractor:** means, if MOE awards the Contract following the Competition, the entity with which MOE enters into the MOE Contract;
  - 1.1.1.7 **MOE Contract:** means the contract for the carrying out of the Project;
  - 1.1.1.8 **Preferred Bidder:** means the Bidder who, on the basis of applying the scoring and award criteria established by MOE for the purposes of this procurement, will be invited to enter into the post tender negotiation stage.
  - 1.1.1.9 **Project Agreement:** means any contract or contracts awarded by MOE to any Contractor relating to the Project;
  - 1.1.1.10 **RFP Response:** means the response including the Annexes submitted by Bidders in response to the Request for Proposals (RFP) issued by MOE; and
  - 1.1.1.11 **UAE:** means the United Arab Emirates.
  - 1.1.1.12 **Department of Evaluation and Quality:** the department responsible for the system
  - 1.1.1.13 **Educational Authorities:** other educational that are responsible for the evaluation/inspection in other Emirates.
  - 1.1.1.14 **EYCC:** Early Years Child Centre
  - 1.1.1.15 **Evaluation process:** the process where the quality of education in an EYCC or School is implemented.
  - 1.1.1.16 **Evaluation framework:** the framework with the set of standards used to evaluate the quality of education in an EYCC or school.
  - 1.1.1.17 **Evaluators/inspectors:** the persons that conducts the evaluation process either a lead or a team or QA.
  - 1.1.1.18 **Standards:** level one of evaluation criteria in the framework
  - 1.1.1.19 **Indictors:** level two of evaluation criteria in the framework
  - 1.1.1.20 **Elements:** level three of evaluation criteria in the framework
  - 1.1.1.21 **Aspects:** level four of evaluation criteria in the framework
  - 1.1.1.22 **Descriptors:** it is the description of the level four "Aspect"
  - 1.1.1.23 **Levels of descriptors:** it is the description that match the judgments from outstanding to weak
  - 1.1.1.24 **Electronic evidence record forms (eERF's):** is the form that the evaluators use to record their judgments and evidence.
  - 1.1.1.25 **School Self-Evaluation form (SEF):** the document used by the school to fill their evidence based on the framework.
  - 1.1.1.26 **School Improvement Planning (SIP):** the document used by the school to show their development plans and actions.



1.1.1.27 **Pre-Evaluation Briefing (PEB):** the document prepared by the lead and evaluators to describe school and trials needed by the teams to do in the school evaluation process.

## 2 STATEMENT OF REQUIREMENTS

### 2.1 Scope of Required Services

In line with the UAE Ministry of Education's vision to keep up with the latest modern technology systems, and in accordance with the UAE's vision of innovation, seven star services and the Smart Government to pursuit for the 2021 Vision. The Evaluation and Quality Department in the Ministry of Education (MoE) seeks to develop an IT system for the school evaluation processes aligned with the international standards and quality.

The Ministry of Education (MOE) has been working hard to develop an updated evaluation/inspection framework. This fully unified framework embeds all of the current projects underpinning the National Priorities for the UAE. The evaluation/Inspection framework will be used to evaluate all public and private schools and Early Years Child Centres (EYCC) across the UAE emirates. Hence, different educational authorities will be using the system in their schools evaluation/inspections. The system in it functions should cover the EYCC and schools. The system encompasses the following:

1. Evaluation of Early Years Child Centres (nurseries and kindergartens) (EYCC) up to the grade 2. This system has the same main functions of the evaluation process but the target is different which the EYCC, the framework is and process for this should be ready by May or June 2019.
2. Evaluations of schools from grade 3 through grade 12.

The system is expected to be multilingual, starting with two languages (Arabic-English) and provides a link between the MoE and other educational Authorities in the UAE as well as all the public and private schools and EYCC.

The evaluation/inspection process consists of mainly three sub-process: pre-evaluation, during and after the evaluation/inspection process. Each of these sub-processes will be explained later in this section.

The specification for much of the pre-evaluation administration (calendar, scheduling, deployment, school profile etc.) is not significantly different from those systems currently employed for the existing framework. However, the planned methodology for evaluation and inspection and in particular the manner in which evaluation evidence is collected analysed and the judgements generated is markedly different from the current practice.

The MOE is therefore requesting proposals for the development of a bespoke IT system to cover the administration, school-based evaluation, judgement calculations and final report generation and publication. The system handles highly sensitive data information and needs to have the highest levels of security, that multiple educational authorities can be defined within the system and each authority is going to own their data saying that even database administrators cannot view other authority's data.

For the purposes of the scope below, please note that the new inspection/evaluation quality-framework is sub-divided as follows: Framework sub-divided into 3 named standards. Within these standards, the next level are indicators (10). These are further sub-divided into elements (36). The final sub-division is where there are finally quality-descriptors; the elements are sub-divided into 108 aspects. The aspect descriptors are each in 5 levels (outstanding, very good, good, acceptable and weak) and it is aspect descriptors that inspectors are selecting during activities.

## 2.2 System users

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Users of this system will be the internal staff of the educational authority and users from schools as below:

### 1- School and EYCC coordinators

- Work on a smart sharing documents, forms and information with the Evaluation Authorities
- Fill, download and Submit documents and forms required for the evaluation process
- Fill & submit in the required self-evaluation forms for the school
- Update & Submit school calendar

### 2- IT functional support administrator

Conduct all system administration related activities including but not limited to:

- Users and roles management
- Framework management
- Building forms and reports
- Track activity log and users

### 3- Evaluators / Inspectors (internal and External)

Evaluators team:

- Update calendar and inspector profile
- Review the school documents and participate in preparing the pre-evaluation briefing
- Write various evidence on the system (eERF's) according to the privileges given to them.
- Access to view other evaluators' evidence forms and reports
- Share discussion and viewpoints with the school same teams through chat windows (Communication module)
- Shadow evaluators to participate in evaluation process for given responsibilities

Evaluators lead:

- Update calendar and inspector profile
- Manage the privileges to assign the tasks for each evaluator per visit
- Extract reports before throughout the complete the evaluation process (Pre, during & post)
- follow-up evaluation process via tools to analyse, communication and give feedback on team
- Update the QA team on a daily base
- Review the school documents and participate in the preparation of the pre-evaluation briefing

### 4- Quality Assurance (QA) evaluators

- Review documents and PIB of the school, arrange and conduct school visits
- Prepare a report on the school, lead and all the team
- Report back to department on the QA visit

### 5- Report editors

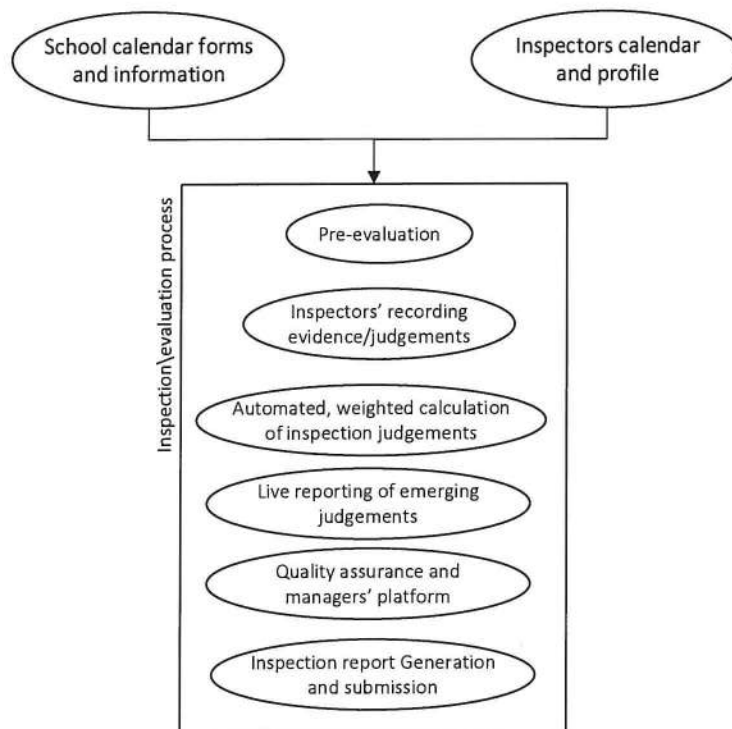
- Manage the reports layout and content, as all reports will be customized as per each educational authority

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## 2.3 Evaluation/Inspection Main Activities

### High-Level Process Diagram



#### School calendar, forms and information

- Schools submit this information, that is required for the inspection to run smoothly and effectively
- The interactive calendar shall embed statutory national holidays and allow schools to add additional days when school is not available to conduct inspection activities
- This calendar has to be transparent to inspection/evaluation administration and management teams
- Providing schools with a self-evaluation and school improvement planning tool (SEF/SIP) and flags (once an inspection has been triggered) to have their SEF/SIP up to date on the system. These tools to be transparent to administration, management and inspection teams. Within this tool, the requirement to upload (or provide links) to evidence-based documents which are cited by the school in their SEF/SIP
- Providing schools with the tools to upload data information/ documents (assessment, attendance, health and safety, behavioural etc.); to pre-populate sections of the inspector-evaluation modules in order for some judgements to be pre-calculated (e.g. National Agenda data (TIMSS/PISA etc.) – all to be transparent to inspection teams
- Embed these tools into a larger 'profile' for the school to upload all the relevant data and information required by the inspection team (curriculum, licences, numbers on roll, staff information, turnover, significant changes since previous year etc.)

#### Pre-inspection/evaluation activity portal

- Team Leaders, Team Members and QA to pull together the entered data, information and evidences and prepare for the inspection, this comprehensive module draws together into one place everything that evaluator (inspector) requires during the pre-inspection phase. Information includes pre-inspection



activity (School Self-Evaluation form (SEF), School Improvement Planning (SIP), school profile, previous inspection reports, data information, standard documents)

- Team Creation, Allocation and Assignment:  
The pre-allocation of the team controls the pre-evaluation briefing (PEB) accessibility for each evaluator. This to draw from the above documentation and data to flag and signpost to the designated inspectors' areas of inspection that might need more of a sharp focus (E.g. teaching in the middle phase in the previous year and in the SEF are judged as less strong than other phases) based on pre-defined criteria
- pre-evaluation briefing (PEB) Approval  
The PEB should be revised and approved by the lead and then by the QA.

## Recording Evidences and Judgments

- An activity-based "running" electronic evidence recording forms with the descriptors of the framework embedded
- Providing electronic evidence recording forms (eERF's) that address each of the key activities (lesson observation, learning walk, document analysis, work-evaluation, discussion, data analysis, other)
- These eERF's have different aspects to be written in a style to suit the activity, meaning that each type of ERF will have a different type of structure/form based on the selected aspects from the framework
- Creating evidence forms that constantly put the framework in front of inspectors: These eERF's has to be designed to present to the inspector screens of relevant sections of the framework
- Descriptors at **aspect** level, numbered 1 (weak) to 5 (outstanding)), then allowing inspectors, during activity, to make selections from Outstanding through Very Good, Good, Acceptable and to Weak
- These eERF's has to allow inspectors to choose a judgement from one of the descriptors and write a text in the narrative-box, where they elaborate and give examples of the evidence they have found.
- Later all ERF's will be linked together with other ERF's to formulate the final judgment

## Automated, weighted calculation of Inspection judgments

- Developing an automated calculator for judgements to be generated: each activity-judgement above (e.g. "Acceptable: for aspect 2.1.1a in 'curriculum') to count as '1' in a system that takes the sum of these judgements (from all inspectors) and starts to generate an average judgement (per phase and per subject where relevant) for each of the 36 elements. Average judgements from the integer aspects (1-5) are now to one decimal place, where the threshold is 0.6 (e.g. Very Good bandwidth is 3.6-4.5) (actual formula for calculating the band will be discussed later)
- Developing an engine that takes the element judgements and combines them (weighted) to generate indicator judgements (again to 1 decimal place with the same bandwidths). The weightings require being flexible (removed entirely and wholly customisable). Where required judgements are whole school, by phase, by phase & subject – this too needs to be flexible
- Creating a single report for these evaluation judgements – aspects to elements; elements to weighted indicators. These to be summarised on a single chart, per school – visible to all (QA, lead, team, managers). Allowing for definitive indicator judgements when in a given bandwidth and a 'soft boundary' when inconclusive. For example if 2.1 Curriculum is 3.7 to 4.4 outcome is Very good but if it is 3.5 or 3.6 (Good/Very good) and if it is 4.5 or 4.6 (Very good/Outstanding). These marginal (cusp) judgements then discussed and changed by the lead/team (leaving the original data in place)
- The system shall allow the editing of the judgment formula to make the different final judgments

## Live reporting of emerging judgments - highly flexible

- A live reporting platform for emerging judgements (graphically/heat maps) at **element** and **indicator** level and overall judgments
- Being automatically generated by the system responding to inspector input (and weighted accordingly)- flexibility to make the different reports visible to all or limited to those with specific permission (e.g. the science inspector who also happens to be allocated 2.1 curriculum and 3.2 governance) and to be turned on and off at different times during the inspection/evaluation

## Quality assurance and Quality managers platform

- Making the entire system transparent to QA personnel (and managers)
- Create a flexible intelligent search platform for QA personnel to interrogate the data/information across the platform and to summarise in writing their findings and recommendations to the lead inspectors, team inspectors and managers
- With almost all of the platform available through this portal, intelligent searching and a tool that facilitates "triangulation" of data and cited evidence/text from inspectors/leads

## Inspection Report Generation and submission

- The system through the lead shall generate the school drafted inspection report based on a pre-defined structure, layout and styles
- This shall allow the inspectors to self-review the quality of the work of the lead and vice versa.
- Identify reports dates and time limits (deadlines) with an option for automated reminders to be sent to teams should any pending action is still not completed
- System shall allow different customization of the report layout and content



## 2.4 Key Features

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Below is a summary of key features and modules that shall be in the system:

- Reports:  
System should allow users to generate reports with ability to edit those reports in design and content as there will be different reports layout per educational authority, with ability to and export those reports to other formats (word, excel, pdf, etc.)
- Dashboards for every type of users
- Multi-modal text entry – typing, writing, speaking
- Communication module: Allow interaction between system users
- Allow system to work in offline mode for all “Inspection activities” in all platforms (Web & APP) to allow inspector to work even when there is no internet and sync data once getting back online
- Automatically archive entire data-sets, writing and generate reports from previous inspections/evaluations prior to opening up a new schedule
- Framework configuration: Ability to turn on and off specific elements (e.g. 1.3.4 for Cycle 1 schools) and manage other elements on the framework.
- A comprehensive search facility throughout the platform (e.g. instantly find a lesson observation report for a designated student of determination in an English lesson in Grade 4)
- Reminders & Notifications for all actions across the system

## 2.5 Client Platform

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- Web-based: responsive web based solution that supports all browsers covering all activities and actions in the system
- iOS & Android application for mobile and tablet (only for inspection activities)

## 2.6 System Architectural Characteristics

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- Packaged as a lightweight container
- Designed as loosely coupled microservices, with clear boundaries and interfaces
- API Centric application; between the different microservices and between the front-end and back-end software layers
- Configuration is separate from the code – and should be stored in the execution environment
- Stateless application processes. Stateful data should be stored in the database only. Sticky session must be avoided
- Ability to auto-scale when required
- The hosting of all the system components is in MOE data centre, and the data has to be kept completely on-prem
- The data transferred between client devices and the main application in MOE data centre should be very optimized in size as the internet bandwidth is limited and it is currently shared for all MOE applications across all schools
- Highly secure – data in transit and data at rest



- Highly available

## 2.7 Technologies Preferences

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The bidders are requested to comply with the following technologies currently adopted by MOE:

- Java programming language with Spring framework, .NET / C# and Microsoft CRM Dynamics
- Angular JavaScript framework for the front end
- Native mobile application development is preferred for both iOS and Android. But if not possible, then Xamarin or react native can be used
- RabbitMQ for pub/sub asynchronous communication
- Redis for distributed in-memory DB
- ELK for analysing audit logs
- MS-SQL Server for relational Database
- For any technologies that is not listed above; open-source technologies are preferred

## 2.8 Software Development Practices

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- High test coverage is mandatory, through units tests and integration tests, and following the practices of TDD and BDD
- MOE has a delivery pipeline, based on Jenkins, that shall be used to perform continuous integration and continuous deployment
- The development progress should be shared with MOE IT team continuously through the entire project. Sharing the backlog of features/userstories/defects could be one way to achieve that
- Retrospective meetings with MOE-IT team is a must at the end of each development iteration

## 2.9 Non-functional requirements

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### Privacy

- Protecting personal information and undesired access to personal space
- Protecting authorities' information
- Full isolation of data/databases across the different authorities that use the system
- No data shall be saved on cloud.

### Integration

- Integrate with existing systems through standard integration protocols – REST APIs or AMQP messages. Example on the application to integrate with are: (Schools information system, and Single Sign-On through OpenId connect protocol ,etc)

### Security

- Accessible and usable only in authorized ways by authorized users.
- Username management system integrated with the existing authentication service (SSO, Open ID)
- Provide roles management to define all levels of roles and responsibilities
- Ensure applying the proper security standards on all system functions, URLs and APIs

### Auditability

- Provide audit trail and activities log for all business transactions by all the different system actors

### Usability

- Multilingual
- The system shall be intuitive and easy to learn; taking into consideration that the age range of inspectors is 40 to 70, in addition to users who have challenges dealing with technology
- The system shall look smart, promoting confidence in its use to in line with the level of excellence, innovation and uniqueness in the UAE; going beyond expectations in ways that create delight
- For all end-user activities, the system shall be designed in such a way that it can operate with different operating systems, browsers, or devices

### Flexibility

- The system shall be configured rather than rebuild when implementing changes or applying inspections on EYCC inspection framework
- The system shall adapt to the different implementation of activities among the different authorities, allowing the admin to manipulate and design according to needs (Ex. Different layout of reports for every educational Authority)

### Master data

- System should allow admin to enter and import master data from sheets with the ability for data retrieval from different integration points

### Capacity

- Accommodate more than 500 users concurrently logged in from different parts of the country

## Performance

- The system shall be fast responding to users in loading forms, pages, generating reports, etc. ensuring the system is available and well-performing even when high-peaks are reached.
- provide hardware specs to fully implement the system to meet the expected performance & security requirements

## Help & User guide

- User Manual
- Help Module built in the system includes Text-based & video-based materials

## Training

- provide the training on system functionalities to all defined types of users



## 2.10 Project Approach

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### 2.10.1 Project Methodology

All bidder teams are required to familiarize themselves with the policies and processes for project management in MOE. Bidders shall provide the methodology (Agile, Scrum, Kanban, Waterfall, lean, Prince2 ... etc.) they follow for executing the project successfully.

### 2.10.2 Project Plans

For the purposes of responding to this RFP the bidder must provide a high level project plan. The plan must be comprehensive enough in scope and detail to convey the bidder's ability to manage this project as specified in this RFP.

The bidder must stress work quality and how quality is ensured in all aspects of the project. The bidder must indicate in his plan how the status and visibility of project progress will be monitored. Bidders must describe their approach to project management during the implementation and operational phases as well as managing and coordinating different phases and activities of the project.

### 2.10.3 Project Approach Plan

The Bidder must describe their approach for delivering the project and create a structured project plan containing all project lifecycle phases and all related knowledge areas processes including Communication Management, Scope Management, Quality Management, Time Management, Risk Management, and stakeholders and Resource Management.

### 2.10.4 Project Change Management Plan

The bidder must clearly notify MOE officially of any change to the approved project plan in general and its impact with respect to scope, time, cost, and resource.

### 2.10.5 Project Scheduling Plan

The Bidder shall submit a master schedule, based on a work breakdown structure for defining and controlling the project.

The latest revision of the master schedule shall be used as the source of schedule data for developing all lower level subsidiary or supporting schedules and shall be used as the basis for all resource estimating and forecasting activities. The master schedule will also be used by the Bidder to monitor project milestones contained in the proposal.

MOE reserves the right to approve or request changes to the Bidder's schedules.

### 2.10.6 Project Organization Plan and Stakeholders Analysis

The Bidder shall provide an organization and staffing plan that includes the organization for the management and execution of the project. Functions and responsibilities of each department or group shall be detailed. Interfaces

between departments, sections or groups, and between the Bidder and MOE shall be portrayed and explained, as well as the practices and procedures that will govern the control and execution of the work by these departments, sections or groups.

The bidder shall provide Arabic and English speaking project management as well as submit staffing or manpower allocation details in accordance with the project organization plan. Phase-in of the staff at various stages of the project shall be clearly shown, in addition to the amount of office space required during each stage. The Bidder shall include in the proposal, the job description of each staff position. Resumes of staff intended to participate in the project are to be submitted within thirty (30) days of contract signature by the successful Bidder. MOE reserves the right to accept or reject any of the Bidder's staff.

#### **2.10.7 Project Issues and Risk Management Plan**

Bidder shall describe their approach to managing risk and issues on the project. The processes and procedures used for managing issues & Risks should align with MOE.

#### **2.10.8 Project Communications Management Plan**

Bidder must describe how project communications will be managed making reference to project status reporting, meetings, visits, information gathering sessions, facilitating sessions, brain storming sessions, and other communications events.

#### **2.10.9 Project Quality Management**

The Bidder shall provide a quality assurance plan to insure that all delivered systems meet the stated requirements of this RFP. The Bidder shall insure that individuals appointed to measure quality (conformance to requirements) report directly to the manager of the project team and have status at least equal to other groups on the project team.

To achieve quality assurance objectives, the Bidder shall include in his quality assurance plan a detailed test plan that includes procedures and test reports.

## **2.11 Documentation Deliverables**

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The below list describes the minimum deliverables expected from the vendor. The vendor is also expected to add to the list any deliverables they deem important:

#### **ANALYSIS / REQUIREMENTS**

- Business Requirement Document (BRD)
- Statement of Work (SOW)

- System Requirement Specification (SRS)
- High level System Design Document
- Low level System Design Document
- System Architecture / Integration Design

## **PLANNING**

- Project Charter
- Project Plan
- Risk mitigation Plan
- Change Management Plan

## **DESIGN**

- Prototypes
- Wireframes

## **INTEGRATION**

- Integration Test Plan
- Completed Integration Test Plan (eservices, e-payments)
- Integration Test Results Review/Signoff

## **FUNCTIONAL TEST**

- Completed Requirements Validation Plan
- UAT process document
- Test Cases Document
- Functional Test Results Review/Signoff

## **RELEASE**

- Software Release Documentation
- User Manual
- Technical Manuals
- Administrative Manuals
- Deployment Guide and Installation Scripts
- Released Software



## 3 TIME CONSTRAINT

This system is mandatory for implementation in schools by late August 2019.

## 4 WARRANTY & SUPPORT

**3 years Warranty and support is required as per the below table.**

Severity Level	Incident Description	Resolution time	Required Service Level (Measured over 3 month periods commencing from Go Live Date)	Service Credit (per Service Level Failure) (% of Performance Bond)
P1	Total loss of services in all areas	3 hours- Remote Solution 6 hours- Onsite	100%	2.5%
P2	Total loss of services in some areas	12 hours	98%	1.25%
P3	Incident without service interruption	24 hours	97%	0.75%

## 5 OUTLINE OF PROCUREMENT PROCESS

### 5.1 Award Procedure

- 5.1.1 The evaluation will only be based on the information submitted by each Bidder in its RFP Response and related documents.
- 5.1.2 MoE may hold meetings with each Bidder to clarify, specify or fine tune any issue relating to the RFP Response, but such adjustments shall not involve changes to the core features of the RFP Response if those variations are likely to distort Competition or have a discriminatory effect.
- 5.1.3 The decision to proceed to contract award will require the consent of the MOE, and will ultimately depend upon the ability of the Bidder to meet the requirements and deliver value for money.

### 5.2 The Evaluation Process

- 5.2.1 The following weighting will then be applied to these scores for these sections of the bid:

5.2.1.1	Technical solution	70%
5.2.1.2	Delivery TimeLine	10%
5.2.1.3	Project Management and Project Delivery	10%
5.2.1.4	Company profile and references	10%

- 5.2.2 Following evaluation of RFP Responses, MoE will reserve the right to negotiate with all Bidders whose proposals have a reasonable chance of being selected.

## 5.3 Queries

- 5.3.1 Bidders must not address queries to, or communicate with, MoE other than in the manner described in this section.
- 5.3.2 All questions about this RFP shall be directed through E-mail to Procurement department:
- 5.3.3 MoE may, if it chooses, reply to queries received after the close of the clarification period.
- 5.3.4 Queries received from Bidders will be treated as non-confidential and all responses will be shared with all Bidders.
- 5.3.5 No queries may be made in person or by telephone, all must be in writing.
- 5.3.6 MoE may amend or add to the RFP at any time. Any new RFP will be issued to all bidders as required. MoE does not accept responsibility for any communications issued by it which are missed or not received by a Bidder or for communications issued by Bidders which are not received by MoE.

## 6 GENERAL TERMS AND CONDITIONS OF PARTICIPATION

### 6.1 General Instructions to Bidders

- 6.1.1 By submitting an RFP Response, the Bidder accepts these general terms and conditions of participation as set out in this section to be legally binding on it.
- 6.1.2 The Bidder agrees that all proposals submitted become the property of MoE and that by submitting a proposal it agrees that all copyright in the proposal shall be automatically assigned to the MoE. To the extent that such assignment is not valid for any reason, the Bidder further agrees that by such submission it grants to MoE and its advisors, consultants, contractors, servants and/or agents a non-exclusive licence to use and reproduce the proposal in whole or in part.
- 6.1.3 All terms contained in the Bidder's proposal are final unless MoE requests changes. MoE, however, may negotiate, with the Preferred Bidder, any portion of the proposal and to accept or reject any portion thereof.



## 6.2 Substantive Technical Proposals

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### 6.2.1 The Bidder shall certify

- 6.2.1.1 That its proposal is genuine, duly authorised internally and is not made in the interest of, or on the behalf of, any undisclosed person, firm, or corporation, and is not submitted in conformity with, and agreement of, any undisclosed group, association, organization, or corporation
- 6.2.1.2 That it has not solicited or induced any other person, firm, or corporation to refrain from submitting a Technical Proposal, and
- 6.2.1.3 That it has not sought by collusion to obtain for itself any advantage over any other Bidder.
- 6.2.1.4 All proposed terms and prices shall be binding for ninety (90) calendar days after the date of the proposal opening for review and evaluation purposes.

## 6.3 Costs

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- 6.3.1 Each Bidder will be liable for its own costs and expenses in relation to the preparation and submission of any element of the RFP Response and any subsequent engagement with MoE during the remainder of the Competition.

## 6.4 Contingency Fees

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- 6.4.1 Each Bidder certifies, by the submission of a proposal, that no agreement has been made by the Bidder to pay any company or person any fee, commission, percentage, or brokerage fee contingent upon or resulting from the award of the contract.
- 6.4.2 MoE and its appointed advisers have no obligation whatsoever to reimburse any Bidder in respect of any costs, economic loss or other loss of profit incurred by it either in the preparation and submission of the RFP Response or arising from clarifications and discussions with MoE in connection with the Competition, or otherwise as a result of its participation in the Competition regardless of whether or not the Competition results in the award of the contract.

## 6.5 Confidentiality

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- 6.5.1 This Request for Proposal (RFP) contains information which is proprietary and confidential to MoE. Each recipient of this RFP must maintain the confidentiality of the contents of the RFP. The information contained in this RFP may not be reproduced in whole or in part without the express permission of MoE, and no use may be made of the contents of this RFP, other than for the purpose of responding to this RFP.
- 6.5.2 Accordingly, the recipient must keep all the information in this RFP confidential and will not, without prior written permission of MoE, disclose this information to any person other than its officers, employees, agents and advisers who are required in their course of their duties to prepare the proposal. The recipient of the RFP must, before disclosing this RFP to any such person, communicate to the person the confidential nature of the information contained in the RFP.

## 6.6 Disqualification

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- 6.6.1 Any Bidder that contravenes any of the terms and conditions set out in this Request for Proposals may, at the sole discretion of MOE, be disqualified and prohibited from any further participation in the Competition. The disqualification of a Bidder will not prejudice any other civil or legal remedies available to MoE and will not prejudice any criminal liability that such conduct by the Bidder may attract.



## 6.7 News Release or Advertising Use

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- 6.7.1 No publicity in relation to the Project, the selection of any Bidders, the appointment of the preferred Bidder, the award of the contract or the Competition in general will be permitted unless and until MoE has given express prior written consent to the relevant communication. In particular, no statements should be made to the press or other similar organisations regarding the nature of any RFP Response, its contents or any proposals relating thereto without the express prior written consent of MoE.
- 6.7.2 MoE retains the right to publicise or otherwise disclose to any third party, information in relation to the Project, the selection of the Bidders (including details of their respective subcontractors, representatives, advisers, consultants, servants or agents), the Competition in general or the award of the contract at any time.
- 6.7.3 a view to offering them work or employment.

## 6.8 Award of Contract and Contract Form

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- 6.8.1 The results of the evaluation of the responses to this RFP will determine the best qualified Bidder, However, MoE reserves the right to reject any and all proposals received and, in all cases, MoE will be the judge as to whether a proposal has or has not satisfactorily met the requirements of this RFP.
- 6.8.2 MoE reserve the right to extend this contract, under the terms and conditions as set out by the Ministry of Education, up to an amount of 30% of the total contract value, without the need to re-run a full procurement.
- 6.8.3 Contracts will take the form of the standard Ministry of Education version and are not subject to change. All schedules to be appended to the contract are contained within this document and are not subject to change.