

INVITATION TO TENDER EXTERNAL EVALUATION OF THE EU FUNDED PROJECT “HEY! TEACHERS, DON’T LEAVE THE KIDS ALONE”

1. Summary:

I.E.R.F.O.P. Onlus, as beneficiary and coordinating organisation, is launching an open call for experts to serve as external evaluator for the project “Hey! Teachers, don’t leave the kids alone”, project nr. 2016-1-IT02-KA201-024342, supported by the European Union’s Erasmus + Programme, KA2 strategic partnership for school education.

2. Project Description:

The project started on 1st of October 2016 and it will end on 30th of September 2018.

HEY project refers to the adequacy of training approaches used by primary school’s teachers with relation to the main trends of social change in progress. These trends apply to:

- Family changes and the arrival of new type of families, more complex and with more members;
- Evolution of educational and existential styles;
- Diversification of cultural context;
- Extension of the gap between rich and poor people and the crisis of middle class;
- New learning approaches and educational disadvantage.

"Inequalities persist in European education systems. Pupils from poor socio-economic backgrounds perform worse at school than their peers in all EU countries. Children from immigrant backgrounds, the disabled, and Roma children are among the most vulnerable groups affected. At the same time, there are large differences between countries in the extent to which family background influences learning outcomes". (Source: EU Commission)

In this context, the school is one of the main pillar against the process of social molecularization but, in order to act efficiently, must be able to engage with different interlocutors than those of the past and different from each other for many reasons: needs, expectations, values, training models.

The project is based on the idea to create specific training tools to enable teachers to engage directly, at least potentially, with each student (especially with those at risks of exclusion for social or economic reasons, or for cognitive or physical disabilities) and each family in an individual and group way, to



reconnect this relationship into networks of exchange and social cohesion to take them away to their solitude and/or prevent the risk that they establish new types of solitude in their scholastic experience.

This dual ability to welcome/receive, through enhancing practices of individualization and the connection of individual differences, is the essential requirement of every inclusive school, able to reflect the evolution of the needs traditionally attributed to the deficit area.

The aim of the project is to empower teachers engaged in children education (and, consequently, the students together with their families) in practical skills that allows them to handle daily challenges more effectively and enhance their ability of inclusion and their level of social wellbeing in a sustainable way.

Moreover, an added value is the creation of a "Protocol" containing the procedures, the learning approaches, training tools and physical/logistic aspects of the "inclusive learning environments", that will be used as a guide for the validation and certification of these specific inclusive skills and competencies.

So, in this framework, the expected results, can be listed as follow:

- 1) raising awareness of the importance of inclusion and social wellbeing and families/schools relationship in educational paths;
- 2) building the ability of teachers to engage directly with each student and each family in an individual way, (to reconnect this relationship into networks of exchange and social cohesion to take them away to their solitude and to prevent the risk that they establish new types of solitude in their scholastic experience). It is expected to transfer, in a first step, to 12 primary school teachers (2 per partner), the inclusive competencies provided by the use of the new training tools. Considering a so called "cascade model" effect, these teachers will transfer to other 10 colleagues these competencies (at the end of the project, the teachers trained will be 120)
- 3) providing training tools to ensure optimal inclusive social and learning environment;
- 4) creation of a more inclusive school structure model, and a more inclusive model of learning environment" easily transferrable.

In this way the training facilitates the target groups to improve their performances, under the different points of view, in educational paths.

- 5) creating electronic tools, apps for smartphones and other online tools, addressed to target groups, with the aim to facilitate the use of the project's results.
- 6) Decreased early school leaving among the students involved.



7) Creating a protocol, containing a scheme for the validation of competencies (according to EQF) in the framework of social inclusion in school teaching.

The project comprises of 9 Workpackages (WPs):

WP 0: Management. WP1: Transnational Analysis. WP 2: New methodologies and approaches for teachers. WP 3: Pilot implementation. WP 4: Training Tools/Protocol. WP 5: Electronic resources. WP 6: Quality assurance. WP7:Dissemination. WP8:Exploitation.

3. Aims of the external evaluation The external evaluation of the project aims to:

- Provide an outside critical view of the project approach and methodology and give suggestions for their improvement during and after the project implementation;
- Monitor the effectiveness of the project activities and the quality of the project results during and after the project implementation;
- Evaluate the project progress and overall satisfaction measurement of all partners involved with project management and financial handling
- Evaluate the single phases of the project
- Evaluate the piloting phase
- Evaluate the milestones of the project (e.g. creation of the Guidelines)
- Measure the impact of the project activities on: 1) the project partners' development; 2) the direct beneficiaries of the project; 3) the indirect beneficiaries of the project.

4. Responsibilities of the external evaluator

The main responsibilities of the external evaluator of the project will be to:

1. Prepare an external evaluation plan along with the necessary questionnaires and documents, needed for the plan implementation;
2. Consult the internal evaluation plan;
3. Participate in at least 1 coordination partner meeting within the project;
4. Prepare the evaluation reports, including recommendations to the partners for improvement of performance and overall assessment of the project implementation and impact. Evaluation reports will



be elaborated every six months, for a total number of 4 reports (including the production of a mid-term and a Final Evaluation Report).

Working language: English.

5. Profile of the external evaluator

The perfect external evaluator has the following characteristics:

Fluent in English;

Previous experience in evaluating and/or managing funded projects;

Experience in working directly in education programs with teachers and students will be considered an advantage;

6. Remuneration:

Prices must be fixed amounts in Euro and will not be subject to revision. Cost incurred in preparing and submitting tenders are borne by the tenderers and cannot be reimbursed.

A first payment corresponding to 30% of the contract value agreed with the winning tenderer will be released by I.E.R.F.O.P. Onlus upon completion and approval of Mid-term report.

A final balance payment will be released by I.E.R.F.O.P. Onlus upon completion of the Final Evaluation Report.

The maximum contract price is EUR 8.000 gross.

Your proposed price have to be fixed in Euro.

7. Application procedure

Please send us by e-mail (object of the email: "Call for external evaluator – HEY!"):

- CV and letter of reference in English;
- Relevant examples of evaluation work performed as appropriate;
- Financial offer for the service delivery;



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You are free to send reference letters or other documents, showing your experience;

Send your application to amelillo.eu@gmail.com by January 27th 2017

For the **Coordinator**

Raffaele Farigu
President

Cagliari, 13/01/2017



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