



European Centre for the  
Development of Vocational Training  
Procurement Service

Thessaloniki, 07/08/07  
PRO/2007/418

## OPEN INVITATION TO TENDER

AO/A/TSK-EWS/Trends-in-apprenticeship/008/07

### **“Trends in apprenticeship and similar models of alternance training with particular focus on higher education”**

Dear Sir/Madam,

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

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

1. Tenders should be submitted in one of the official languages of the European Union.
2. Tenders may be submitted:

(a) either by post or by courier service to be dispatched not later than 17/09/2007 in which case the evidence shall be constituted by the date of dispatch, the postmark or the date of the deposit slip, to the following address:

**European Centre for the Development of Vocational Training (Cedefop),  
Procurement Service  
For the attention of Mr G. Paraskevaïdis  
PO Box 22 427  
GR – 55102 Thessaloniki  
Greece**

**Important:**

*Tenderers shall inform Cedefop by e-mail ([c4t-services@cedefop.europa.eu](mailto: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.*

(b) delivered by hand not later than 17:00 on 17.09.2007 to the following address:

**European Centre for the Development of Vocational Training (Cedefop),  
Procurement Service  
Attention of Mr G. Paraskevaïdis  
Europe 123,  
GR-57001 Thessaloniki-Pylea  
Greece**

In this case, a receipt must be obtained as proof of submission, signed and dated by the official in the above mentioned Service who took delivery. Cedefop is open from 9.00 to 17:00, Monday to Friday. It is closed on Saturday, Sunday and Cedefop holidays.

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

The outer envelope or parcel should be sealed with adhesive tape and signed across the seal and carry the following information:

|  |
|--|
| <p style="text-align: center;"><b>OPEN INVITATION TO TENDER</b></p> <p style="text-align: center;"><b>CEDEFOP No: AO/A/TSK-EWS/Trends-in-apprenticeship/008/07</b></p> <p style="text-align: center;"><b>‘TRENDS IN APPRENTICESHIP’</b></p> <p style="text-align: center;"><i>Name of tenderer</i></p> <p style="text-align: center;"><b>NOT TO BE OPENED BY THE INTERNAL MAIL SERVICE</b></p> |
|--|

The outer envelope must contain three inner envelopes, namely, **Envelope A, B and C**. The content of each of these three envelopes is described in point 6 of the attached tender specifications.

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 service 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.
6. The opening of tenders will take place at Cedefop on 26.09.2007, 11.00 hours (local time). Each tenderer may be represented at the opening of tenders by one person. The name of the person 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 two working days prior to the opening session.
7. Contacts between the contracting authority (Cedefop) and tenderers are prohibited throughout the procedure save in exceptional circumstances and under the following conditions only:

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 nature of the contract. Any request for additional information must be made in writing by fax (fax No +30 2310 490 028) or by e-mail (C4T-services@cedefop.europa.eu).

Request for additional information received less than five working days before the closing date for submission of tenders will not be processed.

- The contracting authority 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 tender.

**Any additional information, including that referred to above, will be published on Cedefop’s website. Please ensure that you visit regularly the site for updates.**

After the opening of tenders:

- If clarification is required or if obvious clerical errors in the tender need to be corrected, the contracting authority may contact the tenderer provided the terms of the tender are not modified as a result.
8. This invitation to tender is in no way binding on Cedefop. Cedefop's contractual obligation commences only upon signature of the contract with the successful tenderer.
  9. All costs incurred in preparing and submitting tenders are borne by the tenderers and cannot be reimbursed.
  10. Up to the point of signature, the contracting authority may either abandon the procurement or cancel the award procedure, without the candidates or tenderers being entitled to claim any compensation. This decision must be substantiated and the tenderers notified.
  11. All tenderers will be informed in writing of the results of this tender procedure.

Yours sincerely,

G. Paraskevaïdis

Head of Finance and Procurement

Attached: tendering specifications

# **OPEN INVITATION TO TENDER**

**AO/A/TSK-EWS/Trends-in-apprenticeship/008/07**

**“TRENDS IN APPRENTICESHIP**

**and similar models of alternance training with particular focus on  
higher education”**

## **Tendering specifications**

## Table of contents

|   |           |
|---|-----------|
| <b>Introduction to CEDEFOP</b>  | <b>1</b>  |
| <b>1. Overview of this tender</b>                                       | <b>2</b>  |
| 1.1 Description and type of the contract.....                           | 2         |
| 1.2 Place of delivery or performance .....                              | 2         |
| 1.3 Value or quantity of purchase.....                                  | 2         |
| 1.4 Validity of tenders .....   | 2         |
| 1.5 Duration of the contract.....                                       | 2         |
| 1.6 Main terms of financing and payment.....                            | 2         |
| <b>2. Technical specifications</b>                                      | <b>3</b>  |
| 2.1. Introduction and background.....                                   | 3         |
| 2.2. General purpose/objective .....                                    | 5         |
| 2.3. Description of the tasks .....                                     | 6         |
| 2.4. Deliverables, reports and timetable .....                          | 9         |
| 2.5. Meetings /reflection group .....                                   | 10        |
| 2.6. Travel expenses .....  | 10        |
| <b>3. Specific information concerning participation to this tender</b>  | <b>12</b> |
| 3.1 Exclusion criteria.....   | 12        |
| Means of proof required .....   | 12        |
| 3.2 Selection criteria.....   | 13        |
| 3.3 Legal Position.....   | 14        |
| <b>4 Additional information concerning participation to this tender</b> | <b>15</b> |
| 4.1 Participation of consortia.....                                     | 15        |
| 4.2 Subcontracting/Subcontractors.....                                  | 15        |
| <b>5 Award of the contract</b>  | <b>16</b> |
| 5.1 Technical evaluation.....   | 16        |
| 5.2 Technical proposal .....  | 16        |
| 5.3 Financial evaluation .....  | 17        |
| 5.4 Financial proposal .....  | 17        |
| <b>6 Information on presentation and content of tender</b>              | <b>18</b> |
| 6.1 Envelope A - Supporting documents.....                              | 18        |
| 6.2 Envelope B – Technical proposal.....                                | 18        |
| 6.3 Envelope C – Financial proposal.....                                | 18        |

### **ANNEXES:**

|          |                                   |
|----------|-----------------------------------|
| Annex A: | Contract Notice                   |
| Annex B: | Draft contract                    |
| Annex C: | Declaration on exclusion criteria |
| Annex D: | Legal entity form                 |
| Annex E: | Financial Identification Form     |
| Annex F: | Financial offer form              |
| Annex G: | Cedefop style manual              |
| Annex H: | Check list of mandatory documents |

## **Introduction to CEDEFOP**

The European Centre for the Development of Vocational Training (Cedefop) is an agency of the European Union. Created in 1975 with a tripartite Governing Board, it provides services for the European Commission, the European Union Member States and the social partners as well as for the associated countries of Norway and Iceland. The candidate countries are also associated with its activities.

As the European Union's reference centre for vocational education and training, Cedefop provides policymakers, researchers and practitioners with information to promote a clearer understanding of developments and so enable them to take informed decisions on future action. Cedefop assists the European Commission in encouraging, at Community level, the promotion and development of vocational education and training (VET).

The main tasks of Cedefop as defined in its founding Regulation are to:

- compile selected documentation and analysis of data;
- contribute to the development and coordination of research;
- exploit and disseminate useful information;
- encourage and support a concerted approach to vocational training development issues;
- provide a forum for a wide and diverse audience.

Cedefop's medium-term priorities for 2006-08 reflect the priorities set out in the Maastricht communiqué (2004), which has been agreed by 32 countries, the European Commission and the European social partners in the framework of the Copenhagen process for enhanced cooperation in VET:

- a) 'promoting the image and attractiveness of the vocational route for employers and individuals to increase participation in VET;
- b) achieving high levels of quality and innovation in VET systems to benefit all learners and make European VET globally competitive;
- c) linking VET with the knowledge economy's requirements for a highly skilled workforce and especially, because of the strong impact of demographic change, the upgrading and competence development of older workers;
- d) addressing the needs of the low-skilled (about 75 million people aged between 25 and 64 in the EU) and disadvantaged groups so as to achieve social cohesion and increase labour market participation.'

The Communiqués of Maastricht (2004) and Helsinki (2006) underline Cedefop's specific role in supporting the Copenhagen process which entails analysing and reporting on progress and exchanging examples of policy and practice.

More information about Cedefop can be found on its website: <http://www.cedefop.europa.eu>

## **1. Overview of this tender**

### **1.1 Description and type of the contract**

- a) Apprenticeship and similar models of alternance training with particular focus on higher education.
- b) With this tender, Cedefop is seeking to commission a study which will provide a systematised overview and an analysis of new approaches to apprenticeship and similar models of alternance training, in particular those within higher education, to improve the understanding of their potential and role.
- c) The type of contract is a service (study) contract.

### **1.2 Place of delivery or performance**

The tasks must be completed at the contractor's premises.

### **1.3 Value or quantity of purchase**

Maximum budget foreseen is 150.000 EUR.

### **1.4 Validity of tenders**

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

### **1.5 Duration of the contract**

The contract shall enter into force on the date of signature of the last contracting party, i.e. Cedefop and shall be valid for a period of 16 months.

### **1.6 Main terms of financing and payment**

Payments will be made within 30 days after submission of invoices and at the conditions set out in the draft contract.

## **2. Technical specifications**

### **2.1. Introduction and background**

#### ***2.1.1 Vocational education and training and higher education within the Lisbon strategy***

In 2000, the Lisbon European Council set the goal for the EU to become the most competitive and dynamic knowledge-based economy in the world. Education and training, and thus vocational education and training (VET) <sup>(1)</sup>, are central to achieving this goal. Hence, the European Council called on Member States to modernise their education and training systems which are to become a world reference for quality by 2010 (Barcelona 2002). They agreed on a common work programme, Education and Training 2010 (see [http://europa.eu.int/comm/education/policies/2010/et\\_2010\\_en.html](http://europa.eu.int/comm/education/policies/2010/et_2010_en.html))

The integrated guidelines for growth and jobs also advocate that education and training better meet labour market needs.

To further develop their vocational education and training policies, the Member States, EEA and candidate countries, European social partners and the European Commission committed themselves to increasing cooperation through the Copenhagen process (initiated in 2002) which forms part of the overall work programme.

The recent review of the Copenhagen process (2006) <sup>(2)</sup> showed that countries are

- reinforcing their policies to make apprenticeship for young people more attractive to learners and employers;
- (re)introducing apprenticeship models or work-placements for young people as well as adults, including the unemployed;
- developing higher education programmes which include work-based elements.

The initiatives in higher education indicate the potential of apprenticeship and similar forms of alternance training. This is also supported by research evidence on workplace learning and cooperation models developed by higher education institutions in cooperation with business and industry, mainly at regional and local level.

The Maastricht Communiqué, based on the first review in December 2004, underlined the need to make VET more attractive and to further develop learning-conducive environments in training institutions and at the workplace.

The Helsinki Communiqué (2006) highlighted the double purpose of VET to cater for those with high potential and those at risk of educational disadvantages and labour market exclusion as well as the twin challenge of attracting young people and adults:

'[...] engage all young people in vocational training and/or higher education, ensuring [...] they acquire skills and competences relevant to the labour market and to their future lives. [...] serve

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<sup>(1)</sup> VET comprises all more or less organised or structured activities that aim to provide people with the knowledge, skills and competences necessary to perform a job or a set of jobs, whether or not they lead to a formal qualification. VET is independent of venue, age or other characteristics of participants and previous level of qualifications. VET may be job-specific or directed at a broader range of occupations. It may also include elements of general education. As a key element of lifelong learning, VET encompasses initial and continuing forms at different education levels in educational and work settings

<sup>(2)</sup> Cedefop's second review of the Copenhagen process: Lipinska, Schmid, Tessaring, *Zooming in for 2010*, Reassessing vocational education and training, forthcoming

people already in working-life by ensuring possibilities for further development throughout their careers.’

Subsequently, the Helsinki Communiqué calls for

- a closer link with working life, both in initial and continuing VET, and increased opportunities to learn at the workplace;
- improving public and private investment in VET through the development of balanced and shared funding and investment mechanisms;
- active partnership between different decision makers and stakeholders, in particular social partners<sup>(3)</sup> and sectoral organisations, at national, regional and local levels.

Like the Copenhagen process, the Bologna process which aims at developing a common framework for higher education, forms part of the Lisbon strategy. Both also share the aim to strengthen the link between educational institutions and the world of work. In its communication ‘Delivering on the modernisation agenda for universities: Education, research and innovation’ (COM (2006) 208 final, 10.05.2006), the European Commission identified this as a key challenge. To increase the relevance of education and training programmes, it advocates structured partnerships with the business community and calls for

‘innovative curricula, teaching methods and training/retraining programmes which include broader employment-related skills along with the more discipline specific skills. Credit-bearing internships in industry should be integrated into curricula. This applies to all levels of education, i.e. short cycle, Bachelor, Master and Doctorate programmes’.

Also the London communiqué (May 2007) clearly urges governments and higher education institutions to cooperate with employers and to improve employability within the three-cycle degree system and in the context of lifelong learning.

To improve efficiency and equity in education and training, the role of social partners is becoming increasingly important. The European social partners support the Education and Training 2010 work programme. The Framework of actions for the lifelong development of competences and qualifications (March 2002) constitutes their commitment to contribute to the implementation of the Lisbon strategy.

### ***2.1.2 Apprenticeship and alternance training***

In this policy context, Cedefop’s aim is to support the European countries in their efforts to revitalise and further develop apprenticeship models and to raise their esteem. To this end, it intends to increase the stakeholders’ awareness of the potential that apprenticeship and similar alternance training models have as a form of learning which is also considered attractive in higher education.

Apprenticeship was also high on the agenda at a recent informal OECD ministerial meeting on vocational education and training (Copenhagen, January 2007), which advocated ‘[...] the option of apprenticeship for all, including for example, those in tertiary education’.

Member States are developing linkages between secondary level, post-secondary and higher education VET which offer an increasing variety of programmes for learners from a broader range of backgrounds. This also applies to dual training programmes. Increasingly the labour market acts as learning setting also in higher education.

Research argues that in combined work and study models, participants have access to theories and concepts which go beyond the immediate ‘know-how’ required to perform tasks. Learners also acquire the customs, habits and attitudes expected of more experienced and mature employees.

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<sup>(3)</sup> In the context of this study, the term ‘social partners’ includes sectoral organisations and chambers

Nevertheless, policies for apprenticeships or similar alternance training models in higher education seem less pronounced than those for the secondary level. This might partly be linked to the status and level of autonomy of higher education institutions and /or the still existing challenges in bridging the world of business and higher education institutions.

Apprenticeships and alternance training, however, are traditional models for shared responsibility, partnership and co-financing between authorities and the social and economic partners in the field of VET. A culture of shared responsibilities, involvement of the social and economic partners, public-private partnerships and co-financing arrangements, is among the measures the European Commission advocates in the joint endeavour to modernise higher education.

## **2.2. General purpose/objective**

The purpose of this call for tender is to commission a study which is to provide a systematised overview and an analysis of apprenticeship and similar models of alternance training, with a particular focus on those developed within higher education.

The objective is to

- improve the understanding of the potential and role of apprenticeships within higher education.
- examine new approaches to apprenticeship and similar models of alternance training;

As definitions and connotations of terms vary across countries, besides apprenticeship in *stricto sensu* also other alternance training forms are to be included in the scope of the study (see definitions in 2.3.1).

The study will focus on models based on a tripartite agreement between social partners, higher education institutions and authorities at the national or regional level, within a national qualification system.

The findings of the analysis are to promote knowledge sharing and mutual learning, and to support more evidence-based policy making. The final report should address the main stakeholders at national, sectoral and regional level involved in the development of apprenticeships and other alternance training forms in the process of modernising VET and higher education.

Scope of the study: EU Member States, EEA countries (Norway, Iceland, Liechtenstein) and two of the candidate countries (Turkey and Croatia) <sup>(4)</sup>.

One of Cedefop's aims is to identify innovative approaches for the promotion and development of VET. Traditional apprenticeship models for young people at secondary level are well documented. Systematised information on more recent initiatives for apprenticeships and similar alternance training at different education levels and target groups is scarce. This applies in particular to higher education, where apprenticeship is a comparatively recent feature. Systematic analytical overviews across countries on these recent developments are lacking. This applies in particular to the models and methodologies to integrate structured formal and workplace learning developed in cooperation between enterprises and higher education and the respective learning outcomes in terms of theoretical skills and wider competences.

By discussing apprenticeship and other alternance forms of learning for different target groups with a focus on those in higher education, Cedefop intends to

- provide policy-makers and other stakeholders with a clearer understanding of the subject;

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<sup>(4)</sup> Countries participating in the education and training 2010 process

- stimulate the debate on the quality and benefits for learners, enterprises and educational institutions;
- point out their value for achieving the Education and Training 2010 policy aims and thus the Lisbon objectives.

The study responds in particular to the Helsinki Communiqué priority to improve the attractiveness and quality of VET. The study outcomes are to feed into Cedefop's policy reporting activities in the framework of the Copenhagen process.

## **2.3. Description of the tasks**

### **2.3.1 Definition of terms**

To understand, analyse and compare countries' VET, clarifying the meaning of the terms used in the different countries and contexts is crucial. The same term used in two countries that share a common language might have different nuances in meaning and connotations based on their specific approaches, concepts and traditions. This is even more important when using a single language to describe/analyse VET in different countries.

To ensure understanding and consistence, the following definitions of terms should be used:

#### *Higher education*

Any type of higher education programme, general academic or vocational, in accordance with national legislation or practice, which offers recognised degrees or other recognised tertiary level qualifications in line with the International Standard Classification of Education (ISCED) levels 5 and 6.

#### *Apprenticeship*

is a learning model in partnership between enterprises and educational or training institutions. In the context of this study, the following definition applies:

‘Systematic, long-term training alternating periods in a school or training centre and at the workplace; the apprentice is contractually linked to the employer and receives remuneration (wage or allowance). The employer assumes responsibility for providing the trainee with the training leading to a specific occupation’ (Terminology of vocational training policy, Cedefop 2004).

#### *Alternance training*

Education or training alternating periods in a school or training centre and in the workplace - the alternance scheme can take place on a weekly, monthly or yearly basis depending on the country. Participants are normally not contractually linked to the employer where they do their practice, nor do they generally receive remuneration (unlike apprentices)’ (Terminology of vocational training policy, Cedefop 2004).

For the purpose of this study, further definitions will need to be added, as the terminology used to describe apprenticeship and alternance training models for different target groups, in particular within higher education, is likely to vary across countries and change over time (e.g. apprenticeship, traineeship, internship, placements). Care should be given to ensure that the meaning and connotation of terms in the different countries is clearly understood. It might be useful to add a glossary of national terms.

### **2.3.2 For the EU-27, EEA, Croatia and Turkey and selected non-EU countries, the contractor shall give an overview of:**

- use of terminology and definitions (see 2.3.1);

- models and trends in providing higher education VET in cooperation between enterprises, authorities and education institutions;
- trends in providing apprenticeships and similar forms of alternance training at other educational levels, for young people and for adults, and within sectors, with a focus on: role, governance models, duration, structure (e.g. modules), balance between work-based and other forms of learning, qualifications.

This review should be brief and concise, and provide the context and background for the in-depth analysis and discussion outlined below.

### **2.3.3 *In-depth analysis of apprenticeship and similar alternance training models in higher education***

The contractor shall identify:

- statutory models based on a tripartite agreement between the social partners, higher education institutions and respective authorities at national, regional or local level;
- bipartite agreements on training provision in cooperation between enterprises and higher education institutions which could serve for policy learning.

Focusing on these models, the contractor shall **analyse, compare and discuss** in detail at least 8 selected countries, in which he shall include min. 2 non-EU countries and France, Italy, Germany and the Netherlands.

#### **a) policy objectives, strategy and forms of governance:**

- policy objectives of programmes (incl. sectors and target groups) and strategies expressed by the respective authorities, social partners and higher education institutions;
- who are the decision makers, what are the models of governance used and what is the role of the stakeholders (incl. students)?
- stakeholders' evaluation of the current situation and proposals of future steps to be taken.

#### **b) funding**

- funding models; cost/benefit for the enterprises, the educational institutions, the respective authorities involved and the students;
- remuneration of trainees (i.e. students in the workplace), where applicable; e.g. statutory, collective bargaining, framework for individual negotiation/agreements at company/local level.

#### **c) curricula, methodologies and assessment**

- how/by whom are the curricula for both learning venues designed? role of the social partners in decision making and development of curricula?
- what is the balance between the content elements in terms of knowledge, skills and wider competences? how are the curricula for both venues aligned?

- in what way do the curricula differ from those for general academic programmes (e.g. definition of learning outcomes, competence-based approaches)?
- in what way do the curricula allow for flexible, individualised pathways to adjust to learners' needs (e.g. young people prior to employment, adults in employment) in terms of structure (e.g. modules), content and credits?
- how do the curricula influence the daily tasks in the enterprise and the learning environment within the higher education institution?
- what approaches and methodologies are used to integrate the on- and off-the job learning components and support transfer of knowledge and skills between the learning settings? how is learners' personal experience integrated (e.g. adults in employment who attend the programme)?
- how is learner performance assessed in both learning venues (types and forms of assessment, e.g. formative, summative; external; competence-based)?

**d) quality assurance**

- in what way, if at all, are the accreditation and evaluation (assessment, audit) procedures of the programmes different from those of general academic programmes?
- how is the quality of workplace learning assured, what are the mechanisms to ensure communication between the educational institution and the workplace?
- how is the quality of the teaching staff and supervisors at the workplace assured?

**e) participants' profile and opportunities**

- prior education pathways and qualifications (validation of non formal learning possible to meet entrance requirements?), social strata, goals/ambitions, progression opportunities.

**2.3.4 Evaluation and impact assessment**

On the basis of the findings of the above analysis, the contractor shall:

- identify prerequisites and barriers for the development, implementation and mainstreaming of apprenticeship models in higher education;
- examine (if possible) the impact which apprenticeship and similar forms of alternance training in higher education have had/are likely to have on widening access to higher education and improving transition to work/labour market;
- examine the use of performance indicators, statistical data, tracer studies (if available);
- reflect on the learning outcomes in relation to the descriptors of the European Qualifications Framework;
- analyse and compare the sectors (types, numbers) involved in apprenticeship and similar alternance training models in higher education to those at secondary level, and discuss their (potential) motivation, benefits etc;

- discuss the main differences of apprenticeship and similar alternance training models used for students in higher education in comparison to those used for other target groups (secondary level learners, adults);
- identify examples which could stimulate the debate on how to best use the potential of apprenticeship at different educational levels and sectors and provide policy recommendations.

### **2.3.5 Indication on task execution and methodology**

The outcome of the study is to be presented in form of a report which should address the main stakeholders at national, regional and sectoral level involved in the development of apprenticeship models and in the process of modernising VET and higher education.

The proportion of the three parts of the final report should be approximately:

|                                       |      |
|---------------------------------------|------|
| Overview (32 countries)               | 10 % |
| In-depth study (at least 8 countries) | 60 % |
| Evaluation and impact assessment      | 30 % |

The study should not only review the most relevant and recent information and data available by exploring literature and data sources at national, European and international level, but also reflect the different stakeholders view. For this study, the relevant stakeholders are social partners, enterprises, higher education institutions, students/trainees, policy-makers and respective authorities.

The main sections of the study (2.3.3 and 2.3.4) should follow a comparative approach wherever possible. The analysis and discussion on the different themes should relate to all countries concerned. Where appropriate/of particular interest, the contractor should include country-specific information. He might also propose additional issues according to his expertise and/or recent research developments.

## **2.4. Deliverables, reports and timetable**

The main deliverable will be a final report (+/- 120 pages) as described below. The contractor is required to submit:

An inception report: within 1 month after the date of the kick-off meeting

The inception report (of approx. 10-20 pages) will in particular explain the rationale of the country choice and sources to be used, the methodology and the workplan and timetable for the research.

An interim report: within 5 months of the date on which the contract is signed by the last contracting party

The interim report will present the structure of the final report, intermediary findings and indicative conclusions.

A draft final report: within 11 months of the date on which the contract is signed by the last contracting party

The draft final report will include: an executive summary, a theoretical analysis and rationale, description of the methodology, presentation of the findings, conclusions and recommendations.

The annex will include: a reference list (reviewed literature and sources) and a full set of data and additional relevant information (e.g. on methodological details, glossary of terms).

Cedefop and a reflection group set up for the purpose of this study (see 2.5) will provide comments on both the interim report and the draft final report. The contractor will address those comments, liaising closely with Cedefop's project manager.

A final report: within 12 months of the date on which the contract is signed by the last contracting party

The final report (of approx. 120 pages) will reflect the comments mentioned above. Payment of the balance is conditional upon acceptance of the revised final report (See Article I.4 of the attached draft Contract in Annex B).

The contractor shall submit all deliverables in English, in hard copy and in electronic format (Word). Figures and tables should be delivered separately in Excel or in Word, as appropriate. Excel charts should include the data used to be able to reproduce the charts. The electronic files must correspond fully to the hard-copy version. Layout and format of the text - in particular rules for citation, bibliography, tables and figures – have to comply with Cedefop's style manual (See Annex G ).

Dissemination of findings:

The final report will be published by Cedefop; related publication costs are not subject of this contract.

The contractor should be prepared to present (interim) findings during conferences/expert workshops upon Cedefop's invitation (see also point 2.6).

## **2.5. Meetings /reflection group**

The contractor shall participate in three meetings which will be held in Thessaloniki:

- kick-off meeting at the beginning of the project upon signature of the contract (one working day)
- upon delivery of the interim report (one working day)
- upon delivery of the draft final report (one working day)

The meetings will also be attended by the reflection group set up to accompany the study. Cedefop will select representatives from social partners, education and training authorities, higher education institutions and Cedefop staff to participate in this group. The main task of the reflection group is to provide advice and feedback to the contractors (see also 2.4).

## **2.6. Travel expenses**

### **2.6.1 Expenses to be included in the financial offer**

All costs incurred, including travel and accommodation etc, for the contractor to attend the three meetings mentioned in point 2.5, as well as any other travel expenses that the contractor deems necessary in order to carry out the tasks requested for the performance of the Contract (see point 2.3) must be included in the financial offer (see point 5.4 and Annex F).

Expenses that may be incurred in accessing statistics<sup>5</sup> and/or data, including microdata, are part of this contract and shall also be included in the financial proposal (see also point 5.4).

**2.6.2 Expenses not to be included in the financial offer**

Travel expenses for participation in conferences/expert workshop as indicated in point 2.4 should not be included in the financial offer, as they shall be reimbursed by Cedefop separately, according to its regulation (see Annex II of the draft contract in Annex B).

Other unforeseen travel expenses for meetings that might be needed in performing the tasks related to the contract, shall be subject to Cedefop's prior approval and shall be reimbursed by Cedefop separately, according to its regulation (see Annex II of the draft contract in Annex B).

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<sup>5</sup> For information on access to and use as well as costs of Eurostat data, see Eurostat website:  
[http://epp.eurostat.ec.europa.eu/portal/page?\\_pageid=1913,47567825,1913\\_47567846&\\_dad=portal&\\_sc\\_hema=PORTAL](http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1913,47567825,1913_47567846&_dad=portal&_sc_hema=PORTAL)

### **3. Specific information concerning participation to this tender**

Tenderers must meet the exclusion and selection criteria and have the legal position to allow them to participate in this tendering procedure.

#### **3.1 Exclusion criteria**

Participation to this tender is only open to tenderers who are not in one of the situations listed below:

- a) bankrupt or being wound up, are having their affairs administered by the courts, have entered into an arrangement with creditors, have suspended business activities, are the subject of proceedings concerning those matters, or are in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- b) have been convicted of an offence concerning their professional conduct by a definitive court judgement;
- c) have been guilty of grave professional misconduct proven by any means which the contracting authority can justify;
- d) have not fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which they are established or with those of the country of the contracting authority or those of the country where the contract is to be performed;
- e) have been the subject of a definitive court judgement for fraud, corruption, involvement in a criminal organization or any other illegal activity detrimental to the Communities' financial interests;
- f) following another procurement procedure or grant award procedure financed by the Community budget, they have been declared to be in a serious breach of contract for failure to comply with their contractual obligations.

In addition to the above, contracts may not be awarded to tenderers who, during the procurement procedure:

- are subject to a conflict of interest;
- are guilty of misrepresentation in supplying the information required by the contracting authority as a condition of participation in the contract procedure or fail to supply this information.

#### **Means of proof required**

The tenderer shall provide the self-declaration found in Annex C which states that none of the aforementioned grounds for exclusion applies to the tenderer.

#### **For tenders of value greater than 137,000 Euro**

In case of recommendation for contract the tenderer may be requested to provide the following documentation:

Cedefop will accept, as satisfactory evidence that the tenderer is not in one of the situations described in point a), b) or e) above, production of a recent extract from the judicial record or, failing that, a recent equivalent document issued by a judicial or administrative authority in the country of origin or provenance showing that those requirements are satisfied.

Cedefop will accept, as satisfactory evidence that the tenderer is not in the situation described in point d) above a recent certificate issued by the competent authority of the State concerned. Where no such certificate is issued in the country concerned, it may be replaced by a sworn or,

failing that, a solemn statement made by the interested party before a judicial or administrative authority, a notary or a qualified professional body in his country of origin or provenance.

Cedefop reserves the right to check the situation described in points c) and f).

### **3.2 Selection criteria**

Tenderers must submit evidence of their economic, financial, technical and professional capacity to perform the contract.

#### **Economic & Financial capacity**

Requirement

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

Proof of economic and financial capacity may in particular be furnished by one or more of the following documents:

- appropriate statements from the banks or evidence of professional risk indemnity insurance;
- balance sheets or extracts from balance sheets for at least the last two years for which accounts have been closed (where publication of the balance sheet is required under the company law of the country in which the economic operator is established);
- a statement of overall turnover and turnover concerning services covered by the contract during the last three financial years.

In case tenderers are unable to furnish such documents they are required to provide justification for non provision.

#### **Technical and professional capacity**

Requirement

The tenderer must provide evidence of technical and professional capacity and must therefore comply with the following criteria:

- qualifications, knowledge, skills and ability to perform the tasks outlined in section 2.3 of the technical specifications;
- proven extensive professional experience of analysis in the field of vocational education and training, in particular cooperation models between enterprises/companies, educational institutions and authorities;
- proven experience of analysis in the field of higher education would be an asset;
- proven experience in comparative studies/analysis at international level;
- capacity to access data and expertise at national, European and international level;
- linguistic ability to communicate and draft to a high standard in English and communicate in German and/or French.

The following documents or information must be presented as evidence of compliance with the above criteria:

- detailed CV of the tenderer and of the research team members, with a brief description of research output/publications which a) prove that the professional requirements outlined above are met and b) are related to the issues addressed by this study;
- list of major contracts/studies performed in the past five years with dates and commissioning authorities;

- description of any technical equipment and tools to be employed by the tenderer in the performance of the contract;
- description of measures employed to ensure the quality of services;
- an indication of what proportion, if any, of the contract the tenderer may intend to subcontract and, if applicable, proof of the professional capacity of the intended subcontractors (see also 4.2).

Tenderers who do not provide the documentation specified, or who are judged on the basis of the documentation provided not to have fulfilled the above specified criteria, will be excluded.

### **3.3 Legal Position**

Tenderers are requested to complete the Legal entity form found in Annex D and to provide the documents requested in the form. Tenderers must ensure to include the name and function of the individual(s) entitled to sign on behalf of the organisation in the case of contract award.

## **4 Additional information concerning participation to this tender**

### **4.1 Participation of consortia**

Groupings of suppliers (or consortia), irrespective of their legal form, may submit a tender on condition that it complies with the rules of competition. Such grouping (or consortium) must specify the company or person heading the project and must also submit a copy of the document authorising this company or person to submit a tender.

In addition, each member of the consortium must provide the required evidence for the exclusion and selection criteria. Concerning the selection criteria 'technical and professional capacity', the evidence provided by each member of the consortium will be checked to ensure that the consortium as a whole fulfils the criteria.

If awarded, the contract will be signed by the company or the person heading the project who will be vis-à-vis Cedefop, the only contracting party responsible for the performance of this contract. Tenders from consortia of firms or group of service providers, contractors or suppliers, must specify the role, qualifications and experience of each member or group.

### **4.2 Subcontracting/Subcontractors**

Any subcontracting/subcontractor must be approved by Cedefop, either by accepting the tenderer's tender, or, if proposed by the Contractor after contract signature, in writing by an exchange of letters. The subcontracting/subcontractor will be accepted only if it is judged necessary and does not lead to distortion of competition. If awarded, the contract will be signed by the tenderer, who will be vis-à-vis Cedefop the only contracting party responsible for the performance of this contract.

The tenderer must indicate clearly, which parts of the work will be sub-contracted, and the identity of all subcontractors undertaking more than 10% of the work by value.

All subcontractors must provide the required evidence for the exclusion and selection criteria.

Where no sub-contractor is given, the work will be assumed to be carried out directly by the bidder.

## 5 Award of the contract

Only the tenders meeting the requirements of the exclusion and selection criteria will be evaluated in terms of quality and price.

The contract shall be awarded to the tenderer submitting the tender who offers the best-value-for-money (best quality-price ratio).

A quality-price ratio will be calculated for each tender by dividing the total points for quality by the price, thus indicating which tender represents the best value for money.

### 5.1 Technical evaluation

The following technical award criteria will be applied to this tendering procedure:

- Level of understanding of the nature of the assignment, its context and results to be achieved (**35 points**):
  - conceptual approach, scope and form of proposed study in line with the objectives and purpose of the tender (15 points);
  - demonstration of an in-depth knowledge and understanding of policies, developments, challenges and research issues related to the subject of the contract (20 points)
- Quality and appropriateness of the approach proposed to carry out the analysis (**40 points**):
  - relevance and appropriateness of the methods proposed, e.g. methodology for data collection and analysis, terminology issues, envisaged steps and data sources to be used, to meet the requirements outlined in the technical specifications
- Organisation and management arrangements (**25 points**):
  - appropriateness of the workplan and the capacity to perform the tasks within the deadline given (10 points);
  - allocation of tasks, type and degree of involvement of the proposed experts (10 points)
  - Relevance of risk assessment (5 points)

Tenders scoring **less than 60** (of a maximum of 100) points against the technical criteria, will not be considered acceptable and will therefore not have their financial proposal evaluated.

### 5.2 Technical proposal

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 technical specifications (see points 2.3 and 2.4). To this end, the tenderer must provide the following documents and/or information to allow evaluation of their offer according to the technical criteria mentioned above:

- brief discussion of the subject and approach of the study demonstrating in-depth understanding of the concepts, methodologies and research issues;
- description of the required analysis, the issues to be addressed and the nature of outcome to be achieved;
- clear and detailed description of the envisaged approach and methodology for the required analysis; it should also:

- inform on the steps, potential data sources and classifications to be used,
  - suggest countries to be analysed in-depth as indicated in the specifications (see point 2.3.3)
  - provide a rationale for the choice;
- detailed workplan illustrating intended organisation and management of the task including:
    - time-table with descriptions of the deliverables (please refer to 3.4)
    - explanation of the nature and extent of the team members participation in the study
    - preliminary assessment of likely difficulties in carrying out the work and proposed actions.

In addition to the above, tenderers must clearly specify which parts of the work will be sub-contracted (if any) and the identity of all subcontractors undertaking more than 10% of the work by value as requested in point 4.2 (second paragraph).

### **5.3 Financial evaluation**

Only tenders scoring 60 points or more (of a maximum of 100) points against the technical award criteria will have their financial proposal evaluated. The evaluation will be made on the basis of the total price offered as per Annex F. Where a maximum budget is mentioned in these tender specifications, any tenderer submitting a financial proposal exceeding this budget will be rejected.

### **5.4 Financial proposal**

The financial proposal should indicate the total price in order to carry out all the activities indicated in the technical specifications. The tenderer is requested to fill in all fields in the attached Annex F and to present a detailed breakdown of the price offered.

#### **Information concerning price**

- The prices quoted must be fixed and not revisable.
- Prices must be quoted in euro and include all expenses.
- Other travel expenses mentioned in point 2.6.1 that might be needed in performing the tasks related to the contract shall be subject to Cedefop's prior approval and shall be reimbursed by Cedefop separately, according to its regulation.
- Under article 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 may not therefore be included in the calculation of the price quoted. The VAT amount must be indicated separately.

## **6 Information on presentation and content of tender**

It is extremely important that tenderers present their tender in the correct format and provide all documents necessary to enable the evaluation committee to assess their tender. Tenderers should note the instructions indicated in the invitation letter of this tender.

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

### **6.1 Envelope A - Supporting documents**

One original and one copy of:

- the checklist found in Annex H
- the exclusion criteria declaration as requested in point 3.1 and standard template found in Annex C
- the selection criteria documents as requested in point 3.2
- the legal entity form found as requested in point 3.3 and found in Annex D
- a statement containing the name and position of the individual(s) entitled to sign the contract
- the financial identification form as found in Annex E

### **6.2 Envelope B – Technical proposal**

One original signed unbound copy and four bound copies of:

- the technical proposal providing all information requested in point 5.2 including information relevant to subcontracting as requested in point 4.2.

### **6.3 Envelope C – Financial proposal**

One original signed unbound copy and four bound copies of:

- the financial proposal containing all information requested in point 5.4 and Annex F

**ANNEX A**

**CONTRACT NOTICE**

**ANNEX B**

**DRAFT CONTRACT**

DRAFT CONTRACT HERE

## ANNEX C

### DECLARATION ON EXCLUSION CRITERIA

I ..... hereby declare that neither I nor the company:  
(*Company Name*).....

that I am representing are in any of the situations mentioned below:

- a) is bankrupt or being wound up, is having his/her affairs administered by the courts; has entered into an arrangement with creditors; has suspended business activities; is the subject of proceedings concerning those matters; or is in any analogous situation arising from a similar procedure provided for in national legislation or regulations;
- b) has been convicted of an offence concerning his/her professional conduct by a definitive court judgement;
- c) has been guilty of grave professional misconduct proven by any means which Cedefop can justify;
- d) has not fulfilled obligations relating to the payment of social security contributions or the payment of taxes in accordance with the legal provisions of the country in which he/she is established or with those of the country of the contracting authority or those of the country where the contract is to be performed;
- e) has been the subject of a definitive court judgement for fraud, corruption, involvement in a criminal organisation or any other illegal activity detrimental to the Communities' financial interests;
- f) following another procurement procedure or grant award procedure financed by the Community budget, he/she has been declared to be in serious breach of contract for failure to comply with his/her contractual obligations.

I, the undersigned, understand that contracts may not be awarded if during the procurement procedure the individual/company/organisation mentioned above:

- is subject to a conflict of interest;
- is guilty of misrepresentation in supplying the information required by the contracting authority as a condition of participation in the contract procedure or fail to supply this information.

Signature:

Date:

## **ANNEX D**

### **LEGAL ENTITY FORM**

(to be downloaded, depending on the nationality and legal status of the tenderer, from the following website)

[http://europa.eu.int/comm/budget/execution/legal\\_entities\\_en.htm](http://europa.eu.int/comm/budget/execution/legal_entities_en.htm)

## **ANNEX E**

### **FINANCIAL IDENTIFICATION FORM**

(to be downloaded, depending on the nationality of the tenderer, from the following website)

*[http://europa.eu.int/comm/budget/execution/ftiers\\_en.htm](http://europa.eu.int/comm/budget/execution/ftiers_en.htm)*

**ANNEX F****FINANCIAL OFFER FORM**

*Tenderers are kindly asked to provide their budget breakdown along the following lines.*

| <b>Expenses</b>   | <b>Unit</b> | <b>Units</b> | <b>Unit rate<br/>(in EUR)</b> | <b>Costs<br/>(in EUR)</b> |
|---|-------------|--------------|-------------------------------|---------------------------|
| <b>1. PERSONNEL</b>   |             |              |                               |                           |
| 1.1 Project Manager/Supervisor  | Per day     |              |                               |                           |
| 1.2 Experts   | Per day     |              |                               |                           |
| 1.3 Other experts/staff   | Per day     |              |                               |                           |
| <b>Subtotal Personnel</b>   |             |              |                               |                           |
| <b>2. MEETINGS</b> Estimated number and costs (incl. travel and accommodation; see 2.6.1) |             |              |                               |                           |
| <b>Subtotal Meetings</b>  |             |              |                               |                           |
| <b>3. OVERHEAD</b> (specify where possible)   |             |              |                               |                           |
| <b>Subtotal Overhead</b>  |             |              |                               |                           |
| <b>4. OTHER COSTS, SERVICES</b>   |             |              |                               |                           |
| 4.1 Research costs (*)  |             |              |                               |                           |
| 4.2 Financial services (bank guarantee costs, etc.)                                       |             |              |                               |                           |
| 4.3 Other   |             |              |                               |                           |
| <b>Subtotal Other costs, services</b>   |             |              |                               |                           |
| <b>5. TOTAL AMOUNT</b>  |             |              |                               |                           |

(\*) Fees incurred for access to certain databases, etc

**N.B.**

- Specific costs must be proved in the final invoice.
- Where any item is proposed to be delivered by a sub-contractor, the name of the sub-contractor should be indicated. Where no sub-contractor is given, the work will be assumed to be carried out directly by the bidder.
- The above breakdown of prices shows the bidder's intentions at the time of submission of the offer. Only the Grand Total is binding. In the event that the bidder is awarded the contract, the actual expenditure may be modified as circumstances require and as permitted by the contract. The Contracting Authority will however pay only the total price tendered, regardless of actual expenditure by the Contractor, which need not be reported to the Contracting Authority.

.....  
Signature of the tenderer or their duly authorised representative

.....  
Name of the person signing above

.....  
Name of the tenderer, if different from above

**ANNEX G**  
**CEDEFOP STYLE MANUAL**

## ANNEX H

### 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**

| <u>Mandatory</u> documents to be included as part of the tender                                    | Reference paragraph | Included                 |                          | If the document is not included, please provide an explanation for the reason |
|--|---------------------|--------------------------|--------------------------|---|
|  |                     | Yes                      | No                       |   |
| <u>Envelope 'A' must contain</u><br>One original and one copy of:<br>This checklist                |                     | <input type="checkbox"/> | <input type="checkbox"/> |   |
| exclusion criteria declaration<br>(If applicable, including those of consortia and subcontractors) | 3.1, 4.1 & 4.2      | <input type="checkbox"/> | <input type="checkbox"/> |   |
| selection criteria documents<br>(If applicable, including those of consortia and subcontractors)   | 3.2, 4.1 & 4.2      | <input type="checkbox"/> | <input type="checkbox"/> |   |
| legal entity form  | 3.3                 | <input type="checkbox"/> | <input type="checkbox"/> |   |
| name and position of the individual(s) entitled to sign contract                                   | 3.3                 | <input type="checkbox"/> | <input type="checkbox"/> |   |
| financial identification form  | 6.1                 | <input type="checkbox"/> | <input type="checkbox"/> |   |
| <u>Envelope 'B' must contain</u><br>one original and four copies of:                               |                     |                          |                          |   |
| the technical proposal.  | 5.2                 | <input type="checkbox"/> | <input type="checkbox"/> |   |
| <u>Envelope 'C' must contain</u><br>one original four copies of:                                   |                     |                          |                          |   |
| The financial proposal   | 5.4 and Annex F     | <input type="checkbox"/> | <input type="checkbox"/> |   |

**You should also ensure that:**

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | your 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 you or your duly authorised agent.        |
| <input type="checkbox"/> | your offer is perfectly legible in order to rule out any ambiguity.   |
| <input type="checkbox"/> | your 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.                         |