

Call for Tender

Expert researcher – *Capacity building of education employers through the promotion of teacher induction programmes*

Deadline to respond:	29 May 2023
Date of publication:	2 May 2023

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 ‘*Capacity building of education employers through the promotion of teacher induction programmes*’ 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 '*Capacity building of education employers through the promotion of teacher induction programmes*'. This project will entail three main events: two conferences to develop the research report and one final dissemination conference. These will be held in Portugal, Hungary and Belgium, and will be dedicated to prototyping the best model of teacher induction programmes and developing the guidelines and policy recommendations that will feed into the final research report. Towards the end of the project, a final conference will be organised in Ghent (Belgium). During this conference, the findings from the project will be disseminated to project partners and other education stakeholders.

During the COVID-19 pandemic, the shortage of teachers has put great challenges on a wide range of European Member States and its education systems. Studies have shown that one of the reasons for this shortage of qualified teachers roots in the lack of adequate induction programmes, resulting in difficulties to attract and retain young academics in the teaching profession in European schools.

Aiming to tackle this challenge and establish a supportive environment for young teachers entering the teaching profession, this project will contribute to the strengthening and further development of the European social dialogue on the basis of lessons learned from the COVID-19 pandemic by underpinning the principles enshrined in the European Pillar of Social Rights. The specific issues this project aims to tackle are, therefore:

- Employment, social and economic consequences of the COVID-19 crisis, and the particular role of social partners in this respect,
- Quality of work, working conditions and health and safety work,
- Digitalisation,
- Attractiveness of the teaching profession,
- Social dialogue and capacity building,
- Education for environmental sustainability.

Against the backdrop of these objectives, the project assembles as practitioners 9 entities, including education employers, providers and teacher training institutions from six different EU member states. They will support the implementation of the three cornerstone conferences the project foresees to take place in Portugal, Hungary and Belgium. The first two conferences will be dedicated to the mapping and exchange of induction practices amongst project partners and invited guests from both the European and international level. The third and final conference will aim to showcase and disseminate the 4 outputs generated out of the findings gained during the project (a survey, a report of the best practices of teacher induction models and therewith bound guidelines of action as well as policy recommendations).

The project will include a survey launched to EFEE members and members of members (schools) and to teacher training institutions. 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 induction programmes across Europe and to identify the best models. In addition, two conferences to work on the prototype of the best teacher induction model as well as on the guidelines and policy recommendations from this project, will be held in Portugal and Hungary, allowing to take a deeper look into the challenges and opportunities to implement effective teacher induction models. Lastly, a final conference will be organised in Ghent (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, as well as to draft one report about each of the two first conferences. The research study, along with the two conferences, aims at gathering data that allows achieving the following objectives:

- Promote cooperation between education stakeholders, education employers, teacher education providers and schools and school leaders on the matter of designing teacher induction programmes and their adaptation to the future of teaching profession,
- Contribute to raising the attractiveness of the teaching profession,
- Develop a comprehensive study on the existing models of cooperation between teacher education providers and individual schools in order to analyse best practices of teacher induction programmes and to detect national and regional opportunities and challenges to implement them,
- Foster dialogue and exchange successful and effective practices of teacher induction programmes between education stakeholders,
- Develop guidelines for redesigning induction programmes addressed for education employers, schools, school leaders and teacher education providers;
- Develop policy recommendations on the matter of cooperation between teacher education providers and individual schools and education employers in the field of teacher induction.

1.2.2. The timeline

In order to deliver on the project's objectives, we will organise three events: the two first conferences will be taking place in Portugal and Hungary in the timeframe of 2023-2024. The project will close with a final conference in Belgium devoted to the sharing of the results obtained from the previous conferences and research work. Please find the preliminary timeline:

Date	Activity	Location
December 2024	2 nd Project Advisory Group meeting	Online
February 2024	1 st conference	Porto, Portugal
June 2024	3 rd Project Advisory Group meeting	Online
September 2024	2 nd conference	Budapest, Hungary
November 2024	4 th Project Advisory Group meeting	Online
February 2025	Final conference	Ghent, Belgium

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, four advisory group meetings, will take place during the course of the project. Only three will take place after the hiring of the expert researcher.

1.2.2.2. Conferences

The objective of the two first conferences, which will each last 1 day and a half, is to provide education employers representatives and other education stakeholders with a platform to exchange, peer learn, and discuss the topics at stake in greater depth. As mentioned above, these conferences will also include some workshop-style work for participants to produce a prototype of the best teacher induction model, guidelines on the necessary elements of supporting induction environments for the new teachers and policy recommendations on supporting the establishment of successful induction models.

1.2.2.3. Final Conference

The final conference, which will last 1 day, is devoted to sharing the results of the survey, the two first conferences and the desk research which will be collected into the final research report along with the prototype of the best teacher induction model and the guidelines. Participants will also be invited to discuss the outcomes of the project and to provide input to the final draft of the policy recommendations.

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 teacher induction systems 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 different teacher induction models and comparing this with the knowledge gained through hands-on experience in the two first conferences, 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 Guidelines and 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 June 2023 to February 2025:

1. **Participate** in a pre-project meeting with EFEE (online), three meetings with the Project Advisory Group (online), two conferences, as well as a closing conference.
2. **Conduct** desk research to map existing teacher induction systems 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 conferences.

3. **Investigate** on the topic of cooperation between educational institutions and teacher training institutions and comparing this with the knowledge gained through hands-on experience in the host countries, while looking for a better way to promote the cooperation between them.
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 teacher induction with a particular focus on the cooperation between teacher education providers and education employers.
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 reorganise teacher induction models.
6. **Scientifically accompany** the conferences in Portugal, Hungary and Belgium and subsequently, **draft** a reflection report based on the evaluation and analysis of the findings gained after each activity. 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 teacher induction.
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 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 – 30/04/2025) 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 **29 May 2023 at the latest** to daniel.wisniewski@educationemployers.eu and silvia.pesini@educationemployers.eu.

Subject: Expert Researcher for Teacher Induction



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