

YOUTH DEPARTMENT

TENDERS

PROCEDURE

TENDER PRESENTATION

Max. Total Number Providers

Tender 1 : 200

Tender 2 : 110

Deadline for both tenders

**15 September 2024
(23:59 CET)**

**TENDER 1
CONSULTANCY SERVICES
IN EDUCATION, TRAINING
AND FACILITATION**

2 LOTS

**TENDER 2
CONSULTANCY SERVICES
OTHER THAN EDUCATION,
TRAINING AND
FACILITATION**

6 LOTS

PROCEDURE

ESTABLISHES CRITERIA FOR RECRUITMENT OF EXPERTS BY CATEGORIES OF TASK RATHER THAN PROJECT BY PROJECT (LOTS) ON WHICH BASIS A PRE-SELECTION CAN BE MADE

THE RECRUITMENT OF EXPERTS IS CONDUCTED ONCE FOR **A DEFINED PERIOD OF TIME w. RENEWAL POSSIBLE**

CONTRACTS ARE PREPARED WITH ALL RECRUITED MEMBERS OF THE ROSTERS AT THE END OF THE TENDER. DURING THE ROSTER VALIDITY PERIOD, AND FOR THOSE ROSTER TASKS, **SELECTION IS POSSIBLE AMONG ROSTER MEMBERS ONLY.**

SHOULD THERE BE **NO SUITABLE EXPERT IN THE ROSTER**, WE CAN CONDUCT **DIRECT RECRUITMENTS**, BUT NOT REPEATEDLY FOR THE SAME CATEGORY OF TASK.

THE PROCESS REQUIRES **SIGNIFICANT DOCUMENTARY EVIDENCE OF COMPETENCE AND EXPERIENCE**

TENDER 1: CONSULTANCY SERVICES IN EDUCATION, TRAINING AND FACILITATION

**LOT
1**

Preparation, facilitation and evaluation of non-formal intercultural youth activities supporting young people's learning about and for human rights & democracy.

Maximum number of Providers to be selected :**150**

**LOT
2**

Creation of educational resources for non-formal education

Maximum number of Providers to be selected :**50**

TENDER 2: CONSULTANCY SERVICES OTHER THAN EDUCATION, TRAINING AND FACILITATION

**LOT
1**

Reporting, studies, editing and documentalist services.

Maximum number of Providers to be selected : 30

**LOT
2**

Youth research and research coordination services.

Maximum number of Providers to be selected : 20

**LOT
3**

Team and individual coaching services.

Maximum number of Providers to be selected : 10

**LOT
4**

Services related to youth policy and youth perspective development, technical assistance in mainstreaming youth.

Maximum number of Providers to be selected : 20

**LOT
5**

Programmatic feasibility, assessment, and review services

Maximum number of Providers to be selected : 15

**LOT
6**

Consultancy and advisory services in the context of Council of Europe support to civil society

Maximum number of Providers to be selected : 15

TIMELINE

2024

15 SEPTEMBER
DEADLINE FOR BOTH
TENDERS

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

9 SEPTEMBER
DEADLINE FOR
QUESTIONS

ASSESSMENT

MAIL WITH THE DECISION
FROM THE BOARD
(NEGATIVE OR POSITIVE)

CONFIRMATION MAIL

NB: IT CAN TAKE SOME TIME BEFORE RECEIVING CONFIRMATION

NB. SAVE YOUR EMAIL WITH THE SEND DATE AND ATTACHMENTS IN PDF AND FILE IN CASE OF TECHNICAL GLITCHES

TENDER 1

The fees are predetermined by the Council of Europe.
The daily fee rates under Lot 1 and Lot 2 are set at: 160 € for the supporting role and 300 € for the lead role respectively

For 'education, training and facilitation services' the term is two years (i.e. 1 January 2025 – 31 December 2026).

TENDER 2

Tenderers will be requested to tender, including with regard to fees, through subsequent competitive procedures (call-offs), which will be held after the signature of this agreement.

For 'all other services', the term is a maximum of four years (i.e. 1 January 2025 – 31 December 2028).

PROCEDURE: FIRST STEP ELIGIBILITY CRITERIA

Tender 1 Consultancy services in education, training and facilitation

- Ability to conduct activities in English autonomously at B2 level or higher
- University degree in social sciences, education, or youth work related studies and 3 years work experience conducting education and training activities
- Experience in leading or supporting at least 5 activities (study sessions, training courses, educational seminars, or other educational activities) within the last five years
- In the absence of the required university degree at least 5 years of experience conducting education and training activities in the context of non-formal education or youth work.

PROCEDURE : SECOND STEP : AWARD CRITERIA

Tender 1 Consultancy services in education, training and facilitation

BOTH LOTS

1

INSTITUTIONAL AWARENESS

2

EXPERIENCE WORKING IN THE EUROPEAN YOUTH SECTOR

3

LANGUAGE COMPETENCE

4

LOT SPECIFIC

1

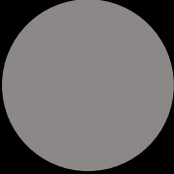
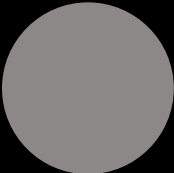
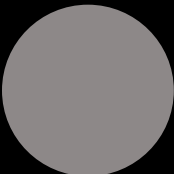
TRAINING OF TRAINERS

2

DRAFTING SKILLS

PROCEDURE : FIRST STEP : ELIGIBILITY CRITERIA

Tender 2 Consultancy services other than education, training and facilitation

-  Ability to conduct activities in English autonomously at B2 level or higher.
-  At least 5 years of experience developing programmatic and policy related projects in the context of the European youth sector.
-  University degree in social sciences or in studies relevant to the European youth sector.

PROCEDURE : SECOND STEP : AWARD CRITERIA

Tender 2 Consultancy services other than education, training and facilitation

ALL LOTS

1

INSTITUTIONAL AWARENESS

2

INTERNATIONAL YOUTH SECTOR
EXPERIENCE

3

LOT SPECIFIC

1

DRAFTING SKILLS

4

YOUTH POLICY
DEVELOPMENT

2

YOUTH RESEARCH

5

YOUTH PROBLEMATIC
SOLVER

3

COACHING
EXPERIENCES

6

FUNDING
EXPERIENCE

DOCUMENTS TO BE PROVIDED (BOTH TENDERS)

1

One completed and signed copy of the Act of Engagement.

2

Language school (examination) certificates or self-assessments according to the CEFR.

3

CV (maximum 5 pages) in which the roles, tasks, length and breadth of provider's experience and expertise in the International Youth Sector and its main issues is comprehensively documented.
For legal persons, the CVs of the persons proposed to be assigned to the contract.

4

Maximum 500 words outlining the tenderer's thoughts on: 'The Council of Europe Youth Department and its contribution to the development of youth participation and a democratic political culture'.

5

List of all owners and executive officers, for legal persons only.

NB : INCOMPLETE DOCUMENTS OR MISSING FILES WILL LEAD TO EXCLUSION FROM THE TENDER

DOCUMENTS TO BE PROVIDED (LOT-SPECIFIC)

TENDER 1:

LOT
1

- Letter from a peer trainer or educator or from a manager in the Tenderer's organisation in lead or supporting roles.
- Letter from a trainer or educator from a different specialist organisation with whom the Tenderer has worked regularly describing in detail the Tenderer's educational competence (knowledge, attitudes, skills) in lead or supporting roles.
- Certificate of completion of a Training of Trainers' course as a participant and programme or curriculum of said course.

LOT
2

- Letter from the supervisor of the Tenderer's work on the elaboration of educational publications, materials or experiences describing in detail the Tenderers drafting competence in lead or supporting roles.
- Sample educational material drafted under the supervision of the person who provides the letter of reference.

DOCUMENTS TO BE PROVIDED (LOT-SPECIFIC)

TENDER 2:

LOT 1

- One sample of Tenderer's work in publishable materials in the youth sector context
- Letter of reference from the Tenderer's supervisor on his activities.

LOT 2

- One sample of youth research If the Tenderer is working as a youth researcher in an academic institution, letter of reference from the head of the Tenderer's department or a higher-level manager in the institution

LOT 3

- Letter of reference from an international organization for whose staff the Tenderer conducted coaching.

LOT 4

- Sample of a Terms of Reference for a youth policy or youth perspective development

LOT 5

- Letter of reference from the project manager of a programmatic assessments, review or feasibility study the Tenderer conducted for an international youth.

LOT 6

- Documentation detailing the Tenderer's activity as an assessor of grant applications
- Samples of research or advisory content created for youth sector donors, Council of Europe entities or the European Youth Foundation.

WHAT KIND OF LANGUAGE CERTIFICATION / SELF-ASSESSMENT SHOULD I PROVIDE?

If you do not have a formal certificate for your language competence, you can use the self-assessment method for the European Reference Framework for Languages.

We suggest that you self-assess using this overview of competence descriptors.

You can include a brief table with the level you judge yourself to be on for each language you wish to include.

This can be done as part of the language section of your CV.

For example:

Understanding		Speaking		Writing
Listening	Reading	Spoken Interaction	Spoken Production	Writing
C1	C1	C1	B2	B1

COMMON EUROPEAN REFERENCE FRAMEWORK FOR LANGUAGES – SELF ASSESSMENT

		A1	A2	B1	B2	C1	C2
U N D E R S T A N D I N G	Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

WHO CAN PROVIDE REFERENCE LETTERS?

The specific profile of required references is outlined in each tender document and for each Lot.

As a rule, reference letters should be provided by persons who know the tenderer well in a relevant professional or voluntary capacity and can attest to their competence

To avoid conflict of interest, Council of Europe Youth Department staff members, including those located at field offices, cannot provide reference letters.

However, tenderers can provide reference letters from other Council of Europe departments with which they have cooperated.



QUESTIONS AND ANSWERS

Questions will be transcribed from the chat and noted from the discussion at both info sessions

Answers discussed will be formulated into FAQ and posted on the website by 9 September.

THANK YOU



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