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Department A – COSME, H2020, SME and EMFF
Unit A.1 – COSME

CALL FOR TENDERS

N° EASME/COSME/2018/020

**European Training Programme in Entrepreneurship for
Educators**

TENDER SPECIFICATIONS

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1. TECHNICAL SPECIFICATIONS

1.1. INTRODUCTION

The Executive Agency for Small and Medium-sized Enterprises (henceforth "EASME" or "the Contracting Authority"), acting under the powers delegated by the European Commission (henceforth "the Commission"), is launching this call for tenders in a view to conclude a service contract for setting up, testing, delivering and disseminating a training programme in Entrepreneurship that will serve to upgrade the skills and pedagogical tools of educators within higher education institutions (HEIs).

The call for tenders is based on Regulation (EU) no 1287/2013 of the European Parliament and of the Council of 11 December 2013 establishing a Programme for the Competitiveness of the Enterprises and small and medium-sized enterprises (henceforth "COSME") (2014-2020) and repealing Decision No 1639/2006/EC. More particularly, it is based on the Commission Implementing Decision C(2017) 7293 final of 6 November 2017 on the adoption of the work programme for 2018 and on the financing of the Programme for the Competitiveness of Enterprises and small and medium-sized enterprises and its annex 1¹. The item is GRO/SME/18/D/04 – EU Label for Training Higher Education Teachers in Entrepreneurship.

In 2016, the Commission published the European Entrepreneurship Competence Framework (EntreComp)². *EntreComp* is a reference framework that offers a comprehensive description of the entrepreneurial competence, defined as: *"The capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social"*.

Entrepreneurship is not just about starting businesses: it should be understood in its broader sense, as the ability to turn ideas into action. In this sense, entrepreneurial skills are nowadays necessary in any field of activity. Innovation-driven economies are particularly dependent on entrepreneurial competences, as technical skills alone are no longer sufficient for innovation and competitiveness. Entrepreneurship is therefore a competence that all young people should acquire and develop.

There is in general at university a shortage of entrepreneurship courses and activities and of related pedagogies, in particular outside business schools and economic faculties. There is a need to increase the offer in technical universities and in other types of higher education institutions, as education in entrepreneurship may benefit not only business students, but also engineers, biological scientists, physical scientists, arts and humanities students, future teachers. Entrepreneurship should be integrated across the curriculum, in all disciplines.

In the context of this call for tender, entrepreneurship is seen as a transversal competence, as a methodology that educators can use in any discipline to foster the entrepreneurial mind-sets and skills of their students, and also as a specific subject related to starting a business or a social enterprise.

Educators have a key role in making entrepreneurial learning possible. A lack of educators with the necessary skills, knowledge and methods to teach entrepreneurship effectively is one of the main bottlenecks that hinder a widespread development of entrepreneurship education in European schools and universities.

¹ <http://ec.europa.eu/transparency/regdoc/rep/3/2017/EN/C-2017-7293-F1-EN-ANNEX-1-PART-1.PDF>

² <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>

1.2. BACKGROUND INFORMATION AND CONTEXT

Entrepreneurship education has long been a policy priority at EU level, both in the education framework and in discussions related to boosting growth and jobs. The European Commission's Entrepreneurship 2020 Action Plan, adopted in 2013, stated that, in order to bring Europe back to growth, more entrepreneurs are needed. It identified education as one of the three pillars for facilitating entrepreneurship. The Action Plan recognised that universities must become more entrepreneurial and included a list of measures specifically targeted at higher education in Europe. Several EU programmes highlight the importance of investing in the development of entrepreneurial skills and competences at all levels of education. Furthermore, in December 2014 the Council adopted the Council conclusions on "entrepreneurship in education and training"³. In September 2015 the European Parliament adopted a report on "promoting youth entrepreneurship through education and training"⁴.

The European Commission has sought to support and to co-operate with EU Member States and stakeholders on many aspects of entrepreneurship education and entrepreneurship more generally⁵.

Educators have a critical role to play in fostering entrepreneurial learning. What is needed is a setup where all students are given the possibility to acquire or further develop entrepreneurial skills and knowledge. This requires educators to incorporate entrepreneurship as an integral part of their study programmes, which in turn entails entrepreneurship to be an intrinsic part of both initial and in-service training for educators.⁶

Two calls for proposals launched under the Competitiveness and Innovation Programme (CIP) in 2009 and 2012 led to supporting 4 European projects in the period 2010-2016 aiming to train higher education professors and lecturers in entrepreneurship. As a result, around 700 educators across Europe have been trained in entrepreneurship. They were thus able to deliver improved entrepreneurship education to their students or to start new entrepreneurship programmes at their institutions. Several universities involved in those projects established a durable cooperation for training educators in entrepreneurship⁷.

What has also emerged in recent years is the need for higher education institutions (HEIs) themselves to become more entrepreneurial at all levels; staff, structure, recruitment, teaching and learning and impact measurement amongst other aspects. Therefore, the European Commission and the OECD have developed a methodology and tool, HEInnovate⁸, which supports and helps higher-education institutions to assessing and developing their own entrepreneurial capabilities and finding inspiration for further innovation and institutional change. HEInnovate advocates an holistic approach with the eight dimensions it covers: Leadership and Governance; Organisational capacity; Entrepreneurial teaching and learning; Pathways for entrepreneurs; Knowledge exchange; Internationalisation; Measuring impact; Digital Transformation and Capability. HEInnovate also provides a growing number of examples of good practice and is becoming a platform for sharing experience within Europe and the wider OECD area.

The European Entrepreneurship Competence Framework (EntreComp)⁹ identifies 15 competences that describe what it takes to be entrepreneurial and outlines how these

³ <http://italia2014.eu/media/4232/council-conclusions-on-entrepreneurship-in-education-and-training.pdf>

⁴ <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//NONSGML+TA+P8-TA-2015-0292+0+DOC+PDF+VO//EN>

⁵ https://ec.europa.eu/growth/smes/promoting-entrepreneurship/action-plan_en

⁶ Towards greater cooperation and coherence in entrepreneurship education, European Commission 2010.

⁷ See for instance : <http://www.coneect.eu/> and <http://www.efer.eu/faculty-training/eec/>

⁸ <https://heinnovate.eu>

⁹ <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-entrepreneurship-competence-framework>

competences can be described and mapped from the most basic to advanced levels. Since its publication, EntreComp has had an important task in opening up conversations and understanding of what it means to be entrepreneurial in all aspects of life. EntreComp can be used across sectors, disciplines and systems to enable people to develop entrepreneurial competences in individuals, as well as groups. It has been well-received by policy makers, experts, educators, and employment services across the EU – whether for establishing national level approaches to the entrepreneurship competence, designing curricula and entrepreneurial learning, assessing individuals' competences for education or employment. A recently published user guide¹⁰ describes over 70 use cases, which illustrate the potential for EntreComp.

Member States and regional education and training systems vary widely with respect to the development of entrepreneurship education and training, with different stages of maturity in specific aspects of policy or practice¹¹. However, generally speaking, there is a strong awareness of the importance of increasing the possibility for learners to develop an entrepreneurial mind-set, not just for their professional careers but also as an added value in their private lives.

Education for entrepreneurship will typically include some of the following elements:

- 1) building those personal attributes and cross-cutting skills that form the basis of an entrepreneurial mind-set and behaviour (creativity, sense of initiative, the ability to spot opportunities, risk acceptance, motivation and perseverance, etc.);
- 2) raising the awareness of students about self-employment and entrepreneurship as possible career options;
- 3) using practice-based methods, where students are involved in project work and/or in activities outside the classroom (linking them with the business world or with the local community);
- 4) providing basic business skills for self-employment or self-management, and knowledge of how to start and develop a commercial or social venture successfully.

The goal of entrepreneurship education is to help people build and acquire the skills, knowledge and attitudes to act in an entrepreneurial way. To achieve this, entrepreneurship education has evolved into a concept for both the content and methods of teaching and learning. Entrepreneurship can be approached not only as a course or subject, but also as a theme and a method that can be embedded in all subjects.

This requires educators to take on a new role, and become 'facilitators of learning', guiding students and reflecting with them on the learning process.

Entrepreneurship is an innovative approach to education that can be successfully applied to any given discipline. This approach requires student-centred techniques, learning by doing, teamwork on concrete projects, and more generally any pedagogical tools that make it possible to unleash the creative and innovative potential of young people. These methods should not be limited to an entrepreneurship course, or to business and economic studies. They can, and should, be applied across the board to different disciplinary areas, namely to Technical and Scientific studies or to Arts and Design. Examples of this approach exist already in Europe. There is a need however to reach a critical mass so that entrepreneurship becomes a well-established feature in the landscape of European higher education. Better preparing educators for that task is the main goal of this call for tender.

¹⁰ <https://ec.europa.eu/jrc/en/publication/eur-scientific-and-technical-research-reports/entrecomp-action-get-inspired-make-it-happen-user-guide-european-entrepreneurship-competence>

¹¹ Entrepreneurship Education at school in Europe, Eurydice report, 2016

1.3. GENERAL AND SPECIFIC OBJECTIVES OF THE CONTRACT

This contract wants to address the key constraints and limitations in advancing the practice of entrepreneurship education in higher education across Europe, in particular:

- Limited entrepreneurship education expertise and experience of academic staff;
- Weak match between the objectives of entrepreneurship education and the use of appropriate pedagogies and course contents;
- Dominance of individually-driven initiatives, limited in terms of replication, scalability and interdisciplinarity, with a prevalence of this type of education in business studies and schools;
- Lack of recognition for academics and lecturers who develop entrepreneurship education activities for students;
- Lack of easy access to proven methodologies and practices in entrepreneurship education.

The objective of this action is to support the design, development and organisation of training modules to be delivered to educators in a higher education context. The contractor will focus activities both on the methodology and on the contents of a training programme in entrepreneurship.

The overall aim of this action is to promote an inter-disciplinary approach in European higher education institutions and thus support the introduction of entrepreneurship education also outside the traditional domain of business schools and economic faculties.

While the expected direct outcome of this service will be to enhance educators' ability to teach entrepreneurship and to use entrepreneurial methods in the classroom, a longer term objective of this initiative will be also to eventually increase the penetration of entrepreneurship education in European universities, thanks to an extension of the pool of educators having relevant knowledge and skills.

Moreover this action aims to propose a model of entrepreneurship that is inclusive, socially responsible and European, looking at the Single Market as an opportunity for growth across national borders. The expected outcome in the longer term is to contribute to innovating teaching and learning practices in HEIs, with a positive impact on youth employability and entrepreneurship.

Specific objectives of this contract thus include:

- Reviewing existing training courses in entrepreneurship for educators throughout Europe and also in the US, and identifying relevant best practice;
- Based on the information collected from the above sources (and on direct knowledge and experience available within the bidding organisation and its partners) developing a comprehensive model of an entrepreneurship programme for educators, built around a number of progressive modules in order to cater for different educators' needs;
- Adapting training objectives, contents and methodologies to different disciplinary areas
- (for instance Economy and Business studies; Technical and Scientific studies; Arts, Culture and Design; future teachers faculties such as Pedagogy);

- Testing the training programme on educators in selected higher education institutions (HEIs);
- Improving the training programme based on feedback from participants in the testing phase;
- Publishing a Toolkit for educator training in entrepreneurship including a set of pedagogical tools and course contents that educators will be able to deliver to their students;
- Providing practical guidelines on how trainers can deliver teacher training courses based on the model programme;
- Disseminating information about the training programme and the related teaching materials to all potentially interested higher education institutions.

1.4. TASKS TO BE CARRIED OUT BY THE CONTRACTOR AND GEOGRAPHICAL SCOPE OF THE TASKS

1.4.1. Tasks to be carried out by the contractor

In the framework of this contract the contractor will carry out the tasks identified below.

As a first step the contractor will carry out research to identify the best training courses in entrepreneurship for educators in higher education institutions (HEIs), across Europe and also beyond Europe (in particular in the United States (U.S.)). On that basis, a comprehensive model of an entrepreneurship programme for trainers will be developed, adapting training objectives and methodologies to different needs and areas of studies.

The training programme will be conceived with a “modular” approach: it will be composed of different modules with an increasing degree of complexity and specialization, ranging from the design of teaching methods aiming to stimulate students’ interest in entrepreneurship and to foster their entrepreneurial behaviours and skills within any context, to more advanced modules aiming to prepare students for business creation. Thanks to this modular structure, the training programme will fit different needs of educators and different environments. The most advanced modules aiming to prepare students for a possible career as entrepreneurs will include the dimension of social entrepreneurship, as well as sources of information on EU level support for entrepreneurs and would-be entrepreneurs.

The training programme for educators will then be tested in a minimum of 10 higher education institutions, on a selected group of their staff of professors, lecturers, assistant lecturers and researchers.

Once tested and improved based on feedback from participants in the pilot phase, the programme and related teaching material will be made freely available to all European higher education institutions.

This action will establish synergies with the HEInnovate self-assessment tool for higher education institutions, with the objective of making the all resources related to the training programme available through the HEInnovate platform.

The training programme will aim to deliver the entrepreneurial skills that young people need to be successful in the 21st century, and in the more specifically business-related parts of the training (advanced modules) it will especially focus on European Entrepreneurship. This is meant as both promoting a European model of entrepreneurship (responsible, aware of social impact) and supporting entrepreneurial activity on a European scale (across national borders, making the most of the Single Market).

While the training will be mainly targeted to educators, it will include pedagogical tools and course contents that they will be able to deliver to their students. This activity will help to create a multiplier effect, as participants will impart advanced education on entrepreneurship to large numbers of students in their courses.

Moreover, a European branding of the training programme will help higher education institutions to communicate to students that entrepreneurship education with a European dimension is offered as part of the studies.

More in detail, the following tasks will be carried out by the contractor:

- *Task 1 - Carry out research on existing training courses in entrepreneurship for educators and identify best practice in the field*

The contractor will collect information on existing training courses in entrepreneurship for educators in higher education institutions, across Europe and also beyond Europe (in particular in the United States (U.S.)). This task is about reviewing existing training programmes and methodologies and identifying relevant good practice.

The focus of this research will be on in-service training for educators who are teaching at university or in other types of higher education institutions (continuing professional development - CPD).

Research will include different types of higher education institutions and different disciplinary areas.

Instruments to be used are existing literature and research, direct knowledge of entrepreneurship programmes within partner institutions and among experts participating in this service contract, interviews with experts and educators (through face-to-face meetings, on the phone or on-line), analysis of good practice examples.

When submitting an offer, bidders will ensure that a strategy to gather information on existing training courses and programmes and to liaise with higher education institutions and any other organizations working in the field is fully developed and clearly presented in the work programme.

While it may not be possible to access specific information on all individual programmes and initiatives of this kind, this task should allow gathering a sufficiently wide and a correct knowledge of the dissemination of these programmes, of the methodologies in use and of good practice in the field.

The scope of research should also seek to include information on previous EU-funded projects in this field (such as EEE¹², Coneect¹³, The European Entrepreneurship Colloquium¹⁴, 3EP¹⁵). The contractor will also link to teacher training activities supported by the European Institute of Innovation & Technology (EIT) and by its Knowledge and Innovation Communities (KICs), such as the Smart Teacher programme¹⁶.

In general the contractor will search for the highest possible level of cooperation and synergies with organisations already working on entrepreneurship education and on teacher training at European level.

¹² See: <http://www.eee-platform.eu/>

¹³ For information on the evolution of the EU-funded project Coneect, see <http://coneectu.com/>

¹⁴ See: <http://www.efer.eu/faculty-training/eec/>

¹⁵ See : <http://ncee.org.uk/entrepreneurship-in-education/3ep/>

¹⁶ See for instance: <https://www.eithealth.eu/smart-teacher>

In carrying out the above research, the contractor will also identify existing training resources that may be already available on-line for free (videos, MOOCs) and that could be of interest for educators; relevant links will be added to the final Toolkit for trainers as an annex with additional resources.

▪ *Task 2 - Develop a new entrepreneurship programme for educators*

Based on the information gathered and analysed under the above task, the contractor will develop a comprehensive model of an entrepreneurship programme for educators. The aim is to provide educators with pedagogical tools that will allow them to unleash the creative and innovative potential of their students, and to raise their interest in entrepreneurial behaviour and value creation.

The target of the training programme will be higher education institutions (HEIs) that wish to introduce new entrepreneurship courses for their students or more generally to enhance and improve entrepreneurship education as part of their training offer, and would thus need to upgrade the skills of their teaching staff. Individual participants in the training will be educators who are already involved in teaching entrepreneurship — perhaps with limited experience — or who are planning to start an entrepreneurship course, module or activity as part of their study programmes. More generally, the training will target educators who want to introduce innovative approaches in their teaching practices, based on learning by doing, teamwork and project-based activities. Educators will have in common the need to upgrade their skills and renew their teaching methods and tools.

The training programme will be composed of individual but inter-connected modules with a progressive degree of specialization. The foundational modules will be meant for general use, by any educator and in any context, aiming to introduce entrepreneurship as a way of teaching in order to stimulate the entrepreneurial behaviours and skills of students. Advanced modules will be more specialized and will aim to prepare students for business creation. Thanks to that modular structure, the training programme will fit the varied needs of educators and the different contexts of their work.

In order to create an appropriate series of training modules having a progressive degree of specialization, the contractor will be inspired by skills and learning outcomes as identified in the European Entrepreneurship Competence Framework - EntreComp (*see under sections 1.1 Introduction and 1.2 Background information and context*).

Training objectives, contents and methodologies will be adapted to different disciplinary areas (e.g. Economy and Business studies; Technical and Scientific studies; Arts, Culture and Design; Pedagogy), thus creating alternative versions of the basic programme by making use of its modular structure (*see also further details provided under Task 4*).

The training programme will be presented as a Toolkit that includes, at a minimum, a syllabus, learning resources, guidelines for educators and trainers, and additional resources.

In brief, the syllabus will consist in a description of the different training modules and of their learning objectives. Learning resources will include the contents of the training and the main sources of information, for each module of the programme. Guidelines for educators will present the pedagogical methods to be applied in order to teach entrepreneurship effectively and to enhance the entrepreneurial skills and attitudes of students. Guidelines for trainers will take the form of a practical manual with instructions on how to deliver teacher training courses by using the Toolkit. Additional resources will include a list of links to existing training resources that may be already available on-line for free, as already referred to under Task 1.

The training programme will be conceived as an intensive seminar (e.g. a one-week seminar), which could be also spread over a longer period and be delivered in different parts thanks to its modular structure. The format should make participation of educators as easy as possible, and be compatible with their workload and responsibilities.

The training programme will help educators to adopt entrepreneurial learning pedagogies and to improve their teaching skills. At the same time, it will enable them to run an education programme by themselves, by giving them an appropriate set of tools, methods and teaching contents.

The programme will ensure that educators become proficient in using the right mix of classroom teaching and practice-based learning, with pedagogical tools that make it possible to foster the entrepreneurial attitudes, skills and potential of their students.

The advanced modules aiming to prepare students for a possible career as entrepreneurs and for venture creation will promote a concept of "European Entrepreneurship". This means:

- fostering a European model of entrepreneurship (responsible, innovative, attentive to - or seeking a social impact);
- supporting entrepreneurial activity on a European scale (cross-border, making the most of the Single Market).

The dimension of social entrepreneurship will be thus part of the programme.

Advanced modules should also plan for the inclusion of information on EU-level support for entrepreneurs and would-be entrepreneurs (e.g. on the Enterprise Europe Network, Erasmus for Young Entrepreneurs, etc.), and on doing business in the Single Market.

▪ Task 3 – Test, validate and improve the programme

The training programme will be tested on educators in selected higher education institutions (HEIs).

To this end, a minimum of 10 HEIs will be identified, within and/or outside the awarded consortium, to serve as an environment for testing the programme. The testing phase will include different types of HEIs and different disciplinary areas.

In total, a minimum of 60 educators will be selected for the test. These educators will test the programme in small groups, within the identified HEIs. They will receive the full training, which will be tailored to their disciplinary areas (*see under Task 2*). They will provide feedback on the training programme and on the pedagogical tools used, thus contributing to the revision and improvement of the training and related teaching tools and materials. Educators will provide their feedback, comments and constructive contributions both directly to the trainers during the delivery of the training programme and at the end through a survey.

This task includes drafting a report with an analysis of the pilot phase, and integrating its findings in the model programme, methodology and pedagogical tools.

The programme will be subsequently improved based on feedback from participants in the testing phase. As an outcome of that process, the final version of the training programme and related materials for educators will be released.

▪ Task 4 – Publish a Toolkit for training educators in delivering education for entrepreneurship

In order to make the training programme for educators easily available for potential users, the contractor will publish a Toolkit for training educators in teaching entrepreneurship.

The Toolkit will present a modular approach, including different training modules with a progressive degree of specialization, starting from basic teaching methodologies that can be used to inspire and develop the creativity and entrepreneurial skills of students, to advanced methods and course contents aiming to prepare students for turning their ideas into new ventures or social enterprises. Also, this modular approach will take into account different disciplinary areas where educators may use their new knowledge and teaching methods: while some basic modules will be generally applicable, dealing with creativity and innovation, working in teams around a concrete project and more generally aiming at a stimulation of entrepreneurial attitudes and behaviours, other modules may be added on top of those and address the specificity of different study subjects. This modular approach will therefore introduce an increasing degree of specialization and complexity – building on the foundation of widely relevant innovative pedagogies - so that the actual programme to be delivered can be tailored and adapted to different educators' needs, contexts and disciplinary areas.

The Toolkit will include, at a minimum: a syllabus with a description of the different training modules and of their learning objectives; learning resources and contents of the training for each module of the programme; guidelines for educators and pedagogical methods to be applied; a list of additional resources; a practical manual for trainers with instructions on how to deliver teacher training courses by using the Toolkit (*see also under Task 2*).

The Toolkit will thus include an easy-to-use set of pedagogical tools and course contents that educators will be able to deliver to their students.

The primary targets of the Toolkit will be trainers and educators.

The Toolkit should be structured in a way that allows for easy adaptation by trainers and educators to their specific environments, and for an easy update of the most specific contents. This will be obtained for instance by separating teaching methodologies and generally valid teaching contents from specific sources of information about the Single Market and EU-level programmes to support entrepreneurs, rather focusing on guidelines on where to find the information and on how to use it in the teaching than copying information that may soon become obsolete into the main body of the training programme. The Toolkit and the training programme offered as part of it should be conceived as having long-term validity and relevance, while over time specialist information can be regularly and easily updated by trainers themselves.

The Toolkit with all its components and related materials should be made available in English language and in 3 additional EU languages, to be proposed by the contractor and agreed by the Commission and EASME. The structure of the Toolkit should also facilitate translation into possible additional languages (under the responsibility and at the expense of future users).

The Toolkit – with all deliverables and materials to be published - will be coherent and compatible with the HEInnovate platform¹⁷. This compatibility, also in terms of IT solutions to be adopted, should be planned since the beginning of activities. To this extent, the contractor will liaise with relevant services of the Commission and with the service provider responsible for the maintenance and update of the platform. Relevant contact details will be provided by EASME and the European Commission.

¹⁷ <https://heinnovate.eu>

The Toolkit presenting the training programme with its different modules, including pedagogical tools, course contents and practical guidelines for implementation, will be made available both as a stand-alone, downloadable set of documents, and as a resource in the HEInnovate platform.

▪ Task 5 – Outreach: communication and dissemination activities

The training programme and related teaching materials will be made freely available to all higher education institutions, with a brand name such as “Training Programme for Entrepreneurship in Europe” (this is just a possible example, a strategy for the branding of the programme will need to be included in the bid and will be later on discussed with EASME and the Commission).

The contractor will disseminate information about the project and its outcomes to potentially interested higher education institutions, and also to European Structural and Investment Fund managing authorities and implementing bodies at national and regional level (in particular as regards the European Social Fund).

A comprehensive communication and dissemination plan will be part of the work programme proposed by the tenderer.

After two years of activity, when the training programme and the Toolkit have been finalized and made publicly available, a European workshop will be organized. It will bring together partner organizations and universities, higher education institutions that participated in the testing phase of the programme and other institutions that are either involved in delivering entrepreneurship education or potentially interested in using the model programme and the Toolkit.

The objectives of the workshop will be:

- to inform a broader audience of the outcomes of this activity;
- to present and promote to a number of potential users the model training programme for educators and the pedagogical tools that were made available;
- to discuss follow-up and future activities, encouraging cooperation among higher education institutions in the use of the programme and more generally in developing joint activities in the areas of entrepreneurship education and teacher training.

If feasible, this workshop might take place in connection to an event organized around the HEInnovate platform. This possibility will be discussed between the awarded tenderer, EASME and the Commission. This will also determine the possible location of the workshop. Around 50 participants to the workshop must be foreseen.

The workshop will be combined with a series of webinars – at least 6 - taking place around it (before and after the date of the workshop), with the objectives to inform a broader audience of university managers, trainers and educators who might not be able to attend the event and to further promote the new programme and the Toolkit.

A promotional video will be produced, presenting briefly and in an appealing way the objectives of the new training programme and its added value, its main contents and the pedagogical tools made available for educators.

A wide coverage of the activities and of the outcomes of this initiative will be ensured through social media.

During the final phase of activities the contractor will provide evidence of the potential impact of this initiative, in terms of the number of higher education institutions having expressed an interest in the Toolkit for possible use in the continuing professional development of their teaching staff.

In addition, the contractor will also propose a strategy for the Commission and EASME on possible next steps to disseminate the toolkit and training model after the end of the contract.

The European branding or label of the training programme for educators should help higher education institutions to communicate to their current and future students that entrepreneurship education with a European dimension is offered as part of the study programme.

Higher education institutions that wish to use the training programme and the Toolkit will be able to do it freely; they will be asked as the only condition to use the established name and branding of the programme, making the European dimension of the training as well as support from the European Commission visible.

The contractor will take appropriate actions to seek for complementarity and possible synergies with other European brands and labels in the field of education, in particular with the EIT Label¹⁸.

Although the deliverables of this contract and in particular the Toolkit will be the property of the European Commission, the awarded consortium and the universities involved will be free and welcome to continue delivering the educators' training programme that they contributed to create to any interested higher education institution, if they wish so, after the end of the contract. They will be able in that case to use the EU branding and logo of the programme. However, they will not have any exclusive rights, as any interested organization, trainer or educator may freely use the Toolkit and the related material

1.4.2. Geographical scope of the tasks

The services to be delivered under this contract will cover all the countries participating in the COSME programme¹⁹. In the research phase (Task 1), the collection of information will be also extended to exemplary practices existing in the U.S.

1.5. INPUT BY THE CONTRACTING AUTHORITY

The Contracting Authority will share with the contractor any useful information that is in its possession and is publicly available, and any relevant links to entrepreneurship education actions that may contribute to performing the tasks described in this tender, in particular the preliminary research (Task 1).

The work will also explore potential synergies with research carried out under the EU ongoing Pilot Action on "Evaluation of higher education entrepreneurship programmes" and with the outcomes of that initiative. Information on this project and on its activities will be provided by EASME and the Commission in due time.

¹⁸ <https://eit.europa.eu/activities/education/eit-label>

¹⁹ See <http://ec.europa.eu/growth/smes/cosme/> and <http://ec.europa.eu/DocsRoom/documents/21365>

1.6. GENERAL GUIDANCE ON METHODOLOGY

The contractor will build, test and disseminate a training programme on entrepreneurship that will serve to upgrade the skills of educators in different disciplinary areas. The programme will help educators to facilitate and support entrepreneurial learning, targeting in particular those educators who have only limited expertise in this field or who feel a need to widen and renew their teaching methods. The overall goal of this initiative is to foster educators' confidence to fully embrace the potential of entrepreneurship education, thus contributing to improving the quality and increasing the spread of entrepreneurship education at university. The training programme thus developed will be a blueprint and a model with a potential to be adapted to training and supporting educators in any type of institution and in any field of study.

The training to be delivered falls into the category of 'continuous professional development' (CPD) of teaching staff in higher education institutions. The training model will be user-friendly and ready-to-use, a clear teaching methodology and effective pedagogical materials being part of it, so that concrete training can be delivered within interested educational institutions without external help.

The concept, contents and methodology of the training model will be based not only on the information collected during the research phase, but also on in-house knowledge and experience in entrepreneurship education and in teacher training available within the bidding consortium.

1.7. PERFORMANCE AND QUALITY REQUIREMENTS

The contractor is asked to build, test and disseminate a training programme that will serve to upgrade the skills of educators in teaching entrepreneurship in a higher education context.

The final deliverable of the contract is a Toolkit for training educators in entrepreneurship. The Toolkit will include at least:

- a syllabus with a description of the different training modules and of their learning objectives;
- learning resources and contents of the training, for each module of the programme;
- guidelines for educators and pedagogical methods to be applied;
- a list of additional resources (see under Task 2);
- a practical manual for trainers with instructions on how to deliver teacher training courses by using the Toolkit.

The performance of the contractor and the success of implemented activities will be measured by:

- The number of higher education institutions participating in the preparation and in the testing of the training programme;
- The number and variety of modules included in the training programme, and their adaptability to different needs of educators and students and to different disciplinary areas;
- The quality of pedagogical materials and methods offered for general use as part of the Toolkit;
- The number of educators trained in entrepreneurship during the testing phase;

- The number of participants in the dissemination Workshop and in the related webinars, and the number of higher education institutions represented there;
- The number of higher education institutions and of European Structural and Investment Fund managing authorities and implementing bodies receiving information on the new training programme and on the Toolkit;
- The number of higher education institutions having expressed an interest in using the Toolkit before the end of the contract;
- The visibility of the European branding or label of the training programme, and of support from the European Commission to the development of entrepreneurship education at university.

1.8. STARTING DATE OF THE CONTRACT AND DURATION

It is expected that the contract is signed approximately in the fourth quarter of 2018.

The contract shall enter into force on the date on which it is signed by the last contracting party.

The maximum duration of the service contract is 36 months. The contract is not renewable. The execution of the tasks shall not start before the contract has been signed. The work, including meetings and reports, should follow the indicative timetable detailed in section 1.10.3, below.

1.9. VOLUME OF THE MARKET

The total maximum amount for the execution of all the tasks referred to in this call for tenders is EUR 400 000 including all charges and expenses. No contract offer above this amount will be considered.

1.10. PLANNING, OUTPUTS, DELIVERABLES AND MEETINGS

Throughout the three years of duration of the contract, the Contracting Authority and the contractor will have at least 10 meetings (including the kick-off meeting) at the European Commission premises during the contract period to ensure a good flow of information.

The contractor must provide the required deliverables, reports and documents in accordance with the tender specifications and with the conditions of the draft service contract. When requested in the contract the reports and deliverables will accompany the invoices for payments.

Each deliverable (a report or other document) must be submitted as a hard copy and in electronic format, compatible with Microsoft® Word, and, where relevant, compatible with Microsoft® Excel, in English language.

In addition to that, the final deliverable of the contract (Toolkit) must be submitted as a hard copy and in electronic format, compatible with Microsoft® Word and in the Portable Document Format (PDF). The final deliverable of the contract (Toolkit) must be submitted in English and in 3 additional EU official languages²⁰ to be proposed by the contractor and agreed by EASME.

The contracting authority will comment on the submitted documents within 30 calendar days.

²⁰ http://ec.europa.eu/education/official-languages-eu_en

1.10.1. Intermediate outputs and deliverables

- An Inception Report;
- 1st Interim Report with the results of the research phase and details of the methodology followed (Task 1);
- 2nd Interim Report with the draft Training Programme (Task 2);
- 3rd Interim Report with an analysis of the pilot phase (Task 3);
- A preliminary version of the Toolkit and all its contents.

1.10.2. Final outputs and deliverables

The main deliverable of this service contract will be a Toolkit for training educators in entrepreneurship. The Toolkit will include, as a minimum requirement:

- a syllabus with a description of the different training modules and of their learning objectives;
- learning resources and contents of the training, for each module of the programme;
- guidelines for educators and pedagogical methods to be applied;
- a list of additional resources (see under Task 2);
- a practical manual for trainers with instructions on how to deliver teacher training courses by using the Toolkit.

Additional deliverables will be:

- A dissemination Workshop;
- At least 6 webinars linked to the Workshop;
- A promotional video;
- A short report with evidence of the potential impact of this initiative (for instance in terms of the number of higher education institutions having expressed an interest in the Toolkit);
- A strategy with possible next steps to further disseminate the toolkit and training model after the end of the contract;
- A Final Report at the end of the contract, summarizing all the activities taking place during the three years.

1.10.3. Meetings

A kick-off meeting, 8 progress meetings and a final meeting with the Contracting Authority will be held (maximum duration 1 day) in Brussels, in the Contracting Authority's premises. The main language of the meetings will be English.

The contractor must provide minutes for each meeting within 5 working days after the meeting.

A dissemination Workshop and 6 webinars are to be organised by the contractor.

All costs related to the organisation of the Workshop and 6 webinars, including travel expenses, accommodation costs and subsistence costs of the participants, as well as catering costs, must be included in the tender price. The language of these meetings will be English.

1.10.4. Final outputs and deliverables

The tenderer shall propose in its offer a detailed work plan, which clearly indicates the sequences and timing of the work. It shall take into consideration the following timetable elements:

Timetable (months/weeks/days)	Meetings	Actions/Deliverables
Signature of the specific contract (T0)		Start date of the contract
T0 + 2 weeks	Kick-off meeting with EASME and the Commission	
Month 3	1° Progress meeting	Submission of an Inception Report
Month 6	2° Progress meeting	1 st Interim Report with the results of the research phase 1 st Interim payment of 30%
Month 9	3° Progress meeting	
Month 12	4° Progress meeting	
Month 16	5° Progress meeting	2 nd Interim Report with the draft Training Programme
Month 20	6° Progress meeting	3 rd Interim Report with an analysis of the pilot phase 2 nd Interim payment of 30%
Month 24	7° Progress meeting	Preliminary version of the Toolkit and of all its contents
Month 26		Final version of the Toolkit
Month 28	8° Progress meeting for the preparation of the dissemination Workshop	
Month 32		Dissemination Workshop and Webinars

Month 36	Final meeting	Final Report with evidence of the potential impact of the action, strategy with possible next steps Final payment of the balance
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1.11. INTELLECTUAL PROPERTY RIGHTS

The intellectual property rights related to the services are foreseen in clauses I.10, I.14, I.15 and II.13 of the service contract.

1.11.1. Parts of results pre-existing the contract

If the results are not fully created for the purpose of the contract this should be clearly pointed out in the tender. Information should be provided about the scope of pre-existing materials, their source and when and how the rights to these materials have been or will be acquired.

1.11.2. Plagiarism in the tender

In the tender all quotations or information originating from other sources and to which third parties may claim rights have to be clearly marked (source publication including date and place, creator, number, full title etc.) in a way allowing easy identification.

2. CONTENT, STRUCTURE AND GRAPHIC REQUIREMENTS OF THE DELIVERABLES

The contractor must deliver the contract's final outputs (deliverables) as indicated below.

2.1. CONTENT

2.1.1. Toolkit

The final deliverable of this service contract will be a Toolkit for training educators in entrepreneurship. The Toolkit will include:

- a syllabus with a description of the different training modules and of their learning objectives;
- learning resources and contents of the training, for each module of the programme;
- guidelines for educators and pedagogical methods to be applied;
- a list of additional resources (see under Task 2);
- a practical manual for trainers with instructions on how to deliver teacher training courses by using the Toolkit.

The Toolkit must be delivered in English language and in 3 additional official EU languages to be proposed by the contractor and agreed by EASME.

The Toolkit with all its contents will be made available both as a stand-alone, downloadable set of documents – to be delivered both in Word and in Pdf format - and as a resource that will be part of the HEInnovate platform (see under Task 4). To this end, the contractor will liaise with relevant services of the Commission and with the service providers responsible for the

maintenance and update of the HEInnovate platform. Relevant contact details will be provided by EASME and the Commission.

2.1.2. Requirements for publication on Internet

EASME is committed to making online information as accessible as possible to the largest possible number of users including those with visual, auditory, cognitive or physical disabilities, and those not having the latest technologies. EASME supports the Web Content Accessibility Guidelines 2.0 of the W3C.

For full details on the Commission policy on accessibility for information providers, see: http://ec.europa.eu/ipg/standards/accessibility/index_en.htm

For the publishable version of the deliverables, the contractor must respect the W3C guidelines for accessible pdf documents as provided at: <http://www.w3.org/WAI/>.

2.1.3. Graphic requirements

The contractor must deliver all publishable deliverables in full compliance with the corporate visual identity of the European Commission, by applying the graphic rules set out in the European Commission's Visual Identity Manual, including its logo. The graphic rules, the Manual and further information are available at: http://ec.europa.eu/dgs/communication/services/visual_identity/index_en.htm

3. INFORMATION ON TENDERING

3.1. PARTICIPATION

Participation in this procurement procedure is open on equal terms to all natural and legal persons coming within the scope of the Treaties, as well as to international organisations.

It is also open to all natural and legal persons established in a third country which has a special agreement with the Union in the field of public procurement on the conditions laid down in that agreement.²¹

States covered by the Public Procurement Agreement concluded within the World Trade Organisation are not included in this call for tenders as the Executive Agencies are not signatories of the Agreement.

In the case of a joint tender (see section 3.4), each member of the group must have access to this procurement procedure.



For British candidates or tenderers:

Please be aware that after the UK's withdrawal from the EU, the rules of access to EU procurement procedures of economic operators established in third countries will apply to candidates or tenderers from the UK depending on the outcome of the negotiations. In case such access is not provided by legal provisions in force candidates or tenderers from the UK could be rejected from the procurement procedure.

²¹ Third countries with a special agreement in the field of public procurement that have been given access to procurement procedures of the Union institutions, agencies and bodies regardless of the value of the purchase are: Albania, Bosnia and Herzegovina, Former Yugoslav Republic of Macedonia, Iceland, Montenegro, Norway and Liechtenstein and Serbia.

3.2. CONTRACTUAL CONDITIONS

The tenderer should bear in mind the provisions of the draft contract which specifies the rights and obligations of the contractor, particularly those on payments, performance of the contract, confidentiality, and checks and audits.

3.3. COMPLIANCE WITH APPLICABLE LAW

The tender must comply with applicable environmental, social and labour law obligations established by Union law, national legislation, collective agreements or the international environmental, social and labour conventions listed in Annex X to Directive 2014/24/EU²².

Information about the environmental policy of EASME is provided in Annex 9 to these specifications.

3.4. JOINT TENDERS

A joint tender is a situation where a tender is submitted by a group of economic operators (natural or legal persons). Joint tenders may include subcontractors in addition to the members of the group. In case of joint tender, all members of the group assume joint and several liability towards the Contracting Authority for the performance of the contract as a whole, i.e. both financial and operational liability. Nevertheless, tenderers must designate one of the economic operators as a single point of contact ("the leader") for the Contracting Authority for administrative and financial aspects as well as operational management of the contract.

After the award, the Contracting Authority will sign the contract either with all members of the group, or with the leader on behalf of all members of the group, authorised by the other members via powers of attorney.

3.5. SUB-CONTRACTING

Subcontracting is the situation where a contract has been or is to be established between the contracting authority and a contractor/tenderer only and where the contractor or tenderer, in order to carry out that contract, enters into legal commitments with other entities for performing parts of the contract. The contracting authority has no direct legal commitment with the subcontractor(s). In practice, any third party involved in the contract implementation which has no legal link with the contracting authority but with the contractor will be considered as subcontractor (e.g. any other company which does not participate in the contract execution but provides financial capacity).

Subcontracting is permitted but the contractor will retain full liability towards the contracting authority for performance of the contract as a whole.

The rules of access to EU public procurement (Section 3.1. above) do not apply to subcontractors.

Tenderers are required to identify subcontractors whose share of the contract is above 30%.

During contract performance, the change of any subcontractor identified in the tender or additional subcontracting will be subject to prior written approval of the Contracting Authority.

²² Directive 2014/24/EU of the European Parliament and of the Council of 26 February 2014 on public procurement and repealing Directive 2004/18/EC (OJ L 94, 28.3.2014, p. 65).

3.6. COSTS

Tenderers themselves will bear the costs of drawing up their tenders and EASME will not be liable to pay any compensation if a tender is rejected or if it decides not to select any tender.

3.7. CONTENT OF THE TENDER

The tender must be presented as follows:

- Part A: Identification of the tenderer (see Section 3.8, below)
- Part B: Non-exclusion (see Section 4.2, below)
- Part C: Selection (see Section 4.3. below)
- Part D: Technical offer (including Annex 6 – Technical tender form , below)

The technical offer must cover all aspects and tasks required in the tender specifications (see section 1 - Technical specifications) and provide all the information needed to apply the award criteria (see section 4.4 - Award criteria).

Offers deviating from the requirements or not covering all minimum requirements may be rejected on the basis of non-compliance with the tender specifications and will not be evaluated.

For the appraisal, the written submission shall include a clear and detailed description of the organisation, resources and methodology proposed. The tenderers will provide a practical and detailed description of the resources and services proposed to achieve the objectives and results set out in Sections 1.3. 1.4, 1.6 and 1.7, above.

- Part E: Financial offer (Annex 7 - Price and breakdown of costs)

The financial offer should be presented in a form of Annex 7 duly filled in, dated and signed

The price for the tender must be quoted in euro. Tenderers from countries outside the euro zone have to quote their prices in euro. The price quoted may not be revised in line with exchange rate movements. It is for the tenderer to bear the risks or the benefits deriving from any variation.

Prices must be quoted free of all duties, taxes and other charges, including VAT, as the European Union is exempt from such charges under Articles 3 and 4 of the Protocol on the privileges and immunities of the European Union. The amount of VAT may be shown separately.

The quoted price must be a fixed amount which includes **all charges**, including travel costs, accommodation costs, subsistence expenses, catering costs. Travel costs, accommodation costs, subsistence expenses, catering costs are not refundable separately.

3.8. IDENTIFICATION OF THE TENDERER

The tender must include a cover letter (Annex 2 - letter of submission of tender) presenting the name of the tenderer (including all entities in case of joint offer) and identified subcontractors if applicable, and the name of the single point of contact (leader) in relation to this procedure.

In case of joint tender, the cover letter must be signed either by an authorised representative for each member, or by the leader authorised by the other members with powers of attorney

(Annex 4 - Power of attorney). The signed powers of attorney must be included in the tender as well. Subcontractors that are identified in the tender must provide a letter of intent (Annex 5 - Letter of intent for sub-contractors) signed by an authorised representative stating their willingness to provide the services presented in the tender and in line with the present tender specifications.

The tenderer (and each member of the group in case of joint tender) must declare whether it is a Small or Medium Size Enterprise in accordance with Commission Recommendation 2003/361/EC²³. This information is used for statistical purposes only.

In the course of this tender procedure the EU Validation Services may contact tenderers via the *Participant Register* and ask for supporting documents with respect to the legal existence and status. Please note that a request for supporting documents in no way implies that the tenderer has been successful.

Nevertheless, the Contracting Authority may ask, in the course of the procedure, for complementary supporting documents, other than those requested by the EU Validation Services. Such complementary documents may be asked so as to complete the checks on the compliance of successful entities with the selection criteria and/or to ensure that the entity is not in one of the exclusion situations referred to in this call for tenders.

4. EVALUATION AND AWARD

4.1. EVALUATION STEPS

The evaluation is based solely on the information provided in the submitted tender. It involves the following:

- ✓ Verification of non-exclusion of tenderers on the basis of the exclusion criteria
- ✓ Selection of tenderers on the basis of selection criteria
- ✓ Verification of compliance with the minimum requirements set out in these tender specifications
- ✓ Evaluation of tenders on the basis of the award criteria

The contracting authority may reject abnormally low tenders, in particular if it established that the tenderer or a subcontractor does not comply with applicable obligations in the fields of environmental, social and labour law.

The tenders will be assessed in the order indicated above. Only tenders meeting the minimum requirements of one step will pass on to the next step.

4.2. VERIFICATION OF NON-EXCLUSION

All tenderers must provide a declaration on honour (Annex 3 - Declaration on honour), signed and dated by an authorised representative, stating that they are not in one of the situations of exclusion listed in that declaration on honour.

In case of joint tender, each member of the group must provide a declaration on honour signed by an authorised representative.

In case of subcontracting, subcontractors whose share of the contract is above 30%.

²³ OJ L 124/36, 20.5.2003

The contracting authority reserves the right to verify whether the successful tenderer is in one of the situations of exclusion by requiring the supporting documents listed in the declaration of honour.

The successful tenderer must provide the documents mentioned as supporting evidence in the declaration on honour before signature of the contract and within a deadline given by the contracting authority. This requirement applies to each member of the group in case of joint tender and to subcontractors whose share of the contract is above 30%.

The obligation to submit supporting evidence does not apply to international organisations.

A tenderer (or a member of the group in case of joint tender, or a subcontractor) is not required to submit the documentary evidence if it has already been submitted for another procurement procedure and provided the documents were issued not more than one year before the date of their request by the contracting authority and are still valid at that date. In such cases, the tenderer must declare on its honour that the documentary evidence has already been provided in a previous procurement procedure, indicate the reference of the procedure and confirm that that there has been no change in its situation.

A tenderer (or a member of the group in case of joint tender, or a subcontractor) is not required to submit a specific document if the contracting authority can access the document in question on a national database free of charge.

4.3. SELECTION CRITERIA

Tenderers must prove their legal, economic, financial, technical and professional capacity to carry out the work subject to this procurement procedure.

The tenderer may rely on the capacities of other entities, regardless of the legal nature of the links which it has with them. It must in that case prove to the Contracting Authority that it will have at its disposal the resources necessary for performance of the contract, for example by producing an undertaking on the part of those entities to place those resources at its disposal.

The tender must include the proportion (%) of the contract that the tenderer intends to subcontract.

4.3.1. Declaration and evidence

The tenderers (and each member of the group in case of joint tender) and subcontractors whose capacity is necessary to fulfil the selection criteria must provide the declaration on honour (see Annex 3 - Declaration on honour), signed and dated by an authorised representative, stating that they fulfil the selection criteria applicable to them. In case of joint tender or subcontracting, the criteria applicable to the tenderer as a whole will be verified by combining the various declarations for a consolidated assessment.

This declaration is part of the declaration used for exclusion criteria (see Section 4.2) so only one declaration covering both aspects should be provided by each concerned entity.

The Contracting Authority will evaluate selection criteria on the basis of the declarations on honour (Annex 3) and the information included in the tables in Annex 2.1 – Statement of turnover and Annex 2.2 - Technical capacity, fully completed and the evidence where requested.

After contract award, the successful tenderer will be required to provide the necessary evidence before signature of the contract and within a deadline given by the Contracting Authority. This

requirement applies to each member of the group in case of joint tender and to subcontractors whose capacity is necessary to fulfil the selection criteria.

A tenderer (or a member of the group in case of joint tender, or a subcontractor) is not required to submit the documentary evidence if it has already been submitted for another procurement procedure and provided the documents were issued not more than one year before the date of their request by the contracting authority and are still valid at that date. In such cases, the tenderer must declare on its honour that the documentary evidence has already been provided in a previous procurement procedure, indicate the reference of the procedure and confirm that that there has been no change in its situation.

A tenderer (or a member of the group in case of joint tender, or a subcontractor) is not required to submit a specific document if the contracting authority can access the document in question on a national database free of charge.

4.3.2. Legal and regulatory capacity

This section is not applicable to this call for tenders.

4.3.3. Economic and financial capacity criteria

The tenderer must have the necessary economic and financial capacity to perform this contract until its end. In order to prove its capacity, the tenderer must comply with the following criterion:

Its average annual turnover for the last two years for which the accounts have been closed²⁴ shall amount to at least one and a half times the volume of the market as specified in point II.1.5 of the contract notice. This criterion applies to the tenderer as a whole, i.e. the combined capacity of all members of a group in case of a joint tender and subcontractors whose capacity is necessary to fulfil this criterion.

To this effect, the following should be provided with the tender in eSubmission from all tenderers and subcontractors whose capacity is necessary to fulfil the combined capacity:

- ✓ Statement of Turnover in accordance with Annex 2.1 of these tender specifications completed with the information requested.

For tenderers (including all members of the group) expect subcontractors:

In the course of this tender procedure the EU Validation Services may contact tenderers via the *Participant Register* and ask for supporting documents with respect to their economic and financial capacity. Please note that a request for supporting documents in no way implies that the tenderer has been successful.

Nevertheless, the Contracting Authority may ask, in the course of the procedure, for complementary supporting documents, other than those requested by the EU Validation Services. Such complementary documents may be asked so as to complete the checks on the compliance of successful entities with the selection criteria.

For subcontractors:

²⁴ In the case of joint tender or identified sub-contractors, the turnover must be provided for the same two years for all the partners/subcontractors.

Subcontractors contributing to the combined financial and economic capacity of tenderers should submit with the tender the following documents in *eSubmission*:

- ✓ Copy of the Profit and Loss accounts for the last two years for which the accounts have been closed from each concerned legal entity;

Failing that,

- ✓ Appropriate statements from banks;

or

- ✓ Evidence of professional risk indemnity insurance.

If, for some exceptional reason which the Contracting Authority considers justified, a tenderer is unable to provide one or other of the above documents, it may prove its economic and financial capacity by any other document which the Contracting Authority considers appropriate. In any case, the Contracting Authority must at least be notified of the exceptional reason and its justification. The Contracting Authority reserves the right to request any other document enabling it to verify the tenderer's economic and financial capacity.

4.3.4. Technical and professional capacity criteria and evidence

Tenders must provide in their tender the table in Annex 2.2 – Technical capacity of these tender specifications, exhaustively completed with all the necessary information.

The evidence mentioned below must be provided only on request, except evidences A3, B1, B2, B3, B4 and B5 that should be a part of the submitted offer.

A. Criteria relating to tenderers:

Tenderers (in case of a joint tender the combined capacity of all members of the group and identified subcontractors) must comply with the criteria listed below.

The project references indicated below consist in a list of relevant services provided in the past three years, with the sums, dates and clients, public or private, accompanied by statements issued by the clients.

Criteria relating to tenderers	Evidence
✓ Criterion A1: The tenderer must prove experience of at least 7 years as a university or academic institution in delivering entrepreneurship education (Bachelors' degree, Masters' degree, PhDs), as well as in curriculum design and in providing teacher training programmes (specialisation courses, training programmes).	✓ Evidence A1: The tenderer must provide references of the undergraduate and postgraduate education, trainings, certificates (specialisation courses, training programmes, Bachelors' degree, Masters' degree, PhDs) provided/delivered in this field in the last five years.
✓ Criterion A2: The tenderer must prove experience in the management and delivery of international projects in the field of education and training.	✓ Evidence A2: The tenderer must provide references for 1 international project delivered in this field in the last three years with a minimum value for the project of € 100.000.
✓ Criterion A3: The tenderer must prove capacity to draft technical reports in English.	✓ Evidence A3: the tenderer must provide one document of at least 10 pages (report, study,

	etc.) in this language that it has drafted and published or delivered to a client in the last two years. The verification will be carried out on 5 pages of the document.
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Any tenderer with a professional conflict of interest will be rejected on the basis not fulfilling selection criteria for professional capacity.

B. Criteria relating to the team delivering the service:

The team delivering the service should include, as a minimum, the following profiles. . In addition to the minimum profiles, a tenderer may add other profiles to the team. It should also explain the role and the involvement concerning the task requested by this call for tenders.

Evidence will consist in CVs²⁵ of the members of the team responsible to deliver the service, including those working for identified subcontractors. Each CV should indicate the intended function in the delivery of the service.

A detailed CV must specify:

- Educational and professional qualifications and experience in areas relevant to the subject of these tender specifications;
- Different diplomas or degrees obtained;
- Level of the languages spoken²⁶

The contractor shall ensure that all members of the team delivering the service, listed in the technical offer, are effectively and fully available, and assigned to the project when it begins.

Criteria relating to the team delivering the service	Evidence
✓ Criterion B1 - Project manager: at least 1 member of the team with at least 5 years' professional experience in project management of a team of at least 8 people and which must cover overseeing project delivery, quality control of delivered service, client orientation and conflict resolution experience in projects of a similar size (at least €400.000) and coverage (at least 3 COSME countries covered).	✓ Evidence B1 - CV
✓ Criterion B2 – Experts: at least 2 members of the team with at least 5 years' professional experience in entrepreneurship education and research, gathering and analysing information, interviews, analysis in that field.	✓ Evidence B2 – CV
✓ Criterion B3 - Experts: at least 3 members of the team with at least 7 years' professional experience in teaching entrepreneurship in a higher education context.	✓ Evidence B3 – CV
✓ Criterion B4 – Experts: at least 1 member of the team with at least 3 years' professional experience in communication	✓ Evidence B4 – CV

²⁵ http://europass.cedefop.europa.eu/europass/preview.action?locale_id=1

²⁶ <http://europass.cedefop.europa.eu/en/resources/european-language-levels-cefr>

and promotion strategies and activities like organisation of workshops and webinars, use of different media and tools, and social media platforms.	
✓ Criterion B5 - Language quality check: at least 3 members of the team should have at least C2 level in English in the Common European Framework for Reference for Languages ²⁷ , and at least 3 members of the team should have at least C1 level.	✓ Evidence B5 - A language certificate or past relevant experience

4.4. AWARD CRITERIA

The contract will be awarded based on the most economically advantageous tender, according to the 'best price-quality ratio' award method. The maximum total quality score is 100 points.

Tenders that receive less than 60% points of the maximum possible mark for the whole quality evaluation or receive less than 50% of the maximum possible mark for one of the quality criteria will be eliminated and their final score will not be calculated. Tenders that do not reach the minimum quality levels will be rejected and will not be ranked.

The quality of the tender will be evaluated based on the following criteria.

Quality award criteria	Maximum possible mark	Minimum passing threshold
<p>Criterion 1. Relevance.</p> <p>This criterion will assess whether the tender includes - not just in the introduction but throughout the text and for each Task a deep understanding of the context, challenges and potential factors of success for the activity as described in these tender specifications, including specialist information on the main characteristics of entrepreneurship education in higher education institutions and on teaching methods to be applied, particularly for upgrading educators' skills and knowledge.</p>	20 points	10 points
<p>Criterion 2. Quality of the proposed methodology.</p> <p>This criterion will consider issues such as:</p> <ul style="list-style-type: none"> - Appropriateness and relevance of the proposed methodology for reviewing existing training programmes in entrepreneurship for educators, including a strategy to gather information and to liaise with higher education institutions and any other organizations working in the field. - Appropriateness and relevance of the proposed methodology for building a training programme with a modular structure and a progressive degree of specialization that will address different educators' needs 	40 points	20 points

²⁷ See http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp

and disciplinary areas, and for producing a Toolkit that includes an easy-to-use set of pedagogical tools, course contents and guidelines for implementation.		
<p>Criterion 3. Impact.</p> <p>This criterion will consider issues such as:</p> <ul style="list-style-type: none"> - Extension and inclusiveness of the network of higher education institutions that will be involved in the conception and in the testing of the training programme. - Presentation of an ambitious, concrete and convincing strategy to communicate and disseminate the new training programme for educators to the highest number of training organizations and higher education institutions. - Demonstrated potential for sustainability, replicability and ownership by training organizations and higher education institutions of the training programme after the end of the service contract. - Visibility of the European dimension of the training programme and of the contribution of the European Commission to supporting entrepreneurship education. 	20 points	10 points
<p>Criterion 4. Organisation of the work and resources</p> <p>This criterion will consider issues such as:</p> <ul style="list-style-type: none"> - The adequacy of the distribution of the roles and responsibilities of the proposed team and of the different economic operators (in case of joint tenders, including identified subcontractors, if applicable) for the tasks to be carried out. - The adequacy of the global allocation of time and resources to the project and to each task and deliverable. The tender should provide details on the allocation of time and human resources and the rationale behind the choice of this allocation. Details should be provided as part of the technical offer i.e. the allocation should be indicated for each task and should specify the role, the names and the estimated number of days/units for each expert (member of the team). This is not a request for a budget, as the budget should be only part of the financial offer. - The quality and pertinence of the control measures. This sub-criterion will assess the quality control system applied to the service described in the tender specifications concerning the quality and promptness of the deliverables, the language quality check, the continuity of the service in case of absence of the member of the team, the risk identification and assessment as well as remedial measures proposed to complete the tasks. The quality system must be detailed and specific to this particular tender. An unadapted, generic quality system will result in a low score. 	20 points	10 points

Overall evaluation	100 points	60 points
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4.5. RANKING OF TENDERS

The contract will be awarded to the most economically advantageous tender, i.e. the tender offering the best price-quality ratio determined in accordance with the formula below. A weight of 70/30 is given to quality and price.

score for tender X	=	$\frac{\text{cheapest price}}{\text{price of tender X}}$	*	100	*	price weighting (in %)	+	total quality score (out of 100) for all award criteria of tender X	*	quality criteria weighting (in %)
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The tender ranked first after applying the formula will be awarded the contract.

4.6. INFORMATION TO TENDERERS ON THE FINAL EVALUATION

EASME will inform tenderers of decisions reached concerning the award of the contract, including the grounds for any decision not to award a contract or to recommence the procedure.

EASME will inform all rejected tenderers of the reasons for their rejection and all tenderers submitting an admissible tender of the characteristics and relative advantages of the selected tender and the name of the successful tenderer.

However, certain information may be withheld where its release would impede law enforcement or otherwise be contrary to the public interest, or would prejudice the legitimate commercial interests of economic operators, public or private, or might prejudice fair competition between them.

5. ANNEXES

The following documents are annexed to these specifications and form an integral part of them:

Annex 1: Draft contract (for information)

Annex 2: Letter of submission of tender (to be filled in and signed by the tenderer)

- Annex 2.1: Statement of turnover
- Annex 2.2: Technical capacity

Annex 3: Declaration on honour (exclusion and selection criteria)

Annex 4: Power of attorney

Annex 5: Letter of intent for sub-contractors

Annex 6: Technical tender form

Annex 7: Financial offer (price and breakdown of costs)

Annex 8: Checklist for Submission

Annex 9: EASME Environmental Policy