

CCE INVITATION TO TENDER

Study of the impact of Creative Partnerships on the wellbeing of children and young people

1. About Creativity, Culture and Education (CCE)

<http://www.creativitycultureeducation.org/>

Creativity, Culture and Education (CCE) is a national organisation which aims to transform the lives of children and families by harnessing the potential of creative learning and cultural opportunity to enhance their aspirations, achievements and skills.

CCE was registered as a company limited by guarantee in May 2008 and as a charity in September 2008.

CCE's work includes:

- **Creative Partnerships** – England's flagship creative learning programme fosters long-term partnerships between schools and creative professionals to inspire, open minds and harness the potential of creative learning. The programme has worked with just under 1 million children, and over 90,000 teachers in more than 8,000 projects in England. <http://www.creative-partnerships.com/>
- **Find Your Talent** – how we can help children and young people to access arts and culture: www.findyourtalent.org
- **Tell Us TV** – giving children and young people a voice – telling us why arts and culture is important to them: www.tellustv.co.uk

CCE's research demonstrates the impact of our programmes and the contribution creative practice can make to the lives of children and families and wider society.

We raise the profile of the issues we work on and help stimulate national debate to look at how policy and practice can take opportunities for creativity and culture further into the daily lives of children and families.

Why we do this?

- Fostering creativity is fundamentally important because **creativity** brings with it the ability to **question, make connections, innovate, problem solve,**

communicate, collaborate and to reflect critically. These are all skills demanded by contemporary employers and will be vital for young people to play their part in a rapidly changing world.

- Creative learning can help to drive up standards, improve behaviour and raise achievement and young people who have attended Creative Partnerships activities made, on average, the equivalent of **2.5 grades better progress in GCSE** than similar young people in other schools (NFER)
- In addition, there is evidence that cultural experiences **contribute in powerful ways to personal development**, including enhancing life skills such as creativity, problem solving, self-discipline, teamwork and good communication as well as building confidence.

2. Invitation to tender

Children's well-being is of increasing concern in the UK. A recent UNICEF report ranked the UK in the bottom third of economically advanced nations for 'child well-being' (United Nations Children Fund, 2007). Government policy is placing increasing emphasis not only on educational achievement (Children, Schools and Families Committee: From Baker to Balls; the foundations of the education system), but also on the wider well being of the child both in and out of school. This is highlighted by the ongoing commitment to realise the five goals of the Every Child Matters agenda for all children and young people.

(<http://www.dcsf.gov.uk/everychildmatters/>).

CCE wishes to commission a researcher or researchers to investigate the nature and effect of the Creative Partnerships programme on levels of well-being in young people and where possible to relate that to their educational attainment.

There is some evidence to suggest that a 'back to basics' approach to improving standards in education can have a negative impact on the well-being of pupils. In addition a host of other wider societal changes to the conception of childhood and youth - most recently manifest through the notion of 'toxic childhood' - has thrown the role of the state and styles of parenting into relief. The test based, curriculum focused learning of the English schools system has also come to be seen as a potentially negative driver shaping contemporary childhood experiences.

Using existing data where possible with a focus on attainment and well-being and in addition, fieldwork in Creative Partnerships schools, CCE wishes to establish an understanding of the impact the programme may be having on the well-being of young people. Studies previously commissioned by CCE demonstrate a degree of

impact on both educational attainment and levels of attendance within school (Kendall et al, NFER, 2007). We would expect this work to be incorporated within this study along with other relevant reports related to the Creative Partnerships programme.

Key questions:

- What is the nature and effect of the relationship between creative approaches to learning, attainment and well-being? Are there approaches taken which can broadly be typologised?
- To what extent is Creative Partnerships work in schools impacting on levels of well-being amongst pupils? How can this be evidenced?
- What are the key elements of effective creative and arts-based learning that feed into the development of well-being?
- Are there aspects of this approach that are particular to the arts and creative practice and have their roots in theory and practice deriving from arts based approaches to learning?
- To what extent are the links between Creative Partnerships work and the development of well being linked to techniques and approaches which have their roots in non-arts based pedagogies – e.g. so-called ‘Therapeutic Education’?

3. Timetable

10 th August 2010	Tenders issued
10 th September 2010	Deadline for tender submissions
w/c 13 th September 2010	Shortlisting
20 th September 2010	Interviews
w/c 20 th September 2010	Inception meetings with key CCE staff
September 2010 – August 2011	Evaluation period
September 2011	Final report submitted

4. Progress management

The researcher(s) will be required to keep CCE informed of progress on the project, particularly of any issues which might delay its completion. The contact for this project is David Parker, Research and Impact Director, CCE.

Normal CCE practice is to comment on and suggest amendments to draft reports.

5. Dissemination of findings

Dissemination may take a variety of forms, which could include published research reports, short briefing papers, a volume of collected research papers, presentations to CCE, conferences and other forums, and training materials for artists and teachers. Other forms of dissemination might include CD-ROMs, web pages and use of other media. A key part of the dissemination strategy will be to work with the Research Director to use the results of the evaluation formatively.

Dissemination costs should not be included in the proposed budget. Any dissemination will be contracted separately.

CCE encourages researchers to write papers for academic and learned journals, provided that you:

- let us know the overall objective of your research, the timetable and proposed date and place of publication
- acknowledge that you conducted the research on our behalf and that it was sponsored by us in any publications or accompanying publicity
- anonymise all data to protect the identity of any individual or organisation
- provide a copy of the work to us before publication and make any reasonable amendments we may suggest to ensure accuracy; and
- state that any views expressed are yours and not necessarily those of CCE.

It should be noted that any costs incurred in writing such papers, including the cost of researchers' time, will not be met by CCE and should not be included in the budget for this project.

6. Tender submission requirements

CCE will consider bids for this contract from universities, research organisations, individual contractors and consortia. A single lead contractor must be nominated.

The full proposal of no more than 4,000 words (plus appendices) should outline researchers':

- reasons for wanting to work on the project
- understanding of CCE's concerns and the issues being addressed;
- familiarity with previous relevant research and the research literature;

- knowledge of existing sources of data which can inform and be used to support the study
- skills and relevant research experience including evidence, where applicable, of undertaking similar research in the last five years;
- experience of working with young people, teachers and other educators, and across the cultural sector and with creative professionals;
- research design;
- proposed methodology;
- proposed timetable;
- suggestions for dissemination;
- capacity and arrangements for managing the research; and
- budget (submit all prices in pounds sterling and indicate VAT separately where applicable);
- procedures for quality assurance which will be applied to this project.

Tenders should be emailed to david.parker@cceengland.org

Tender deadline: 5pm, Friday 10th September 2010

Please note:

- You must treat these documents and any further information provided by CCE as confidential at all times and only disclose them if necessary to prepare a compliant response to the tender.
- Nothing in the enclosed documentation or appendices, or any other communication made between CCE and any other party, can be considered a contract or agreement at this stage.
- CCE reserves the right to disqualify or reduce the evaluation score of any tenderers who do not fully comply with the requirements in the tender documentation, in particular the closing time and date.
- If you propose alternative goods or services for consideration, you must clearly mark these as non-compliant. CCE reserves the right to reject any proposals with non-compliant alternatives. Tenders that are received are not automatically accepted.
- CCE reserves the right to evaluate proposals on a variety of criteria. The tender with the lowest price will not automatically be accepted.

- In order to encourage fair and open competition, our policy is not to provide tenderers with a budget figure for the proposed work. You should provide an informed estimate of the cost of the proposed procurement. Submit all prices in pounds sterling and indicate VAT separately, if applicable. Prices should be fixed and firm for the duration of the contract.
- CCE reserves the right to purchase all or any parts of the tendered goods or services at the prices and specifications submitted in your response.
- You must offer your tender for acceptance for 30 days from the deadline for tender submission.
- If we need to amend any tender documents before the closing date, we will display these changes on the CCE website. If we extend the deadline for tender responses, we will display this change on the CCE website.
- CCE is not responsible, and will not pay for any expenses or losses you incur during, but not limited to, the tender preparation, site visits, post-tender negotiations or interviews.
- In your tender response, clearly indicate the names and addresses of any sub-contractors you intend to use to provide the services, and the scope of work you will employ them for.
- CCE is not responsible if all or part of your tender is not received. You should use a traceable dispatch system. In the event of a dispute, you are responsible for proving the tender was delivered.
- CCE reserves the right to ask you to attend post-tender interviews or present your proposals. You are responsible for all your expenses when attending such interviews.
- CCE reserves the right to conduct post-tender negotiations with one or more tenderers.

7. Assessment of tenders

Proposals will be reviewed by the CCE Research team.

Tenders will be assessed on the basis of:

- Demonstrable understanding of the brief
- Clarity of the submission
- Interesting nature of the proposed methodology/approach
- Value for money (though the contract will not necessarily be awarded to the lowest bidder)
- Ability to complete work within the desired timescale
- Strong relevant experience of the following:
 - Carrying out mixed-method research projects
 - Working with young people, teachers and other educators and across the cultural sector and with creative professionals
 - Data gathering skills
 - Analysis & interpretation skills
 - Project Management skills
 - Communication skills

10. Contact details for enquiries

If you need us to clarify the documentation or if you have further questions regarding the tender process, please contact David Parker or Naranee Ruthra-Rajan.

David Parker, Research, Impact and Learning Director

Creativity, Culture and Education, 34 Bow Street, London, WC2E 7DL.

Tel: 020 7420 5429

E-mail: david.parker@cceengland.org

Naranee Ruthra-Rajan, Research and Impact Manager

Creativity, Culture and Education, 34 Bow Street, London, WC2E 7DL.

Tel: 020 7420 5430

E-mail: naranee.ruthra-rajan@cceengland.org

We will try to respond to reasonable requests for further information within the timescale of the tender.

CCE reserves the right to advise all other tenderers of material questions and the answers supplied without disclosing the source of the enquiry. A document listing answers supplied will be uploaded on the Invitations to Tender page of the CCE website at the end of each week that the invitation is live on the website.