

Call for Tender

Expert researcher – *Effective School Management in the Twin Transition – Evolution of Teachers Working Time due to the Green and Digital Transitions – Education Employers Capacity Building Project*

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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 “*Effective School Management in the Twin Transition – Evolution of Teachers Working Time due to the Green and Digital Transitions – Education Employers Capacity Building Project*” supported by the European Commission under the European Social Fund+ (ESF+) Social Prerogatives and Specific Competencies Lines (SocPL).

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1. Background

1.1. The organisation

The European Federation of Education Employers (EFEE) is a recognised European social partner organisation for education employers. EFEE represents in total 61 education employers' organisations in 27 European countries of all sectors of education, from pre-school to higher education, research, and VET, including ministries of education, local government associations, school boards' and school heads' associations, non-public and private school 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 by 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 characterising our projects: firstly, their transnational character and secondly, their strong evidence base. 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 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). EFEE is 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 draft Policy Recommendations based on the outcomes of the project. EFEE's General Secretary Daniel Wisniewski will be the project coordinator and he will be assisted with the implementation of the project by EFEE Project Manager Marie-Céline Falisse.

1.2. The project

1.2.1. The purpose

EFEE is about to kick-off the project *Effective School Management in the Twin Transition – Evolution of Teachers Working Time due to the Green and Digital Transitions – Education Employers Capacity Building Project*. This research-based project will entail four main events: three peer learning activities and one final conference, which will aim at acquiring knowledge on the topic of the evolution of teachers' working time due to the twin transition and to identify best practices across Europe in its management. This project, in which only education employers will participate, is an education employers' capacity building project oriented to strengthen the position of this social partner in the social dialogue with regard to the subject at stake. The objective that it pursues is that education

employers acquire a greater understanding of how the concept of teachers' working time has evolved during the twin transition and how it will continue evolving in the future, and a deeper insight on what are teachers' needs with regard to the management of their working time in the twin transition so that they are not overloaded and that they have the time and clear guidelines to provide their students with the necessary green and digital skills. As a result of the findings obtained from this project, education employers will be better prepared to debate about the topic of teachers' working time, both at the national and European levels, with the trade unions.

The project will include a survey launched to EFEE members and members of members (schools). This survey, which will be designed by the expert researcher (to be recruited through this call) and the consortium members, will allow to map the existing teachers' working time management systems across Europe. In addition, three peer learning activities to showcase good practices in the management of teachers' working time in the different levels of education will be held in Ireland, Cyprus, and Slovenia, allowing to take a deeper look into the challenges and opportunities of each of these countries and regions to implement more effective management systems. Lastly, a final conference will be organised in Brussels (Belgium). During this conference, the findings from the project will be disseminated to project partners and other education stakeholders. These findings will include the guidelines and the policy recommendations that will have been developed by the expert researcher and the consortium members throughout the project's lifespan.

The researcher is expected to develop a research survey in order to collect relevant data, and to carry out desk-research. The research study, along with the knowledge to be acquired from the three peer learning activities, aims at answering the following questions:

1. What is the actual time that teachers work in the midst of the twin transition? (statutory working hours vs. self-perceived hours)
2. How has the concept of teachers' working time evolved due to the twin transition?
3. How does the concept of teachers' working time need to further evolve in order to fit the new context created by the twin transition?
4. What are the needs of teachers with regard to the management of their working time in terms of teaching and non-teaching activities and other practicalities?
5. How can teachers' working time be more efficiently managed in primary and secondary education?

This project will provide relevant data on the topic of teachers' working time, as it is a widely discussed subject that lacks trustworthy data and consensus. The tremendous difference between the statutory working hours in each country and the teachers' self-perceived working hours calls for a restructuration of the concept of teachers' working time and for better management of teachers' tasks by looking to eliminate or carry-out differently teaching and non-teaching activities that are causing the overload of teachers and consequently stressing them out or causing burn-out. As a result, this project will also take part into raising the attractiveness of the teaching profession.

1.2.2. The timeline

In order to deliver on the project's objectives, we will organise four events: three of them are peer learning activities taking place in Ireland, Cyprus, and Slovenia in the timeframe of 2023-2024. The project will close with a final conference in Brussels devoted to the sharing of the results obtained in each peer learning activity. Please find the preliminary timeline:

Date	Activity	Location
23 May 2023	Kick-off Advisory Group meeting	Dublin, Ireland
24-25 May 2023	1 st Peer Learning Activity	Dublin, Ireland
June 2023	Advisory Group meeting	online
October 2023	2 nd Peer Learning Activity	Larnaka or Pafos, Cyprus
November 2023	Advisory Group meeting	online
April 2024	3 rd Peer Learning Activity	Ljubljana, Slovenia
April 2024	Advisory Group meeting	online
November 2024	Final Conference	Brussels, Belgium
December 2024	Advisory Group meeting	online

1.2.2.1. Advisory Group meetings

The Advisory Group meetings will bring together representatives from the European Federation of Education Employers (EFEE) to provide guidance, monitor the project developments and to promote an active involvement in the project meetings and dissemination actions among their affiliates. The focal point of these meetings is to agree on general concepts, setting concrete goals, selecting specific peer learning topics, and preparing groundwork for project meetings. In total, five advisory group meetings, including one in-person, will take place during the course of the project.

1.2.2.2. Peer Learning Activities

The objective of the peer learning activities, which will each last 1 day and a half, is to provide Advisory Group Members, other education employers representatives and education stakeholders with a platform to exchange, peer learn, and discuss the topics identified during Advisory Group meetings in greater depth. The peer learning activities will also include local school visits, allowing participants to gain in-depth practical on-site knowledge on effective school management in the twin transition in the respective school contexts and therewith bound challenges and opportunities by engaging in a dialogue with school representatives.

1.2.2.3. Final Conference

The Final Conference will take place in Brussels. The conference is devoted to sharing the results of the different peer learning activities, the result of the survey and research report, examples of best practices uncovered in the course of the project, the conclusions drawn, and foreseen follow-up actions. Participants will also be invited to discuss the outcomes of the project and to provide input to the final draft of the policy recommendations. These inputs will in turn be discussed during the last Advisory Group Meeting that is set to evaluate the overall planning and implementation of the project. EFEE will subsequently produce a project report, evaluating its planning and implementation, as well as the project outcomes.

2. The expert researcher

In order to ensure that our project has a strong evidence base, we deem it crucial to invite an external expert researcher to assist us with the desk-research and with the development and analysis of a comprehensive study on the existing management systems of teachers' working time throughout the EU in order to collect and analyse best practices. The expert researcher is expected to write a substantial research report and outcome document analysing and comparing the theoretical framework from literature study with the practical knowledge gained through the peer learning activities. By investigating management systems of teachers' working time and comparing this with the knowledge gained through hands-on experience in the host countries, the research report will aim 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 EFEE Policy Recommendations.

Therefore, we expect the expert researcher to have proven research experience and extensive knowledge of the topics at stake. Preferably, the expert researcher will furthermore showcase a significant understanding of social dialogue structures in education in order to identify the most pressing challenges and opportunities accordingly. The total budget for subcontracting these tasks is €30.000 (about 60 working days at the rate of €500/day) based on previous experiences with external experts.

2.1. Tasks to be performed by the successful candidate

The expert is expected to perform the following tasks in the time framework from May 2023 to December 2024:

1. **Participate** in a pre-project meeting with EFEE (online), five meetings with the Project Advisory Group (one in-person and four online), three peer learning activities, as well as a closing conference.
2. **Conduct** desk research to map existing management systems of teachers' working time in the EU and develop a substantial research report and outcome document analysing and comparing the theoretical framework from the literature study with the practical knowledge gained through the peer learning activities.

3. **Investigate** the evolution of teachers' workload and working time due to the twin transition and comparing this with the knowledge gained through hands-on experience in the host countries, while looking for a redefinition of the concept of teachers working time.
4. **Develop**, with the input from the project advisory group, an online survey to be carried out amongst EFEE member organisations to get insight into their current knowledge, practices and challenges when it comes to effective school management in the twin transition with a particular focus on teachers working time.
5. **Develop**, with the input from the project advisory group, interview questions for the activities at local/national level to identify practical and concrete ways to redefine the concept of teachers working time in the twin transition.
6. **Scientifically accompany** the peer learning activities in Ireland, Cyprus, and Slovenia and subsequently, **draft** a reflection report based on the evaluation and analysis of the findings gained after each activity when it comes to effective school management in the twin transition with a particular focus on the evolution of teachers working time. The reflection reports will be presented to the Advisory Group members for input and approval.
7. **Draft** a final project report (including Executive Summary), outlining the outcomes of all project activities (incl. survey, desk research, peer learning activities) and drawing conclusions on the evolution of teachers working time and effective school management in the twin transition.

2.2. Requirements to be a successful candidate

EFEE requires the expert researcher (hereafter, Contractor) to provide an objective and scientific perspective along with expertise on the issue at stake while carrying out the tasks outlined above. Therefore, the Contractor is expected to display the following competences:

1. Proven (research) experience and extensive knowledge of school management in the twin transition with regards to teachers working time.
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 fluently verbally and in writing in English (at least C1 level). Additional European languages such as French, Dutch, (Cypriot) Greek, and Slovenian will be considered an asset.

The Contractor contributes to the successful development of the project as a whole by actively participating in various project activities and meetings. The Advisory Group is the body entitled to guide the project/research implementation as concerns its organisation and evaluation.

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 (01/05/2023 – 31/12/2024) will be of maximum €30.000 (about 60 working days at the rate of €500/day) of including all taxes (such as, e.g. VAT). The final salary amount will be paid depending 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 their participation in the kick-off Advisory Group meeting, peer learning activities, and final conference.

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 fulfil or respect the modernised 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.

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 duration of the 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 research experience and extensive knowledge of school management in the twin transition with regards to teachers working time (and preferably of social dialogue structures in education as well).
2. Proficient capacity in the English language (additional European languages such as French, Dutch, Cypriot Greek, and Slovenian will be considered an asset)
3. Understanding of the nature of the assignment

4. Capacity to work in a team project
5. Ability to meet deadlines
6. Ability to meet budget allowances
7. Availability to attend activities and 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 their 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 potential contractor is also 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 **30 April 2023 at the latest** to daniel.wisniewski@educationemployers.eu and marieceline.falisse@educationemployers.eu.

Subject: Expert Researcher for Teachers Working Time