

TERMS OF REFERENCE  
PURCHASE ORDER FOR TRANSLATION SERVICES

Tender dossier

Latest Expected Delivery date and Time	Will be determined at the time of award of a contract
Delivery schedule	Not required
Preferred Currency of Quotation	Euro
Deadline for the submission of quotation	March 26, 2018 within 12.00 cet time
Submission	<p>Exclusively via e-mail: <a href="mailto:francia@cisp-ngo.org">francia@cisp-ngo.org</a> Only proposal submitted by email will be considered.</p> <p>Incomplete applications and applications sent after the deadlines will be excluded from further consideration.</p> <p>Only selected candidate will be notified.</p> <p>Any request for clarification must be sent by standard electronic communication to the e-mail (<a href="mailto:francia@cisp-ngo.org">francia@cisp-ngo.org</a>).</p> <p>All the request for information as well as the answers and explanation to the queries will be regularly published and updated in the dedicated page of the tender</p>
Working language	English
Documents to be submitted	<input checked="" type="checkbox"/> Duly accomplished Form as provided in Annex 2, and in accordance with the list of requirements in Annex 1; <input checked="" type="checkbox"/> Consulting form/Individual professional profile; <input checked="" type="checkbox"/> Valid proof of VAT registration whichever is applicable, if not fiscal code <input checked="" type="checkbox"/> In case of Consulting firm: CV's of at least 2 experts <input checked="" type="checkbox"/> Translation of the sample attached (annex 3)
Period of Validity of Quotes starting the Submission Date	60 days
Payment Terms	<input checked="" type="checkbox"/> 100% upon complete delivery of translations and acceptance of the invoice
Evaluation criteria	<input checked="" type="checkbox"/> technical responsiveness/full compliance to requirements and best value for price <input checked="" type="checkbox"/> Full acceptance of the Contract terms and conditions
Type of contract to be signed	Purchase order

Conditions for release of payment	<input checked="" type="checkbox"/> if a contractor was awarded and a contract was issued, payment will be made within 30 days upon complete delivery of translations and written acceptance of translations by CISP based on full compliance with the contract
Annexes to this RFQ	<input checked="" type="checkbox"/> Specifications of the services required (Annex 1) <input checked="" type="checkbox"/> Form for Submission of Quotation (Annex 2) <input checked="" type="checkbox"/> Terms and conditions (Annex 3) <input checked="" type="checkbox"/> Sample of translation to be provided  Non acceptance of the Terms and Conditions shall be grounds for disqualification from this procurement process

### Annex 1- Terms of reference

	<b>PURCHASE ORDER FOR TRANSLATION SERVICES</b>
<b>1. Consultancy information</b> Title: Consulting Firm for Translation service from Italian to English  Reports to: Director of Geographic Area European Union and Italy  Duty Station: self-employment office  Duration of the assignment: Purchase order will cover a period of 1 year	
<b>II. Background</b> CISP (Comitato Internazionale per lo Sviluppo dei Popoli) is the lead applicant of the Europeaid DEAR project (Lot 1, option 1) "GET UP AND GOALS! Global education time: an international network of learning and active schools for SDGs" (Contract N° CSO- LA/2017/388-124).  <b>Duration</b> The project starts on 1st November 2017 and ends on 31st October 2020  <b>Geographical cover</b> Activities will cover different geographical areas of Europe (here they are listed according to EuroVoc classification): Western (Austria Ireland, Netherlands, UK), Southern (Portugal, Spain and Italy) and Eastern (Bulgaria, Czech Rep, Hungary, Poland, Romania).	

### **General objective of the project**

To contribute to structurally link formal education to Global Citizenship Education (GCE) and awareness on SDGs.

### **Main outcomes of the project**

OC 1a: European teachers and other stakeholders (schools managers, institutions in charge for education) are aware of GCE and of the SDGs.

OC 1b: Teachers participating in training have the competencies and the adequate materials to embed it in their teaching of SDGs, and to support their students to achieve Outcome 2.

OC 2: Students have improved their commitment on project issues through the participation in public awareness actions on SDGs.

OC 3: Increased the coherence of quality assessment of GCE learning outcomes, in formal education, at a European level.

### **Main activities of the project**

0.1 Establishment of a steering committee for the overall coordination

0.2 Realization and implementation of a project web site

0.3 Visibility action

0.4 External /Internal evaluation

1.1.1 Realization of a European-wide sensitization campaign through the web, social media and YouTube, to build teacher awareness of, and committed to GCE;

1.2.1 - 36 National teacher training sessions with GCE learning objectives, focused on SDG content and the use of TLUs;

1.2.2 - 5 International teacher trainings and seminar sessions on SDGs, GCE good practice exchange;

1.3.1 - Collection, classification, adaptation, and testing with students, the best existing TLUs on SDG issues in the 12 partner countries;

**1.3.2 - Develop, and test with students, a European teaching and learning global geo-history manual based on SDG issues;**

2.1.1 - Student implementation of 120 actions to raise awareness of SDGs issues in their local communities,

3.1.1 - Designing and implemented, by teachers and schools involved in the action, in the 12 partner countries, an agreed set of 'Global School' self assessment tools

### **III. Objective of assignment**

The objective is to support the above mentioned activity 1.3.2 through provision of translation service. The assignment will be the translation of the geo-history manual from Italian to English.

### **IV. Scope of work Expected Results/Deliverables/Final Products**

Providing translation service from Italian to English of the above mentioned manual (3 volumes).

Producing a 100% accurate translation. Content accuracy includes detailed comparison of content, facts and figures and making sure there are no omissions from the source; translations and proof-reading all footnotes and/or endnotes, captions under photographs, Lists, etc.; accurate and consistent usage of educational materials terminology adapted to Italian/English.

Ensuring quality check and proof-reading of translation; ensuring that the translation text is technically, linguistically and grammatically correct, error free. Translation should meet high quality standards, and would not need further editing after completion of translation

### **V. Qualifications & Experience of Organization /individual professional**

Experience:	A minimum of 5 years of experience
<b>Qualification and experience of proposed Resource persons (translators)</b>	
Education	Bachelor's Degree in English, Economics, History, Education
Experience	Minimum 5 years of working experience as translator, researcher, editor, report writing professional; work with NGOs, United Nations Agencies and European Commission
Language Requirements	Proficient in English and Italian language, spoken and written

## Annex 2

### FORM FOR SUBMITTING SUPPLIER'S QUOTATION

We, the undersigned, hereby accept in full the CISP General terms and conditions, and hereby offer to supply the items listed below in conformity with the specification and requirements of CISP as per RFQ Reference No. 2/2018

TABLE 1: Offer for Translation Service as per Requirement stated in RFQ

Descritpion of service	Rate (250 words per page)	Indicative Time frame
Translation of the global geo-history textbook (addressed to students from 9 to 16 years old) - 3 manuals	800 pages	After one months from the purchase order for each manual
Total price of service		
VAT (Where applicable)		
Total Final and All inclusive Price Quotation		

Note: Contract will be awarded to technically qualified lowest bidder

## Annex 3

Sample of translation to be attached (from Italian to English)

## INDICE sintetico

### INTRODUZIONI

#### INTRODUZIONE PER GLI INSEGNANTI

A) Gli obiettivi formativi; B) L'impostazione didattica; C) Le scelte storiografiche

#### INTRODUZIONE PER GLI STUDENTI

A) Cosa si studia in storia; B) Come funzionano i cambiamenti storici

### IL METODO STORICO

### I CONTENUTI

#### SINTESI DELL'OPERA

#### VOLUME 1)

#### OMINAZIONE, SVILUPPO DELL'AGRICOLTURA, E DEGLI IMPERI

#### INTRODUZIONE

#### DALLA NASCITA DELLA SPECIE UMANA ALLA NASCITA DELLE CITTÀ

1.1 il processo di ominazione: un essere particolare si muove dall'Africa fino all'Australia e alle Americhe

1.2 Il clima si stabilizza: nascono l'agricoltura, l'allevamento e le città.

#### LE ETÀ ANTICHE (3500 – 300 A.C)

1.3 3500 – 1000 a.C Dalle Città-Stato agli imperi antichi. Nascita della scrittura

1.4 1000 – 300 a.C. Gli imperi si allargano, le culture si innovano: verso il primo sistema-mondo.

#### IL LUNGO MEDIOEVO DEL SISTEMA-MONDO (300 A.C. - 1400 D.C)

*Perché il Medioevo può iniziare in un momento diverso dal solito*

1.5 300 a.C – 300 d.C., Nasce il primo sistema-mondo: idee e merci viaggiano su lunghe distanze

1.6 I diversi medioevi di Europa, Africa e Asia. 1) Le chiusure localistiche

1.7 I diversi medioevi di Europa, Africa e Asia. 2) L'Impero islamico amplia il sistema-mondo

#### VOLUME 2)

#### L'ETÀ DELLE RIVOLUZIONI (GEOGRAFICA, CULTURALE, POLITICA, INDUSTRIALE) E L'INIZIO DELLA MONDIALIZZAZIONE INEGUALE

#### INTRODUZIONE

STATI E IMPERI TRA IL 1350 E IL 1800

2.1 Cina, India, Africa e Mondo arabo dal 1350 al 1800

2.2 Nascita e sviluppo degli Stati europei: dall'impero Romano agli stati nazionali

LA RIVOLUZIONE GEOGRAFICA: L'EUROPA ALLA CONQUISTA DEGLI ALTRI CONTINENTI (1492 - 1800)

2.3 Le nuove reti del commercio mondiale: gli Europei da mercanti a colonizzatori in Asia.

2.4 Le Americhe entrano nel sistema mondo: la fame di terre. L'Australia si prepara alla corsa ai metalli.

LE RIVOLUZIONI CULTURALI ED ECONOMICHE (1450 - 1800)

2.5 La rivoluzione culturale

2.6 La rivoluzione politica

2.7 La rivoluzione industriale

## VOLUME 3) LA MONDIALIZZAZIONE COMPIUTA

### INTRODUZIONE

LE GRANDI ESPANSIONI (1800-1914)

3.1 Diffusione della rivoluzione industriale e trasformazioni economiche tra Ottocento e primi del Novecento

3.2 Questione sociale, partecipazione politica e allargamento del voto

3.3 la seconda ondata del colonialismo. Le conquiste coloniali in Africa e in Asia

LE CRISI GLOBALI (1870 - 2018)

3.4 Le grandi crisi economiche

3.5 I processi migratori

3.6 Le guerre mondiali e le rivoluzioni politiche e sociali

3.7 L'Europa: dalla disgregazione degli Imperi alla Unione Europea

TENTATIVI DI NUOVI ORDINI (1945 - 2018)

3.8 La decolonizzazione e la divisione multipolare del mondo

3.9 Nuova globalizzazione-mondializzazione e la diseguaglianza su scala mondiale oggi

3.10 Il malsviluppo e la crisi ecologica globale

### **B) L'impostazione didattica**

Ciascuno dei tre volumi di cui si compone il testo ha un apparato di mappe geostoriche chiare e facilmente leggibili,

Ogni parte o capitolo in cui i volumi sono divisi si apre con una o più mappe (globali e tematiche), seguite da brevi testi che presentano in forma sintetica i fatti e i meccanismi principali affrontati nelle pagine successive.

I momenti storici più rilevanti sono introdotti anche da brani narrativi che riassumono i cambiamenti occorsi nel periodo, attraverso uno stile di racconto il più possibile letterario e coinvolgente.

In generale il testo punta a un equilibrio tra illustrazione di fatti, spiegazione di meccanismi e racconto di aneddoti per rendere stimolante la lettura e lo studio, nella convinzione che la storia possa essere narrata come una grande avventura appassionante, senza sacrificarne la scientificità.