**WWF-UK Request for Proposal for sustainable futures – teacher engagement**

WWF-UK is seeking a contractor to develop and deliver teacher engagement activities that will the drive awareness and take up of our new Sustainable Careers programme. This is a collaborative education programme for secondary school pupils, delivered by WWF-UK, Villiers Park Educational Trust and Founders4Schools.

**Background – WWF-UK Strategy**

We’re WWF, the global environmental charity, and we’re bringing our world back to life. With nature in freefall, we’re urgently tackling the underlying causes that are driving the decline – especially the food system and climate change. And we’re finding solutions so future generations have a world with thriving habitats and wildlife.

It’s a huge challenge, but there is hope. We’re working globally with governments, companies, communities and others who have the will to act and the power to transform our world. We’re using our groundbreaking scientific research, our global influence, and the backing of our many supporters to make sure the natural world’s vital signs are recovering by 2030.

**Why sustainability and careers?**

Tackling the climate and nature crisis will take a skilled and diverse workforce, and every job can play its part.

As the economy adjusts to meet net zero and biodiversity targets, we were concerned that young people and their parents, as well as their teachers, were not well informed about the extent of the impacts of these changes and the opportunities they may create.

For example:

* That all employment sectors are changing as sectors adapt to meet net zero and biodiversity targets
* That roles within sectors will evolve, disappear or be created as a result of these changes
* That young people therefore need to be prepared to adapt to and take advantage of this evolving job market
* That young people can influence their employer to become more environmentally sustainable.

**Programme Overview**

Over the past 18 months WWF, Villiers Park and Founders4Schools have developed and piloted a new careers programme – [Sustainable Futures](http://sustainable-futures.co.uk/) - on sustainability in careers. The Sustainable Futures programme has been designed to address the urgent need to prepare young people between the ages of 14-18 for the future job market, unleashing a green economic recovery and creating an employable generation.

Sustainable Futures is a free programme for secondary schools and colleges across the UK that equips 14–18-year-old students with the knowledge, skills and experiences to help them thrive in a future green economy, no matter what career path they choose. Teachers and career leaders are provided with the tools to inform, inspire and empower students to build a career with positive long-term prospects, that will benefit their own career path and help bring our world back to life.

We want to see sustainability and careers threaded through the direct experience young people and their parents have of careers education, advice and guidance in or facilitated by schools and colleges. This includes careers lessons, careers encounters, work experience and careers information shared as part of other curricula.

Specifically, the programme aims to build aspiration for, access to and awareness of sustainable careers and has three programme pillars:

1. Education and Training
2. Business Engagement
3. Campaigning and Communications.

Sustainability is threaded throughout the student activities that include:

* a short, certificated course
* business role model talks
* access to experiences of the workplace.

The programme focuses on engaging and supporting young people from disadvantaged backgrounds (we use Free School Meals as our indicator) and diverse communities. The ultimate programme goal is for sustainability to be embedded as a formal component of the UK's careers guidance curriculum, and schools, employers and CEIAG providers to adopt sustainable careers activities, resources and principles established through the Sustainable Futures programme.

The programme was piloted in the 2021/22 academic year and is in its first full year of delivery this academic year (2022/23). The current funding for this phase of the programme finishes in the 2023/24 academic year, with plans to continue the programme beyond the current funding period. The Sustainable Futures programme has been made possible by the generous support of the Evolution Education Trust.

With our programme now piloted and in its first year of role out, we are now seeking to grow take up of the programme, and to step up our thought leadership in this area, particularly with senior, school leaders.

Elements of the Sustainable Futures programme will form one of the pillars of WWF’s ongoing education programme with secondary schools, so some of the tender requirements reflect our longer term needs.

**The Requirement**

We are commissioning this work to help us grow and maintain our audience in the careers education sector between April 2023 and April 2024. The successful consultant will deliver an impactful engagement programme with senior leaders, teachers and careers leads, that results in more schools and young people taking part in our programme.

***Teacher engagement principles***

We want to see our programme talked about by teachers and head teachers. We want teachers to share the benefits and the impact as they see it. We want teachers and careers leads involved in the design, testing and delivery of our work. We see Senior Leadership teams as a key audience, to unlock whole school buy-in.

We don’t want teachers to have to always have come to us to find out about our programme. We want to communicate with teachers where they are, in their existing communities and spaces.

We want to maximise the use of and connections between WWF’s existing teacher email journey, the Sustainable Futures content on our website, our Learn to Love Nature Facebook Community and our new WWF Education Twitter account.

***Teacher engagement objectives***

For the schools’ communication and engagement work package, we want a consultant to design and deliver an engagement campaign that delivers the following objectives:

* WWF leadership on careers education
	+ Participating and potential school and college senior leadership, teachers and career leads recognise that the Sustainable Futures Programme is high quality and impactful for students, and helps to deliver the Gatsby Careers Benchmarks.
	+ School and college senior leadership, teachers and career leads associate our organisations, WWF, Villiers Park and Founders4schools with providing sustainable careers programmes.
	+ Building the capacity and capability of school and college senior leaders to engage with sustainability and careers.
* Reach and engagement – reach KPIs are normally baseline for school year 23-24.
	+ Awareness raising
		- To achieve downloads or at least 33% of secondary schools of the sustainable careers resources.
		- To reach at least 250 schools (and 5000 students) via teachers using downloads, careers events, speeches and workshops (and not via CPD).
		- KPIs for social media and mainstream media to be agreed with the successful tenderer.
		- Stretch KPIs for WWF: to engage an additional schools and 1,200 pupils. For TBC new teachers to join our teaching community.
	+ Impact
		- To have evidence of the impact of our programme from teachers and careers professionals who have used our resources in at least 250 schools and colleges via fill in the course completion form or other means.
	+ Professional development participation
		- For at least 250 teachers to attend professional development courses.
		- For 150 schools to embed the programme within their careers programme following our CPD courses.
	+ To introduce a new audience to the WWF education community, specifically careers professionals in schools, colleges, businesses and careers education providers.
		- To reach at least 1600 careers professionals via communication, their website and events
		- To transition at least 50% of these to WWF’s education community
	+ That via teachers, our resources and programme meets the following student-focused KPIs
		- *15% ethnic minority groups, 20% FSM*
		- *80% report increased aspiration for participating in sustainable early careers pathways* – *measured through our evaluation work stream*

***Sustainable careers programme effectiveness***

Through engaging with teachers to promote both our programme and the issues we are trying to address, we anticipate that the contractor will find opportunities to strengthen our programme, and help our programme deliver even better against school and colleges own curriculum requirements.

We expect that the contractor will identify and propose or make changes to our materials, training events, with a particular focus on making them as accessible as possible to teachers and careers leads, and to the audiences that are our priority.

**The Requirements of the consultant**

Between April 2023 and April 2024, we want the consultant to design and deliver an engagement, communication and marketing campaign that delivers the objectives above.

Our ideal engagement campaign would include each of the following four elements, although we anticipate that tenderers may propose other, cost effective ways to meet our objectives:

1. Social media and email

The consultant should provide WWF-UK (and its partners) with a strategy for growing and increasing the engagement of our the audiences of our existing teacher email journey, website, emergent Twitter communication, use of Facebook, LinkedIn and paid social with careers teachers and careers professionals. They would provide copy, social media assets, website. They should bear in mind that the project partners are also potentially able to reach teacher audiences through our relationships with participating employers as well as members of our advisory group. We are also recruiting a youth advisory board, who could be involved in our campaign, if the consultant recommends this approach.

1. Marketing and PR

The consultant would develop activations that reach career leads, teachers and head teachers in the spaces and communities they visit. This might include stands at conferences, virtual or physical participation in conferences, articles in specialist media, paid or in-kind media partnerships. We are open to proposals that suggest creative ways to reach our audiences, including competitions, thoughtful proposals for our artist and influencers, working with specialist influencers and micro-influencers that reach our audiences, and proposals for working creatively with our employer partners.

1. Thought leadership

Although most of our KPIs for this phase of our project are about reach and participation in our programme. For the longer term, we want to make sure that sustainability and careers education are increasingly intertwined. We would like the tenderer to secure or create opportunities for WWF, senior school leaders, teachers, careers professionals to speak about and engage with key education sector influencers.

1. Benchmarking, monitoring and evaluation

We want to spend our supporters and funders money wisely, and expect the consultant to propose a data-savvy approach to this programme. We expect the consultant to measure the impact of the activities, and be able to pivot the programme if some activations are more successful than others.

**Key deliverables**

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| **Deliverable** | **Description** |
| **1. Project management** | An initial (virtual) inception meeting will be held to agree details of the project, practical considerations such as timelines, project milestones and communication. Communication with WWF will be regular and include email, Zoom, and telephone communications as required.  |
| **2. Engagement strategy**  | A clearly set out strategy, including a benchmarking, monitoring and evaluation framework |
| **3. Activations**  | A set of clearly articulated, and fully costed engagement campaign activations |
| **4. Reporting** | Regular and final analyses that demonstrate the impact and learnings from the engagement programme.  |

**Tenderer experience**

The successful tender is likely to have experience of designing and delivering teacher promotional campaign in the UK. They may have experience of working in careers education.

We can accept consortium or joint bids, if it’s clearly demonstrated the additional benefits and complementary expertise this could bring to the evaluation work. WWF-UK will need to enter into an agreement (and invoice) with a single supplier, with the lead organisation responsible for the management and delivery of other organisations in the joint bid. All organisations must adhere to WWF-UK’s Supplier Code of Conduct, along with other requirements outlined in this Request for Proposal.

**The Application Process**

Please note that WWF-UK would prefer to contract these services using our attached Standard Terms and Conditions. As part of your response, please indicate whether or not you would be content to use these terms or if you would wish to propose alternatives.

Please ensure your proposal is no longer than 10 pages in length and is submitted as a Word or PDF document.

**The Selection Process**

In line with our procurement process, we require at least 3 supplier responses to the brief. A panel comprising members from across Education and Youth Engagement, Strategic Communications, and relevant representatives from other departments, will consider the responses and make a decision based on the following criteria:

* 1. **The organisation’s proposed approach to the requirement**
	2. **Depth and breadth of expertise in programme evaluation**
	3. **Values, partnership, inclusivity – alignment with WWF-UK**
	4. **Price – value for money**

**In your response, please demonstrate and evidence:**

1. Understanding of the brief and propose options for the approach. *Please outline possible time frames and requirements of us in a high-level project plan.*
2. Depth and breadth of expertise in this field in the charity /not for profit / NGO and commercial / private sectors. *Please include names of recent clients for who you have delivered similar work, with a particular focus on the safeguarding of young people*
3. Safeguarding expertise and experience. *Please outline how you will ensure safeguarding is embedded in programme design and delivery. Please provide your policy, your expectations of WWF-UK's roles and responsibilities, as well as a breakdown of your training, monitoring, quality assurance, incident management and reporting procedures. We expect agencies to have at least the same level of safeguarding measures as outlined in our policy -* [*https://www.wwf.org.uk/sites/default/files/2022-09/WWF-UK-Safeguarding-Policy-September-22.pdf*](https://www.wwf.org.uk/sites/default/files/2022-09/WWF-UK-Safeguarding-Policy-September-22.pdf) *- and if required, WWF has the right to impose or instruct any further safeguarding measures to align to our policy.*
4. A strong team that can provide responsive service – i.e., not key person dependent – continuous service available. *Please provide short biographies for all those who would be involved on the project*
5. A strong alignment with WWF’s vision and mission with values that respect diversity, equality and inclusivity and evidence of partnership working. *Please provide a short statement on this and how you evidence your values in your work.*
6. Value for money; competitive pricing for expertise. We need fees to be clear and structured in a flexible way. *Please provide a detailed budget, including day / hourly rates and price per project element, ideally with capped fees.*
7. Confidentiality and Data protection. *Please provide your confidentiality statement and GDPR principles.*
8. Diversity, Equality, and Inclusivity (DE&I). *Please share your approach to DE&I and how you would approach the project in this respect.*
9. References. *Please provide two referee clients.* (We would not approach without your permission).
10. It is our preference that an appointed external partner adopts our standards terms and conditions for engaging with us. These are attached. *Please can you state whether you would be comfortable with this and whether there are any terms which might create difficulty for you.*
11. Conflicts of Interest: *Provide any details (if any) of actual or potential conflicts of Interests that would arise were you to be appointed, and details of how these conflicts would be mitigated.*

**Timelines and Next Steps**

The budget range for this work is up to **£20,000 (inclusive of VAT and of paid social)** please provide a detailed costed breakdown of spend in the proposal. We may consider additional engagement activities later in 2024, if the initial campaign is progressing well.

This request for proposal/quotation was issued: **16 February 2023.**

The closing date for responses is **9 March 2023.** Applications received after that will not be considered.

Please send your proposal to **Rosalind Mist, Director of Education and Youth Engagement, WWF-UK:**

Evaluation will begin **w/c** **13 March** and 3 agencies will be invited to **interview w/c 27 March**

A decision will be made, and the contract awarded by **31 March 2023**, with the project commencing **immediately** after accepting contract terms and **running until August/September 2024.**

Any potential providers can submit a query by email to **Rosalind Mist, Director of Education and Youth Engagement, WWF-UK:** **RMist@wwf.org.uk**, no later than 5 pm on **2March 2023.**

Alternatively, please contact: WWF-UK Procurement Team: procurement@wwf.org.uk

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Thank you for expressing an interest in working with and supporting WWF-UK with this important piece of work.

We look forward to receiving your response.