

Thessaloniki, 24/03/2008
RS/PRO/2008/335

OPEN INVITATION TO TENDER

AO/ECVL/LZAH/Learning outcomes/004/08

'The relationship between learning outcomes and VET curricula and learning programmes'

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 to be dispatched not later than 05/05/2008 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
Attention of Mr G. Paraskevaidis
PO Box 22 427
GR – 55102 Thessaloniki
Greece**

Important:

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.

(b) or by courier service to be dispatched not later than 05/05/2008 in which case the evidence shall be constituted by the date of dispatch, or the date of the deposit slip, to the following address:

**European Centre for the Development of Vocational Training (Cedefop),
Procurement Service
Attention of Mr G. Paraskevaidis
Europe 123,
GR-57001 Thessaloniki-Pylea
Greece
Tel: +30 2310 490111**

(c) or delivered by hand not later than 17:00 on 05/05/2008 to the following address:

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

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.

Tenders must be placed **inside two sealed envelopes**. If self-adhesive envelopes are used, they must be sealed with adhesive tape and the sender must sign across this tape.

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:

OPEN INVITATION TO TENDER
CEDEFOP No: AO/ECVL/LZAH/Learning-outcomes/004/08
'The relationship between learning outcomes and VET curricula and learning programmes'
Name of tenderer:
NOT TO BE OPENED BY THE INTERNAL MAIL SERVICE

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 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 20/05/2008, 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. Paraskevaidis
Head of Finance and Procurement

Attached: Tendering Specifications

OPEN INVITATION TO TENDER

AO/ECVL/LZAH/Learning outcomes/004/08

**‘The relationship between learning outcomes and VET
curricula and learning programmes’**

Tendering specifications

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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.

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 concentrate on the priorities set out in the Maastricht communiqué, which has been agreed by 32 countries, the European Commission and the European social partners:

- 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.'

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) 'Title of the contract'

"The relationship between learning outcomes and VET curricula and learning programmes"

b) Short description of content

This study addresses how the shift to a learning outcomes based approach affects curricula and learning programmes. This increasing use of learning outcomes may indicate profound implications in defining, designing, organising, planning and implementing learning activities and for making systems more learner-centred.. The study will aim at creating an overview over the national developments and trends in this field facilitating the target groups by presenting a set of recommendations.

c) Type of contract: service 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 available for this activity is 75.000 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 12 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

The purpose of this study is to research and analyse how the shift to a learning outcomes based approach affects curricula and learning programmes. The increasing use of learning outcomes may bring profound implications in defining, designing, organising, planning and implementing learning activities and for making systems more learner-centred.

The study should depart from the substantial work already undertaken on qualifications as well as qualifications systems and frameworks in recent years (OECD 2007, ILO, Cedefop 2005, 2006, 2008, EU Commission 2002, 2007). It should also take into account ongoing studies on learning outcomes, qualifications standards and quality assurance of certification currently run by Cedefop¹. The results of existing theoretical and empirical research should be used to provide an overview in this field and to systematically reflect on the changes in curricula and learning programmes.

2.1.1 Learning outcomes and curricula and learning programmes

The Recommendation on a European Qualifications Framework (EQF) for lifelong learning (Com (2006) 479) defines that the core element of the EQF is a set of eight reference levels which will act as a common and neutral reference point for education and training authorities at national and sectoral level. The eight levels cover the entire span of qualifications from those achieved at the end of compulsory education and training to those awarded at the highest level of academic and professional and vocational education and training. As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education, vocational education and training as well as higher education.

The description of the eight EQF reference levels is based on learning outcomes - in the EQF, understood as the statements of what a learner knows, understands and is able to do on completion of a learning process. This reflects an important shift in the way education, training and learning is conceptualised and described. The shift to learning outcomes introduces a common language making it possible to compare qualifications according to their content and profile and not according to methods and processes of delivery.

In this context, increasingly learning outcomes are being introduced as a guiding mechanism to inform general education and training reforms. The emphasis is on defining learning outcomes to shape the learner's experience, rather than give primacy to the content of the subjects that make up the curriculum. Learning outcomes are being used to point the way to modernising education and training systems and institutions, thus acting as a catalyst for reform at different levels – influencing curricula and learning programmes.

According to Cedefop, 2004 and Landsheere, 1979, curriculum is the inventory of activities implemented to design, organise and plan an education or training action, including the definition of learning objectives, content, methods (including assessment) and material, as well as arrangements for training teachers and trainers.

The term programme of education or training is also defined by Cedefop (2004), as an inventory of activities, content and/or methods implemented to achieve education or training objectives

¹ Results of these studies will be available upon request.

(acquiring knowledge, skills and/or competences), organised in a logical sequence over a specified period of time

From these two definitions we can assume that the term curriculum refers to the design, organisation and planning of learning activities whereas the term programme refers to the implementation of these activities.

2.1.2 Background

Although the pace of qualification frameworks development and learning outcomes based approaches in the European countries has accelerated, little empirical evidence of the implications related to curricula and learning programmes exists. While we can observe a clear impact of the learning outcomes approach at the macro level, for example in overarching national education and training objectives, it is not evident to which extent curricula and learning programmes are affected by this shift.

Within this context, curricula have to be redefined and the learning outcomes approach should keep a balance between inputs and expected outcomes in their design. We can observe, on the one hand, learning outcomes that may be expressed as the rather limited objectives of the taught curriculum in specific subjects. This approach does not in practice constitute a learning outcomes approach, since learning programmes are defined for the learner by the inputs specified in the subject. At the other end of the spectrum, learning outcomes for the curriculum and learning programmes are in some national cases expressed as generalised, holistic learning outcomes that a young person should achieve by the end of, for example, compulsory schooling. The outcomes are not limited to a subject basis for acquiring the desired knowledge, skills and competences.

Another important issue concerning the role of learning outcomes in the content of VET curricula is the weight given to technical skills as compared to key or transferable skills or competences. This aspect is also important for general education and schooling, as numerous developments, including the eight key competences defined through European cooperation, show.

Learning outcomes also influence curricula and learning programmes in the various learning settings. Standards or competence based approaches to vocational qualifications are often considered to be more readily applicable to VET curricula than to the general school or to higher education programmes although an increasing influence to school curricula in general education is observed.

Regarding higher education, the Bologna process has by now clearly signposted major changes in which modules are not developed in a vacuum, but within a dynamic environment that directly links the internal, institutional world with the external national qualifications framework and quality assurance system. Overall, there is work in progress, but at quite early stages of development.

2.2 Objectives, tasks and methodology

The overall objective of the study is to research and analyse the changes to curricula and learning programmes as a result of the shift to the learning outcomes approach and to identify the main similarities and differences between countries in the field of defining, designing, organising, planning and implementing learning activities.

The following strands of research and analysis should be pursued:

1. To what extent have learning outcomes approaches been developed or used to redefine curricula and learning programmes? What methods are being used?
2. Which are the implications of the learning outcomes approaches for curriculum design? Which are the consequences to the definition of learning objectives, the content, the methods, the material used and the teachers and trainers arrangements?
3. Which are the implications of the learning outcomes approaches for the learning programmes? Which are the consequences for the achievement of the education and training objectives?
4. To what extent have the learning outcomes approaches been used for making systems more learner-centred?

It is clear from the outset that curriculum and learning programmes development will differ considerably between different countries. To capture these differences, the study should:

- Compare the main processes regarding curricula and programmes in some EU countries (6-8 countries to be proposed by the tenderer) that will exemplify the shift to the learning outcomes approach. The sample of countries to be covered should be representative with regard to coverage of EU-member states (geographical spread, small/ large countries, old/ new member states) and education and training systems (centralised/ decentralised; school-based/ workplace based; with qualifications framework(s) or without)
- Analyse and classify the different approaches of the balancing act between inputs and expected outcomes in designing, organising, planning and implementing learning activities.
- Focus on the challenges and differences on the various learning settings (general, higher education, VET)
- The study should be concluded by the presentation of a set of recommendations indicating key choices in particular to: a) policy makers (governmental and social partners) in order to provide evidence to support reforms b) VET practitioners and experts on curricula and learning programmes by providing evidence in defining, designing, organising, planning and implementing learning activities.

The study should contribute to the overall effort to increase transparency of qualifications and to generate mutual trust between national qualifications systems and frameworks - thus contributing to the implementation of the EQF as a framework for comparison and translation of qualifications in Europe.

2.3 Deliverables and reporting

Expected outcomes:

- An inception report should be presented one month after signing the contract outlining methodological approach (including the sample of countries), existing research and theoretical issues/challenges. This report will provide the basis for a dialogue with Cedefop on the main body of research and analysis to be conducted.
- An interim report presenting a first overview over preliminary findings should be presented 5 months after the signing of the contract.
- A draft final report on the study - to be submitted to Cedefop 10 months after signing the contract - should respond on how curricula and learning programmes have been influenced by the learning outcomes approach. The report should reflect on the tendencies and trends in the field of defining, designing, organising, planning and implementing learning activities supported by a set of recommendations.
- The final report on the study to be submitted to Cedefop 11 months after signing the contract.

Cedefop will provide comments on both the interim and the draft final report. The Contractor will take these comments into account in the preparation of the final version (final report).

The Contractor will submit the deliverables in English, in hard copy and in electronic format (Word). The electronic files should correspond fully to the hard copies. Any Tables, figures, graphs created should also be made available as separate files and include the data used in order to reproduce the figures.

The layout and format of the text – in particular rules for citation, bibliography, tables and figures – should comply with Cedefop's style manual (see Annex F of the Tendering Specifications).

2.4 Meeting and Travel expenses

The contractor will be requested to attend one-day meeting at Cedefop upon signature of the contract and two follow-up meetings of one day each in Brussels.

All costs incurred, including travel-accommodation related to Cedefop's meetings as well as any travel expenses that may occur in performing the tasks as described in points 2.2 and 2.3, have to be included in the financial offer (see point 5.4).

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

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.

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

3.2 Selection criteria

The tenderer 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

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

- Qualifications, knowledge and ability of the Contractor and the research team members to perform the tasks outlined in section 2.2 of these technical specifications;
- Five years of professional experience in the field of education, training and learning, three years of experience in the European Union Education & Training 2010 work programme, and in particular the development of the European Qualifications Framework;
- Proven experience in comparative research on learning outcomes and competence based approaches, in particular related to curriculum and learning programmes development;
- Linguistic ability to communicate and draft to a high standard in English and communicate in French and/or German.

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

- detailed CV of the Contractor and of the research team members with a brief description of research output/publications related to the issues addressed by this study and language assessment;
- list of major contracts/studies performed in the past five years with dates and commissioning authorities;
- description of measures employed to ensure the quality of services;
- an indication of what proportion, if any, of the contract the Contractor may intend to sub-contract.

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 groupings (or consortia) 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 bidder’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 that 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 tenders will be evaluated according to the following criteria and points scored for each criterion. Due to the high level of specialisation required to carry out the study and finalise the competence framework, great weight will be given in the selection process to the general understanding of the context and the nature of the tasks.

(A) **The level of understanding of the nature of the assignment**, its context and results to be achieved (40 points)

- a. The level of understanding of the developments and changes related to curricula and learning programmes due to the shift to the learning outcomes (20 points).

- b. The level of understanding of the research challenges (conceptually and methodologically) implied by the assignment (20 points).
- (B) **The quality and appropriateness of the methods suggested to carry out the work** (30 points) - Appropriateness of the chosen research approach and working methods for this assignment; disciplinary approaches to be followed and/or combined, the sequencing of the research process and data sources to be used.
- (C) **The organisation and management arrangements** (30 points)
 - a. Allocation of tasks, type and degree of involvement of the proposed experts (15 points).
 - b. Capacity to perform the tasks as defined in the terms of reference within the deadline given (clarity, coherence and feasibility of the work programme and timetable) (15 points).

Tenders scoring less than 65 (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. 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:

- a discussion of the subject demonstrating overview as well as in-depth knowledge and understanding of developments and challenges in the field;
- a discussion of the research challenges implied by the assignment,
- detailed description of the envisaged approach and methodology outlining
 - the empirical focus of the research, including justified selection of countries, data-sources to be used and informants to be approached;
 - the different steps envisaged in the research process;
- detailed work plan illustrating intended organisation and management of the task including
 - time-table with descriptions of the deliverables (please refer to 2.3);
 - 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 the tenderer must clearly specify which parts of the work will be subcontracted (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 65 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 (a+b)** offered in table 1 – Price schedule table (see point 5.4). Any tender containing a financial proposal exceeding the maximum budget mentioned in these tender specifications (see point 1.3) 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 tenderers must fill in the following table 1 - price schedule table and present a detailed breakdown of the price offered.

Table 1: Price schedule table (*all fields are mandatory*)

	Services	Price
a)	Total price to carry out all the activities	(1) Number of person-days: (2) Price per person-day: Total amount = (1) x (2):
b)	Attending meetings (see point 2.6) (indication of total amount for all the meetings)	
	Total price (a+b) :	

Information concerning price

- The prices quoted must be fixed and not revisable.
- Prices must be quoted in euro and include all expenses.
- 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).
- 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 see point 5.4.

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 fully respect the instructions indicated under points 2 and 3 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:

- the checklist found in Annex G
- 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 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 version 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 version and four bound copies of:

- the financial proposal containing all information requested in point 5.4.

ANNEX A

CONTRACT NOTICE

ANNEX B

DRAFT CONTRACT

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

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

PLEASE NOTE:

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

ANNEX F

CEDEFOP STYLE MANUAL

ANNEX G

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 provide an explanation for the reason
		Yes	No	
<u>Envelope 'A' must contain</u> One original and one copy of: This checklist		<input type="checkbox"/>	<input type="checkbox"/>	
exclusion criteria declaration (If applicable, including those of consortia and subcontractors)	3.1, 4.1 & 4.2	<input type="checkbox"/>	<input type="checkbox"/>	
selection criteria documents (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> one original and four copies of:				
the technical proposal.	5.2	<input type="checkbox"/>	<input type="checkbox"/>	
<u>Envelope 'C' must contain</u> one original four copies of:				
The financial proposal	5.4	<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. |