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Call for Tender

**Project research - European Social Partners in Education
Promoting environmental sustainability in school learning,
teaching and management**

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The European Federation of Education Employers is pleased to launch a call for a subcontractor to provide research expertise in the framework of the implementation of the project “*European Social Partners in Education Promoting environmental sustainability in school learning, teaching and management*” supported by the European Commission under the European Support for social dialogue call 2021 (SOCPL-2021-SOC-DIALOG).

1. Background

1.1. The organization

The European Federation of Education Employers (EFEE), being the recognised European social partner organisation for education employers, is the leading partner in the project *European Social Partners in Education Promoting environmental sustainability in school learning, teaching and management*. EFEE represents in total 61 education employers’ organisations in 27 European countries of all sectors of education, from pre-school to higher education and research and VET, including ministries of education, local governments associations, school boards’ and school heads’ associations, as well as non-public, private schools associations, Conferences of University Rectors and Networks of Private Universities.

Our mission is to improve the quality of teaching and school management through European cooperation and dialogue. On the basis of the European Pillar of Social Rights, we raise awareness on and increase commitment to the European policy agenda and influence European policy, making the voices of our members heard. As an officially recognised European social partner in education, we, thereby, are in constant dialogue with EU institutions as well as other European partners such as trade unions and various educational networks.

Against this background, one of our declared core tasks is project management. EFEE continuously runs a great number of projects throughout the year. The aim of these projects is to foster mutual learning and exchange on current challenges and opportunities in the education sector. There are two core features characterizing our projects: firstly, their transnational character and secondly, their strong evidence basis. Regarding the former, participants are provided with the opportunity to travel to other European countries and to have exchanges with our members from all over Europe. Regarding the latter, an external expert is hired for every project in order to ensure the high scientific quality of our project results (Please find a more detailed description of the expected tasks of an expert in section 2.1).

The European Trade Union Committee in Education (ETUCE) will take the role of the project partner in this project, representing the interests of teachers. ETUCE embraces 127 education unions at all levels of education (pre-primary, primary, secondary education, vocational education and training, higher education and research and adult learning) in 51 countries in Europe.

EFEE is, therefore, responsible for the day-to-day management of the project. This includes the project coordination (organisation of activities), supervision related to the project objectives (producing outcomes), and the administrative and financial tasks that come with it. EFEE will also take responsibility for exploring the possibilities of a Joint ESSDE Statement together with ETUCE based on the outcomes of the project. EFEE General Secretary Daniel Wisniewski will be the project manager and he will be assisted with the implementation of the project by EFEE Policy Officer Samira Bühler.

1.2. The project

1.2.1. The purpose

In 2022 EFEE and ETUCE will kick-off the project “*European Social Partners in Education promoting environmental sustainability in school learning, teaching and management*”, which aims to identify effective implementations of environmentally friendly learning in school.

Restrictions imposed on travel, production and resource consumption as a means to constraint the spread of the COVID-pandemic have led to considerable positive impacts on the environment. With, for instance, the share of greenhouse gases (GHG) being lowered to up to 70 percent in European cities, COVID-lockdowns have enhanced air level qualities significantly. However, now in the phase of moving beyond the COVID-19 pandemic and the therewith bound lifting of measures, these positive effects achieved are at risk of turning into short-term ones, being eradicated by a recurring rise of air, noise and waste pollution.

The project aims to actively implement and promote the current Work Programme of the European Sectoral Social Dialogue Committee in Education (ESSDE). The project will contribute to advancing the joint work on in particular the selected theme “Education and Environment”. In the work programme we committed ourselves to deliver updated knowledge, peer learning and common understanding on how to foster the development of green competences and attitudes in education. As a crucial precondition for this, we considered the development of new ways of learning and teaching, implying the need for a continuous professional development for educational staff as well as the creation of an environmentally friendly teaching and learning environment. Building on the expertise gained out of therewith separate projects, such as the EFEE project “Green Skills in VET” and the ETUCE project “Education for Social Change: The role of Education Trade Unions in addressing sustainable environmental development“, this project aims to examine how initial and continuous teacher education as well as school management can contribute to an environmentally aware learning environment. Herewith we wish to support school education authorities, school leaders and teaching staff in taking further steps to create sustainable school eco-systems in order to foster environmentally friendly and conscious learning amongst students. Strengthening the awareness of students and educational staff on environmental issues represents a pivotal starting point for fostering environmentally friendly behavior within societies in Europe as well as beyond. Moreover, by mapping the knowledge, experience and views of our members (being education employers and teacher trade unions) on creating more eco-friendly school systems, we aim to get insights in their needs and challenges, which will contribute to the identification and development of a joint approach (including future actions) of the ESSDE partners.

To do so, this project will consist of four Peer Learning events in four different countries: Ireland, Spain, Poland and Finland, where their environmentally sustainable programs will be showcased and the opportunities and challenges of each country/region to implement this type of practices will be identified.

1.2.2. The timeline

In order to deliver on the project objectives we will organize five events: Four of them are peer learning activities (hereafter, PLAs) taking place in Ireland, Finland, Poland and Spain in the timeframe of 2022 to 2023. The project will close with a final conference in Brussels devoted to the sharing of the results obtained in each case-study visit. Please find the preliminary timeline, to be adopted during the 1st Advisory Group meeting by project members, as follows.

Date/Month/Time (CET)	Activity	Location
19 April 2022, 14:00 - 16:00	1st Advisory Group meeting	Brussels, Belgium (online)

5 May, 9:30 - 15:30	1st PLA	Kinsale, Ireland
October 2022	2nd PLA	Warsaw, Poland
March 2023	3rd PLA	Madrid, Spain
April 2023	2nd Advisory Group meeting	Brussels, Belgium (online)
June 2023	4th PLA	Helsinki, Finland
July 2023	3rd Advisory Group meeting	Brussels, Belgium (online)
October 2023	Final Conference	Brussels, Belgium
November 2023	4th AG meeting	Brussels, Belgium (online)

1.2.2.1. Advisory Group meetings

The Advisory Group meetings will bring together representatives from both the European sectoral social partners in education to provide guidance and monitor the project developments and to promote active involvement in the project meetings and dissemination actions among their affiliates. The focal point of these meetings is to agree on basic concepts, setting concrete goals, selecting specific peer learning topics, and preparing groundwork for project meetings. In total, four meetings will take place during the course of the project.

1.2.2.2. Interactive peer learning activities

The objective of these PLAs, taking 2.5-days respectively, is to provide Advisory Group Members, National Social Partners representatives with a platform of interchange and peer learning, discuss the topics identified during the preceded Advisory Group meetings in greater depth. Moreover, the peer learning activities will include local school visits, allow participants to gain in-depth practical on-site knowledge on the implementation of sustainable environmental practices in the respective school context and therewith bound challenges and opportunities by engaging in dialogue with school related representatives, such as school leaders, teaching and training staff, teacher trainers as well as students.

1.2.2.3. Final Conference

The Final Conference will take place in Brussels, gathering AG and ESSDE Plenary and Working Group Members, and relevant stakeholders with expertise on the topic. The conference is devoted to

the sharing of the results of the case study visits on how European Social Partners in Education can promote environmental sustainability in school management, teaching and learning: the result of the survey and research report, the outcomes of the case studies, examples of best practices uncovered in the course of the project, and the conclusions drawn and follow-up actions foreseen. Participants are also to be invited to discuss the outcomes of the project, and provide their input for the final draft of the joint statement. These inputs will in turn be discussed during the last AG Meeting that is set to evaluate the overall planning and implementation of the topic, as well as finalising the draft joint statement to be put forward for adoption to ESSDE Plenary Members. EFEE will subsequently produce a project report, evaluating its planning and implementation, as well as the project outcomes.

2. The expert

In order to make sure that our project has a strong evidence-base, we deem it crucial to invite an external expert to assist us with the mapping of best practices with regards to fostering awareness of schools students with regards to environmental sustainability in teaching and management throughout the EU. The external expert is expected to write a substantial research report and outcome document analyzing and comparing the theoretical framework from the literature study with the practical knowledge gained through the peer learning activities with expert knowledge. By investigating the topic environmental sustainability in European schools, and comparing this with the knowledge gained through hands-on experience in the host countries, the research report aims to develop a concrete and well-covered outline for all the relevant stakeholders. This research report will feed into the final project report and add substantial information and support to the Joint Recommendations promoting sustainable education in school learning, teaching and management.

2.1. Tasks to be performed by the successful candidate

The expert is expected to perform the following tasks in the time framework from April 2022 to November 2023:

1. **Participate** in a pre-project meeting with EFEE, three meetings with the Project Advisory Group, four Peer Learning Activities as well as a closing conference.
2. **Conduct** desk research to identify best practices of eco-friendly (primary and secondary) school systems in Europe and map a therewith bound existence of social partners in education with regards to fostering environmental teaching, learning and school management in order to detect potential gaps, barriers and opportunities.
3. **Develop and analyze**, with the input from the project advisory group, the online survey to be carried out amongst EFEE member organisations to get first insight into their current knowledge, practices and challenges when it comes to environmentally sustainable

management, teaching and learning as an additional data support for the conducted desk research.

4. **Develop**, with the input from the project advisory group, interview questions for the case studies at local level to identify practical and concrete ways to enhance education employers' involvement in environmental sustainability in education.
5. **Prepare** training modules for the seminars on actions on how to strengthen the involvement of social partners with regards to fostering environmental sustainability awareness and competences through learning, teaching and school management in primary and secondary schools. On the basis of these developed modules, conduct trainings in the framework of the case study visits.
6. **Scientifically accompany** the peer learning visits in Ireland, Spain, Poland and Finland and subsequently, **draft** a reflection report based on the evaluation and analysis of the findings gained after each visit against the backdrop of the question of how social partners in education can foster environmental sustainable awareness and competences in primary and secondary school learning, teaching and management. The reflection reports will be presented to Advisory Group members for input and approval.
7. **Draft** a final project report (including Executive Summary), summarizing the outcomes of all project activities (incl. survey, desk research, peer learning activities) and drawing conclusions on how social partners in education can foster in innovative ways the development of awareness and competences on environmental sustainability in school learning, teaching and management.

2.2. Requirements to be a successful candidate

EFEE requires the external expert (hereafter, Contractor) to provide an objective and scientific perspective with his expertise on the issue at stake, to carry out the case studies in the target countries for the need of the following skills:

1. Proven (research) experience and extensive knowledge about the European education landscape, especially primary and secondary education, and a keen interest in environmental sustainability and therewith related innovative practices in education.
2. Significant understanding of social dialogue structures in education is preferable in order to identify the most pressing challenges and opportunities accordingly.
3. Experience in conducting surveys/interviews in the education sector.
4. Understanding of the role of employers and social partners in the education sector as well as an overall understanding of the education sector (both on the European and national level).
5. Ability to communicate both in speaking and writing in English fluently (C1 level). Additional European languages such as Spanish, Finnish or Polish are considered as an asset.

The Contractor contributes to the successful development of the project as a whole by actively participating in various project events. The Advisory Group is the body entitled to guide the project/research implementation as concerns its organisation and evaluation (see *supra*, section 1.2.2.1).

3. Payments and standard contract

The contract signed between EFEE and the Contractor is subject to the Grant Agreement signed between EFEE and the European Commission for this project initiative. Payment of the fees defined in the contract will be made in two instalments dependent on the Contractor carrying out the relevant stages of work as listed above.

1. A first instalment amounting to 50 %, issued after signature of the contract during the second month of the action.
2. A second instalment for the remaining payment issued after completion, delivery and approval by EFEE of the final outcome.

Payments will be done by bank transfers to a bank account for which the Contractor will communicate the full details.

The contractual agreement is based upon and regulated by the European Commission's rules, provisions and requirements as set out in the project agreement with the European Commission, DG EMPL and applicable Belgian law. The Contractor is obliged to fulfil the described tasks and duties of work to receive the final payment according to the contract.

EFEE has the right, based on Belgian Law, to terminate the contract when the Contractor cannot perform the agreed tasks and duties accordingly. Any conflicts of interests or disputes concerning the validity of this arrangement, the construction of its terms, and the interpretation of the rights and duties of the parties in the contract shall be governed by Belgian Law.

The contract may not be transferred without the parties' written agreement.

4. Price

4.1. Agreed amount

Subject to the final Grant Agreement established between the European Commission and EFEE for the purpose of this project, the total amount available for the tasks described here above during the project lifetime (01/03/2022 – 31/12/2023) will be of maximum 20.000,00 € (about 40 working days at the rate €500 euros) of including all taxes (such as, e.g. VAT). The final salary amount will be paid dependent on the previous experience of the contractor with regards to the above-mentioned tasks.

4.2. Other arrangements

Expenses: The Contractor is reimbursed, on receipt of full documentation according to the European Commission's requirements with regards to travel – economy flight and train tickets -, accommodation expenses, and transfer to and from the airport (by public transportation, taxis not reimbursed) for his/her participation in the preparatory meeting, Advisory Group meetings, case study visits, and the final conference as project expert. These tasks are those previously set up in the Description of the Action only subject to the changes that may be decided by the Advisory Group.

Processing personal data: The contracting party accepts that the Contractor is free to use the data collected and the reports written in this project as part of their own academic reports and articles, as long as they include the relevant references to the project.

However, in order to fulfill or respect the modernized Convention 108 (the regulation (EC) No 45/2001 of the European Parliament and of the Council of 18 December 2000) and EU General Data Protection Regulation (GDPR) on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data:

1. The Contractor must process personal data under the agreement in compliance with applicable EU and national law on data protection (including authorisations or notification requirements);
2. The Contractor may grant its personnel access only to data that is strictly necessary for implementing, managing and monitoring the agreement;
3. The Contractor must adopt appropriate technical and organisational security measures having regard to the risks inherent in the processing and to the nature of the personal data concerned.

5. Selection criteria

Aside from the above stated requirements, the selection process will be based 1) on acceptance of the tender offering the best price-quality ratio and 2) on the availability during the two-year project for the requested tasks. The Contractor is selected according to the standards of selection that have been developed by EFEE. Main selection criteria are the expertise and capacity to deliver the work tendered for, the price-quality relation, the methodological quality and the tenderer's work experience.

It should be noted that the contract will not be awarded to a tenderer who receives less than 70% on the award criteria.

5.1. Award criteria

The contract will be awarded to the tenderer whose offer represents the best value for money, taking into account the following criteria:

1. Evidence track record of proven scientific research experience and extensive knowledge about the European education landscape, especially primary and secondary education, and a keen interest in environmental sustainability and therewith related innovative practices in education. (and preferably of social dialogue structures in education as well).
2. Proficient capacity of the English languages (additional European languages such as Spanish, Finnish or Polish are an asset)
3. Understanding of the nature of the assignment
4. Capacity to work in a team project
5. Ability to meet deadline
6. Ability to meet budget allowance
7. Availability to attend meetings

6. Content and presentation on the bids

6.1. Content of the bids

The bids should contain a detailed explanation of the qualifications and the expertise of the potential contractor, e.g. information on references from the contractor on similar projects already handled, to demonstrate his/her experience and capability to succeed in performing the tasks as set out in section 2 of this tender.

The bids should include a detailed description of the methodology and tools applied to implement a project plan with detailed time and cost planning.

The external expert is requested to send a budget listing the costs by task including a fair estimation of the number of working days and the number of people participating in the tasks.

6.2. Presentation of the bids

Replies have to be presented by **13 April 2022 at the latest** to:

secretariat@educationemployers.eu

Subject: External Research Expertise for “*European Social Partners in Education Promoting environmental sustainability in school learning, teaching and management*”.