



**24 April 2024 Net Zero Accelerator Market engagement session – Transcript (edited)**

Please note all information is correct as of 24 April, but details are subject to change

Speaker	Slide no:	Comment
Will Attlee Head of Estates Efficiency and Net Zero LocatED	0	Why are we all here? This the start of the next phase of the Net Zero Accelerator (NZA)for the Department for Education (DFE) and LocatED.
	1	We are looking for two partners to lead the decarbonisation of a batch of 50 schools and colleges. This is moving from feasibility to delivery, and it is the next phase of development for the NZA scheme.
	2	For our agenda today, there will be three parts. A quick update to the background of the NZA Then we will talk through the feasibility findings giving high level feedback on what we have found over the last six months. Then we will go into the Pathfinder stage.  As noted on the invite, this is an interactive session. We have got quite a bit to go through, but please do feel free to use the chat function. There is a question-and-answer session halfway through so there will be a chance to ask questions on part one and two before we move into part three.
	3	In terms of background, I am going to hand over to Sharon McHale now.
Sharon McHale, Head of Capital Innovation, Department	4	Some of you are familiar with the broader context, but some of you are not, so I will give you a sense of the opportunity here. The school estate is vast. It covers an area which is probably about twice the size of Birmingham and that creates a lot of opportunities around sustainability and biodiversity.  It also has a big impact on public sector emissions. About 37% of the total come from the education estate, and we also spend a significant amount on energy every year estimating about £1.8 billion this

for Education		<p>year.</p> <p>That is a significant spend for the public purse as well as the moral endeavour that we know schools and young people are passionate about. There is also the financial motive to increase efficiency and reduce bills. We have an engaged audience to set that in broader context.</p>
	5	<p>DFE have a sustainability climate change strategy that sets out our actions under a number of headings, areas such as education, procurement skills and our own infrastructure. Today we are focused perhaps heavily on infrastructure, but we wanted to nestle this programme within that wider support programme that we are rolling out, which we have packaged under the Inspire Plan and Act banner.</p> <p>Under <b>inspire</b> these are activities that we are working on with partners such as the Natural History Museum, the Royal Cultural Society and the Royal Society. They are all focused around creating the skills, inspiration, awareness about climate change and enabling young people to make the difference in their own environment. For example, the National Education Nature park has nearly 3000 schools signed up. They are geo-mapping their estates and the biodiversity on it and working with the Natural History Museum on a programme to increase that biodiversity.</p> <p>That is relevant to this programme as it relates to the <b>plan</b> phase, and that is about supporting schools to develop a climate action plan which works across all those areas, education skills, but also in their infrastructure. What can they do around their estate to reduce emissions? What behaviour change can they implement? What activities can they do to have an impact on that?</p> <p>We have launched our Climate Ambassador Network, which is where we have volunteers from the schools themselves and the construction industry, all willing to volunteer and spend some time with schools in assemblies, producing forums of learning to cascade information on how educational establishments can take forward their net zero ambitions.</p> <p>In the <b>act</b> area the DfE is working with LocatED on the NZA hoping to pilot it with this next phase. If this is a success that we want to look at how we can scale that up and work with partners like the Met Office on</p>

		emission reporting. Data capture is a key piece the DfE is working on to make sure we understand the emissions from our estate and how we are having an impact on that. The NZA is nestled in that wider strategy, which can hopefully support the impact of the NZA.
Will Attlee, Head of Estates Efficiency and Net Zero, LocatED	6	<p>Thank you, Sharon. What is the NZA? Some of you will have heard us talk about this before but we have a vision that we can provide a service that facilitates the rapid roll out of decarbonisation across the education estate. As Sharon said, this is a significant issue, but also significant opportunity for us to do something at scale that will enable schools to decarbonize.</p> <p>Our emerging thought is that this could be delivered through regional teams and the interventions undertaken will range from behaviour change programmes - making sure that teachers understand how to use the systems properly – to fairly minor M&amp;E upgrades all the way through to building fabric improvements. The key part of this is that there will be support through a finance scheme. Those of you who were involved in the feasibility study were aware of us discussing how a scheme of this scale could be financed and we are still working on developing that as part of this phase.</p>
	7	<p>In terms of further background, we hosted a summit back in February, which we felt was a was a great event. It was a thought leadership summit where we were testing out some of the ideas that we were talking about in more detail and this Pathfinder stage is a continuation of that.</p> <p>We shared some early findings of the feasibility study, but then we had some great round table sessions where we spoke about different aspects of the challenges of net zero, including how schools see the challenge for themselves. What are we going to do about making sure that we have data that is suitable for informed decision making? What is the rest of the public sector doing and what can we actually do to make sure that the country is skilled up to deliver at the scale and with the speed that we need them to.</p>
	8-9	A brief run through of the feasibility findings. We included 50 schools. These were spread across the country. You can see a map here that shows roughly where they are. We did have the length and breadth of England (except Scotland) included and we tried to make the sample representative of the wider school estate, both in terms of condition, location, age and typology. We then sought feedback and views on what technical interventions could be done, what were the financial models that could be used to deliver this and what are the opportunities to scale up.

10	<p>We worked closely with Deloitte who have provided a good amalgamation of the work provided and applied some normalisation for various anomalous readings. Ten schools that were excluded just because some of the findings were slightly anomalous. But across the 40 schools, we found that £20 million capital investment could reduce CO2 emissions across the schools by 34%. This is a really significant reduction in CO2 with a relatively small capital investment, particularly when you compare that to the total cost of reducing the emissions by 100%, which is £120 million. This is where you find you can make a significant impact on CO2 with a relatively small amount of capital investment. The key here is that £20 million capital investment reduces carbon emissions by 34%. That also results in a 30% reduction in energy bills for those schools. This is a win-win for schools who save money on their energy and get a reduction in CO2 with a small investment.</p>
11	<p>We have listened to everybody who has inputted into the feasibility stage and produced this delivery route map, which some of you will have seen or indeed produced various versions of. The idea is that there is a massive amount that schools can do at relatively low costs (basket one). One of the feasibility partners that we worked with, talked of a school that had a HVAC system where it was not turned on because there was a part missing, turning that simple system on at a relatively low cost - we are talking less than £1000 - would save 8% of total energy costs for that school. There are massive gains to be won. The behaviour change programme is extremely important because if you cannot engage the school community and get them to do what is needed, then spending money on more complex interventions is not money well spent.</p> <p>We then move into looking at your energy procurement. Can you do that better? The DfE is working on a bulk buy scheme for all schools across the country, so that we can save money by buying better.</p> <p>Data is a key part of what we need to make sure that we can get that informed decision making. Are there/can you get half hourly metre reads? Do you understand the condition of the building? Do you understand how the space is used and is the energy consumption data provided on an addressable platform? That means we can understand that when we make certain changes that has an impact and that that impact can be measured.</p> <p>You then move through to basket two, which are the interventions that, generally speaking, have a less</p>

	<p>than 20-year payback. These are things like solar PV LED lighting - in some cases paybacks much less than that - and some low level easy to achieve interventions such as draught proofing.</p> <p>Finally, there are interventions which are still important that get that second 50% of decarbonisation, but they cost a lot more. These are things that will not necessarily have a quick payback and some of the paybacks are very long, but they are still extremely important for getting to net zero and this is the space where Public Sector Decarbonisation Scheme (PSDS) and DfE Condition Improvement Fund (CIF) funding may act, particularly in relation to any condition work that is needed.</p>
12	<p>Deloitte were heavily involved in amalgamating and interrogating all of the findings but if we just run through a few of these slides against these baskets of intervention. This shows what it would cost if we did everything across the 40 schools, so it is a significant figure of £120 million and you have got a 93% carbon reduction. Actually, if you include a decarbonized grid into that, it will increase to over 100%. The payback over a 25-year period is relatively slow, but this is the figure if we did everything.</p>
13	<p>What would happen if we did just the easy stuff. Looking at data collection, behavioural change, measuring controls and doing those what we are calling basket one interventions. This is relatively low capital expenditure, but positive returns for the schools with payback periods of less than a year on average and still a relatively noticeable 14% decrease in the amount of carbon emitted from that school batch.</p>
14	<p>In the final midpoint scenario, where you do basket one and two like the very low-level intervention stuff like a behaviour change programme but include the solar PV and LED lighting and various other interventions that have typically less than a 20-year payback. What you can see here is you are increasing the amount of money that is being spent and the amount of carbon that is saved.</p> <p>There's a positive net present value overall if you look at the capital expended versus the savings that are made. The average, the total cost for schools within our 40 school batteries, something like 4.8 million and they've got a year one saving of 2,000,000 and an average saving over 25 years of 1.5 million. This is a significant saving for the schools.</p> <p>Crucially, this does not include bulk buying of energy. The Department for Energy Security &amp; Net Zero</p>

		(DESNZ) assumed rates for energy costs for 25 years, so if we can do better in terms of better procurement, reducing energy costs per kilowatt, then we would expect to see those savings improved. That is a very rapid whistle stop tour of the feasibility.
	15	All questions and answers are provided at the end of this documents.
Paul Broadbent Associate, LocatED	16 -17	<p>We are seeking to appoint two partners to lead the delivery of decarbonisation interventions across two batches of 25 schools. The deliverables for this stage will be to:</p> <ul style="list-style-type: none"> <li>- develop a decarbonisation plan</li> <li>- develop a programme of behavioural change and to deliver that programme to optimise existing building controls</li> <li>- deliver a programme of energy procurement optimisation</li> <li>- collect data across the school estate</li> <li>- to capture and report this data through a dedicated platform.</li> </ul> <p>We are encouraging consortia, and we intend to split the batches between the North and the South of England with 25 schools and colleges in each.</p> <p>The intention is to deliver this regionally and we have approved funding to deliver this first stage with further funding potentially available later this year, subject to the detail of the interventions which are proposed by the partners.</p>
	18	<p>We have already presented the NZA decarbonisation route map, which divided the service into 3 distinct baskets. This is the detail of basket one and this is an engagement session. We are open to the market's thoughts and feedback about the scope of the baskets.</p> <p>The ITT will also provide bidders with the opportunity to add own additional scope into the bids. There will potentially be a specialist area or specialism you feel you can provide and please do put that in as part of your bid. As you can see here the first part of the basket is behavioural change. We must essentially bring the trusts, schools, colleges and responsible bodies alongside with us to develop a project plan to develop a detailed brief and a communications plan to ensure engagement throughout the delivery of the</p>

	<p>programme.</p> <p>That is absolutely essential, particularly from a behavioural change perspective, where we are looking at how we can deliver long term changes. One of the challenges which we have faced is the excitement around behavioural change in year one and two, but how do we ensure that those programmes have a longer life? Looking at control optimization how can we improve existing systems if they are not being used to their full capacity? How can we monitor existing system performance?</p> <p>The meaty bit of basket one is a detailed decarbonization plan. This will look at the fabric assessment and provide a detailed digital survey of each individual school. This will allow us also to carry out thermal modelling of the school as well. A big part of basket one is data collection. We are looking at getting measured surveys from each of the schools that take part and MPAN data and half hourly metre readings too and that will inform energy procurement and our decisions about which interventions we roll out within basket two.</p> <p>I appreciate there is a lot of information on these slides and the font is quite small, we will be sharing them so feel free to digest them after this webinar.</p>
19	<p>Here is basket two. Our aim from basket one is to gather the data to enable us to facilitate the delivery of basket two. This will require working with trust leaders because we are going to deliver interventions on school sites. We need to ensure that the responsible bodies and the leaders who act as the client are happy with the interventions that we propose. We do have some allocated funding to deliver. This should make the interventions sufficiently viable. We will also agree the criteria for what is included in this stage based on the metrics in agreement with the trust leaders. As you can see in this basket, we are looking at developing a detailed design specification for solar PV, looking at capacity assessments and looking for novel solutions and how we can integrate with existing systems that may already exist on site.</p> <p>From an EV charger perspective, we are looking at developing a transport plan, ensuring that our EV charges can be delivered, for example, looking at vehicle tracking assessments and ensuring that the number of EV charges and that we propose is viable. We are looking for the capacity for battery storage,</p>

		<p>at the environmental considerations and considerations of where potential battery storage could be implemented from and from a LED lighting perspective, developing a detailed design and specification for a full installation of led across each site. We are looking at integrating draught proofing and air tightness too.</p> <p>As mentioned, you will need a delivery plan. That will involve delivering a survey of the existing site and developing a programme for delivery. The important part of this is obviously communicating to the schools about which interventions will be deployed and installed at which times and developing a programme which integrates trust leaders in the process.</p> <p>Post meeting note: We are not committing do the delivery of basket 2 at this stage, although we are asking for fee proposals for professional fees for future phases to be included within the ITT.</p>
20		<p>As mentioned earlier in this session, we are looking to receive bids from consortiums. Although if there is an organisation that does have all the necessary skills then please do throw your hat in to the ring. We are leaving it to the market to decide how to construct or build your consortium or team and we intend to divide the batch of 50 schools and colleges between the North and the South into two groups.</p> <p>We will be looking to appoint delivery partners to lead and oversee the whole route map from baskets one all the way through to basket three. We will be appointing subcontractors to undertake the individual packages of works, and this will also be underpinned by the Key Performance Indicators(KPI's) which you see on this slide. The pink sections are the services which we would hope that the delivery partners on this call and who potentially bid for the programme will provide.</p> <p>The green sections will potentially be undertaken by others. There will be a section in the ITT if you would like to provide some of the services in the green then please feel free to include them in your bid.</p> <p>Post meeting note: Whilst we are looking for a team that could oversee the delivery of the entire routemap, we are only committing to the delivery of basket one at this stage.</p>
21		



	<p>We are seeking to appoint two delivery partners. With the anticipated moderation criteria based on: commitment, experience, scope, stakeholder engagement, programme, quality assurance, risk, social value and price.</p> <p>We anticipate that the fee for this initial stage will be capped at £900,000 (excl. VAT). Tenderers will be invited to submit proposals up to this price cap.</p> <p>Fees for the second stage will depend on the interventions that are undertaken, however fee rates for technical advisor/ employer’s agent/ contract administrator roles based on indicative project budgets will be part of the ITT submission.</p> <p>It is essential that delivery partners for the NZA pathfinder achieve financial and carbon emission savings across their batch of schools. In addition, it is recognised that meeting the required targets will not be possible without positive engagement from all key stakeholders.</p> <p>The principle of a performance related fee is to incentivise delivery partners to meet the targets that have been set and do so whilst maintaining positive engagement with the key stakeholders. This performance related fee of 10% of the initial fee will be payable if the delivery partners meet the agreed targets.</p>
22	<p>In terms of performance related fee, in order for this programme to work and be viable, we need to ensure that the financial and carbon savings that are projected are achieved. There has to be a threshold to ensure that we do deliver what we are promising. We developed the idea of a performance related fee to incentivise delivery partners to meet targets and maintain positive engagement with stakeholders and to incentivise you all to achieve best in class performance.</p> <p>And the only way that a NZA programme will work at scale is if we do achieve thresholds in performance and that our proposed targets are met across four key measures. The first is engagement, bringing trust leaders along the journey with us. That's ensuring that at the highest level, so the chief executive, of various trusts and responsible bodies is on board and also on an operational level, ensuring that schools</p>

		<p>and teachers, headteachers and building managers are fully engaged with the process.</p> <p>We are looking to move at pace, so we will be looking to deliver this first delivery phase this year. Essentially in order for teams to arrive on site, it is important that schools are prepared, and they know what is happening on site.</p> <p>Ensuring that we achieve the technical performance, so we are measuring CO2 performance, energy savings that are achieved and cost savings achieved as well.</p>
	23	<p>In terms of next steps, we are holding this market engagement session today. We are really keen to hear your thoughts. This is a two-way exchange, not a one-way radio transmission, however, we are on a tight timeframe. The key to this NZA project working following the NZA summit is that we deliver on site and that we move at pace.</p> <p>Therefore, this timetable does reflect that we also want to make sure that there is a period before the summer holidays where you can start the engagement with the schools and the responsible bodies and get on site and start surveying the schools, taking part in the programme and also collecting the relevant data. You can see we are looking for a June deadline for submitting ITT returns and we will be judging submissions on commitment, experience, delivery and price.</p> <p>There will be a detailed ITT provided to the market, so these slides should be taken as a high-level summary of our thoughts at this stage. There will be further detail on the fee structure, on how the bids will be assessed and also on the precise scope for basket one and basket two within the ITT. Please rest assured that there will be sufficient detail around those points and which parts will be delivered or a professional service or subcontracted will be clear in the ITT. From July to March 25, we are looking to appoint delivery partners and begin the decarbonisation of the 25 schools and colleges.</p> <p>That covers stage three. As I said, we are keen to achieve high performance and also deliver the financial and CO2 savings within the first year and on an ongoing basis.</p>
	24	<p>All questions and answers are provided at the end of this documents.</p>

## 24 April 2024 Net Zero Accelerator Market engagement session – Questions and answers

No	Question	Response
1	Can you record the session?	Please email <a href="mailto:NetZero.Accelerator@LocatED.co.uk">NetZero.Accelerator@LocatED.co.uk</a> to request a copy of the file.
2	Can you share slides?	<a href="#">NZAP Market Engagement session 24 April - Slide deck and speakers notes</a>
3	Other useful links	<ul style="list-style-type: none"> <li>• <a href="#">Department for Education Sustainability and Climate Change Strategy</a></li> <li>• <a href="#">Jaggear e-tendering</a></li> <li>• <a href="#">NZAP Market Engagement session 15 August 2023 - Slide deck and speakers notes</a></li> </ul>
4	Will only having two partners affect the ability of some firms to engage with the process, and how does that mesh with the government procurement changes to improve access to government contracts?	As with the feasibility stage, we are actively encouraging consortia partners to bid together to ensure the right mix of skill and experience is provided. We are seeing this as the exploratory first stage and we want to encourage continued engagement in that.
5	We are seeing solar PV paybacks at 3-5 years currently not 20?	We have seen faster paybacks than we are quoting here which is positive, but payback figures used in this presentation have been based on the findings of the feasibility

		studies.
6	Does the total figure of 35% in reduction include the carbon associated with the production with the new technologies i.e PV	No. This is not embodied carbon. This is operational carbon.
7	With the 30% and 34% savings is this based on high level or detailed investigations. Was it checked it will deliver efficiencies with existing heating infrastructure? E.g. Replacing boiler with heat pump	<p>The feasibility stage was a desktop exercise. The number of surveys and on-site data that could be collected was relatively limited.</p> <p>There was engagement with the trusts and the schools who participated but it was a rapid assessment undertaken between October - January this year at a high level.</p> <p>The purpose of this next stage is to get the detail on the buildings and understand the site surveys.</p>
8	Solar PV is generally limited by school demand rather than site constraints - was this considered within the feasibility stage?	This was considered. There are still calculations that need to be run through, but the feasibility study generally sized Solar PV to meet what was needed, with some limited overgeneration.
9	Is this process relevant for companies looking to lease land from the DfE estate to host low carbon projects?	No answer given in session. <i>Post session response: We think that there may be an opportunity to look at this as part of future phases.</i>
10	This next procurement is for 50 schools/colleges - that is a small proportion of the school estate. What is the plan for rolling this out further?	Discussions with potential investors and the commercial returns on some of these approaches indicated a need for a business operating model. This pathfinder stage is looking to develop that.

		Depending on the success of this stage and the savings we can demonstrate, we hope that will put us in a very good evidential basis both with investors and Treasury to demonstrate the viability of this being scaled up further.
11	If only for operational energy how can this be applied to Net Zero if using the UKGBC definition?	No answer given in session: Post session response: We will also be considering embodied carbon in the proposed interventions, but this wasn't measured as part of the initial feasibility stage.
12	What is the budget for each batch?	We have agreed a £900k (excl. VAT) cap on fees for each batch (£1.8 million in total), with an additional 10% available based on meeting performance targets. This is for the delivery of 'basket one' only with the budget future phases being confirmed once we have further detail on the proposed interventions.
13	Would it be more beneficial to be PAS2038 accredited, when entering a bid?	There will within the bid form where you can demonstrate accreditation. If you have any accreditations such as B Corp or carbon literacy scores, please do include that as part of your bid.
14	EV chargers voucher scheme is already in place for schools - therefore costs do not necessarily have to be covered by this procurement.	Noted.
15	Is it possible to assist companies with creating Consortia's for bid stage?	We are interested in receiving good quality bids that meet the brief. It will be up to organisations as to how these are created, although we are sharing the contact list.
16	Has there been any analysis on a fabric-first approach in basket one to address and reduce energy demand? This	The focus of this procurement is delivery of basket one and the delivery of professional services and data collection to

	would carry significant benefits such as reduced sizing for the new M&E plant, and instant relief on energy bills and associated carbon. Following interventions such as heat pumps and solar PV will therefore be enhanced.	deliver basket two. This stage is about developing a detailed brief and bringing the schools and trusts and responsible bodies on board in the journey, similar to RIBA stages 0 - 4, i.e. developing the brief, getting the technical design in place. As part of delivering the decarbonisation plan, please feel free to include all thoughts, ideas or creative solutions that you may have in terms of approach.
17	Carbon and financial savings do not always go hand in hand - is one favoured over the other?	No answer given in session: Post session response: We are currently developing a hierarchy tool that puts weighting to the relative benefits of the proposed interventions.
18	By this year to you mean calendar year or financial year, or academic year?	In terms of delivering basket one, we would expect that to be delivered by the end of this calendar year, to enable the delivery of some on site interventions (basket 2) by the end of this financial year (March 25) (if we elect to progress with that stage).
19	How will the ITT be issued or accessed? I assume via a portal/contracts finder etc.	Publication of the contract notice will be published on Contracts Finder and the ITT will be hosted on Jaggaer.
20	Are full details and findings associated with the initial feasibilities available in the public domain ?	We will share the relevant sections feasibility reports as part of the ITT process.
21	Can we encourage a high-quality vs price ratio in the scoring to allow for better competition amongst bidders?	No answer given in session: Post session response: We will be providing a clear breakdown of the weighting of quality and price in the ITT. There will be a weighting in favour of quality.
22	What is the programme for rolling this strategy out across the wider school estate, How will feedback from these first phases be fed back into later phases please?	As part of submissions for this phase, we would encourage you to submit your proposals for how you will create a feedback loop through the delivery of basket one and basket two. This could be measuring interventions through sensors

		<p>for example or through measuring performance and providing reporting methods, i.e. committing to me meeting with trust leaders for X number of meetings over X number of hours. You will also commit to supporting LocatED and the DfE through thought leadership initiatives. In terms of rolling out across the wider education estate.</p> <p>We are potentially looking to include a couple of colleges within the 50 as we are having conversations about how we can roll this potentially out into the further education sector. In terms of a national roll out, we want tenderers to become partners in the programme, willing to be challenged and to commit to thought leadership to support us in conversations to help us develop the programme and develop the scale of the programme.</p> <p>We are looking for prototype pathfinder partners who are keen to support and help build the case for a wider roll out. This is a test. It is a small batch of education settings, but it has been carefully chosen between LocatED and the DfE to reflect the wider school estate with the ambition still there to scale up.</p>
23	<p>So will the procurement of basket 2 delivery (i.e. installation of the chosen measures) be undertaken separately i.e. following the completion of basket 1 in March 2025?</p>	<p>The procurement of individual works packages (i.e. for installation of solar PV) will be undertaken separately. Delivery partner fees for managing the delivery of basket 2 interventions will be set, and LocatED will reserve the option to appoint the delivery partners for this stage based on the set fee rates.</p>

24	The word 'batch' is being used for both the different stages of Net Zero and the two batches of 25 schools. This is probably generating some confusion. Could different terms be used in the ITT?	We apologise for the confusion between the terminology, but to clarify, currently batches refers to the two batches of schools and colleges and baskets refers to the three baskets of interventions to be rolled out as per the delivery route map.
25	Can you participate in more than one consortium bid?	At the feasibility study stage, we did receive bids from small organisations who bid as part of more than one consortium.  Post session update: Participating in more than one bid is permitted, although you should not the non-collusion clauses in the ITT.
26	Are DNO requirements to be considered in basket one or two?	No answer given in session: Post session update: This should be considered in basket one.
27	To be clear, the £900k cap includes physical delivery and outputs, as well as design within batch 1, as well as TA services for basket 2? For 25 schools? What is basket 3?	Post session response: The £900k is just for the delivery of basket one for the 25 school batch. Further fees will be available if LocatED decides to take the project to the next phase.
28	Any thoughts on methodology & T&C around performance-based savings? - this is normally delivered after site surveys	No answer given in session: Post session response: Tenderers are being asked to estimate the savings that they could make based on their experience and the information from the feasibility studies, that will be made available.
29	Is this the same sample of schools as per feasibility? Will the list of schools be released in the ITT?	Yes, that's correct, all details of the schools will be in the ITT.
30	Batch or basket?	We apologise for the confusion between the terminology, but to clarify, currently batches refers to the two batches of schools and colleges and baskets refers to the three baskets of interventions to be rolled out as per the delivery route map.



31	What is the basket 2 budget?	<p>This is still to be confirmed and will depend on what is suggested and how much learning, innovation and roll out potential there is.</p> <p>Not everything recommended for basket two across the 50 settings will be funded.</p> <p>As part of submissions, we are asking Tenderers to submit a sliding fee scale for interventions for the delivery of basket two and basket three. This will be clearly split out as part of the ITT process.</p>
32	Are you expecting the delivery partner to procure the contractor/s for basket 2 projects?	<p>Post session response: The deliver partner scope for basket 2 is likely to largely take the form a contract administration role, which will include assisting with the technical aspects of the procurement.</p>
33	Do you have a suggestion on how we can find others to form consortia bid with?	<p>We will share the attendee list from this session.</p>
34	May I ask on the 50-school selection, are they varied in their performance or how were they selected?	<p>Please refer to slide 9 in the slide deck.</p> <p>We tried to make the sample representative of the wider school estate, both in terms of condition, location, age and typology.</p> <p>The ITT will have the detail of each school and the data we have on them.</p>
35	It is not intended that the delivery partners will procure contractors, is this correct?	<p>Please see 32.</p>

36	What is the quality/price evaluation likely to be ?	The ITT is still being developed, but yes, there will be a very clear split between price and quality. One of the key elements within the price is the performance metric element. We are keen to see who can be ambitious in terms of what the potential positive impact on the schools is in terms of financial and energy savings.
37	Has the baseline for CO2 and EUI been assessed for each of the 50 schools - If so, can this be shared?	No answer given in session: Post session update: The data from the feasibility studies will be shared in the ITT
38	Are the projects within the north and south batches spread across the entirety of the region or clustered within that region?	The ITT will have the detail of each school and the data we have on them. This will include location.
39	To deliver net zero in all 26,000 schools one billion would provide around £38,000 per school. Millions seems like a low amount.	Indeed. With the Pathfinder we are exploring an investment vehicle and how it might scale. The budget referred to here is in relation to these 50 settings. How it would scale and roll out across all 26,000 settings and possibly further if we bring in colleges, how we deliver that loan and pay back model is still to be determined.  We also want to explore how we configure available grant funding around the elements of the route map to net zero which are not attractive as a commercial return model.
40	What existing information on each school will be available?	We are assembling a data hub with energy data from existing schools where available with all the information that can be obtained, that either LocatED or the DfE holds, that has been provided by the Trusts or that's been collected as part of the feasibility studies.

41	Do tenders have to pick one of the two batches, or can you bid both?	You can bid for both batches, although you will not be able to be appointed for both.
42	Can an organisation be a contracted partner in both batches?	Please see 25.
43	As we discussed at the last session, it will be great to engage educators and young people/families in this pilot to hand on the skills developed.	<p>We are looking at KPI's for direct engagement between the delivery partners and the schools to engage with the teachers and pupils. This could potentially be delivering engagement sessions, committing to a certain number of hours of teaching, ensuring that there is evidence of that teaching being delivered.</p> <p>Hosting events like energy cafes with teachers, governors and stakeholders at the schools to talk about the proposals and to obtain buy into the delivery of the interventions. Finding opportunities to link up with the Climate Ambassador network and also to get by in from senior leaders at the schools.</p> <p>Feedback from the feasibility studies demonstrated a huge opportunity for deep meaningful engagement with the trust, teachers and the pupils. We encourage that to be demonstrated in bids to show examples of how you will engage with the teachers and pupils. That could be through project-based learning, developing lesson plans that could be rolled out across a batch to leverage the economies of scale there.</p> <p>The National Educational Nature Park and the Climate</p>

		<p>Ambassadors Network may be able to help by providing resources and signposting grant funding streams.</p> <p>Allocate teacher and pupil champions to get someone responsible who is really engaged with the programme. It is important that there is a high level of positive engagement with the settings because they are going to become the ambassadors of this programme.</p>
44	Would it be advantage for the consortia to have investment/funding capabilities?	<p>Yes. Although we are grant funding the pathfinder, we want to understand how that would work as an operating business model that you would take to an investment board for example.</p> <p>We are looking for a consortia that has the skill set and understanding on how you create an investment model that delivers genuine emissions reductions alongside a good experience for the schools whilst balancing out approaches to delivery.</p>
45	Have all 25 schools in each batch agreed to make necessary staff and information available and are they committed to work with consortia to meet the timescale? can you advise how many primary/ secondary? any SEN or other types?	<p>The ITT will have the detail of each school and the data we have on them. This will include location and type.</p> <p>Schools will be asked to commit resources to work with chosen delivery partners and facilitate the pathfinder.</p> <p>We need schools to be advocates. How you bring them through this journey, their feedback and positivity will be vital as it will be one of the criteria used for judging success of the programme going forward.</p>

46	Can we also identify additional grant funding streams that could support basket 2 and 3 of the journey?	<p>Yes. If you can identify additional streams, some of which might be localised or where we are not familiar with, we would be very interested.</p> <p>Additionally, some of the schools or the trusts may have reserves that they would be happy to spend on proposed interventions.</p> <p>Part of the proposal for the pathfinder is that we are keen for you to help schools and trusts put together grant funding applications where appropriate.</p>
47	Will there be a clear price:quality ratio split or will tender bids be assessed on a price per quality point criteria?	Please see 36.
48	Talking about the shape of the future investment model, do you think this will be public investment or private sector or both?	<p>It is likely to be a blended model. Not all interventions to get settings to net zero will have a commercial investable model at the moment, some do. We need to learn from the pathfinder what investment model we can develop for what interventions and how best we deploy our central grant funding to enhance that journey to net zero.</p> <p>The overwhelming feedback from potential funding or financing partners is that we need to demonstrate a working delivery model and we need really good clear data on the impact that individual interventions have, which will enable investment decisions into whether or not to fund the rollout from the private sector. We are having conversations with various potential financing partners in parallel so we can use the pathfinder as a live case study to demonstrate to potential</p>

		funders what can be achieved.
49	What is the ETA for ITT if its due back in June?	It is expected that the Invitation to Tender (ITT) will be issued on the 17 May with tender responses due on 17 June. In preparation for the ITT, organisations that are considering to submit a tender are advised to <u>register on the Department for Education eTendering Portal</u> ahead of time.
50	A 4 week turn around is tight?	Noted. We would encourage consortia to maximise their efficiency to meet this deadline.
51	Would power purchase agreements be an option?	This was looked at as part of the feasibility stage. For the pathfinder we need to operate within Treasury rules.
52	Will elections affect funding?	No. Funding for basket one has been secured.