



Project GLOBAL SCHOOLS - Monitoring & Evaluation

Open call for external evaluator(s)

1. Background

The project “Global Schools” is a three-year, EU-funded project (DEAR Programme - DG Devco) led by the Autonomous Province of Trento, which involves 17 partners and 6 associates from 10 European countries.

Nowadays, education systems are increasingly asked to prepare children and students to understand global issues, as well as be aware of the impact individual and collective choices have at global level.

«Global citizenship refers to a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global»¹.

“**Global Schools**” aims at embedding Global Citizenship Education (GCE) in primary schools curricula in 10 countries, both through a revision of educational policies and through the promotion of innovative teaching practices that adopt GCE as a cross-cutting approach to all school subjects.

The Autonomous Province of Trento is selecting an external consultant (or team of consultants) to carry out the monitoring and evaluation (M&E) of the whole project.

2. Summary of the project

Partnership: the European partnership is composed of local authorities, civil society organisations, research centres and higher education institutions.

Countries of implementation: Austria, Bulgaria, Czech Republic, France, Ireland, Italy, Latvia, Portugal, Spain, United Kingdom.

Duration: the implementation period is from 1st April 2015 to 31st March 2018 (a short extension is possible).

Expected results:

- Global Learning guidelines and case studies that facilitate the integration of GCE in primary education curricula developed through multi-stakeholder processes in 10 EU countries;
- Local networks of trained teachers (multipliers) in 10 EU countries that have the skills, resources and support to embed GCE in the curriculum & roll out peer training;
- Increased profile of the EYD2015 and of the post 2015 agenda in schools and in the wider community through an awareness raising strategy;
- Multimedia dissemination strategy that facilitates ongoing sharing of the action’s good practices among co-applicants and with external stakeholders.

Main activities:

- Establishment of national and international coordination and advising bodies within the project;
- Realisation of a comparative and qualitative research on educational policies and teachers' training practices;
- Organisation of 3 international seminars and 10 end-of-project national seminars;
- Training of teachers;
- Training of civil society organisations' practitioners;
- Training of LAs officers;

¹ UNESCO, *Global Citizenship Education: Topics and learning objectives* (2015).



- Research, design, piloting & publishing of educational resources;
- Promotion of a European exchange programme for teachers;
- Organisation of local multi-stakeholders “round-tables” and school-based events;
- Participation at the universal exhibition Expo Milan 2015, and other high profile events at national and European level;
- Briefing of national and regional education authorities;
- Implementation of a sub-granting scheme to third parties (local NGOs);
- Promotion of online and offline dissemination.

3. Purpose of the M&E

The overall purpose of the M&E framework will be to facilitate assessment of interim and final achievements against the objectives and the expected results of the action. The final evaluation report will be a key tool for understanding who the action reached and what difference it made to them.

Starting from a redefinition, together with partners, of the existing Log-frame and key indicators of the project, the key objectives of the M&E work in the Global Schools project will be:

- To assist partners in monitoring the implementation of the project's activities and assessing their impact, with specific attention to their compliance to the Grant Contract signed with DG Devco;
- To inform planning processes of the International Steering Committee;
- To contribute lessons learned to feed into the project cycle and improve the future performance of the action;
- To provide guidance on developing effective interventions to embed global citizenship education in the formal education of the 10 partner countries;
- To provide periodical feedbacks on the effectiveness, the relevance, the impact and the sustainability of the project with the aim of improving and re-orienting partners' work;
- To draft an international evaluation report to be attached to the final report to the donor authority.

The M&E framework and its methodology should be both qualitative and quantitative, have formative as well as summative character (also relating the project to wider concerns and developments in GCE), and be integrated with a Results-Oriented-Monitoring (ROM) approach as defined by the European Commission.

4. Scope and methodology of M&E

The M&E work of the selected consultant will be carried out under the overall guidance of the lead partner and of the International Steering Committee of the project. The scope of the assignment shall include:

- Redefining together with partners the Log-frame of the project;
- Finalising the proposal of a M&E framework;
- Elaborating the M&E methodology to cover activities planned within the project in all partner countries;
- Developing tools for internal ongoing monitoring conducted by each national co-ordinator;
- Developing tools for internal ongoing monitoring conducted by the lead partner;
- Developing tools for final project evaluation;
- Participating (in person) in at least 2 coordination meetings with partners;
- Keeping regular contacts with the lead partner, envisaging also a minimum of 3 meetings in person in Trento, Italy;
- Drafting and submitting an international interim report and a final international evaluation report.

The M&E framework should: use a participatory method; include project's partners in the process; and be based on both qualitative and quantitative data.

National coordinators are responsible for the implementation of activities in their countries. They also collect all information relevant for monitoring and reporting. They should be regarded as participants to be engaged in M&E on the national level. Likewise, the lead partner collects information from national coordinators to draft consolidated reports for the European Commission.

The selected M&E consultant is expected to work remotely but in close touch with the Project team of the Autonomous Province of Trento, using her/his own computer and other necessary equipments and facilities.

A minimum of 3 visits by the consultant to the lead partner's offices in Trento will be agreed upon (at least 6 working days), as well as his/her participation in at least 2 coordination meetings with partners (minimum 4 working days)², and a number of missions in Europe to visit some partners and their activities.

5. Reporting

An interim international monitoring report covering the first two-years of implementation of the project (1st April 2015 - 31st March 2017) should be handed to the international coordinator by 20th April 2017.

A final international evaluation report covering the whole period of implementation of the project should be handed to the international coordinator by 20th April 2018. In case of extension of the implementation period, a new date will be agreed upon.

Both reports must be written in English and should include:

- Executive summary;
- Description of methodology;
- Analytical content;
- Findings in response to 'research' questions;
- Explanation and analysis supporting those findings;
- Conclusions and recommendations.

All materials and data collected during the M&E process should be handed over to the lead partner of the project, prior to the termination of the contract.

Copyright of the M&E tools, databases and reports will be transferred to the lead partner, prior to termination of the contract.

6. Timeframe of M&E

The project started on 1st April 2015 and will end on 31st March 2018 (a short extension is possible). M&E will cover all activities realised during the implementation period, including possible extensions.

The first meeting of the consultant with all partners is scheduled at the International Steering Committee that will be held in Innsbruck on 20-22 April 2016.

April – July 2016	Participation to the International Steering Committee of the project (Innsbruck 20-22 April) Development of and 'training' of partners on the evaluation framework, guidelines, methodology and tools
September 2016 – March 2017	Monitoring of the project
April 2017	Submission of an interim international monitoring report to the lead partner
May 2017 – March 2018	Monitoring of the project
April 2018 (or extended end of project date)	Submission of the final international evaluation report to the lead partner

7. Budget

The total amount available for this assignment is up to € 38.000 gross.

The budget assigned to the task is inclusive of VAT, all fees, taxes and other dues, and any other expenses borne by the consultant in relation to the assignment, including travel costs and subsistence allowances.

² City to be determined, partner countries only.

8. How to submit a bid

Only offers submitted in **English** will be considered.

Offers can be submitted in free format, as no application form is provided to candidates.

Interested and eligible candidates (see below) are requested to **submit electronic application ONLY** to: **serv.emigr-sol.int@pec.provincia.tn.it**

Offers lacking compulsory documents will not be accepted. The Autonomous Province of Trento reserves the right to request any additional information deemed useful for the evaluation.

8.1 Deadline for submitting an offer

The deadline for the submission of full applications/offers is **Monday 21st March 2016, h 11:00 AM** Central European Time. The time of reception by the Autonomous Province of Trento will be considered as time of submission of the proposals. Offers received after this deadline will not be considered.

8.2 Minimum compulsory requirements

- Being a resident (in case of physical person) or being based (in case of a legal person) in a EU Member State;
- Minimum 3-year experience in evaluation of projects in the field of education;
- Minimum 5-year experience in evaluation of projects funded by EuropeAid;
- Proficiency in English (minimum overall level C1 according to the *Common European Framework of Reference for Languages*).

Candidates must have no prior criminal convictions, nor be subject to civil or administrative measures registered in the criminal records in accordance with current regulations.

8.3 Additional requirements

The following elements will be considered an advantage in the selection process.

- Good knowledge of the project topic and context (global education/development education/global citizenship);
- Good command of any other languages of partners beside English: Bulgarian, Czech, French, German, Italian, Latvian, Portuguese, Spanish (the minimum level considered will be B1 according to the *Common European Framework of Reference for Languages*);
- A good coverage of project's activities through personal visits to partners, as specified in the M&E proposal.

8.4 The submission package

The submission package is composed by the following documents (all are compulsory):

1. Technical proposal

- **Signed** letter of interest containing the statement on candidate's experience in M&E of European projects in the field of education (pdf format);
- Scanned copy of a valid identification document of the applicant (pdf format);
- Curriculum Vitae of the candidate(s) (pdf format);
- Lists of educational and European projects previously (or currently) evaluated (pdf format);
- Strategy for the M&E of the project "Global Schools", including methodology, and practical tools to be used - maximum 4 pages (pdf format);
- Work plan specifying the responsibilities and workload of the project's partners for data collection - maximum 3 pages (pdf format);
- Document identifying weaknesses and strengths of the current Log-frame, with suggestions for improvements and indicators (see Annex A) – Rephrase/amend the Log-frame using the same format, please (pdf format).

Please note that the full text of the project can also be requested by writing to the lead partner (see contacts below).

2. Financial proposal

The **signed** financial proposal shall specify a total gross lump sum amount, breaking down: days proposed for home-based work; days spent in the project's partner countries to complete the assignment; a daily professional fee (gross amount); travel expenses and subsistence costs; and any other task-related costs (pdf format).

8.5 Requests for additional information by the candidates and selection procedures

Before the deadline for submission interested candidates may contact the project team with specific questions. However, please note that, to ensure equal treatment of applicants, the Autonomous Province of Trento will not give a prior opinion on the eligibility of applicants, or on specific proposals.

Questions may be sent ONLY in English, by e-mail no later than 9th March 2016 to: cecilia.piccoli@provincia.tn.it

No individual replies will be given to questions. All questions and answers will be published on the website: www.trentinocooperazione-solidarieta.it no later than 14th March 2016.

Please note that also the **full text of the project can be requested** to the Autonomous Province of Trento by writing to: cecilia.piccoli@provincia.tn.it

After the submission, no information on the outcome of individual applications will be given before the end of the selection procedure. The outcome of the selection results will be notified to all participants. Applications will not be returned to applicants.

9. The main selection criteria will be the following ones

- Overall cost and budget detail;
- Experience in evaluation of EuropeAid projects;
- Experience in evaluation of educational projects;
- Evaluation plan (strategy & workplan);
- Proposal for the redefinition of the Log-Frame.

10. Selection procedure

The bids received will be screened by an *ad hoc* selection board composed by experts and appointed by the Head of the competent provincial body in the field of International solidarity for the Autonomous Province of Trento.

The assignment will be awarded at the incontestable discretion of the selection board at the end of the selection procedure, and after verifying the absence of cases of incompatibility as stated by the provincial legislation. The Autonomous Province of Trento is not bound to select any of the competing bids, if the selection board has not identified any candidates who meet the necessary requirements.

> Under Article 13 of D.Legs. 196/2003 of the Italian code regulating the protection of personal data, please be informed that the Autonomous Province of Trento (Piazza Dante 15, 38122 Trento) is in charge of candidates' data processing. The person in charge is the Head of the competent provincial body in the field of International solidarity.

11. Check-list of documents to be submitted by applicants:

Document	Tick
Signed letter of interest with candidate's experience in M&E (pdf)	
Scanned copy of the identification document (pdf)	
Curriculum Vitae of the candidate(s) (pdf)	
Lists of projects previously (or currently) evaluated (pdf)	
Strategy for the M&E of the project "Global Schools" (pdf)	
Work plan with responsibilities and workload of partners (pdf)	
Document with weaknesses and strengths of the current Log-frame (pdf)	
Signed financial proposal (pdf)	

Annex A
Log-frame of the project “Global Schools”

LOGICAL FRAMEWORK FOR THE PROJECT				
	Intervention logic	Objectively verifiable indicators of achievement	Sources and means of verification	Assumptions
Overall objective	O1 – To open up new areas of learning and encourage participation of young people in global citizenship by facilitating the acquisition of competences and values that ensure awareness and critical understanding of global interdependences and active engagement in local and global attempts to eradicate poverty and promote justice, human rights and sustainable ways of living.	O1 - pupils of target schools develop their understanding of GL themes through a range of subjects and topic areas O1 - pupils of target schools develop skills through GL that support their literacy, numeracy and communication competences O1 - pupils of target schools are involved in the planning and running of GL activities across the school	Comparison of data between baseline survey and end of the project survey in target schools Interviews with leaders, management teams and teachers of target schools Assessment of pupil's work against a set of criteria to measure the impact of the project on their learning	
Specific objective	SO – To design and promote models of good practice in GL in primary education replicable by schools in similar systems through the creation of local networks of 152 European schools that in a structured manner integrate GL in their curriculum	SO. "Indicator 1": *% of target LAs state that they will integrate the guidelines in their educational policies and strategies and roll them out to local schools SO. "Indicator 2": *% of school leaders/management teams of target schools make plans to embed GL in the school vision, strategy and curricula across the whole school SO. "Indicator 3" : *% of trained	Indicator 1: Interviews with LAs decision-makers and officers Indicator 2 and 3: Comparison of data between baseline survey and end of the project survey in target schools; Interviews with leaders/management teams and teachers of target schools; Review of school documents of target schools (strategic plans, programme and project documents, curricula of the different disciplines, curricula of	External conditions: 1. Educational policies and guidelines of national and local authorities do not give excessive priority to core disciplines and do not actively discourage the integration of GL 2. LAs are the competent authority for primary education 3. Presence of a school

		<p>teachers of target schools are confident in their GL knowledge and teaching methodologies and support through their lessons and extra-curricular activities the development in pupils of GL values and competences</p> <p>SO. "Indicator 4" : *% of target schools independently share their experience of embedding GL in their curricula with 1 other school of their territory</p> <p>SO. "Indicator 5": leaders and/or management teams of *% of target schools take the decision to create local networks of GL schools for the purpose of sharing of practices and rolling out the experience to other schools</p> <p>* Target value will be set after completion of the baseline survey</p>	<p>pre-service teacher education, minutes of planning meetings, teachers' lessons plans, reports of extra-curricula activities)</p> <p>Indicator 4: Interviews with leaders/management teams of target schools and of other schools</p> <p>Indicator 4: Interviews with leaders/management teams of target schools; record of meetings to establish the local networks</p>	<p>system that provides schools with the autonomy to give priority to GL in their school vision, strategy and curricula</p> <p>4. National and local authorities facilitate and provide support to the creation of networks of schools</p> <p>Risk: Change of government can modify the policies, guidelines and attitudes of national and local authorities (or drastically reduce the room for manoeuvre)</p>
<p>Expected results</p> <p>R1: Global Learning guidelines and case studies that facilitate the integration of GL in primary education curricula developed through multi-stakeholder processes in 10 EU countries</p>	<p>1.1 GL guidelines are evidence-based and provide policy-makers and school managers with clear indications and practical steps to integrate GL in policies and curricula (R1)</p> <p>1.2 154 LAs decision-makers and officers acquire knowledge of GL concepts and ideas about the role that LAs can play in GL</p>	<p>Indicator 1.1: Review of the guidelines against set criteria; interviews with LA decision-makers and officers and with school leaders and managers</p> <p>Indicator 1.2: Evaluation forms of training activities aimed at LAs</p>	<p>R1: Members of the Experts groups maintain their motivation and interest and work collaboratively</p>	

<p>R2.- Local networks of trained teachers (multipliers) in 10 EU countries that have the skills, resources and support to embed GL in the curriculum & roll out peer training;</p> <p>R3.- Increased profile of the EYD 2015 and of post 2015 agenda in schools and in the wider community through an awareness raising strategy</p>	<p>2.1 *% of multipliers of target schools are confident in their GL knowledge and skills and support colleagues' knowledge and skills development through peer training (R2)</p> <p>2.2 *% of multipliers of target schools organise peer training and/or GL activities together with multipliers from other target schools and provide support to each other;</p> <p>2.3 *% of multipliers of target schools state that they are interested in maintaining the relationship with multipliers from other countries to facilitate sharing of practices</p> <p>2.4 *% of trained teachers use the educational resources developed through the project in their curricular and cross-curricular activities to provide coherent GL experiences (R2)</p> <p>2.5 A total of 2.100 teachers acquire through training knowledge of GL concepts and methodologies</p> <p>3.1 Number of students, teachers, teacher trainers and trainees, and parents of target schools that are informed about the EYD 2015 and the post 2015</p>	<p>Indicator 2.1, 2.2, 2.3: Interviews with multipliers and with teachers trained by multipliers; Reports of peer training courses organised by multipliers</p> <p>Indicator 2.4: Interviews with trained teachers of target schools; Review of trained teachers' lessons plans and activities' reports</p> <p>Indicator 2.5: Evaluation forms of teacher training activities</p> <p>Indicator 3.1 and 3.2: Records of participation at awareness raising activities and action days organised by the schools; Interviews with teachers and</p>	<p>R.2 Motivation of multipliers is maintained and sustained by managers of target schools through acknowledgement of their role and through appropriate rewards; R.2 Trained teachers/multipliers are not transferred to another school</p> <p>R.2 Leaders/management teams of target schools facilitate and support collaboration with other schools involved in the project, i.e. joint training by multipliers from different schools;</p> <p>R.3 Presence in the countries included in the project of national campaigns on the EYD 2015 and post 2015 agenda</p>
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	<p>R4. - Multimedia dissemination strategy that facilitates ongoing sharing of the action's good practices among co-applicants and with external stakeholders.</p>	<p>agenda (R3);</p> <p>3.2 Number of students and teachers that participate in school-based action days linked to national and international campaigns on the EYD 2015 and the post 2015 agenda (R3);</p> <p>3.3 Increase in the number of teachers of target schools that as a result of their participation in awareness raising activities request training to increase their GL competences (R3)</p> <p>4.1 Key project stakeholders (representatives from national government and LAs, schools managers and teachers, etc.) participate at the national seminars/conference at end of the project and demonstrate interest and appreciation of both content and methodology (R4);</p> <p>4.2 Project information and resources are stored online in a user-friendly way, are updated regularly and co-applicants, beneficiaries and key stakeholders access them on a regular basis (R4);</p> <p>4.3 National and international governmental and non-governmental actors interested and active on GL become aware of the projects' results</p>	<p>students of target schools; assessment of student's campaign actions against a set of criteria</p> <p>Indicator 3.3: Interviews with leaders/management teams of target schools</p> <p>Indicator 4.1: Reports of national seminars and end of the project conference (record of presence, description of content and methodology, evaluation from participants)</p> <p>Indicator 4.2: Interviews with key stakeholders; Record of visits and downloads</p> <p>Indicators 4.3: Reports of national and international events where co-applicants have presented the project and its results</p>	<p>that provide easily accessible events and opportunities for involvement of schools</p> <p>R.4 Absence of high profile events organised by governmental or non-governmental actors at the same time as project's seminars and conferences</p>
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Activities	<p>A1.1 Coordination, sharing of good practices and monitoring (R1) 1.1.1 Establishment of country level Steering Committees 1.1.2 Establishment of an International Steering Committee 1.1.3 Participation at EuropeAid seminars</p> <p>A1.2 Multi-stakeholder structures at local, national and international levels (R1) 1.2.1 Establishment of country level Experts Groups 1.2.2 Establishment of an International Scientific Committee</p> <p>A1.3 Publication of the results of the research (R1) 1.3.1 Comparative and qualitative research on teacher training practices</p> <p>A1.4 LA Training programme (R1) 1.4.1 EYD 2015 LAs international seminar 1.4.2 Country level training of LAs</p> <p>A2.1 Production and publication of GL educational resources (R2) 2.1.1 Research, design, piloting and publishing of educational resources in 9 languages</p> <p>A2.2 Teacher Training Programme (R2) 2.2.1 Training of pre-service and in-service teachers 2.2.2 European exchange</p>	<p>Means: Staff and per diems International travel and local transportation Computer equipment and audio-visual equipment Office costs (consumables, communications, postal costs) Experts Translation and interpreters, Costs of conferences and seminars (room hire, catering) Communication costs</p>	<p>Sources of information on action progress Minutes of meetings (Steering Committee, Experts Groups, International Scientific Committee, Multi-stakeholder roundtables) Reports of training courses (training of LAs, teachers, NGOs) Reports of international and national seminars and conferences</p> <p>Costs Human resources: € 1.840.486 Travel: € 206.049 Equipment & supplies: € 25.400 Local office: € 51.243 Other costs, services € 674.572 Other costs € 192.850</p> <p>Indirect costs € 209.342 Total € 3.199941</p>	<p>Preconditions: 1. Ministry of Education in target countries continues to allow NGOs to work within schools 2. Availability in each country of experts from academia, NGOs, school institutions, etc. available and interested to work together as a national experts group linked to similar groups in other countries 3. LAs that adhered to the project as Co-applicant or Associate are motivated, interested in investing on GL at the local level and open to increasing their GL competences and developing policies and strategies on GL (change of government in LAs involved in the project does not have a negative impact in terms of the LAs' commitment to the project) 4. Presence in each target territory of schools interested in GL and motivated to embed GL in their curriculum (motivated school boards and school leaders/management)</p>
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	<p>programme</p> <p>2.2.3 International seminar on GL training & teaching</p> <p>A2.3 NSA Training Programme (R2)</p> <p>2.3.1 Training of civil society organisations</p> <p>A3.1 Awareness raising strategy on the EYD 2015 and GL (R3)</p> <p>3.1.1 Organisation of local multi-stakeholders "roundtables"</p> <p>3.1.2 Organisation of school based events (EYD 2015 and post EYD)</p> <p>A3.2 Visibility of EYD 2015 and GL issues at high profile events (R3)</p> <p>3.2.1 Participation at the Expo 2015 and other events</p> <p>A4.1 National and international meetings and events (R4)</p> <p>4.1.1 Briefing of national and regional Education Authorities</p> <p>4.1.2 Organisation of 10 end of the project national seminars</p> <p>4.1.3 Organisation of 1 final international conference</p> <p>4.1.4 Participation at national and European events</p> <p>4.2 Dissemination through ICTs (R4)</p> <p>4.2.1 Creation of a dedicated project website</p> <p>4.2.2 Dissemination through co-applicants' websites</p>		<p>teams)</p> <p>5. Presence in each target schools of a group of teachers that are interested and motivated to participate in the project's activities</p>
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