

FINANCE AND PROCUREMENT

DRS/PRO/DELE/RB(2017)01535
Thessaloniki, 25 July 2017

OPEN INVITATION TO TENDER

VET for labour market integration and social inclusion AO/DLE/IPS/VETforLM&SI/008/17

REFERENCE: *Contract notice 2017/S 140-286793 of 25/07/2017*

Dear Sir/Madam,

We thank you for the interest you have shown in this tender procedure.

The purpose of this call for tenders and additional information necessary to present a tender can be found in the attached Tender Specifications. You should note however the following important points concerning the submission of a tender and its implications.

1. Tenders (and documents included in them) should be submitted preferably in English, but in any case in one (or in any) of the official languages of the European Union.
2. Tenders may be submitted exclusively in one of the following ways:

(a) by post to be dispatched **not later than the date and time specified in the timetable in point 8 below**, in which case the evidence shall be constituted by the date of dispatch on the postmark or the date of the deposit slip, to the following post address of Cedefop :

**European Centre for the Development of Vocational Training (Cedefop),
Attention of Procurement Service
PO Box 22 427
GR – 55102 Thessaloniki, Greece**

Important:

If using a postal service, tenderers must use a registered, reliable one. If no postmark has been stamped or if the postmark is not legible, Cedefop will accept deposit slip issued by the postal service, provided that this clearly indicates the date as filled in by the post office and not by the tenderer.

Tenderers shall inform Cedefop by e-mail (c4t-services@cedefop.europa.eu) or fax (+30 2310 490028)

- ✓ that they have submitted an offer in time, and
- ✓ that they request Cedefop to confirm receipt of the e-mail or fax.

Tenderers should not attach their offer to any of the above informative e-mail or fax.

or

(b1) by courier service to be dispatched not later than **the date and time specified in the timetable in point 8 below**, in which case the evidence shall be constituted by the date of dispatch to the address below or the date of the deposit slip,

or

(b2) delivered by hand not later than **the date and time specified in the timetable in point 8 below**, in which case a receipt must be obtained as proof of submission, signed and dated by the official in the above mentioned Service who took delivery,

to the following address (for points **(b1)** and **(b2)** above):

**European Centre for the Development of Vocational Training (Cedefop),
Attention of Procurement Service
123, Europe Str,
GR-57001 Thessaloniki-Pylea, Greece
Tel: +30 2310 490111 / 490 064**

Please note that Cedefop is open from 09h00 to 17h00, Monday to Friday. It is closed on Saturday, Sunday and Cedefop holidays.

3. Tenders must be submitted strictly adhering to the following.

Tenders must be submitted in a sealed envelope itself enclosed within a second sealed envelope. If self-adhesive envelopes are used, they must be sealed with adhesive tape and the sender must sign across this tape.

Tenderers must pay attention to the **quality of the packaging material**, especially of the inner envelope, in order to make sure that it will remain sealed until the formal opening of tenders by the Agency.

The **outer envelope**, addressed simply to Cedefop (address depending on the means of submission, see point 2 above), should only bear additionally **the name and address** of the sender.

The **inner envelope**, addressed to the Procurement Service as indicated under point 2 above, must bear a self-adhesive label with the indication **“Open Invitation to tender – Not to be opened by the internal mail service”** and all the necessary information, as shown below:

<p>OPEN INVITATION TO TENDER</p> <p>CEDEFOP No: AO/DLE/IPS/VETforLM&SI/008/17</p> <p><i>‘VET for labour market integration and social inclusion</i></p> <p>Name of tenderer:</p> <p>NOT TO BE OPENED BY THE INTERNAL MAIL SERVICE</p>
--

The inner envelope must also contain three sealed envelopes, namely, Envelope A – “Supporting Documents”, Envelope B – “Technical Proposal” and Envelope C – “Financial Proposal”. The content of each of these three envelopes is described in section 6 of the attached Tender Specifications.

Tenderers should not disclose their financial offer in any part of their tender other than the sealed envelope C, not even disclose the total amount of their financial offer on the cover letter.

4. Tenderers must ensure that their tenders are signed by an authorised representative and that tenders are legible so that there can be no doubt as to words and figures.
5. **Submission of a tender implies acceptance of all the terms and conditions set out in this Invitation to Tender, in the specifications and in the draft contract and**, where appropriate, waiver of the tenderer's own general or specific terms and conditions. It is binding on the tenderer to whom the contract is awarded for the duration of the contract. Therefore, It is mandatory to include in the offer a **Cover Letter, signed by the person/s that is/are authorised to sign the contract in case of contract award, stating that the tenderer accepts in full and without restriction the requirements of these Tender Specifications, and the Special and General conditions governing this contract as the sole basis of this tendering procedure** (see also point 1 of the Tender Specifications).
6. The opening of tenders will take place at Cedefop on the date and time specified in the timetable in point 8 below. Each tenderer may be represented at the opening of tenders by maximum two representatives. The names of the persons attending the opening must be notified in writing by fax (Fax No +30 2310 490 028) or by e-mail (C4T-services@cedefop.europa.eu) at least three working days prior to the opening session. Failing that, Cedefop reserves the right to refuse access to its premises.
7. Contacts between the contracting authority (Cedefop) and tenderers are prohibited throughout the procedure save in exceptional circumstances and under the following conditions only:

7.1 Contacts before the final date for submission of tenders:

- At the request of the tenderer, the Cedefop Procurement Service may provide additional information solely for the purpose of clarifying the tender documents. Any request for additional information must be made in writing by e-mail (C4T-services@cedefop.europa.eu) or by fax (fax No +30 2310 490 028).

Requests for additional information/clarification (if any) from potential tenderers should preferably be written in English and should be received by the date and time as specified in the timetable in point 8 below. No such requests will be processed after that date.

Before requesting any additional information, the tenderers are kindly requested to visit the FAQ page on Cedefop website:

<http://www.cedefop.europa.eu/en/about-cedefop/faqs/procurement-procedures>.

- Cedefop may, on its own initiative, inform interested parties of any error, inaccuracy, omission or any other clerical error in the text of the call for tenders.

The Answers/Clarifications of Cedefop to the requests for additional information/clarification of the tenderers, including that referred to above, will be published on Cedefop's website under the same link where this Open Tender Procedure is announced (<http://www.cedefop.europa.eu/en/about-cedefop/public-procurement>.) **Tenderers must ensure that they visit regularly the site for updates up to the closing date for receipt of tenders.**

7.2 Contacts after the final date for submission of tenders and before opening:

- Tenderers should not contact the Contracting Authority (i.e. Cedefop) on their own initiative.
- Tenderers are not allowed to amend their offers, e.g. by completing the documents they sent, replacing them with amended ones or sending new documents initially not included in the tender, as this may lead to rejection of the tender at a later stage. Any such need for additional information/document identified by the Evaluation Committee during the evaluation process will be notified to the tenderer concerned at Cedefop's initiative, providing for a reasonable deadline for response (see also the provisions under the heading below).

7.3 Contacts after the opening of tenders:

- Tenderers should not contact Cedefop on their own initiative at that stage.
- If clarification on the compliance with the Eligibility and/or Selection Criteria is required or if obvious clerical errors in the tender need to be corrected Cedefop may contact tenderer/s in writing to obtain further clarification or documents on specific points of the tender or to correct obvious clerical errors.
- If the necessary information and/or supporting documents for the assessment of an award criterion are missing, these may not be requested as clarification if this might alter the proposal. Any requests for clarification in that regard should not lead to amendment of the terms of the tender. Tenderers must not modify their tender or add any new elements to it. The reply must therefore make clear reference to the relevant information already present in the file. This will serve solely the purpose to provide the Evaluation Committee with a clarification regarding the technical proposal provided the terms of the tender are not modified as a result.
- In regards to possible clarifications on obvious clerical errors in the Financial Offer, tenderers must not add any new prices, but only explain the quotation on the basis of elements and prices already present in the offer. In case a tenderer alters his financial offer during a clarification (beyond the correction of any obvious clerical/calculation errors), this offer will be automatically rejected.
- Tenderers should be prepared to reply to such requests for clarification within a short reasonable deadline as it will be stated in the request for clarification.

8. Timetable:

	DATE	TIME
Deadline for request for any clarifications from the Contracting Authority (Cedefop)	05/09/2017	N/A
Last date on which clarifications are issued by Cedefop	07/09/2017	N/A
Deadline for submission of tenders (hand delivered)	14/09/2017	17h00
Deadline for submission of tenders by post / courier	14/09/2017	N/A
Validity of the tenders	13/03/2018	N/A
Tender opening session	28/09/2017	11h00
Estimated contract signature date	December 2017	

9. Tenderers must maintain the validity of their tender for at least 6 months following the deadline of submission of tenders.

In exceptional cases, before the period of validity expires, Cedefop may ask the tenderers to extend the period for a specific number of days, which may not exceed 40.

The selected tenderer must maintain his tender for a further period of 60 days from the date of notification that his tender has been recommended for the award of the contract. The further period of 60 days is added to the initial period of 6 months irrespective of the date of notification.

10. All costs incurred for the preparation and submission of tenders are to be borne by the tenderers and will not be reimbursed.
11. Up to the point of signature, the contracting authority (i.e. Cedefop) may either abandon the procurement or cancel the award procedure, without the candidates or tenderers being entitled to claim any compensation. If such decision is taken, the tenderers will be notified accordingly.
12. This invitation to tender is in no way binding on Cedefop. Cedefop's contractual obligation commences only upon:
 - the signature of the Contract with the successful tenderer
13. Evaluating your tender and your possible subsequent replies to questions in accordance with the specifications of the invitation to tender, will involve the recording and processing of personal data (such as your name, address and CV). Unless indicated otherwise, such personal data will be processed by Cedefop's Finance and Procurement Service solely for that purpose and pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of data by the Union institutions and bodies and on the free movement of such data. Details concerning the processing of your personal data are available on the privacy statement at: http://ec.europa.eu/dataprotectionofficer/privacystatement_publicprocurement_en.pdf.

You have the right of recourse at any time to the European Data Protection Supervisor for matters relating to the processing of your personal data.

14. Your personal data may be registered in the Early Detection and Exclusion System (EDES) if you are in one of the situations mentioned in Article 106 of the Financial Regulation¹. For more information, see the Privacy Statement on http://ec.europa.eu/budget/explained/management/protecting/protect_en.cfm#BDCE).
15. Once Cedefop has opened the tender, it becomes its property and it shall be treated confidentially.
16. You will be informed of the outcome of this procurement procedure by e-mail only. It is your responsibility to provide a valid e-mail address together with your contact details in your tender and to check this e-mail address regularly.

Yours sincerely,

Signed Michail Christidis
Head of Finance and Procurement

Attached: Tender Specifications

¹ Regulation (EU, Euratom) No 966/2012 of the European Parliament and of the Council of 25 October 2012 on the financial rules applicable to the general budget of the Union and repealing Council Regulation (EC, Euratom) No 1605/2002 (OJ L 298 of 26.10.2012, p. 1) as amended.

OPEN INVITATION TO TENDER

AO/DLE/IPS/VETforLM&SI/008/17

‘VET for labour market integration and social inclusion’

Tender Specifications

Table of contents

Introduction to Cedefop: Europe's agency for training policy	9
1. Overview of this tender procedure.....	11
1.1. Description and type of the contract	11
1.2. Place of delivery or performance	11
1.3. Division into lots	11
1.4. Variants.....	12
1.5. Value or quantity of purchase	12
1.6. Duration of the contract	12
1.7. Main terms of financing and payment	12
2. Terms of Reference.....	13
2.1 Background Information	13
2.2 Description of the tender	22
2.3 Requested Tasks	23
2.4 Reports	29
2.5 Exploitation of the results of the contract / Anti-plagiarism checks.....	31
2.6 Meetings and travel expenses.....	31
3. Specific information concerning participation to this tender procedure	32
3.1. Exclusion Criteria	32
3.2. Selection criteria.....	32
3.3. Legal Position.....	35
4. Additional information concerning participation to this tender procedure	36
4.1. Joint Offers/ Groupings (Consortia)	36
4.2. Subcontracting/Subcontractors	37
5. Award of the contract	39
5.1. Technical evaluation.....	39
5.2. Technical proposal	40
5.3. Financial evaluation.....	42
5.4. Financial Proposal.....	43
6. Information on presentation and content of tender.....	45
6.1. Envelope A - Supporting documents	45
6.2. Envelope B – Technical proposal	45
6.3. Envelope C – Financial proposal.....	45

ANNEXES:

Annex A:	Contract Notice
Annex B:	Draft contract
Annex C:	Declaration on honour on exclusion criteria and selection criteria
Annex D:	Legal Entity Form
Annex E:	Financial Identification Form
Annex F:	Check list of mandatory documents
Annex G:	Questionnaires 1 - 6
Annex H:	Financial Proposal or Cedefop Style Manual (in case of study tenders)
Annex I:	Power of Attorney (Models 1 and 2)
Annex J:	Model of Letter of Intent for Subcontractor/s

Introduction to Cedefop: Europe's agency for training policy

Source: <http://www.cedefop.europa.eu/EN/about-cedefop.aspx>

About Cedefop

Cedefop is the European Union's agency for vocational education and training (VET). With its research and analyses, it supports the European Commission, EU Member States and social partners in designing and implementing VET policies, with a focus on how best to link education and employment.

European labour markets have been unsettled by globalisation, technological advances and demographic changes (ageing of the population and immigration). The economic downturn of the last decade has increased social inequality and geographical disparity. To address the economic, social, technological and environmental challenges, structural reforms both of labour markets and education and training systems are needed.

In this context, vocational education and training can help get people (back) into work and promote equality, inclusion and solidarity. VET is a pillar of lifelong learning, providing young people with an initial qualification and adults with upskilling options. VET caters both for the brightest, offering them interesting career prospects, and the most vulnerable, opening different pathways into the labour market.

Cedefop's work can be divided into three main strands:

Shaping VET

VET systems and institutions must be relevant to individual and labour market needs. Cedefop fosters their renewal and modernisation in response to emerging policy needs and priorities. It monitors labour market changes and policy implementation in the EU Member States and reports on these.

VET systems need to take into account learning acquired in different ways and at different times and allow people to move between countries and sectors. Cedefop promotes the use of European tools such as qualifications frameworks which allow Europeans working or learning abroad to "take their qualifications with them" by facilitating understanding and recognition of these.

Valuing VET

The ultimate goal of VET policy is to meet the needs of individuals: to strengthen their employability, help them find and keep jobs and allow them to make a good living. At individual countries' request, Cedefop reviews their VET policies and programmes to support effective implementation of European policies (e.g. work-based learning and apprenticeships) and policy learning between countries.

With its work on guidance and the validation of non-formal and informal learning, Cedefop promotes access to VET. It supports the inclusive role of VET by facilitating the (re)integration into education and training of low-skilled and other vulnerable groups.

Informing VET

Cedefop looks into how socio-economic and demographic trends affect employment, nature of jobs and demand for skills in the labour market. It forecasts future skills needs and supply to help individuals, employers and policy makers to make informed decisions about education, training and careers. It identifies policies and practices to help policy makers and VET providers address skills mismatches.

Cedefop supports countries to develop their own intelligence and data on skills and employment needs.

Cedefop's information

Cedefop shares its expertise through its publications, networks, conferences, seminars and web portal www.cedefop.europa.eu. All Cedefop publications are available for download. Cedefop hosts and organises conferences and events throughout the year.

In addition to its web portal www.cedefop.europa.eu, Cedefop's work can be followed on Facebook at www.facebook.com/cedefop and Twitter at www.twitter.com/cedefop.

1. OVERVIEW OF THIS TENDER PROCEDURE

In submitting his tender in response to this tender procedure, the tenderer accepts in full and without restriction the requirements of these Tender Specifications, and the Special and General conditions governing this contract as the sole basis of this tendering procedure, whatever his own conditions of sale and terms of business may be, which he hereby waives. No account can be taken of any reservation or disclaimer expressed in the tender as regards the tender dossier's Tender Conditions and Specifications and the Contract's Special and General Conditions. If necessary, clarification may be requested by the potential tenderer concerned while the tender submission phase is open – see point 7 of the Invitation to tender. Any reservation or disclaimer may result in the rejection of the tender without further evaluation on the grounds that it does not comply with the conditions of the Tender Dossier.

Tenderers are expected to examine carefully and comply with all instructions, forms, contract provisions and specifications contained in this tender dossier. Failure to submit a Technical and a Financial Proposal containing all the required information and documentation may lead to the rejection of the tender.

1.1. Description and type of the contract

a) *Title of the contract:* **VET for labour market integration and social inclusion**

b) Short description of content of this contract:

The present project has the following three objectives:

- to refine and further develop the content of the new Cedefop toolkit for tackling early leaving www.cedefop.europa.eu/TEL-toolkit and creating synergies with other Cedefop databases (such as validation, guidance and counselling, and skill matching inventory), as well as Cedefop related studies;
- to develop a feasibility study including scenarios for the possible expansion of the above mentioned toolkit to other target groups supported by three key EU recommendations: long-term unemployed; youth at risk (youth guarantees) and low skilled
- to develop the content and the structure (prototype) of the expanded toolkit to the above mentioned target groups based on the feasibility study.

As final deliverables, the contractor should submit the final content and structure of the toolkit on VET for labour market integration and social inclusion which will include the refined structure and expanded content of the toolkit for tackling early leaving.

c) Type of contract: **Service Contract.**

1.2. Place of delivery or performance

The tasks must be completed outside Cedefop in the Contractor's premises. The meetings will take place in Cedefop's premises.

1.3. Division into lots

This tender procedure is not divided into lots.

1.4. Variants

Tenderers **may not** offer variant solutions to what is requested in the tender specifications. Cedefop will disregard any variants described in a tender, and reserves the right to reject such tenders without further evaluation on the grounds that they do not comply with the tender specifications.

1.5. Value or quantity of purchase

The estimated budget for the required *services* described in this call for tenders is of the order of **300,000 EUR (without VAT)**.

In the case where unforeseen circumstances result in the global value of this contract being consumed faster than originally planned, Cedefop reserves the right to consider conducting a 'Negotiated procedure without prior publication of a contract notice' with the existing contractor(s) in order to increase the maximum amount stated above by up to 50% (Art. 134(e) of the Rules of Application (RAP) implementing the EU Financial Regulation (FR).

1.6. Duration of the contract

The contract shall enter into force on the date of signature of the last contracting party, and shall have duration of **24 months**.

1.7. Main terms of financing and payment

Payments will be made as follows:

- **First payment 30%** after submission of **interim report** and within 60 days of submission of invoices and at the conditions set out in the draft contract.
- **Interim payment 40%** after submission of **draft final report** and within 60 days of submission of invoices and at the conditions set out in the draft contract
- **Payment of the balance: 30%** after submission of **final report** and within 60 days of submission of invoices and at the conditions set out in the draft contract.

For further details please refer to the draft contract (Annex B).

2. TERMS OF REFERENCE

2.1 Background Information

2.1.1 Supporting social inclusion and labour market integration in EU policies

Numerous policy documents at European level have identified the challenges of labour market integration and social inclusion, focusing on either the general population or selected target groups considered to be at risk of poverty or social exclusion. The Europe 2020 target for poverty and social exclusion calls for lifting at least 20 million people from poverty and social exclusion. In 2014, 122.3 million people, or 24.4 % of the population in the EU-28 were still at risk of poverty or social exclusion (AROPE) ⁽²⁾, almost at the same level as in 2013 (24.5 %) ⁽³⁾.

The Europe 2020 strategy also sets out a specific target of reducing early leavers from education and training to less than 10%. While Member States seem to be on the right track, as early leaving from education and training is declining over the last years ⁽⁴⁾, still an average of 10.7 % of young people (aged 18–24) in the EU-28 were early leavers from education and training in 2016.

Promoting equity, social cohesion and active citizenship is among the four strategic objectives which guide ET 2020's overall activities. In this context, the Commission's work has focused inter alia on the reduction of early school leaving, on supporting the education of children from a migrant background and on promoting inclusive education. The Commission's staff working document based on the Commission's ET 2020 stock-taking exercise, refers to the concern of many stakeholders and institutions about the lack of progress in improving equity in education systems across the EU and their view that work in this area should become a priority in the next ET 2020 cycle.

The Paris Declaration of Education Ministers of 17 March 2015 called for actions at all levels to reinforce the role of education in promoting citizenship and the common values of freedom, tolerance and non-discrimination, strengthening social cohesion and helping young people become responsible, open-minded and active members of their diverse and inclusive society ⁽⁵⁾.

The Riga conclusions ⁽⁶⁾ also highlighted the two-faceted role of VET and sets as priorities for the member states to '...recall the importance of investing in VET and skills' policies that, on one the hand, raise the employability of people, help to reduce current skills mismatches and allow for smoother transitions into employment and, on the other hand, promote personal development of individuals and thus contribute to increasing quality of life...' and to '...continue contributing to raised quality and attractiveness of accessible and inclusive VET at all education levels ...'.

² This means that these people were at least in one of the following conditions: at-risk-of-poverty after social transfers (income poverty); severely materially deprived; or living in households with very low work intensity.

³ Eurostat. *People at risk of poverty or social exclusion*. http://ec.europa.eu/eurostat/statistics-explained/index.php/People_at_risk_of_poverty_or_social_exclusion

⁴ Eurostat. Europe 2020 indicators - education: http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe_2020_indicators_-_education#Early_leaving_from_education_and_training_is_declining

⁵ Informal meeting of European Union education Ministers. *Declaration on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education* https://ec.europa.eu/commission/sites/cwt/files/dp_mobilisation_europeenne_20150317.pdf

⁶ Council of the European Union; European Commission (2015). *Riga Conclusions*. http://ec.europa.eu/education/policy/vocational-policy/doc/2015-riga-conclusions_en.pdf

The ET 2020 2015 Joint Report of the Council and the Commission is the most recent in a series of policy documents that calls for the greater contribution of education (including VET) to social cohesion, equality, non-discrimination and civic competences ⁽⁷⁾.

In its 2016 Annual Growth Survey, the European Commission highlights the importance of education and training in the two-folded pursuit of increased social inclusion and labour market participation. 'Providing people with relevant skills, competences and knowledge ... is the best means of preventing individuals from becoming unemployed, thus reducing the risk of poverty and social exclusion' ⁽⁸⁾.

The present project aims to support the implementation of three key EU policy documents:

- The Council recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults which emerges as one of the key areas of policy interventions at European level in the years to come;
- The Council recommendation of 15 February 2016 on the integration of the long-term unemployed into the labour market⁹;
- The Council recommendation of 22 April 2013 on establishing a Youth Guarantee.

Cedefop defines social inclusion as 'the integration of individuals – or groups of individuals – into society as citizens or as members of various public social networks. Social inclusion is fundamentally rooted in labour market or economic inclusion' ⁽¹⁰⁾. The link between the two topics, social and labour market inclusion, is therefore clearly highlighted. In this project, social inclusion is understood mostly through reengagement to education and training of early leavers, low skilled, long-term unemployed, etc. or linked to labour market indicators in the sense that labour market integration is first step for further inclusion.

2.1.2. Supporting labour market integration and social inclusion within Cedefop's Programming Document 2017-2020

In the past 5 years, Cedefop has been active in several areas of work linked to social inclusion and labour market integration, through studying both selected target groups and general population. Examples of this work include studies on the role of VET in tackling early leaving from education and training¹¹ and the related web toolkit for tackling early leaving¹², low-skilled adults¹³, labour market outcomes of VET in Europe, the role of Continuous VET and work-based learning in the reintegration of low-skilled or unemployed adults into the labour market, the role of guidance in integrating migrants to the labour market (LM), and more generally Cedefop work on the link between lifelong learning and LM transitions. Cedefop also kept track of VET developments at European level on topics such as early leaving and people at-risk, through various policy reporting exercises.

⁷ European Commission (2015), *2015 Joint Report of the Council and the Commission on the implementation of the Strategic framework for European cooperation in education and training (2020)*. [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215\(02\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215(02)&from=EN)

⁸ European Commission (2015), *Annual Growth Survey 2016*. http://ec.europa.eu/europe2020/pdf/2016/ags2016_annual_growth_survey.pdf

⁹ Council of the European Union (2016). *Council Recommendation on the integration of the long-term unemployed into the labour market* <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32016H0220%2801%29&qid=1456753373365>

¹⁰ Cedefop (2014). *Terminology of European education and training policy*. Luxembourg: Publications Office. http://www.cedefop.europa.eu/EN/Files/4117_en.pdf

¹¹ Cedefop (2016). *Leaving education early: putting vocational education and training centre stage*
Volume I: investigating causes and extent

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/5557>

Volume II: evaluating policy impact

<http://www.cedefop.europa.eu/en/publications-and-resources/publications/5558>

¹² www.cedefop.europa.eu/TEL-toolkit

¹³ 2017 forthcoming

In the case of the role of VET in tackling early leaving, Cedefop has established a strong competence in understanding the phenomenon and assessing the policies taken by 15 European Member States to address it (AT, BEfr, DK, EE, FR, DE, HU, IE, IT, LU, NL, NO, PL, PT and UK). Exploring how VET can provide responses to some major negative impacts of early leaving from education and training, namely social exclusion and limited or no access to the labour market at all, as well as the enrichment of the existing web toolkit for tackling early leaving with additional resources could be an example of how future work can build on and complement existing evidence and tools produced by Cedefop¹⁴.

Seemingly, numerous Cedefop projects included in the programming document for 2017-20 and 2018-20, can potentially benefit from and contribute to the work on the role of VET in promoting labour market integration and social inclusion. For example, the project on the changing role of VET at European level also explores external factors such as the labour market affect the delivery and take up of IVET and CVET and develops scenarios to demonstrate how VET policies operate at the interface of social, economic and E&T goals.

Synergies can also be explored with Cedefop's planned work on access to VET and VET attractiveness also may provide a field for cooperation and information exchange, especially in the respect of guidance and validation of non-formal and informal training, which could supplement VET provision when addressing the needs of specific target groups, such as long-term unemployed adults or unemployed youth. As the work on social inclusion and labour market integration could also explore whether (and under which conditions) can VET present an effective policy response in helping selected target groups, evidence produced may also feed the planned projects included in the area of effectiveness of VET policies and programmes.

2.1.3 Contributions of other organisations in the areas of social inclusion and labour market integration

There is a wide range of publications by the European Commission, EU agencies or other organisations relevant to the area of social inclusion and labour market integration, including both general publications (e.g. EC Annual Growth Survey) and studies on selected target groups at-risk who face increased challenges regarding social inclusion and integration to the labour market, such as early leavers from education and training, NEETs, low-skilled, unemployed adults, long-term unemployed, people with disabilities/SEN, ROMA and migrants. As argued also in other parts of the present paper, these target groups often overlap, e.g. NEETs could be at the same time persons of migrant background or migrants.

The European Commission proposes the employment guidelines, which present common priorities and targets for the national employment policies. Since the European employment strategy now constitutes part of the Europe 2020 growth strategy (implemented through the European semester), reports on unemployment in overall (general population, but also selected target groups) have been integrated in or complementing major policy documents of broader scope, such as the Annual Growth Survey. The latest draft Joint Employment Report (2016) from the Commission and the Council accompanies the Annual Growth Survey of 2016. It presents some key messages, including the divergence among and within MS regarding the employment and social situation in 2014, the need for modernisation of education and training and for better alignment of skills to labour market needs, the early contribution of Youth Guarantee in school-to-work transitions resulting in a decreasing share of NEETs, the constant priority in long-term unemployment and the under-representation of women in the labour market⁽¹⁵⁾.

¹⁴ See outcomes of Cedefop Policy Learning Forum on VET as a solution to leaving education early: 16-17 May 2017, Thessaloniki <http://www.cedefop.europa.eu/en/content/programme>

¹⁵ European Commission, Employment Committee (2016). *Draft Joint Employment Report from the Commission and the Council*. <http://data.consilium.europa.eu/doc/document/ST-6149-2016-INIT/en/pdf>

In 2015, Eurofound published its work on Social inclusion of young people ⁽¹⁶⁾. Among its key findings, the report confirms that the more protracted the disengagement from labour market is, the more serious are its consequences. Evidence collected across 10 countries (BE, BG, EE, EL, ES, FR, IE, IT, PL, UK) reveals that Member States are following their own strategies in implementing the Youth Guarantee scheme. The report includes policy pointers that refer to broader approaches in implementing YG, increasing social investments in general, and improving conditions of the implementation of such initiatives in general, such as the capacity of PES or the cooperation of various actors at local, regional and national level. However, the role of VET in these YG schemes has not been a focal point of the review and seems to be underrepresented in the suggested recommendations.

The Joint Research Centre published in 2015 its technical briefing on the added value of VET when it comes to education and youth labour market outcomes ⁽¹⁷⁾. Based on special extraction of Eurostat data (Labour Force Survey), the report examined stats on graduates (individuals aged 20-34) and explored inter alia the employment rates of these graduates by orientation of their studies. The main conclusion that can be drawn from the chart is that overall, the employment prospects of young VET graduates is higher than those of graduates from general programmes. Overall, vocational education seems to improve the labour market performance of young individuals in most of the countries, in terms of higher employment rates and lower unemployment and inactivity rates. These findings make the case for further exploration of the role of VET in improved labour market perspectives of young people.

In October 2014 report on the local implementation of youth guarantees ⁽¹⁸⁾, the OECD identified lessons and recommendations regarding the implementation of such schemes. The research included review of policy and research documents (national reform programmes, youth employment reports, etc.) and semi-structured interviews with Ministerial representatives in eight countries (BE, DE, DK, IE, FI, NO, PL, SE) that produced case study areas. The local cases were studies in depth following a desk review of relevant research and documents and semi-structured phone interviews with local PES representatives, to identify strengths and weaknesses in implementation next to labour market characteristics and cooperation with stakeholders. Although several points were identified as enablers of successful YG implementation, any reference to the role of VET is rather limited, if not absent.

ETF also run a project on VET for social inclusion ⁽¹⁹⁾ (2013-2014), investigating the school as an integral part of the local community, and assisting stakeholders to enhance the role of VET in promoting right skills, socialisation and civic values. It was based on data collection and analyses from across the education system, by field research with students, teachers and local stakeholders (questionnaires, interviews, focus groups). The project aimed at increasing knowledge on the identification and analysis of the causes and effects of social exclusion; building up the profiles of young people 'at risk' and collating information on initiatives that work with regard to early detection of 'at risk' young people and effective prevention, early intervention and compensation measures.

The European Economic and Social Committee in 2014 explored various practices that promote youth employment ⁽²⁰⁾. The Opinion refers to various initiatives in Member-States that facilitate transitions between school and professional life or promote labour market integration

¹⁶ Eurofound (2015), *Social inclusion of young people*. Luxembourg : Publications Office

<http://www.eurofound.europa.eu/publications/report/2015/labour-market-social-policies/social-inclusion-of-young-people>

¹⁷ Joint Research Center (2015). *JRC Technical Report. Education and Youth Labour Market Outcomes: the Added Value of VET*. Luxembourg: Publications Office.

http://publications.jrc.ec.europa.eu/repository/bitstream/JRC95019/vet_technical%20briefing_codes.pdf

¹⁸ OECD (2015). *Local implementation of Youth Guarantees: Emerging Lessons from European Experiences*.

http://www.oecd.org/cfe/leed/THE%20LOCAL%20IMPLEMENTATION%20OF%20YOUTH%20GUARANTEES_FINAL2015.pdf

¹⁹ ETF. *Vocational education and training for social inclusion*.

http://www.etf.europa.eu/web.nsf/pages/Vocational_education_and_training_for_social_inclusion_EN

²⁰ European Economic and Social Committee. *Youth employment measures - Best practices*.

<http://www.eesc.europa.eu/?i=portal.en.soc-opinions.30507>

measures for disadvantaged young people. One of the key points of the EESC is that the education system must provide young people with those vocational and personal skills needed to start a career, align more VET with the needs of the labour market, and promote an entrepreneurial mind-set.

The Social Protection Committee (SPC), acting as an advisory policy committee for employment and social affairs issues, set up in 2012 the Social protection performance monitor (SPPM), as a monitoring mechanism and the underlying instrument for the monitoring process of the social dimension of Europe 2020 ⁽²¹⁾. The mechanism uses a set of indicators to identify annual key social trends to watch in the EU. In its report of 2014 on the social dimension of the Europe 2020 strategy ⁽²²⁾, the SPC refers to ‘an increase in the level of structural unemployment, which has far-reaching consequences for the labour force and the growth potential of the economy, and also for the political and social fabric of the EU – notably in terms of rising levels of poverty and social exclusion’. On a similar note, youth unemployment (15-24) and long-term unemployment are identified as major challenges in the EU also by the 2015 SPPM report ⁽²³⁾.

Specific target groups could be explored in the context of the role of VET in social inclusion and labour market integration.

Early leavers and NEETs is a target group in focus recently, both by Cedefop and the Commission (Eurydice) and other organisations, including DG EAC and DG Employment through both dedicated and general studies, or outcomes of thematic working groups. The ILO has also been active, producing briefing notes on NEETs ⁽²⁴⁾ or full reports on youth unemployment, whereas OECD seems to be less active on the topic since 2012. Eurofound has been very active in studying NEETs, aiming at understanding the economic and social consequences of their disengagement from the labour market and education. Although most of its designated publications can be traced back to 2012 ⁽²⁵⁾, its work continues leading to a publication on the social inclusion of young people ⁽²⁶⁾. The World Bank through developmental projects includes components on reducing early leaving in countries of interest for Cedefop (such as in Romania and Hungary). Further, youth at risk has been studied by a recent report of OECD on Work-based learning for youth at risk: getting employers on board (2016).

Low-skilled adults are in the spotlight of research in the recent years and various organisations (including Cedefop) are active exploring challenges and policy lessons. OECD has produced various working papers on the topic in general ⁽²⁷⁾ or the link of skills distribution and social inequality ⁽²⁸⁾ building on the PIAAC expertise. Eurydice is also active in adult education and training through its inventory of adult basic skills programmes ⁽²⁹⁾ and the cross-country

²¹ European Commission, Social Protection Committee (2012). *Social protection performance monitor (SPPM) – methodological report by the Indicators Sub-group of the Social Protection Committee*. <http://ec.europa.eu/social/BlobServlet?docId=9235&langId=en>

²² European Commission, Social Protection Committee (2014). *Report to the Council on the social dimension of the Europe 2020 strategy*. <http://ec.europa.eu/social/keyDocuments.jsp?advSearchKey=EMUsocdimension&mode=advancedSubmit&langId=en&policyArea=&type=0&country=0&year=0>

²³ European Commission, Social Protection Committee (2016). *2015 Social Protection Performance Monitor (SPPM) dashboard results*. <http://ec.europa.eu/social/BlobServlet?docId=15180&langId=en>

²⁴ International Labour Office (2015). *Technical brief: What does NEETs mean and why is the concept so easily misinterpreted?* http://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_343153.pdf

²⁵ Eurofound. Young people and ‘NEETs’. <http://www.eurofound.europa.eu/young-people-and-neets-1>

²⁶ Eurofound (2015), *Social inclusion of young people*. Luxembourg : Publications Office <http://www.eurofound.europa.eu/publications/report/2015/labour-market-social-policies/social-inclusion-of-young-people>

²⁷ OECD (2015). OECD Education Working Papers. *Adults with low literacy and numeracy skills*. http://www.oecd-ilibrary.org/education/adults-with-low-literacy-and-numeracy-skills_5jrxnjdd3r5k-en.jsessionid=1578q0mw9ob77.x-oecd-live-02

²⁸ OECD (2014). OECD Education Working Papers. *How Closely is the Distribution of Skills Related to Countries' Overall Level of Social Inequality and Economic Prosperity?*. http://www.oecd-ilibrary.org/education/how-closely-is-the-distribution-of-skills-related-to-countries-overall-level-of-social-inequality-and-economic-prosperity_5jxvd5rk3tnx-en.jsessionid=1578q0mw9ob77.x-oecd-live-02

²⁹ Eurydice (2015). *Adult and Training: Programmes to Raise Achievement in Basic Skills*. Luxembourg: Publications Office. http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/179EN_CD.pdf

overview of upskilling programmes ⁽³⁰⁾, whereas DG Employment is also exploring the topic (EEPO's report on Upskilling unemployed adults in 2015³¹, section on labour market and social situation of low-skilled in their Quarterly reviews).

One of the target groups that seem less explored by dedicated research seems to be the one of long-term unemployed. Various studies on unemployment may look on this particular group, but focus seemed limited until the introduction of the Council recommendation in autumn 2015. For example, Social Protection Committee's report on the social situation in the European Union in 2014 ⁽³²⁾ is one of the few studies or reports that shed some light in long-term unemployment (LTU). Only recently, the Commission published its study of national policies on integrated support for the long-term unemployed in Europe ⁽³³⁾ that still does not explore the role of VET, as it focuses on income benefits, social services, coordination between services and individualised approaches to meet the needs of LTUs.

Migration is a topic of fast-growing interest. The ILO is rather active and dedicates a chapter on skills, vocational training and language training in its 2014 report titled 'Aiming Higher: Policies to get Immigrants into Middle-Skilled Work in Europe' ⁽³⁴⁾. Its work also includes analysis of case studies (CZ, DE, ES, FR, SI, UK) and a project of analysis and policy evaluation (2012-2014). European agencies are also currently active announcing projects or hosting conferences as they embark on the exploration of the topic. The European Economic and Social Committee has set up a permanent Study Group on Immigration and Integration, and in 2015 carried out a stock-taking of successful integration measures followed by relevant conferences.

Regarding ROMA, the Commission itself has been very active, issuing repeated recommendations in 2011, 2012, 2013 and 2015 ⁽³⁵⁾. The 2011 one introduced an EU Framework for National Roma Integration Strategies by 2020, highlighting the 'crucial importance' to invest in the education of Roma children to allow them later on to successfully enter the labour market. Since then, several countries have received relevant country-specific recommendations (CSRs). The EC also run assessment reports in 2013 and 2014 ⁽³⁶⁾, looking at overall progress in key areas and focusing on structural preconditions needed in each country. Following stock-taking of reforms and initiatives in Member-States, the 2015 recommendation calls for a combination of targeted measures for inclusive education with an overall inclusive reform of mainstream policies. The World Bank is also very active in this target group since 2003, both in terms of running projects in a wide range of countries ⁽³⁷⁾ and of relevant studies, such as the Handbook for Improving the Living Conditions of Roma ⁽³⁸⁾ sharing tools for enhancing the quality of integration interventions, or country specific publications.

³⁰ Eurydice (2015). *Adult and Training in Europe: Widening Access to Learning Opportunities*. Luxembourg: Publications Office. http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/179EN.pdf

³¹ European Employment Policy Observatory (2015). Thematic Review Synthesis: Upskilling unemployed adults (25-64). Luxembourg: Publications Office. <http://ec.europa.eu/social/BlobServlet?docId=14143&langId=en>

³² European Commission. Social Protection Committee (2015). *Social Europe - Aiming for inclusive growth - Annual report of the Social Protection Committee on the social situation in the European Union* (2014) <http://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7744>

³³ European Commission (2015). *Integration of long-term unemployed into the labour market: report on Member State progress*. <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2271>

³⁴ International Labour Organisation (2014). *Aiming Higher: Policies to get Immigrants into Middle-Skilled Work in Europe*. http://www.ilo.org/global/topics/labour-migration/publications/WCMS_320425/lang-en/index.htm

³⁵ European Commission (2015). *Communication: Report on the implementation of the EU Framework for National Roma Integration Strategies 2015*. http://ec.europa.eu/justice/discrimination/files/roma_communication2015_en.pdf

³⁶ European Commission (2014). *Report on the implementation of the EU framework for national Roma integration strategies*. http://ec.europa.eu/justice/discrimination/files/roma_implement_strategies2014_en.pdf

³⁷ The World Bank. Promoting Roma Inclusion in Eastern Europe. <http://www.worldbank.org/en/results/2014/04/10/promoting-roma-inclusion-in-eastern-europe>

³⁸ World Bank; European Commission. 2014. *Handbook for Improving the Living Conditions of Roma*. World Bank, Washington, DC. <https://openknowledge.worldbank.org/handle/10986/20787>

The European Agency for Special Needs and Inclusive Education is naturally very active in monitoring developments, presenting country information on VET for SENs, their integration to VET and their employment perspectives under their VET project. Its Summary of Country Information in 2014 ⁽³⁹⁾ provides a synthesis of VET policies and practices (legislation, policies, programmes, population participating, link to employment, teachers, funding and data) in the field of special needs and inclusive education in 28 countries, based on a combination of literature review and study visits with detailed information on VET practices analyses that also resulted in individual country reports. The Agency has produced similar work in 2013 (European Patterns of Successful Practice in Vocational Education and Training) and in 2012 (VET project: Policy and Practice in the field of Special Needs Education). It has to be noted that the Agency is perhaps the only one with a clear focus on the role of VET, however the scope and outcome of its work is limited to this specific target group.

2.1.4 Related Cedefop databases:

Four Cedefop databases are directly linked to this project and should be thoroughly analysed by the contractors in order to create synergies:

2.1.4.1 VET toolkit for tackling early leaving

A new online [toolkit for tackling early leaving from education and training](http://cedefop.europa.eu/TEL-toolkit) (cedefop.europa.eu/TEL-toolkit) was launched at Cedefop's [policy learning forum](#) on vocational education and training (VET) as a solution to leaving education early (16-17/5) in Thessaloniki.

[The Europe-wide toolkit](#) provides practical guidance, tips, good practice and tools to assist policy-makers and education and training providers in activities and policies. It is inspired by successful VET practices which help young people attain at least an upper secondary qualification.

The toolkit works in three ways by helping to:

- [identify](#) learners at risk of early leaving or who have already left education;
- [intervene](#) to keep them in or bring them back to the system;
- [evaluate](#) the measures implemented.

A new [self-reflection tool](#) for policy-makers and two evaluation plans (one for [policy-makers](#) and one for [VET providers](#)) can be used to monitor and evaluate the performance of policies and practices.

2.1.4.2 Lifelong Guidance database

The current information is based on over 160 published sources, including Cedefop studies and several thematic databases. The sources are included in the database. The final information available will be edited by national experts and may or may not be published online, by the time the contractors start to work on it. The research team will get access to an export of the database or an access to the database, with pre-defined user restrictions.

The overall amount of information is estimated at around 500 pages including 15 - 20 pages per country with coverage of circa 30 countries.

³⁹ European Agency for Special Needs and Inclusive Education (2014). Summary of Country Information <https://www.european-agency.org/sites/default/files/VET%20Summary%20of%20Country%20information%202014.pdf>

Lifelong Guidance database structure

Priority areas

Please note that this section aggregates previous sections 2 and 3, merging priorities with the transversal areas. This is in line with the recently adopted policy guidelines for lifelong guidance. Although the codes we adopt “P” and “T” still reflect the distinction, they will, on the website be searchable under a single slider named “Policy Priority”.

P1: Career management skills

P2: Access to guidance

P3: Quality assurance

P4: Coordination and collaboration among national, regional and local stakeholders

T1 Evidence, monitoring and assessment of the effectiveness of career guidance

T2 Career information and ICT in Lifelong Guidance

T3 Training and qualifications

T4 Funding career guidance

Target groups

ET1 Career guidance for school pupils

ET2 Career guidance for vocational education and training (VET) participants

ET3 Career guidance for higher education students

ET4 Career guidance for adult learners

E1 Career guidance for the employed

E2 Career guidance for unemployed adults

E3 Career guidance for older adults

E4 Career guidance for Early School Leavers (ESL)

E5 Career guidance for Not in Education, Employment or Training (NEET)

SI1 Career guidance for young people at risk

SI2 Career guidance for SPECIAL NEEDS and DISABLED

SI3 Career guidance for IMMIGRANTS and REFUGEES

2.1.4.3 Validation database

The database on validation that can be found at:

<http://www.cedefop.europa.eu/en/publications-and-resources/data-visualisations/european-database-on-validation-of-non-formal-and-informal-learning>

It aims at providing an overview of aspects in relation to validation and to allow for comparison of the countries, seeing if countries have or not certain characteristic. The database is structured around the chapters of the European guidelines that serves as a 'backbone' of the database. For each of the chapters, there is a paragraph that is introduced with a quote from the Recommendation of 2012, and a series of questions that relate to that specific aspect.

The contractors could have access to the excel database. The database is an excel file with: 174 columns by 74 rows. There are a total of 4 worksheets.

Cedefop plans to review the current tool and see how the connection to the 2016 data can be achieved, as well as how to improve the level of interaction with the EU inventory on validation and the actual text of the EU guidelines.

Structure of the guidelines as shown in the excel file:

1. Basic information
2. Guidance and counselling
3. Coordination of stakeholders
4. National qualification frameworks
5. Learning outcomes and standards
- 6 Quality assurance
7. The professional competences of validation practitioners
8. Funding sources
9. Methods for validation
10. Results and outcomes

In each of these themes, there are some specific 'Guidelines - subtheme'. Each guideline is associated with one question that might have different sub-questions and several values.

2.1.4.4 Inventory of skills matching policies and practices

In 2014-15, Cedefop compiled an inventory of skills matching policies and practices across EU member states. The general purpose of that activity was to conduct a thorough academic and policy review of recent and important policies and practices that aim to mitigate skill mismatch in all EU Member States and Croatia, and to investigate in-depth a range of practices in a limited number of countries, to discuss their effectiveness and to reflect on their transferability to other countries, taking into account different institutional, policy and labour market contexts.

To ensure sufficient comparability between countries and lay the framework for a meaningful analysis, the study focused on two broad types of policies and actions addressing skill mismatch. Specifically:

- policies and initiatives targeted at unemployed people aimed at matching their skills with the available jobs;
- policies and actions focused on dealing with current or future skill shortages.

The study also required from the national experts to include recent initiatives, as well as only consider initiatives that have entered the implementation phase, and not those in the design or programming phase.

A summary of the main instruments and lessons learnt from these examples was published as Cedefop (2015) [Addressing unemployment while addressing skill mismatch: Lessons from policy and practice in EU countries](#)

As part of a new contractual order form signed in February 2017, Cedefop will validate and upload relevant and new policy initiatives in a new online database on the Cedefop web portal at December 2017-January 2018.

The Cedefop online database will be focused on examples of targeted policy programmes that rely on the use of labour market intelligence to inform vocational training, as well as instruments that adopt skills matching as a central approach to policymaking. About 45-50 policy programmes from the original 2014-5 inventory have been excluded from this online database as they do not adhere to the aforementioned criteria. These programmes involve more widely generic training instruments and/or wider policy approaches to upskilling and skills matching.

This list of programmes, including all relevant details regarding programme descriptions, elements of effectiveness and sustainability/transferability and information on impact evaluation (if available), which have been collected in program ‘fiches’ on the basis of inputs by national experts, may be analysed, validated against evidence on success and used as part of the expanded VET toolkit.

Example of a policy programme based on Cedefop’s inventory of skills matching policy instruments

Country	UK- SCO
Degree of innovativeness	Low
Type of programme	Training for Work
Target group	Unemployed
Mechanism	Training for Work (TfW) focuses on the 18+ unemployed group, providing vocational training to those 18+ that are unemployed for some time and actively looking for work. The programme aims to Move people into sustainable employment and Ensure that training provision is available to meet the demands of the local economy. Provided by SDS and Community Planning Partnerships, and is partly funded through ESF.
Goal	Support for the unemployed, reintegration to labour market
Policy area	Labour Market Policy - specific training support
Link to policy agenda	The Scottish Government's Economic Strategy and the policy programme 'Skills for Scotland: a Lifelong Strategy'.
Admin level	National

2.2 Description of the tender

2.2.1 Overall objectives

To contribute to the achievement of Cedefop’s vision, values and multiannual objectives set for the period 2017-2020 ⁽⁴⁰⁾, Cedefop sets ‘valuing VET to empower people to achieve competences and skills for work and life’ as a strategic area of operation. Understanding the role that VET plays in promoting labour market integration and social inclusion of specific groups at risk is one the central thread of the work of the Department for Learning and Employability. The new project should exploit synergies with current work on early leavers from education and training and low-skilled adults, as well as Cedefop databases on validation and guidance, and the skill matching

⁴⁰Cedefop (2016). *Programming document 2017-2020 – Final draft*.

https://livelink.cedefop.europa.eu/livelink/livelink.exe/25797367/RB%282016%2900043_Final_Draft_Programming_Document_2017-2020_submitted_to_GB_for_endorsement.pdf?func=doc.Fetch&nodeid=25797367

policies inventory. It should further develop the existing web toolkit for tackling early leaving and expand it to other target groups.

The purposes of this project are as follows:

- Improve the knowledge base on VET policies and their effectiveness on social inclusion and labour market integration (literature review);
- Produce new evidence on what works and how to support decision-makers in European countries at different levels in designing and implementing policies and measures for the prevention and/or reduction of social exclusion in line with the EU 2020 targets;
- Present good practices to support policy making and identify possible 'models of intervention' and their effectiveness relevant to different context conditions and target groups;
- Develop tools to support policy makers and VET practitioners.

Expected results also aim to increase synergy between the different Cedefop databases and projects.

2.2.2 Project description

The present project has three main objectives:

- to refine and further develop the content of the new Cedefop toolkit for tackling early leaving (www.cedefop.europa.eu/TEL-toolkit and create synergies with other Cedefop databases (such as validation, guidance and counselling, and skill matching inventory) as well as related Cedefop studies;
- to carry out a feasibility study and develop scenarios for the possible expansion of the above mentioned toolkit to other target groups and policy areas supported by three key EU recommendations: long-term unemployed; youth at risk (youth guarantees) and low skilled;
- to develop the prototype of the expanded toolkit and populate it with relevant content.

As final deliverables, the contractor should submit the final structure and content of the toolkit on VET for labour market integration and social inclusion which will include the refined structure and expanded content of the toolkit for tackling early leaving (see point 2.2.3).

2.3 Requested Tasks

To be able to achieve the above mentioned results, the contractor should carry out the following tasks:

- **Improve the knowledge base on VET policies (literature review):** a) analyse Cedefop databases and related studies to understand the role of VET policies and measures to social inclusion and labour market integration, e.g. reducing drop-out and early leaving from VET; activation policies including VET for long-term unemployed; upskilling policies for low-skilled adults; VET related policies within youth guarantees; validation, guidance, etc. b) categorise the analysed policies and practices by target groups (beneficiaries); c) examine roles and responsibilities of public and private stakeholders (social partners, policy makers, VET providers including enterprises, etc.) at national, regional, and local levels.
- **Produce new evidence on what works and how:** a) Identify specific VET-related policies with evidence on success aimed at tackling early leaving from or through VET; b) Identify specific VET-related policies with evidence on success aimed at social inclusion and labour market integration of long-term unemployed, low skilled and youth at risk; c) design and implement semi-structured interviews targeted at different key actors to complement existing information; identify success factors and their relevance for different

target groups, socio-economic and institutional contexts; and d) draw policy recommendations on how VET may contribute to social inclusion and labour market integration for those target groups.

- **Present good practices to support policy making:** a) present concrete examples of effective responses concerning the development and implementation of specific VET-related policies, measures and practices to prevent social exclusion and long-term unemployment for early leavers, youth at risk and low skilled adults; b) identify possible 'models of intervention' and their effectiveness relevant to different context conditions and target groups.
- **Develop tools to support policy makers and VET practitioners:** a) improve and enrich the existing toolkit for tackling early leaving with more resources; b) contribute to the improvement of its existing tools and the development of new instruments; b) develop new tools for the expanded toolkit on VET for labour market integration and social inclusion.

The two final deliverables expected from the contractor and a more detailed presentation of the activities to be undertaken for the completion of each deliverable is presented below.

Deliverable 1: Revised VET toolkit for tackling early leaving:

The [VET toolkit for tackling early leaving](#) is articulated around good practices, quick wins and tools **based on evidence of success** that are targeted to tackle this phenomenon drawn from 15 European countries (see point 2.1.2.1 for a detailed description on the toolkit).

The toolkit should be refined and expanded in two ways:

- *in terms of language style in use:* the language style, where needed, should be revised to increase clarity and avoid any authoritative style.
- *in terms of resources* - The **existing toolkit contents** should be refined and enriched making use of the respective Cedefop databases (such as guidance, validation, and the inventory of skills matching policies and practices) as well as with other related Cedefop studies, such as teachers and trainers, apprenticeship or financing.

This work involves the following activities:

a) Content refinement

To give some examples:

The corresponding section on [guidance](#) should be revised to reflect more recent trend in this area, with a focus on career management skills. A list of resources from the ELGPM could be used for that.

Further, new content could be developed for early leavers who also have a migrant profile.

New content could be developed that is relevant for learners. The main target groups of the toolkit include policy makers, education and training practitioners, and non-pedagogical staff providing support to young people. However, learners should have a centre role in all policies and practices included in the toolkit.

The contractor should prepare a proposal for new content to be developed that will be discussed and agreed with Cedefop in the inception report.

b) Enrichment with additional resources (good practices, quick wins and tools) having evidence on success

This should be on the basis of the analysis of the other Cedefop databases⁴¹ (see section 2.1.4 above), projects and studies, as well as with additional literature review. Semi-structured interviews with key representatives of the good practices identified should be held in order to collect evidence on success and for validation purposes. Resources identified relevant for the toolkit, should be redrafted and restructured to fit into the style and existing templates for good practices, quick wins and tools.

c) Enrichment with statistical data

Currently the section on statistical data of the toolkit is underdeveloped. The contractor should conduct literature review to identify existing international, European and national statistics that link to the discussed issues.

d) Enrichment of toolkit sections on further reading

The contractor should conduct literature review to enrich the toolkit with recent bibliographical references that relate to the issues discussed.

e) Improvement of the existing Cedefop tools within the toolkit

Cedefop has developed three tools to support policy or practice evaluation:

- *Evaluation plan for policy makers*

<http://www.cedefop.europa.eu/en/publications-and-resources/toolkits/vet-toolkit-upskilling-pathways/evaluate/evaluation-plan-policy-makers>

- *Evaluation plan for education providers and practitioners*

<http://www.cedefop.europa.eu/en/publications-and-resources/toolkits/vet-toolkit-upskilling-pathways/evaluate/evaluation-plan-providers-practitioners>

- *Self-reflection tool for policy makers*

<http://www.cedefop.europa.eu/en/publications-and-resources/toolkits/vet-toolkit-upskilling-pathways/evaluate/self-reflection-tool>

The contractor should suggest ways for improving these tools to become more dynamic, interactive and flexible in their use. This proposal should be included in the inception report and agreed with Cedefop.

f) Development and pilot of new tools to be included in the toolkit

The contractor should also propose new tools to be developed either to support policy-practice evaluation or other activities discussed in the toolkit, such as monitoring of data, early warning systems, etc. New tools could include, for example:

- guidelines for the capacitation of teachers regarding interventions and data gathering;
- guidance and support to VET providers and policy makers for using the evaluation plans;
- guidelines for using the toolkit to support development of self-reflexive organisations;
- guidelines for using the toolkit to generate national, regional, and local level exchange;
- guidelines for integrating the toolkit into teachers', trainers, employers and VET leaders' training.

⁴¹ It is not recommended that existing databases are all merged into one system, but that are well interconnected in the toolkit on early leaving under development. The databases were developed for distinct user groups and communities of practice and their content largely offsets the issue of early leaving. It is therefore desirable that they remain independent and accessible from different points to be fully functional for their target (expert) group.

The list is indicative of the different tools that could be developed. The contractor should prepare a proposal to be discussed and agreed with Cedefop in the inception meeting.

The contractor should pilot the new tools with key stakeholders and practitioners (those who will be defined as the end users of these tools) and should finalise them on the basis of the feedback received during the pilots. As part of the pilot exercises, Cedefop will also organise a **two-day Policy Learning Forum in May 2019** (tentative date) in Thessaloniki to disseminate the newly developed resources of the VET toolkit for tackling early leaving. This event will be organized by Cedefop in close cooperation with the contractor, who will support Cedefop to define the agenda, identify potential audience and prepare the event material. The feedback received in the workshop should be taken into consideration by the contractors to prepare the final report.

Deliverable 2: Expansion of the toolkit on early leavers to additional policy areas and target groups

The new project should look into how to expand the VET toolkit on tackling early leaving to include other targets/ relevant groups centred around the target groups of the three recent Council recommendations:

- Low-skilled adults (recommendation on upskilling pathways)
- Long-term unemployed (recommendation on long-term unemployment)
- Youth at risk (recommendation on youth guarantee)

The contractor should propose different scenarios of doing so (minimum two scenarios), including a prototype populated with content and technical specifications for developing the expanded toolkit. These scenarios should be based on a feasibility study (see below) that should suggest whether existing sources may be of use to populate the new toolkit and for which, if not all, of the proposed target groups. The aim is that the toolkit becomes a reference source of information on practices addressing social inclusion and labour market integration through VET.

This work includes the following activities to be undertaken by the contractor:

a) Feasibility study for expansion to additional policy areas and target groups

The contractor should carry out a feasibility study on how to expand the toolkit to the additional above mentioned target groups. The contractor, on the basis of the existing sources, could either prioritise some of the target groups (propose that the expansion of the toolkit only takes place in one or two target groups) or propose sub groups within the main target groups.

The feasibility study should be based on literature review undertaken with both Cedefop resources (databases and studies) as well as other external bibliographical sources, if needed. The collected and analysed data should be then further complemented, if needed, with evidence collected through interviews with relevant stakeholders. Interviews can be helpful to identify evidence on success and update/validate existing information extracted from Cedefop databases.

The feasibility study should include different scenarios (minimum 2 scenarios) of how the existing structure of the toolkit for tackling early leaving could be used and expanded to different target groups and areas of policy. The scenarios should present the strengths and weaknesses for each option.

b) Content and structure development of the expanded toolkit

On the basis of the feasibility study, the contractor should develop the content of this new expanded toolkit.

The expanded toolkit should be populated by good practices, tips, guidance, quick wins, and tools similar to the existing toolkit for tackling early leaving. The existing toolkit for tackling early leaving will then become part of the expanded toolkit addressing the following two target groups:

- learners at risk of early leaving;
- early leavers.

Reporting on good practices should be on the basis of templates similar to those used for the toolkit on tackling early leaving.

	Title of good practice
Country	
Education level and sector	
Type of policy/initiative	
Level of implementation/Scope	
Stage of implementation	
Aims of policy/initiative	
Features and types of activities implemented	
Target group	
Resources	
Evaluation of the measure	
Evidence of effectiveness of the measure	
Success factors	
	Contact details for further information
Name	
Email	
Telephone	
Websites	

The new expanded toolkit should be populated both by tools that already exist in Europe (available in their original language) as well as by new tools to be developed by the contractors.

c) Develop and pilot the prototype of the expanded toolkit to other target groups

On the basis of the feasibility study and the agreement reached with Cedefop on the scenario to be chosen for expanding the toolkit, the contractor should develop its prototype. This will be visualised in a mock up where the main features/elements of the home and main web pages should appear.

The mock up should be piloted at three different phases with key stakeholders and practitioners in selected countries and representatives from social partners, European and international organisations. The first pilot phase should be in the initial design of the mock up (prototype of toolkit), the second phase when the mock up will be partially populated with content, and the final phase, when the structure will be fully designed and populated with all content. The contractor should take into consideration the feedback received during the pilots to finalise the toolkit structure and content.

d) Content architecture of the toolkit

An information architect should support the expert team on the structural design of the toolkit. Specifically, he/she should plan the structure, organization, navigation, labelling and indexing of the web pages to ensure usability and findability, as well as to accommodate scalability for future growth.

The tasks associated involve:

- needs analysis; identification and organization of content
- defining technical architecture
- requirements gathering and analysis
- user needs assessment and stakeholders profiling
- drawing functional and technical documentation
- navigational mapping
- indexing and the construction of taxonomies and thesauri
- creation of list of content, sitemaps, and wireframes to model the physical layout.

The contractor should organise the toolkit files creating a number of documents and an appropriate *folder hierarchy*, to provide all necessary information about the toolkit content, and how this is going to be organised by Cedefop web development team. **Cedefop has then the responsibility to develop the actual web-toolkit that will be hosted in Cedefop website.**

The information architect should:

- create the right path for each file

Having all files appropriately organised (appropriate folders with appropriate names, where each file is placed) and creating the right path for every file. A path points to a file system location by following the directory tree hierarchy.

- create a tree diagram to visualise the depth of the toolkit and the above relations

The sums of each file type (images, documents, etc.) should be also calculated and noted for Cedefop web developers.

The content hierarchy and organisation of the toolkit should be included in the final report of the contractor.

e) Contribution to the preparations of a Policy Learning Forum on the new VET toolkit for social inclusion and labour market integration

For quality assurance purposes and wide dissemination of the outcomes of the project, Cedefop will hold **a Policy Learning Forum (PLF) in June 2020 (tentative date)**. This event will be organized by Cedefop. The contractor will support Cedefop in the preparation phase to define the agenda, identify potential audience and prepare the event material.

2.4 Reports

The following reports, all in English, will be required:

1) Inception report

A draft of the inception report is due **1 month** after the entry into force of the contract and it should include:

- The fine-tuned methodology for revising the toolkit for tackling early leaving and for expanding it to other areas of policy and target groups.
- A sufficiently detailed description of the different options to permit an informed decision on the areas that the existing toolkit for tackling early leaving could be improved / enriched.
- A preliminary description of the different options (scenarios) that the existing toolkit for tackling early leaving could be expanded to include different areas of policies and target groups.
- The criteria to be taken into consideration for refining the choice of the target groups and the sources to be reviewed for the expanded toolkit on VET for labour market integration and social inclusion.
- A revised work plan and timing.

The draft inception report will be the basis for the discussion during the inception meeting. Cedefop will provide comments on the inception report. The Contractor should address those comments, liaising closely with Cedefop's project manager(s). A final inception report is due 2 weeks after Cedefop feedback.

2) Progress report

The progress report is due **4 months** after the entry into force of the contract and it should include:

Part A:

- A narrative section summarising the results achieved so far in terms of analysing Cedefop databases and other sources to enrich and further improve the existing toolkit on early leaving.
- The encountered and/or foreseen difficulties in addition to the work programme and staff mobilization.

Part B:

- A narrative section summarising the results achieved so far in terms of analysing Cedefop databases and other sources and their possible use to populate the expanded toolkit on VET for labour market integration and social inclusion to other areas of policy and target groups.
- Any other issues identified in relation to the expansion of the toolkit.

Cedefop will provide comments on the progress report. The Contractor should address those comments, liaising closely with Cedefop's project manager to prepare the interim report.

3) The interim report

The interim report is due **8 months** after the entry into force of the contract and it should include:

A) Expand and refine the VET toolkit for tackling early leaving:

- The draft version of the new resources for the existing toolkit for tackling early leaving (good practices, quick win and tools).
- The draft hierarchical tree of the toolkit's content.
- The draft concept paper, agenda, list of participants, methodology, and other background material of the Policy Learning Forum to be organised in May 2019 (tentative date) to disseminate the new resources of the VET toolkit for tackling early leaving.

Cedefop will provide comments on the interim report. The Contractor should address those comments, liaising closely with Cedefop's project manager to prepare the draft final report.

B) Feasibility study on the expansion of the toolkit to other areas of policy and target groups:

- A narrative section presenting different scenarios (minimum 2 scenarios) of how the existing structure of the toolkit for tackling early leaving could be used and expanded to different target groups. This should include a concrete proposal for the selection of the target group(s) or sub groups from those proposed by Cedefop.
- Weaknesses and strengths of the proposed scenarios.
- Next steps.

4) Draft final report

The draft final report is due **12 months** after the entry into force of the contract and it should include:

A) Expand and refine the VET toolkit for tackling early leaving:

- The final content (resources) of the toolkit on early leaving.
- The final hierarchical tree of the toolkit's content.
- The final concept paper, agenda, list of participants, methodology, and other background material of the Policy Learning Forum to be organised in May 2019 (tentative date) to disseminate the new resources of the VET toolkit for tackling early leaving.

The Contractor shall ensure that the final content of the toolkit for tackling early leaving as submitted to Cedefop has been **subject to professional proof-reading and editing for the web in English** (the relevant cost is to be included in point 2c of the Financial Offer table).

Cedefop will provide comments on the draft final report. The Contractor should address those comments, liaising closely with Cedefop's project manager to prepare the final report.

B) Expanded toolkit on VET for labour market integration and social inclusion

- Preliminary draft resources / content of the expanded toolkit (good practices, tips, guidance, quick wins, and tools) to the selected areas of policy and target groups.
- The proposed prototype of the expanded toolkit presented in a mock up.
- The draft hierarchical tree of the toolkit's content.

5) Final report

A final report is due in **18 months** after the entry into force of the contract and it should include:

- The final resources / content of the expanded toolkit (good practices, tips, guidance, quick wins, and tools) to the selected areas of policy and target groups.
- The final prototype of the expanded toolkit visualised in a mock up.
- The final hierarchical tree of the toolkit's content.
- A dissemination strategy and maintenance of the toolkit.
- The concept paper, agenda, list of participants, methodology, and other background material of the Policy Learning Forum to take place in June 2020 (tentative date) to present and disseminate the new VET toolkit for labour market integration and social inclusion.

The Contractor shall ensure that the final content of the toolkit as submitted to Cedefop has been **subject to professional proof-reading and editing for the web in English** (the relevant cost is to be included in point 2c of the Financial Offer table).

2.5 Exploitation of the results of the contract / Anti-plagiarism checks

Tenderers are requested to read carefully the following articles of the draft contract (in Annex II of the procurement documents):

Article I.10 – Exploitation of the Results of the Contract

Article II.13 – Intellectual Property Rights.

Article I.14.1 – Other Special Conditions, which complements the provisions of Article II.13 as regards the use of results of the research by the contractor.

Article I.14.2 – Anti-plagiarism checks

2.6 Meetings and travel expenses

2.6.1 Scheduled Meetings

The Contractor will be requested to attend the following meetings (with minimum 2 persons):

- *Four one-day* meetings at Cedefop premises in Thessaloniki:
 1. a kick-off meeting a few weeks after the signature of the contract to discuss the draft inception report;
 2. a meeting to discuss the interim report;
 3. a meeting to discuss the draft final report and agree on its final version;
 4. a meeting to discuss and agree on the final report.
- The 2-day Policy Learning Forum on the VET toolkit for tackling early leaving in May 2019 (tentative date) in Thessaloniki.

One or more skype meetings may be organised to discuss specific issues (e.g. the progress report).

2.6.2 Travel expenses related to the field of work activities

All costs incurred, including travel & accommodation related to Cedefop's meetings described above as well as any travel expenses that may occur in performing the tasks as described in point 2.3, have to be included in the financial offer (see point 5.3).

2.6.3 Additional meetings

Any extra travel expenses, that might be needed to perform the tasks related to the contract, shall be subject to Cedefop's prior approval and shall be reimbursed by Cedefop separately, according to its relevant rules (see Annex II of the draft contract in Annex B).

3. SPECIFIC INFORMATION CONCERNING PARTICIPATION TO THIS TENDER PROCEDURE

Participation to this tender procedure is only open to tenderers who are in a position to subscribe in full to the “**Declaration on honour on exclusion criteria and selection criteria**”, given in Annex C. All tenderers, all group (consortium) members (if any) and any subcontractor/s (identified as per the two bullet-points in the fourth paragraph of point 4.2 below) **MUST** provide the declaration on honour found in Annex C duly signed and dated.

3.1. Exclusion Criteria

The purpose of the exclusion criteria is to determine whether an economic operator / tenderer is allowed to participate in the procurement procedure or to be awarded the contract.

The exclusion criteria will be assessed in relation to each company individually. In the event of recommendation for contract award, evidence will be requested as described in Annex C (last page).

3.2. Selection criteria

The selection criteria concern the tenderer's capacity to execute similar contracts.

The tenderers **must** submit documentary evidence (or statements, where required) of their economic, financial, technical and professional capacity to perform this contract.

Each and all requirements for economic and financial capacity should be fulfilled by the tenderer - alone (in the case of single tenderers) or as a whole (in case the tenderer is a grouping/consortium). Participation in tendering is open to all legal persons bidding either individually or in a grouping (consortium) of tenderers.

An economic operator may, where appropriate and for a particular contract, rely on the capacities of other entities, regardless of the legal nature of the links which he has with them. He must in that case prove to the contracting authority that he will have at his disposal the resources necessary for performance of the contract, for example by producing an undertaking on the part of those entities to place their resources at his disposal. This obligation may be fulfilled by presenting signed statements from those entities. Please note that natural persons (individuals, freelancers) are also considered ‘entities’ for this purpose.

3.2.1 Economic and Financial capacity

The tenderer must be in a stable financial position and have the economic and financial capacity to perform the contract.

Requirement:

- The average annual turnover (invoiced financial value) of the tenderer for the last **three (3)** financial years concerning socio-economic research and policy analysis should be at least **300,000 €**.

Proof of economic and financial capacity **must** be furnished by the following document:

- Signed Statement (Please fill-in and sign your Statement in Questionnaire 2 of Annex G) of the tenderer's turnover for the *last **three (3)** financial years concerning socio-economic research and policy analysis.*

In case of a consortium (grouping) or subcontracting each member of the consortium and all sub-contractors (in line with points 4.1 or 4.2 below) must provide the required statement for the economic and financial capacity, **but the assessment of whether the minimum requirement is met will bear on the consortium as a whole or the tenderer together with his subcontractors.**

In the event of recommendation for contract award the winning tenderer (single tenderer or in the case of a consortium (grouping) each member of the consortium) will be requested to prove the above by submitting Audited Financial Statements (Audited Profit and Loss Account/ Statement or equivalent) if these are foreseen by the respective national legislation. Should total subcontracting exceed 40% of the work by value, Cedefop reserves the right to request audited financial statements also from the subcontractors. For tenderers or sub-contractors (identified as per any of the two bullet-points in paragraph 4 of Art. 4.2 below) who are natural persons / freelancers, a tax declaration and tax clearance statement for the last **three (3)** financial years will be requested.

If, for some exceptional reason the winning tenderer (or any consortium member or sub-contractor) is unable to provide one or other of the above documents, they will be required to justify the non-provision and may prove their economic and financial capacity by any other document which Cedefop considers appropriate. Cedefop reserves the right to request any other document enabling it to verify the tenderer's economic and financial capacity.

3.2.2 Technical and professional capacity

The Tenderers are required to have sufficient technical and professional capacity to perform the contract. They must demonstrate qualifications, knowledge, skills and the ability to perform the tasks outlined in the terms of reference.

Requirements for Technical and professional capacity:

- Have adequate experience to perform the services described in the Terms of Reference;
- Have provided services in the past 3 (three) years in execution of contract(s) in the field of research and comparative analysis on vocational education and training policies at European level and/or labour market and skills analysis at European level, with a combined minimum total invoiced financial value of **300,000 Euro**.
- The Tenderer's team of experts, who will be proposed to implement the contract, must have the relevant knowledge and experience for its successful implementation. In particular, the team must comply with the following minimum requirements:

➤ Team Leader (1 member)

- University degree at bachelor or master or PhD level in humanities or social sciences;
- A minimum of six (6) years of experience in research and/or policy analysis on vocational education and training and/or labour market and skills analysis at European level;
- A minimum of five (5) years' experience in coordination and management of research and/or policy analysis on vocational education and training and/or labour market and skills analysis at European level.

➤ Senior experts (minimum 4 members)

- All senior experts: University degree at bachelor or master or PhD level in humanities or social sciences;
- At least 1 senior expert: a minimum of five (5) years' experience in vocational education and training and/or labour market and skills analysis at European level;
- At least 1 senior expert with a minimum of five (5) years' experience in evaluating education and training systems/policies;
- At least 1 senior expert with a minimum of five (5) years' experience in research and comparative analysis at European level in VET policies for social inclusion and labour market integration;
- At least 1 senior expert with a minimum of five (5) years' experience in primary data collection, including developing research tools (designing, organising and conducting interviews at European level), and qualitative/quantitative analysis of the collected data.

➤ Senior expert on Information architecture / user experience / business analysis (1 member)

- University degree in computer, library and/or information science (including completed specialized training courses on user experience design);
- Minimum 3 years of professional experience in user experience and/or information architecture;
- Minimum 1 year professional experience in information architecture.

➤ Junior experts (at least 2 members)

- University degree at bachelor or master or PhD level in humanities or social sciences;
- At least two (2) years of relevant experience in research on vocational education and training and/or labour market and skills analysis at European level.

All experts should communicate and draft to a high standard in English at Level C1 of the Common European Framework of Reference for Languages⁴².

Proofs / Evidences of Technical and professional capacity

The following documents or information must be presented by the tenderer to prove his technical and professional capacity to perform the proposed contract:

⁴² <http://europass.cedefop.europa.eu/resources/european-language-levels-cefr>

- Brief company profile to prove the ability, technical know-how, experience and expertise needed for the provision of the required services under this call for tenders (**please fill-in Questionnaire 4 of Annex G**);
- List of contracts with services provided by the deadline for submission of offers and within the past **three (3) years**, in the field of research and comparative analysis on vocational education and training policies at European level and/or labour market and skills analysis at European level, and with total amount of min. **300,000 EUR (invoiced financial value)**, describing the contracting authorities, the subjects, the amounts, the dates, the percentage and the specific tasks performed by the tenderer (**please fill-in Questionnaire 3 of Annex G**);
- The Europass curriculum vitae format (<https://europass.cedefop.europa.eu>) or similar format shall be filled in by each person involved in the execution of the tasks foreseen in this call for tenders. CVs must clearly specify the role of the expert in the team at the top of the first page and his/her experience demonstrating that s/he meets the requirements
- Overview of the composition of the team by filling-in the table in **Questionnaire 5 of Annex G**. For each CV all fields of **Questionnaire 5 of Annex G** must also be filled-in, synthesizing information aimed at demonstrating the professional capacity of the team member as above requested. In particular, in **Questionnaire 5 of Annex G** it should be clearly indicated which work experiences are relevant for the fulfilment of the specific aforementioned requirements (specifying dates, employer, main activities and responsibilities), and linguistic abilities clearly presented. In addition, the CV of the team leader should also include a list of his/her publications relevant to the subject of this call for tenders.

In case of consortium or subcontracting, the consortium or the tenderer with all subcontractors together have to provide evidence of technical and professional capacity as a whole (please see also 4.1 and/or 4.2 below).

3.3. Legal Position

Tenderers may choose between submitting a joint offer (see 4.1) as a Consortium / Grouping or introducing a bid as a single tenderer, in both cases with the possibility of having one or several subcontractors (see 4.2). Whichever type of bid is chosen, the tender must stipulate the legal status and role of each legal entity in the tender proposed (see also 5th bullet of point 4.1. below). To identify himself (and any other participating entities, if applicable), the tenderer must complete **Questionnaire 1 in Annex G**. In the same Questionnaire each 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/EC which can be found in the following link: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2003:124:0036:0041:en:PDF>.

Tenderers are also requested to complete a **Legal Entity Form** found in **Annex D**, accompanied by all documents and information indicated in the form.

The Legal Entity Form should be completed and signed by the representative(s) of the tenderer (who sign(s) the cover letter as per point 4 of the Invitation to tender) authorised to sign contracts with third parties.

The Legal Entity Form should not be submitted by sub-contractors (if any).

4. ADDITIONAL INFORMATION CONCERNING PARTICIPATION TO THIS TENDER PROCEDURE

Participation in Cedefop tendering procedures is open on equal terms to all natural and legal persons or groupings of such persons (consortia) falling within the scope of the Treaties. It includes all economic operators registered in the EU and all EU citizens. Pursuant to Article 119 of the general Financial Regulation the participation is also open to all natural and legal persons from non-EU countries that have a ratified agreement with the European Union in the field of public procurement on the conditions laid down in that agreement. Cedefop can therefore accept offers from and sign contracts with tenderers from 36 countries, namely: the 28 EU Member States, 3 EEA Countries (Liechtenstein, Norway, Iceland) and 5 SAA Countries (FYROM, Albania, Serbia, Montenegro and Bosnia & Herzegovina).

The procurement (tender) procedures of Cedefop are **not** open to tenderers from GPA countries.

A legal person can take part (as an individual tenderer or as a member of a consortium submitting a tender) in only one tender. In the opposite case all tenders in which that person has participated may be excluded from the evaluation.

4.1. Joint Offers/ Groupings (Consortia)

- Groupings (consortia), irrespective of their legal form, may submit a tender on condition that it complies with the rules of competition. A consortium may be a legally-established permanent grouping, or informally constituted group of tenderers submitting an offer (joint offer) for a specific tender procedure.
- Cedefop does not require consortia (if any) to have a given legal form in order to submit a tender, but reserves the right to require a consortium to adopt a given legal form before the contract is signed (if this change is necessary for proper performance of the contract). This can take the form of an entity with or without legal personality but offering sufficient protection of the contractual interests of Cedefop.
- If awarded the contract, the tenderers of the group (consortium) will have an equal standing towards Cedefop in executing it.
- A grouping (if any) of firms must nominate one party to be responsible for the receipt and processing of payments for members of the grouping, for managing the service administration, and for coordination.
- Tenders submitted by consortia of firms must specify the role, qualifications and experience of each member or of the group (please fill-in the respective Questionnaires in Annex G).
- Each member of the group (consortium) must provide the required evidence for the exclusion and selection criteria. Concerning the selection criteria, the evidence provided by each member of the group (consortium) will be checked to ensure that the consortium as a whole fulfils the criteria.
- The offer has to be signed by all members of the group (consortium). However, if the members of the group so desire they may grant an authorisation to one of the members of the grouping (consortium). In this case they should attach to the offer a power of attorney

(see model in Annex I) authorising this company or person to submit a tender on behalf of the grouping (consortium). For groupings not having formed a common legal entity, Annex I, model 1 should be used and separate legal entity forms (see point 3.3 and Annex D) should be completed and signed by all members. For groupings with a legal entity in place, Annex I, model 2 and one legal entity form (see point 3.3 and Annex D) should be completed and signed only by the single representative of the consortium.

The contract will have to be signed by all members of the group (consortium). If the members of the group (consortium) so desire, they may grant authorisation to one of the members of the grouping by signing a power of attorney. The same model as above duly signed and returned together with the offer (Annex I) is valid also for signature of the contract.

Partners in a joint offer assume joint and several liability towards Cedefop for the performance of the contract as a whole.

4.2. Subcontracting/Subcontractors

Subcontracting is defined as the situation where a contract has been or is to be established between Cedefop and a contractor and where the contractor, in order to carry out that contract, enters into legal commitments with other entities for performing part of the service. If awarded, the contract will be signed by the selected Tenderer (the Contractor), who will be vis-à-vis Cedefop the only contracting party responsible for the performance of this contract. Cedefop has no direct legal commitment with the subcontractor(s).

The contractor retains full liability towards Cedefop for performance of the contract as a whole. Cedefop will treat all contractual matters (e.g. payments) with the contractor, whether or not some tasks are performed by a subcontractor. Under no circumstances can the contractor avoid liability towards Cedefop on the grounds that the subcontractor is at fault. Any subcontracting/subcontractor must be approved by Cedefop, either by accepting the bidder's tender, or, if proposed by the Contractor after contract signature, in writing by an exchange of letters. In the latter case subcontracting/subcontractor will be accepted only if it is judged necessary and does not lead to distortion of competition.

Tenderers are free to choose their subcontractors from both eligible and non-eligible countries. Thus, in principle all economic operators can act as subcontractors of eligible tenderers.

The tenderer must clearly indicate the identity of each Subcontractor and the percentage of work by value that he will perform for this contract (please fill in Annex G).

Only in cases when:

- a Subcontractor undertakes between 10,01% and 40% of the work by value,
- the total subcontracting is above 40% of the work by value, independently of the individual Subcontractor's contribution to the work by value,

the tenderer should submit with the offer:

1. the “**Declaration on honour on exclusion criteria and selection criteria**” (Annex C) filled-in and signed by the respective Subcontractor;
2. the documents related to the economic/financial and technical/professional capacity of the Subcontractor as described in points 3.2.1 and 3.2.2 necessary for evaluating of the combined capacity (as a whole) of the tenderer together with his subcontractor(s);
3. the Form in Annex J (Model of Letter of Intent for Subcontractor/s) duly filled–in and signed by each respective Subcontractor, stating his unambiguous undertaking to collaborate with the tenderer if the latter wins the contract. Also should be stated the roles, activities and responsibilities of the subcontractor(s) and the extent of the resources that the respective subcontractor will put at the tenderer’s /contractor’s disposal for the performance of the contract

N.B. The subcontractor(s) (if any) have to provide the documents to prove their capacity only for the parts of the contract that are relevant to them. The evidence provided will be checked to ensure that the tenderer alone or with the subcontractor(s) altogether fulfil the criteria.

5. AWARD OF THE CONTRACT

The evaluation of the exclusion, selection and award phase will be done in **NO** particular order. If the tenderer or the tender does not pass a phase, it will not be evaluated under the other remaining phases.

The contract shall be awarded to the tenderer submitting the best price-quality ratio method as represented by the highest Total Score (TS) out of 100.

The Total Score (TS), comprising quality + price score, will be calculated for each tender by applying the formula below:

$$\text{Total Score (TS)} = X \cdot (\text{TQV}/100) + Y \cdot (\text{Cheapest TFO} / \text{TFO})$$

Whereby:

TQV = Total Quality Value of the tender (as per points 5.1 and 5.2);

TFO = Total Financial Offer of the tender (as per points 5.3 and 5.4);

X is the weighting for quality score (TQV) and for this tender procedure it is fixed to **(70)**;

Y is the weighting for price (TFO) and for this tender procedure it is fixed to **(30)**.

Cheapest TFO is the Cheapest Tender Price of a technically compliant tender (i.e. among those having achieved a minimum of 50% of the possible score for the award (evaluation) criteria and in total a minimum of **65** out of 100 points (TQV) in the technical evaluation – see below).

5.1. Technical evaluation

The assessment of the technical quality will be based on the ability of the tenderer to meet the purpose of the contract as described in the tender specifications. The following Award Criteria for the technical evaluation will be applied to this tender procedure:

Award criteria	Maximum number of points
1. The level of understanding of the nature of the assignment, its context and results to be achieved <i>Point 2 of the framework template in section 5.2.</i>	30
The level of understanding of issues related to relevant areas of policy and target groups (early leaving from education and training, guidance and counselling, validation, inclusive education and training, activation policies for long-term unemployed, youth guarantees, upskilling policies for low skilled, etc.).	15
The level of understanding of the main deliverables linked to the improvement of the existing toolkit for tackling early leaving and the development of an expanded toolkit on VET for labour market integration and social inclusion.	15

2. The quality and appropriateness of the methods suggested to carry out the work <i>Point 3 of the framework template in section 5.2.</i>	40
The proposed methods to produce reliable, user-friendly and valid resources for improving and enriching the existing toolkit for tackling early leaving.	15
The proposed methods and criteria to expand the toolkit for tackling early leaving to other areas of policy and target groups.	15
The level of understanding of the conceptual and methodological challenges implied in the assignment (e.g. avenues and limitations of the expansion of the toolkit to other areas of policy and target groups, its potential synergy with other Cedefop databases and sources, etc.), and the proposed ways to overcome such challenges.	10
3. The organisation and management arrangements <i>Point 4 of the framework template in section 5.2.</i>	30
Project management, work organization and team work (function and role of the team leader; management structure; allocation of tasks, type and degree of involvement of the proposed experts and proposed coordination with Cedefop).	10
Quality assurance and risk management (tools and processes to be used taking into account the specific characteristics of the project; back-up/replacement arrangements; adequate consideration of possible hindrances).	10
Organization of the work process (timetable and project's workflow outlining the intended organisation and milestones, and demonstrating the feasibility of the proposal).	10
OVERALL TOTAL SCORE (Total Quality Value)	100

In order to guarantee a minimum threshold of quality, offers that

- do not reach a minimum of 50% of the possible score for the award (evaluation) criteria and
- obtain an overall total score (Total Quality value) of less than the total **65** (of a maximum of 100) points against the award (technical) criteria,

will not be considered acceptable and will be eliminated from further evaluation. Only the technically compliant (acceptable) tenders as per the above will be subject to Financial (Price) Evaluation (5.3).

5.2. Technical proposal

The tenderer's technical proposal should consist of a clear and comprehensive response to all requirements as per the Terms of Reference in section 2 above providing a practical, detailed description of the goods or services proposed for performance of the contract.

Tenderers are requested to organise the technical offer in headings or to structure it in such a way so as to ensure that the content of the technical offer meets the requirements set out in the Terms of Reference as closely as possible and to facilitate the subsequent evaluation of tenders against the technical award criteria.

It is up to the tenderer to present in his Technical Proposal a detailed organisation and methodology such that they fulfil (comply in full with) all requirements outlined in the Terms of Reference.

Tenderers are requested to include their technical proposal (envelope B) in one original and three hard copies.

For the technical evaluation of the offer against the award (technical) criteria mentioned above, the tenderer must provide:

FRAMEWORK TEMPLATE FOR THE TECHNICAL PROPOSAL	
1. Summary of proposal	
a)	Overall synthesis (in bullets)
b)	Highlight of the key/qualifying aspects of the proposal
c)	Any additional services offered
2. Understanding and rationale of the project	
a)	A concise discussion on the subject of VET for social inclusion and labour market integration for the proposed target groups and areas of policy (learners at risk of early leaving from education and training, early leavers, long-term unemployed, low skilled, youth at risk) demonstrating an in-depth understanding of the different concepts and dimensions. Clear understanding of the existing Cedefop sources related to this subject (databases, toolkit, and studies) and a tentative list of additional related sources and literature on the subject;
b)	Comments on the Terms of Reference demonstrating in-depth understanding of key issues, including critical aspects to the achievement of expected results linked to the improvement of the existing toolkit for tackling early leaving, and the development of an expanded toolkit on VET for labour market integration and social inclusion. Completeness of the service offered compared to the technical specifications.
3. Methods and tools	
a)	Main steps and methodology in developing reliable, user-friendly and valid resources for improving and enriching the existing toolkit for tackling early leaving;
b)	Main steps and methodology in developing the expanded toolkit to other areas of policy and target groups including clear and sound justification for the proposed criteria/ indicators to be used to select policy areas and target groups;
c)	Possible conceptual, methodological and technical difficulties and constraints to achieve the expected results; and anticipation of possible solutions to overcome such challenges
4. Organisation and management arrangements	
a)	Composition of the proposed team, nature and extent of the team members' participation in the project including allocation of tasks, function and role of the team leader, management structure and reporting and coordination with Cedefop.
b)	Description of quality assurance measures and structured information on risk management and risk mitigation activities to be implemented (tools and processes to be used taking into account the specific characteristics of the project, back up/ replacement arrangements, adequate consideration of possible hindrances).
c)	Detailed work plan illustrating intended organisation and management of the work process and demonstrating the feasibility of the proposal (timetable and project's workflow outlining the intended organisation, milestones and deliverables).

The estimated length of the Technical Proposal to be submitted is **50-60 pages** (all included except table of contents as well as start and end pages). The font should correspond to Times New Roman size 12 pt with single line spacing and standard margins of 2.5 cm.

The Technical Proposal should prove that the Tenderer is capable of meeting the tender specifications, by providing all the information related to the scope of this project. All the information and means of proof provided in the tender commit the contractor throughout the duration of the contract.

The tenderer shall identify a Project Manager within his organisation who will represent the single contact point for all administrative and operational communication in regards to the contract implementation. As appropriate, the Team leader (see 3.2.2.) can also act as Project Manager or two different persons can be identified. Cedefop will also designate the Contact Person in charge of handling the contact with the selected tenderer.

In addition to the above the tenderer must clearly specify which parts of the work will be subcontracted (if any) and specify the identity of those subcontractors only undertaking more than 10% of the work by value (or of *all* subcontractors if total subcontracting is above 40% of the work by value) as requested in point 4.2.

NB: All the information and means of proof provided commit the contractor throughout the duration of the contract.

5.3. Financial evaluation

Only tenders scoring in total **65** points or more (of a maximum of 100 points) against the technical award criteria and **50%** or more of the possible maximum score for each of the three award criteria will be admitted to the subsequent evaluation stages. The financial evaluation will be made on the basis of the **Total Price** offered (**Total Financial Offer TFO**) in the Price schedule table (see point 5.4).

The tenders are awarded points for the Total Price offered by using the following formula:

*Financial score = (cheapest Financial Proposal / Financial Proposal of the tender considered) * Y.*
Where Y = price weighting (see the complete formula under point 5 above)

Information concerning price

- The prices quoted must be fixed and not revisable.
- Prices must be quoted in EURO and include all expenses.
- The VAT amount must be indicated separately (this applies to tenderers established in Greece only).

Under Articles 3 and 4 of the Protocol on the Privileges and Immunities of the European Communities, Cedefop is exempt from all charges, taxes and dues, including value added tax (VAT). Such charges shall therefore not be included in the calculation of the price quoted.

[For contractors based in Greece, invoices will include VAT which is paid by Cedefop and later reimbursed by the State.]

[For contractors established in other countries exemption is direct (invoices are submitted without VAT), subject to fulfilling as necessary the requirements of Article 151 of Council Directive 2006/112/EC.]

[In Belgium, use of this contract constitutes a request for VAT exemption No. 450, VAT exemption article 42, paragraph 3.3 of the VAT code (circular 2/1978), provided the invoice includes: "Commande destinée à l'usage officiel de l'Union Européenne, Exonération de la TVA; art. 42 § 3.3 du code TVA (circulaire n° 2/1978)".]

5.3.1 Evaluation of abnormally low prices

If any tender's price appears to be abnormally low in relation to the *services / supplies* offered, and in order to check if the tender can be considered valid, the evaluation committee will, before it may reject this tender, send a request for clarifications to ask for explanations on the components of the tender which it considers relevant to the presumed abnormally low price and shall verify those constituent elements taking account of the explanations received. If in that relation the tenderer cannot explain his price on the basis of the economy of the services or supplies offered, or the method used, or the technical solution chosen, or the exceptionally favourable conditions available to the tenderer, the tender will be rejected.

A price will be considered abnormally low if the financial offer of any tenderer is lower with more than the acceptable margin of deviation from the average price of the other technically acceptable offers (please note that definition of which offers are technically acceptable/ compliant is given in points **5**, **5.1** and **5.3** above). The actual deviation will be calculated as % as follows:

The difference between the average price of the other technically acceptable offers and the value of the presumably abnormally low financial offer *will be divided by the average price* of the other technically acceptable offers.

The acceptable margin of deviation is set to **30%**.

The approach of the Evaluation Committee to identify and eliminate abnormally low tenders will be the following:

- a) apply the acceptable margin of deviation from the average price of the other technically acceptable offers and set aside the offers that go beyond it;
- b) check if specific notes or specific items included in the offer justify to some extent the deviation; if not, or if inadequate, send relevant request for explanation(s) to the tenderer concerned;
- c) decide on the acceptability of the offer on the basis of the notes in the tender and/or the clarification reply received.

5.3.2 Financially unacceptable tenders

In the context of financial evaluation, the Evaluation Committee could find that tenders are unacceptable because the price is:

- abnormally low (see point 5.3.1);
- is 15% or more above the estimated budget announced in these Tender Specifications (see point 1.5).

Such tenders will have to be rejected by the Evaluation Committee, independently of their quality value as determined in the preceding (technical) evaluation stage.

5.4. Financial Proposal

Tenderers should not disclose their financial offer in any part of their tender (technical proposal, cover letter) other than the sealed envelope C.

The financial offer must be clear and in compliance with the tender specifications.

The Financial Proposal should indicate the total price in order to carry out all the activities indicated in the Terms of Reference. The tenderers must fill-in the following Price schedule table and present a detailed breakdown of the price offered. The Financial Proposal should clearly match the Terms of Reference and the estimate of value. All services that shall be procured should be included.

The cost of professional proof-reading and editing in English of the final report(s) as submitted to Cedefop (see point 2.4) should be included in item 2c) of the Financial Proposal.

Price schedule table

1)	Names / positions of the Experts /Service (if applicable)	Number of person-days	Unit price (EUR) per person-day	Price (in EUR) for services/ experts
	1a)			
	1b)			
	1c)			
	1 N)			
Subtotal 1 (1a+1b+.....)				
2)	2a) Attending four 1-day meetings and one 2-day policy learning forum in Thessaloniki (see point 2.6.1)	Number of meetings/person	Price (EUR) per meeting/person	Amount (EUR) for all meetings
				.
	2b) All estimated travel, accommodation, etc. expenses related to performance of the tasks (see point 2.6.2)	Number of persons	Price (EUR) per person	Amount (EUR) for travel, accommodation, etc.
	2c) Other administrative expenses including professional proof-reading and editing in English included in the deliverables of the draft final and final reports (see point 2.4)	Number of Units (if applicable)	Unit price (EUR) (if applicable)	Amount (EUR) for other administrative expenses
Subtotal 2 (2a+2b+2c)				
3)	Total Price (Total Financial Offer TFO)= Subtotal 1 + Subtotal 2			

The VAT amount must be indicated separately here (this applies to tenderers established in Greece only): ... EUR.

The Financial Offers will be checked for any arithmetical errors in computation and summation. Errors will be corrected by the evaluation committee as follows:

- where there is a discrepancy between a unit price and the total amount derived from the multiplication of the unit price and the quantity, the unit price as quoted will be the price taken into account. Tenderers will be requested to confirm in writing the corrected calculation so that it may eventually be included in the contract.

6. INFORMATION ON PRESENTATION AND CONTENT OF TENDER

It is important that tenderers provide all documents necessary to enable the evaluation committee to assess their tender. Tenderers should fully respect the instructions indicated under points 2, 3 and 4 of this open invitation to tender.

In addition, below you will find details of the required documentation.

6.1. Envelope A - Supporting documents

One original and one copy of:

- cover letter, signed by the person/s (name and position) that is/are authorised to sign the contract in case of contract award
- the “**Declaration on honour on exclusion criteria and selection criteria**” requested in point 3.1 and standard template found in Annex C;
- the selection criteria documents as requested in points 3.2, 4.1, 4.2
- Questionnaires 1 – 6 as found in Annex G
- Power of Attorney (Model 1 or 2), as required in point 4.1 (if applicable) and found in Annex I
- Model of Letter of Intent for Subcontractor/s as required in point 4.2 (if applicable) and found in Annex J
- the Legal Entity Form as requested in point 3.3 and found in Annex D
- the Financial Identification Form as found in Annex E
- the checklist found in Annex F

In the case of tenders submitted by groupings (consortia) or involving contribution by subcontractors, envelope A should also contain all relevant documentation as requested in points 4.1 and 4.2 respectively (with reference to points 3.1, 3.2 and 3.3).

6.2. Envelope B – Technical proposal

One original signed version and three copies of:

- the Technical Proposal providing all information requested in point 5.2, including information relevant to subcontracting, if any, as requested in point 4.2.

6.3. Envelope C – Financial proposal

One original signed version and three copies of:

- the Financial Proposal containing all information requested in point 5.4.

ANNEX A

Contract Notice

(Given as a separate file in *.pdf format)

ANNEX B

Draft Contract

(Given as a separate file in *.pdf format)

ANNEX C

“Declaration on honour on exclusion criteria and selection criteria”

(Given as a separate file in *.doc format)

ANNEX D

Legal Entity Form

Legal Entity Form to be downloaded, depending on the nationality and legal status of the tenderer, from the following website:

http://ec.europa.eu/budget/contracts_grants/info_contracts/legal_entities/legal_entities_en.cfm

Legal Entity Form to be completed and signed by a representative of the tenderer (group leader in case of consortium, with indication of entity, name and function) authorised to sign contracts with third parties. It should not be signed by sub-contractors (if any).

ANNEX E

Financial Identification Form

To be downloaded, depending on the nationality of the tenderer, from the following website:

http://ec.europa.eu/budget/contracts_grants/info_contracts/financial_id/financial_id_fr.cfm

and completed and signed by an authorised representative of the tenderer (group leader in case of consortium, with indication of entity, name and function), but not by subcontractors.

PLEASE NOTE:

Please indicate the BIC (Bank Identification Code) in the REMARKS box of the downloaded form.

ANNEX F

Check list of mandatory documents

The checklist must be used to ensure that you have provided all the documentation for this tender and in the correct way. This checklist should be included as part of your offer.

Please Tick ✓ the boxes provided

Mandatory documents to be included as part of the tender	Reference paragraph	Included		If the document is not included, please explain the reason
		Yes	No	
<u>Envelope 'A' must contain</u>				
one original and one copy of:	6.1	<input type="checkbox"/>	<input type="checkbox"/>	
- Cover letter, signed by the person/s that is/are authorised to sign the contract in case of contract award (name and position of the individual(s))	Art. 4 of Invitation to tender; 6.1	<input type="checkbox"/>	<input type="checkbox"/>	
- Declaration on Exclusion & Selection Criteria (including those of consortium members and subcontractors, if applicable)	3, 6.1 & Annex C	<input type="checkbox"/>	<input type="checkbox"/>	
- selection criteria documents (if applicable, including those of consortia and subcontractors)	3.2, 4.1, 4.2, 6.1	<input type="checkbox"/>	<input type="checkbox"/>	
- Questionnaires 1 - 6 (Annex G)	3.2, 4.1; 6.1 & Annex G	<input type="checkbox"/>	<input type="checkbox"/>	
- Power of attorney of partners in joint bid / Consortium (if applicable)	4.1, 6.1 & Annex I (model 1 or 2)	<input type="checkbox"/>	<input type="checkbox"/>	
- Letter of intent of subcontractor (if applicable)	4.2, 6.1 & Annex J	<input type="checkbox"/>	<input type="checkbox"/>	
- Legal Entity Form	3.3, 6.1 & Annex D	<input type="checkbox"/>	<input type="checkbox"/>	
- Financial Identification Form	6.1 & Annex E	<input type="checkbox"/>	<input type="checkbox"/>	
- this Checklist	6.1 & Annex F	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Envelope 'B' must contain</u>				
one original and three copies of:	6.2	<input type="checkbox"/>	<input type="checkbox"/>	
- the technical proposal	2, 5.2, 6.2	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Envelope 'C' must contain</u>				
one original and three copies of:	6.3	<input type="checkbox"/>	<input type="checkbox"/>	
- the Financial Proposal	5.4, 6.3	<input type="checkbox"/>	<input type="checkbox"/>	

The tenderers should also ensure that:

<input type="checkbox"/>	the offer is formulated in one of the official languages of the European Union.
<input type="checkbox"/>	both the technical and financial proposals of the offer are signed by duly authorised agent.
<input type="checkbox"/>	the offer is perfectly legible in order to rule out any ambiguity.
<input type="checkbox"/>	the offer is submitted in accordance with the envelope system as detailed in the invitation to tender point 3.
<input type="checkbox"/>	the outer envelope bears the information mentioned in the invitation to tender point 3.

ANNEX G

Questionnaires 1 - 6

(Given as a separate file in *.doc format)

ANNEX H

Cedefop Style Manual

(Given as a separate .pdf files)

ANNEX I

Models of power of attorney

(Given as a separate file in *.doc format)

ANNEX J

Model of Letter of Intent for Subcontractor/s

(Given as a separate file in *.doc format