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|  | **The European Foundation for the Improvement of Living and Working Conditions (Eurofound)** |

**Procurement documents**

**PART B: TENDER SPECIFICATIONS**

**TITLE OF THE CONTRACT: Study on THE FUTURE OF MANUFACTURING –**

**Policy developments and practices of apprenticeships in selected EU Member States and world competing regions**

**Internal Reference No.: 150009/4055**

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# About Eurofound

The European Foundation for the Improvement of Living and Working Conditions (Eurofound) is a tripartite European Union Agency, whose role is to provide knowledge in the area of social and work-related policies. Eurofound was established in 1975 by [Council Regulation (EEC) No 1365/75](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CONSLEG:1975R1365:20050804:EN:PDF), to contribute to the planning and design of better living and working conditions in Europe.

# Information on tendering

## Participation

Participation in this procurement procedure is open on equal terms to all natural and legal persons falling within the scope of the Treaties, as well as to international organisations.

It is also open to all natural and legal persons established in a third country which has a special agreement with the Union in the field of public procurement on the conditions laid down in that agreement.

## Compliance with applicable law

The tender must comply with applicable environmental, social and labour law obligations established by Union law, national legislation, collective agreements or the international environmental, social and labour conventions listed in Annex X to Directive 2014/24/EU[[1]](#footnote-2).

## Joint tenders

A joint tender is a situation where a tender is submitted by a group of economic operators (natural or legal persons). Joint tenders may include subcontractors in addition to the members of the group.

In case of joint tender, all members of the group assume joint and several liabilitytowards Eurofound for the performance of the contract as a whole, i.e. both financial and operational liability. Nevertheless, tenderers must designate one of the economic operators as a single point of contact (the leader) for Eurofound for administrative and financial aspects as well as operational management of the contract.

After the award, Eurofound will sign the contract either with all members of the group, or with the leader on behalf of all members of the group, authorised by the other members via powers of attorney.

## Subcontracting

Subcontracting is permitted but the contractor will retain full liability towards Eurofound for performance of the contract as a whole.

Tenderers are required to identify subcontractors whose share of the contract value is above 5% or whose capacity is necessary to fulfil the selection criteria.

During contract performance, the change of any subcontractor identified in the tender or additional subcontracting will be subject to prior written approval of Eurofound.

## Structure and content of the tender

The tenders must be presented as follows:

Chapter 1: Identification of the tenderer (see section 5.1)

Chapter 2: Non-exclusion (see section 5.2)

Chapter 3: Selection (see section 5.3)

Chapter 4: Technical offer

The technical offer must cover all aspects and tasks required in the technical specifications and provide all the information needed to apply the award criteria. Offers deviating from the requirements or not covering all requirements may be rejected on the basis of non-compliance with the Tender Specifications and will not be evaluated.

Chapter 5: Financial offer

The price for the tender must be quoted in euro. Tenderers from countries outside the euro zone have to quote their prices in euro. The price quoted may not be revised in line with exchange rate movements. It is for the tenderer to bear the risks or the benefits deriving from any variation.

Prices must be quoted free of all duties, taxes and other charges, including VAT, as the European Union is exempt from such charges under Articles 3 and 4 of the [Protocol on the privileges and immunities of the European Union](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:12004V/PRO/07:EN:HTML).

The quoted price must be a fixed amount. Estimated costs for all travels and subsistence expenses for participating in meetings listed in the Tender Specifications or performing tasks onsite at Eurofound premises should be NOT included in the financial offer for the service requested. The cost of attending such meetings or working onsite will be reimbursed on the basis of rules on reimbursement available at: <http://www.eurofound.europa.eu/rules-for-reimbursement>.

Eurofound reserves the right not to select a contractor if the price of the tenders proposed is in excess of the budget allocated to this project.

Where a maximum budget is mentioned in the Tender Specifications, financial proposals exceeding this amount will be rejected.

Note that **the Standard Reply Form**, forming Part C of the Procurement Documents, provides a ready to use tender template. Tenderers are strongly advised to use it while drafting their tenders.

# Technical specifications

## Background information

The work to be carried out in the framework of this contract is part of the Pilot Project ‘The Future of Manufacturing’, proposed by the European Parliament and delegated to Eurofound by the European Commission (DG Internal Market, Industry, Entrepreneurship and SMEs). The project commenced in April 2015 and will run for four years.

Young people were hit hardest by soaring unemployment during and in the aftermath of the great recession. Already for some time youth unemployment rates have been double the rate for adults in many EU Member States. The EU average youth unemployment rate (15-24) stood at 22.2 % in 2014, against an adult unemployment rate (25-64) of 9.1% recorded in the same year. There are, however, large variations between EU Member States with some countries, for example Austria, Denmark, Germany and the Netherlands, being successful in keeping their youth unemployment relatively low during the economic downturn. Although there are different factors at play, this low youth unemployment rate has been partly attributed to well-established ‘dual’ apprenticeship systems, with more or less close links between education systems and industry. Among other positive effects, apprenticeships reduce the probability of unemployment post-programme, improve skill levels, and stimulate further training or study.[[2]](#footnote-3)

Although the term apprenticeships is defined and understood differently in many countries, the agreed definition given by Cedefop and the European Commission refers to formal vocational education and training programmes that combine theoretical or practical training within a vocational school or training centre with hands-on experience at a company and leads to a recognised certification within national qualifications frameworks. Strong apprenticeship systems, as for example in Germany, are an important source of well-trained workers and provide the economy with the needed skills and competences. While apprenticeships are present in several sectors (in Germany, young people can be trained in over 350 different occupations), it is the role of the ‘dual’ system in the manufacturing sector that has captured the greatest amount of attention.[[3]](#footnote-4) In spite of the general decline in employment in manufacturing, industrial production apprenticeships still account for 40% of all apprenticeships in Germany.[[4]](#footnote-5) Furthermore, the positive image of the German dual system attracts a large number of students with high level of education (one fifth of the dual system trainees have a university entrance qualification), and a high share of these progress to university upon completion of the apprenticeship programme and return to the training enterprise with a tertiary degree.[[5]](#footnote-6)

As the German model has proved to be successful and resilient over time, it continues to be a source of guidance and inspiration for countries which are in the process of reforming their apprenticeship systems. However, as pointed by some scholars, the transferability or adaptability of this model to other countries is far from being straightforward[[6]](#footnote-7). It is also discussed whether such a model can be set up efficiently for a limited number of sectors only or rather needs to cover all sectors of the economy.

The mix of school and enterprise-based training is however not necessarily the exclusive mode of VET delivery; in some EU Member States with recognised apprenticeship systems (for example, Austria, France and the Netherlands), apprenticeships pathways coexist along with an array of other schemes offering mainly school-based training.[[7]](#footnote-8) Outside the EU, there are also examples of well-established and more or less regulated apprenticeship systems, which have been developed over time.[[8]](#footnote-9)

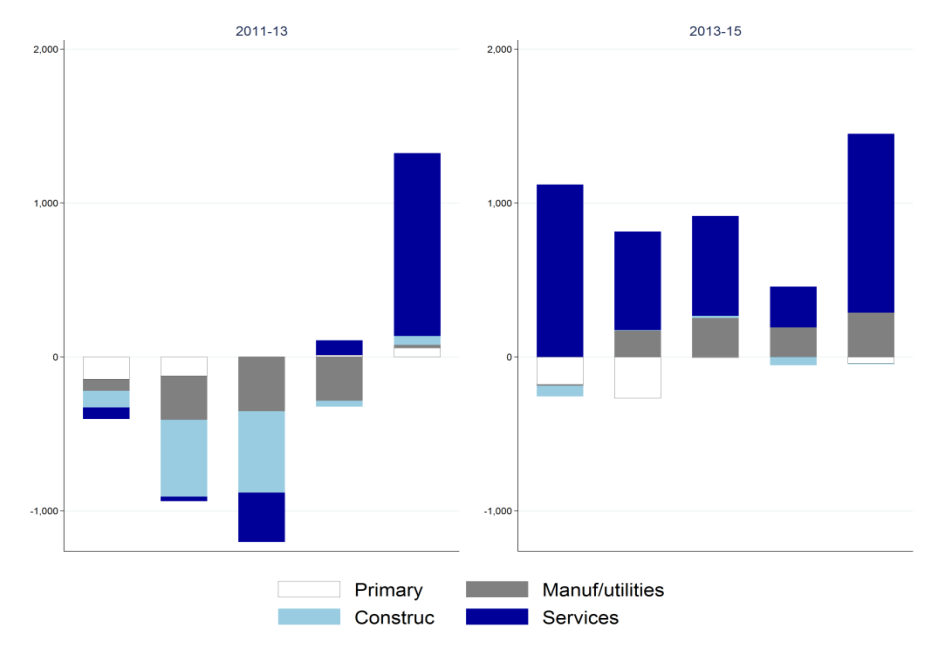
The policy interest in apprenticeships has grown substantially over recent years and it has particularly intensified in the aftermath of the great recession. At European level, the EU communications *New skills for new jobs* and *Rethinking education*, and the Europe 2020 flagship initiative *Agenda for new skills and jobs*, emphasise the need to tackle skill mismatches by matching skills with labour market needs through work-based learning such as apprenticeships. The European Commission also promotes apprenticeships and work-based learning as a tool for integrating young people into the labour market as part of the *Youth on the Move* initiative under the Smart Growth and Education dimension of the Europe 2020 Agenda. ESF-funded measures supporting the provision of apprenticeship-type schemes are included in the *Youth Opportunities Initiative* (2011), the *Youth Employment Package* (2012) and the *Youth Employment Initiative* (2013), which introduced the *Youth Guarantee*. The supply of good quality apprenticeships and on-the-job training, particularly for the disadvantaged youth (including those who are not in employment, education or training, NEETs), is also one of the core objectives of the Youth Guarantee. The *European Alliance for Apprenticeship* (EAfA), launched by the Commission in July 2013, exemplifies a further effort to promote apprenticeships through a network of ambassadors from business and pledges from various organisations. In the context of the European Alliance for Apprenticeship, 26 EU Member States and 5 non-EU countries have made national commitments to improving the quality, image and supply of apprenticeships in their respective countries. Under this framework a number of pilot projects have been initiated in countries that are introducing or reforming a appreticeships pathway. Support to national reforms of apprenticeship schemes is also provided through *Erasmus+ (2014-2020)*, the new EU programme for education and youth. A call for further Europe-wide effort to equip young people with the right skill mix, both through training and education, will be also prominent in the upcoming EU Skills Agenda. The challenge is that of developing the skills to meet both the current and future labour market requirements.

In recognition of the importance of apprenticeships for the economy, the European social partners have also taken a number of initiatives to explore different aspects of apprenticeship schemes. For example a recent study conducted by EU cross-industry employers ’organisations set to investigate the cost-effectiveness of apprenticeship schemes in specific occupations in the ICT, commerce and engineering sectors in 15 target countries. Another social partner initiative is that launched in 2013 by the European Trade Union Confederation (ETUC) to understand the contribution of trade unions to ensure the design and delivery of quality apprenticeships.

The policy appeal of apprenticeships is also growing fast beyond the EU, especially in a context where new technologies are transforming work organisation and production processes across all sectors, particularly manufacturing. For example, the dual model has been widely discussed in the US as a viable route to address unemployment, underemployment and revitalise the industrial manufacturing sector[[9]](#footnote-10).

The focus of this study is on apprenticeships in the manufacturing sector and the challenges posed by emerging technologies and technological and structural change. This strong focus stems from the fact that the apprenticeship traditionally originates in this sector. It has proven to be particularly indispensable in specific export-oriented and industrial economies. It is therefore of policy interest to assess the resilience of the model in that same sector which is challenged by the fast pace of technological change and requirements for new skills. This is especially true in advanced manufacturing and high tech industries, strongly driven by the availability of a skilled workforce capable of adapting to innovative and newly emerging technologies. This concerns the manufacturing sector in European countries as well as overseas countries. To remain competitive on a global market, the manufacturing sector increasingly relies on new technologies which require continuous learning, and this can be best accomplished through on-the-job training. Most importantly, the structure of employment and skill profiles of workers in manufacturing is experiencing profound changes, due to technological progress which removes the need to employ human labour for routine tasks. Against a background of secular decline of employment in manufacturing, forthcoming Eurofound research (2016)[[10]](#footnote-11) shows that manufacturing employment in the EU has been increasing since mid-2013; though recent increases (approx. 400,000 net new jobs per annum) are a long way from compensating for the 5 million job losses that took place in the sector between 2008 and 2013. New manufacturing employment has tended to be in jobs higher up the wage distribution than that lost during the crisis years and their aftermath up to 2013. This recent trend points to a re-composition of employment in manufacturing towards high skilled jobs and changing skill demands. These developments notwithstanding, there is a general observation of a slowdown in productivity growth. This emphasises the importance of continuous skill development in this sector. For this reason, at the same time, the study will pay due attention more generally to assessing the impact of structural change on apprenticeship systems as well as the role that apprenticeship systems play for lifelong learning, structural change and reallocation of resources in the economy. This is necessary against the background of changing employment, career and mobility patterns throughout the work life and an increased focus on employment security over job security, requiring sufficiently general skills and competences that are transferable across firms, sectors and/or regions.

**Figure 1: Employment shifts by sector and wage quintile, EU28, 2011-2013, 2013-2015**



*Source:* European Jobs Monitor, Eurofound, 2016 - forthcoming

Note: Bar on the left of each chart represents the lowest paid 20% of employment and the one on the right represents the highest paid 20% of employment in the base year.

The ability to adjust current apprenticeship systems to respond to structural changes in the economy and technological change is regarded as crucial to address skill shortages in certain industries and ensure an adequate supply of a skilled workforce for new and emerging industries.[[11]](#footnote-12) This is particularly the case of high tech industries and advanced manufacturing, such as advanced robotics, biotechnology, nanotechnology, aerospace and advanced automotive.[[12]](#footnote-13) These changes, which happen at a fast pace, imply that the nature of most jobs, particularly in manufacturing, is continuously evolving. One challenge is therefore to modernise current apprenticeship systems in response to these continuous changes and train people to adapt to new rapidly changing production processes as well as to changing career and mobility patterns and structural change overall. Moreover, apprenticeship systems may have to adapt to and integrate new forms of learning (such as MOOCs and other forms of distance learning).

From a policy perspective, one way forward is for apprenticeship systems to provide a skill mix that is both specific to meet employers’ demands and occupation needs and generic enough to allow learners to adapt to changes imposed by technological progress and structural change. These changes can be also dealt by (re-)designing apprenticeship systems which are more forward looking and take into account the future employability of apprentices and not only their initial labour market integration. This remains a theme of policy discussions, which has also spurred empirical research investigating the difference in life-cycle work experience between individuals receiving general education and vocational education.[[13]](#footnote-14)

Against this multifaceted background, the present study could feed the policy discussions around the role of apprenticeships for the future of manufacturing and inform policy making in the context of current or planned reform of apprenticeship systems and the necessary links to be established between education/training and industrial policies in a broader sense. The research will finally contribute to a re-thinking of apprenticeship systems to foster a durable integration of young people into the labour market, but also a long-run match between worker skills and employer demands in the context of rapid technological development and structural change.

## Purpose of the contract

This tender is organised in two lots. The general aim of this contract is three-fold:

1. To provide an analytical overview of apprenticeship (and related policy developments) in the manufacturing sector in at least five selected EU Member States and two world competing regions. To review changes to the current systems in response to labour market shifts, changes in employment, career and mobility patterns and technological and structural change. Particular emphasis should be placed on the impact of new technologies and the need for a high skilled and adaptable workforce in advanced manufacturing sector.
2. To investigate country specific issues affecting supply of and participation in apprenticeships in the manufacturing sector, with special attention to advanced manufacturing and high tech industries. This includes the investigation of common challenges and barriers to the implementation and the development of current apprenticeship systems across the selected countries. It also includes an assessment of the relative training and skill needs across the sectors of the economy, the transferability of skills and competences across firms, sectors, regions and supply chains and possible impacts on productivity.
3. To further investigate apprenticeship systems in the high tech manufacturing sector at company or industrial district/regional cluster level through case study research. This will be done with a view to establishing the extent to which company practices deviate from the current apprenticeship frameworks in each country and identifying elements of good practice in the (re-)design of apprenticeship systems in the context of new developments in manufacturing and the adaptation of such systems for future skill needs and challenges in the manufacturing sector and for efficient adjustment to structural change more generally.

Objectives 1 and 2 will be investigated in Lot 1 while objective 3 is part of Lot 2.

While term apprenticeships differ from country to country, in a nutshell the EU level apprenticeship is*“1. Formal vocational education and training programmes; 2. Combining company-based training with school-based education; 3. Leading to a nationally recognised qualification”[[14]](#footnote-15).* This encompasses programmes aimed at promoting transitions of young people from school to labour market as well as instruments to support employability of adults (people already in the labour market) and lifelong learning in terms of upskilling, re-skilling on the basis of the new skill demands triggered by technological developments.

The investigation will be carried out on the same set of Member States and world competing regions. The selection of countries is part of this tender. An alternative and more open definition of apprenticeship system can guide the selection of EU countries and world competing regions. A tentative selection of EU countries may include Austria, Germany, Ireland, Italy, and France. Candidate world competing regions for inclusion are Australia and the US. The relevance of the specific apprenticeship systems for the manufacturing sector is however central in the country selection.

While the review of policy developments will be done at country and, where relevant, regional level, the case studies will investigate experiences of apprenticeship systems implemented either at the company level or in the frame of business agglomerations like industrial districts or regional clusters. However, the case studies to be investigated should refer to the same countries covered in the analytical overview of policy developments.

**Tenderers should be in a position to submit tenders for both lots. Eurofound reserves the right to award one single contract for both lots which are the subject of this tender.**

The descriptions of the two lots are as follows:

Lot 1 - Analytical review of apprenticeships in the manufacturing sector in selected EU Member States and world competing regions.

Lot 2 - Adapting apprenticeship programmes to structural change and changing demands in the manufacturing sector - Case study examples.

Lot 1 - Analytical review of apprenticeships in the manufacturing sector in selected EU Member States and world competing regions

1. To provide an analytical account of apprenticeship in selected EU countries and world competing regions, identify the key drivers of change, and planned reforms to adapt current apprenticeship systems to changing skill demands of the industry. Particular attention should be placed on apprenticeships in advanced manufacturing, (for example, advanced robotics, biotechnology, nanotechnology, aerospace and advanced automotive) with a view to capturing technological and structural changes.

2) To identify generic and specific barriers for supply of or participation in apprenticeship programmes and key challenges to the implementation and the development of current apprenticeship systems, with a focus on manufacturing, particularly in advanced manufacturing and high tech industries. These may include questions regarding the transferability of skills and competences, specific challenges for start-ups and SMEs, negative attitudes to apprenticeships, issues around the quality of apprenticeship provision and general attractiveness of apprenticeship programmes for both employers and candidate apprentices.

3) To explore different approaches taken in the selected countries to adapt apprenticeship in terms of content and delivery methods to technological and structural change particularly in the manufacturing sector where the impact of change is often the most obvious. This would include the mechanisms that exist to rapidly update programmes to keep pace with the rapid technological changes. This will encompass the investigation of policy developments to modernise apprenticeship systems and in particular to expand higher level apprenticeships in order to tackle skill shortages, but also facilitate labour reallocation and mobility across sectors and regions and widen employment opportunities and career progression for young people.

**Lot 2 - Adapting dual apprenticeship programmes to structural change and changing demands in the manufacturing sector - Case study examples**

1. To investigate how dual apprenticeship programmes in the advanced manufacturing sector are implemented and adapted to challenges arising from structural and technological change trough case study research at company, industrial district or regional cluster level with the aim to identify good practices and, where relevant, innovative practices.
2. To explore current practices in the implementation of apprenticeship systems in specific occupations requiring advanced skills, with particular attention given to higher level apprenticeships in advanced manufacturing and high tech industries. Emphasis will be placed on potential lock-in effects, employment returns, career development and educational progression after apprenticeship.

## Scope of the work

**Lot 1 - Analytical review of apprenticeships in the manufacturing sector in selected EU Member States and world competing regions**

Both within and outside the European Union, apprenticeship systems are constantly evolving. Recently, many EU Member States have taken concrete steps to strengthen apprenticeship programmes. Some countries have started or planned to start new apprenticeship programmes, while others are boosting or refocusing existing national apprenticeship systems, in an effort to foster labour market integration of young people but also to better match demand for a qualified workforce and respond to persistent skill shortages[[15]](#footnote-16).

Although apprenticeships are generally provided at upper secondary, post-secondary and sub degree level, some EU countries (for example Germany and Italy) offer higher level apprenticeships, which can lead to degree and doctorate qualifications. Other countries, such as Ireland, are now moving into this direction[[16]](#footnote-17). In the UK, the government is in the process of diversifying the provision of apprenticeships at a higher level.[[17]](#footnote-18) But it has been emphasised that close attention should be paid to the training and educational content of apprenticeship programmes, which is still rather limited[[18]](#footnote-19).

Addressing quality issues of apprenticeship provision will contribute to enhance the image of apprenticeship in society and consequently promote greater participation in apprenticeships.[[19]](#footnote-20) In particular the provision of advanced and higher level apprenticeships and the increased transferability of skills acquired may influence positively the attractiveness of these schemes. Even in countries with a high share of apprentices, continuous effort should be made to reinforce the attractiveness, image and quality of apprenticeship programmes.

Outside the EU, there are also examples of well-established apprenticeship systems, which have undergone varying degree of policy changes over the past few decades. For example, Australia has been rebuilding its apprenticeship system for the past twenty years and now has one of the highest shares of apprenticeships along with Germany.[[20]](#footnote-21)

Different typologies and country groupings have been proposed to categorise vocational educational and training systems to which apprenticeship systems belong.[[21]](#footnote-22) Institutional differences can partly explain the variety of VET systems in place within and outside the EU. Some scholars have also proposed that different forms of productive systems of capitalist societies shape models of skill formation, affecting the apprenticeship systems developed within them and ultimately determining the skill profile of an economy (i.e. firm-specific skills, industry-specific skills, and general skills).[[22]](#footnote-23) Especially, in the face of profound structural and technology-driven changes to industrial production processes, policy discussions tend to revolve around the adaptability of current apprenticeship systems to respond to current and future labour market demands and enable efficient labour reallocation but also succeed in fostering durable labour market integration for the apprentices. In spite of the renewed policy interest in apprenticeships, the still limited uptake of apprenticeships in a number of countries[[23]](#footnote-24) continues to be a matter of concern particularly for the future of manufacturing, where an adequate and continuous supply of skilled labour is essential.

Many of the most well-established apprenticeship systems have been reviewed extensively and assessed also using existing theoretical models (for example human capital theory framework of Becker). The present research will therefore build on the existing body of research in the area of apprenticeships and add a sector perspective with a strong focus on advanced manufacturing and high tech industries as a driver of economic growth and competitiveness in the EU and beyond. The analytical review of apprenticeship models across the selected countries will take into account the needs of manufacturing firms as well as the wider economic context and structures. It will also investigate options to improve apprenticeship provision and address current and future skill shortages resulting from technological and structural change in the sector.

The contractor will be requested to conduct, for at least **five** **EU Member States** (e.g. Austria, Germany, Ireland, Italy, and the France) and **two world competing regions**, (e.g. Australia and the US), the following tasks:

* Discuss and agree with Eurofound on the countries to be covered, policy documents to be reviewed (including flagging their potential shortcomings), key national stakeholders to be interviewed, country typologies/groupings to be applied and theoretical models/frameworks to be used for the assessment of relevant apprenticeship systems, that are critical to manufacturing. The set of countries proposed for Lot 1 will be investigated also for Lot 2.
* Review selected policy documents to provide an overview of apprenticeship systems, identify possible links between education/training and industrial policies, and assess resilience of relevant apprenticeship systems to structural and technological change affecting skill demands, particularly in the manufacturing sector.
* Complement the review with (up to five) semi-structured qualitative interviews for each country with national stakeholders (representatives of government/employers/trade unions) and policy experts. The interview guidelines will be drafted by the contractor and discussed/agreed upon with Eurofound in the induction phase of the project.
* Provide relevant data from national surveys on apprenticeship-related issues which may impact on both supply and participation rates (for example young people and employers’ attitudes and perceptions around the value of apprenticeship, transferability of skills and labour market transitions by training background, etc.).
* Investigate the mechanisms that exist to rapidly update programmes to keep pace with the rapid technological changes / policy challenges / megatrends, or to create new offers. In particular special attention should be placed in the role and involvement of the different actors, with focus on the involvement of the sector representatives and how these address existing obstacles and challenges;
* Draft a country report for each country to be covered, following a standardised structure (to be proposed by the contractor and agreed upon by Eurofound), based on information gathered from the review of relevant policy documents and qualitative interviews.
* Revise and finalise the country reports according to Eurofound’s feedback
* Draft a comparative overview of key findings.

The review of policy developments and past and current reforms on current apprenticeship systems in the EU and competing world regions will primarily draw from key policy documents, legislative proposals and regulations (partly on advice of relevant national stakeholders). Here it is important to identify the key elements and conceptions upon which the apprenticeship systems are built as well as stakeholders involved in their design and delivery mechanisms.

The exploration of the drivers behind reforms and policy changes to current apprenticeship systems can help to identify success factors but also main challenges and barriers to the implementation and the development of apprenticeship systems. These may include image and reputational issues around apprenticeships as well as key limitations of current apprenticeship systems in terms of educational and training content or perceived rigidities from the perspective of firms, notably SMEs and start-ups, in the practical organisation of apprenticeships. Apprenticeships providing progression opportunities to higher education, career development, earning potential of professions can contribute to a more positive perception of apprenticeship systems.

Furthermore, this analysis will allow for an assessment of the role of regulations/legislative framework on apprenticeship systems, the use of incentives for employers (for example in the form of subsidised apprenticeships, tax relief or tax credit for employers), and enforced level of protection (and minimum pay) for apprentices, including tool to support mobility and employment security. The review will include the exploration of the key factors that influence the funding of apprenticeship schemes, bearing in mind that apprenticeships in manufacturing and engineering tend to involve high costs due to the high-tech infrastructure that is often required. Also the involvement/role of employers in the decision-making on apprenticeship policies and programmes will be examined.

Particularly central to this part of the study is the identification and analysis of reports and documents that outline future skills development policy in response to technological change in the manufacturing sector. The contractor is expected to focus on policy efforts directed towards expanding and modernising apprenticeship programmes to meet business needs for advanced skills, particularly through the use of higher level apprenticeships. Equally important is the identification of labour market intelligence or monitoring systems on changing skill needs. When investigating apprenticeship systems and programmes in the manufacturing sector, one point of departure could be the identification of national or regional industrial policies and their links (if any) with existing education and training policies.

Tenderers are invited to present in their proposal their plan to identify countries to be investigated, to specify relevant country groupings /typology, and to detail the analytical or theoretical framework to be used for the review of policy developments, to conduct the qualitative interviews with national stakeholders/ experts and to draft and internally review the country reports and the overview report summarising the main findings from the country reports.

**Lot 2 – Adapting dual apprenticeship systems to structural change and changing demands in the manufacturing sector - Case study examples**

With a recent increase in public policy interest in apprenticeship there has also been a growing interest in investigating what elements and success factors contribute to well-functioning apprenticeship systems fostering lower levels of youth unemployment, long-term labour market integration of youth and strong human capital formation in specific sectors. With the aim of identifying good practices, some case study reviews of apprenticeship practices have recently been published[[24]](#footnote-25), some of which explicitly focus on the manufacturing sector[[25]](#footnote-26). Next to an increase in research in this area, also a number of initiatives have been set up with the aim of exchanging good practice in manufacturing-related issues including the area of skills and Vocational Education and Training. The recently set up Vanguard initiative[[26]](#footnote-27) is one example of such an initiative which aims at ‘developing interregional cooperation and multi-level governance for supporting clusters and regional eco-systems to focus on smart specialisations in priority areas for transforming and emerging industries’.

Eurofound seeks to add to the existing body of literature on apprenticeships while specifically focusing on the manufacturing sector and how changes in the sector’s framework conditions can be and have been reflected in the local adaptation of dual apprenticeship practices. Particular emphasis should be placed on advanced manufacturing and high technological industries such as advanced robotics, biotechnology, nanotechnology, aerospace and advanced automotive. Against this background, Lot 2 of this project seeks to investigate what elements and success factors account for good practice examples in adapting apprenticeship systems to new demands in the manufacturing sector while taking into account the wider economic context and structures. Drivers for such changes in demand may include structural changes affecting the framework conditions[[27]](#footnote-28) within which the manufacturing sector is operating in (including trends such as ‘smart specialisation’, servitisation or greening). Special focus should be on changes in the required skills of apprentices at sectoral and/or local level driven by the technological development and the need to update the acquired skill set to respond to technological change. Case study research will be undertaken in order to identify good practice examples with a special focus on:

1. How such changes in skills demand can be anticipated and have been anticipated in the manufacturing sector in the past (if applicable). Whether and how apprenticeship systems are adapted accordingly (including whether one-off adaptation or continuous adaptation) and/or have been adapted in the past affecting for example aspects of design, delivery, financing, employer involvement;
2. The role of employers and other involved actors (e.g. social partners more generally, training providers, other local/regional institutions) in the design and implementation of such adaptation including innovative approaches at firm- or sector-level to the supply of apprenticeships and whether and how the above actors cooperate; This would include for example how companies refine/adjust the content of the programme to include latest technologies and how companies and education providers co-operate to adjust/update curricula in line with latest technological developments.
3. The level of retention of apprentices as skilled workers at the end of their apprenticeship, their career progression either within or outside the company, potential lock-in effects to specific occupations, and effects of brain drain (namely when young apprentices leave the country upon completion of their apprenticeship). Special attention will be given to the investigation of the above mentioned effects in relation to higher level or advanced apprenticeships.
4. The extent to which companies favour either investment- or production-oriented apprenticeships and the impact of these differing approaches in terms of quality of training provision, employment returns and opportunities for education or career progression after apprenticeship.
5. The objectives of such adaptation to local and sectoral needs and achieved outcomes so far (if applicable) including the impact on participating companies, the sector at local level more generally and on apprentices including any considerations over ‘lock-in’ effects in terms of apprentices’ occupational and geographical mobility after completing an apprenticeship; and,
6. Lessons learned from such adaptation with special emphasis on effectiveness, innovative practices and key success factors with a view to the transferability of such practices.

The subject of this research will be dual apprenticeship set ups at local level in the countries investigated in Lot 1. Apprenticeship set ups at local level may deviate from the national framework (for example in their design, delivery, financing, employer involvement) and such adaptations are of special interest for this study also in view of identifying practices which can inform policy making to better adjust/adapt national framework conditions. Special attention should be paid to the development and implementation of apprenticeship systems in specific occupations which require advanced and high-tech skills. Findings from Lot 1 may be used in Lot 2 in order to identify case studies.

Case study research will focus on the company, industrial district or regional cluster level (which may include cross-border regions). Ideally, these locations are ‘manufacturing regions’ where the advanced or high tech manufacturing sector and related service sectors are either prominent in the region or at least contribute considerably to its economic structure and labour market. The contractor is invited to operationalise the geographic focus of the case study review. The employment rate in medium and high-tech manufacturing (e.g. 21.2% in Stuttgart of 12% in Piedmont[[28]](#footnote-29)) may be used as a starting point for the identification of relevant locations.

As part of this research, contractors need to identify suitable case study examples among the countries which have been investigated as part of Lot 1 using a set of quality criteria for case study selection (incorporating Eurofound feedback and evidence emerged from previous Eurofound studies part of the Pilot Project ‘The Future of Manufacturing’). Contractors are invited to elaborate a set of criteria which may include:

* Relevance of case study example (e.g. number of apprentices including those engaged in high-level apprenticeships spread across businesses (large enterprises versus SMEs) and professions at suggested company, industrial district or regional cluster level; strong prevalence of manufacturing sector; apprenticeship systems have been or will be adjusted to local needs (in recent years or regular adjustment));
* Options for cooperation with local/regional stakeholders (e.g. Chambers of Commerce, training facilities or cross-national initiatives (e.g. the Vanguard Initiative[[29]](#footnote-30), EARLALL[[30]](#footnote-31)) for access to information and recruitment of interview partners).

The contractor is expected to produce at least two (2) case studies per country. In the framework of their initial proposal, contractors shall suggest at least five (5) possible case study examples (including at least two (2) of which from world competing) using a set of elaborated quality criteria in the form of a standardised reporting template.

Following the award of the contract, the contractor will present an initial list of suggested case studies in its inception report based on an their proposed list of quality criteria for case study selection taking on board Eurofound’s feedback. After deciding on a final list of case study examples, as part of the in-depth review, contractors will carry out background research as well as at least five (5) expert interviews (representatives of government/employers/trade unions, training institutions, researchers). The findings of this review will be presented in a case study report for each of the case study examples using a standardised reporting template.

In a next step this information will feed into an analytical overview report summarising the findings from the case study reviews with special emphasis on good practices identified in the case study research (this could for example take the form of a SWOT-Analysis[[31]](#footnote-32)) highlighting strengths and weaknesses of current provisions and possible future outlooks on the adaptation of dual apprenticeship systems to local circumstances in the manufacturing sector as well as wider challenges related to structural and technological change.

## Expected deliverables

**Lot 1 – Analytical review of the evolution of apprenticeship systems in selected EU Member States and world competing regions**

The study conducted by the contractor shall consist of the following deliverables:

* **List of countries** to be covered, country groupings/typologies to be used, and analytical/theoretical framework to be adopted for the assessment of policy developments on apprenticeship systems.
* **Template for country reports.**
* **Draft country reports** for each country to be covered (number of revisions depending on the quality of the submitted reports and to be agreed upon between Eurofound and the contractor on a case-by-case basis during the project progress), following the agreed upon template.
* **Final country reports** of approximately 15 pages, following the agreed upon template.
* **Comparative overview** of approximately 50 pages (excluding annex and bibliography.)**;**
* An **abstract** of maximum 150 words.
* An **executive summary** of maximum 1,100 words. The executive summary shall contain the following sections: (i) Introduction, (ii) Policy context, (iii) Key findings and (iv) Policy pointers. A sample abstract and executive summary may be viewed at <http://www.eurofound.europa.eu/publications/htmlfiles/ef12541.htm>
* Lists of all interview partners, for Eurofound’s internal use (the name of the interview partner in the report will only be published in the case of their written consensus)
* Written confirmations for those interview partners that agreed of having their name mentioned in the report if Eurofound decides to do so.
* Excel files with all data and graphs/figures used in report, fiches, and annexes.

**Lot 2 – Adapting dual apprenticeship systems to changing demands in the manufacturing sector - Case study examples**

The output from this research shall include the following deliverables:

* Initial list of at least 20 case studies at company or industrial district/regional cluster level to further investigate current dual apprenticeship practices based on previously established set of criteria in cooperation with Eurofound;
* **Induction report** including a final list of 14 case studies for in-depth review based on an elaborated set of criteria as well as a reporting template for case study review agreed in cooperation with Eurofound;
* **First draft case study reports** following the agreed upon reporting template;
* **Interim report including a draft comparative overview report and the remaining case study reports** following the agreed upon template;
* **Final case study reports** of approximately 15 pages each, following the agreed upon template;
* **Comparative overview report** of approximately 40 pages (excluding bibliography and annexes) summarising the findings from the case study reports in a structured form (e.g. in the form of a SWOT analysis) and an excel file with data for any graphs/tables included in the report;
* An **abstract** of maximum 150 words;
* An **executive summary** of maximum 1,100 words. The executive summary shall contain the following sections: (i) Introduction, (ii) Policy context, (iii) Key findings and (iv) Policy pointers. A sample abstract and executive summary may be viewed at <http://www.eurofound.europa.eu/publications/htmlfiles/ef12541.htm>
* Lists of all interview partners, for Eurofound’s internal use (the name of the interview partner in the report will only be published in the case of their written consensus);
* Written confirmations for those interview partners that agreed of having their name mentioned in the report if Eurofound decides to do so;
* Excel files with all data and graphs/figures used in report, fiches, annexes.

For both lots progress shall be reported at the following through:

* Inception report: The inception report shall be submitted within 4 weeks after the kick-off meeting specifying
  + For Lot 1: Selection of countries to be investigated and detailed study plan, indicating country groupings/typologies to be used, and analytical/theoretical framework to be adopted for the assessment of policy developments on apprenticeship systems.
  + For Lot 2: An indicative list of case study examples, an elaborated list of quality criteria for case study selection, as well as a draft reporting template. Also the discussions from the kick-off meeting need to be taken on board.
* Monthly Progress Report: Every month, a brief progress report is to be submitted by email of minimum 500 words. It will summarise the progress realised so far in the research. In particular, challenges and difficulties encountered are to be reported, especially if they may result in delays of the initial time schedule.

All deliverables will be submitted in the English language, in Eurofound editorial style and according to the guidelines provided in Article I.10/I.11 (direct contract) of the special conditions of the draft contract attached.

## Duration & place of work and meetings

The contract shall enter into force on the date on which it is signed by the last contracting party.

The duration of the execution of the tasks shall not exceed.

* 9 months (Lot 1);
* 16 months (Lot 2).

**Provisional timetable - Lot 1 (Analytical review of the evolution of apprenticeship systems in selected EU Member States and world competing regions)**

|  |  |  |
| --- | --- | --- |
| **Deliverable No.** | **Deliverable** | **Deadline for submission** |
| 1. | Commencement of the contract | Reference date |
| 2. | Kick-off meeting | Reference date + 2 weeks |
| 3. | Proposed list of countries, country groupings/typologies and analytical/theoretical framework for analytical review | Reference date + 2 weeks |
| 4. | Draft template for country reports | Reference date + 1 month |
| 5. | Participation to a Regional Industrial Policy seminar organised by Eurofound in 2016/Quarter4 expected to be held in the Basque Country (Spain) | 2016/Quarter4 |
| 6. | First draft country reports (EU countries) | Reference date + 4 months |
| 7. | First draft country reports (world competing regions) | Reference date + 5 months |
| 8. | Final country reports (EU and world competing regions) | Reference date + 7 months |
| 9. | Draft comparative overview, abstract and executive summary | Reference date + 7 months |
| 10. | Final comparative overview, abstract and executive summary | Reference date + 9 months |

**Provisional timetable - Lot 2** (**Adapting dual apprenticeship systems to changing demands in the manufacturing sector - Case study examples)**

|  |  |  |
| --- | --- | --- |
| **Deliverable No.** | **Deliverable** | **Deadline for submission** |
| 1. | Commencement of the contract | Reference date |
| 2. | Kick-off meeting | Reference date + 6 months |
| 3. | Induction report | Reference date + 8 months |
| 4. | First draft case study reports | Reference date + 11 months |
| 5. | Interim report including a draft comparative overview report and the remaining case study reports | Reference date + 13 months |
| 6. | Final case study reports | Reference date + 14 months |
| 7. | Comparative overview report | Reference date + 16 months |

The tasks are to be performed at the premises designated by the Contractor and agreed by Eurofound. The contractor is requested to participate in the following meetings:

* Kick-off meeting in Dublin (Lot 1)
* Kick-off meeting in Dublin (Lot 2)
* Participation to a Regional Industrial Policy seminar organised by Eurofound in 2016/Quarter4 expected to be held in the Basque Country (Spain).

Kick-off meetings between Eurofound and the contractor’s project coordinator will be held in Eurofound’s premises in Dublin (Ireland). If the successful tenderer is a consortium of different partners, the presence of all partners is required at the kick-off meeting which has to be held no later than two weeks after the signature of the contract. Video conferences and exchange via telephone and email may be regular held if necessary.

## Volume of the contract & payments

The maximum budget for the implementation of this direct contract is **€ 175.000** any offer exceeding this maximum will be automatically excluded from contract award.

**Payment schedule Lot 1**

|  |  |  |
| --- | --- | --- |
| **Payment** | **Ref. Date +** | **Payment on approval by Eurofound of the following deliverables** |
| 25% interim payment | 4 months | First draft country reports (EU countries and world competing regions) |
| 25% interim payment | 9 months | Final comparative overview report (incl. support material), abstract and executive summary |

**Payment schedule Lot 2**

|  |  |  |
| --- | --- | --- |
| **Payment** | **Ref. Date +** | **Payment on approval by Eurofound of the following deliverables** |
| 25% interim payment | 13 months | Interim report including a draft comparative overview report and the remaining case study reports |
| 25% payment of the balance | 16 months | Final comparative overview report (incl. supporting material), abstract, and executive summary |

## Ownership and use of the results

Tenderers are advised to familiarise themselves with the provisions on the use of the results obtained in performance of the contract, contained in Article I.8 & II.13 of the Draft Contract (Part D of the Procurement Documents).

If, for the purpose of the contract, pre-existing material will make up any part of the final results, this needs to be declared in the tender proposal. Information must be provided about the scope of pre-existing materials, their source and when and how the rights to these materials have been or will be acquired.

In the tender proposal all quotations or information originating from other sources and to which third parties may claim rights have to be clearly marked (source publication including date and place, creator, number, full title etc.) in a way allowing easy identification.

The successful contractor, to which the contract is awarded, will be requested to establish a list of all pre-existing rights and rights of creators and third parties on the results of this contract or parts thereof. This list will have to be provided no later than the date of delivery of the final results.

# Content, Structure and graphic requirements of the deliverables

The contractor must deliver the report and other deliverables as indicated below.

## Content

### Final reports

**Lot 1 – Analytical review of the evolution of apprenticeship systems in selected EU Member States and world competing regions**

* **Final country reports of approximately 15 pages**, following the agreed upon template.
* The **final comparative overview report of approximately 50 pages** (excluding annex and bibliography.).
* an **abstract of no more than 150 words,** which shall be delivered at the same time as the final report. The purpose of the abstract is to act as a reference tool helping the reader to quickly ascertain the report’s subject. It also serves as a preview of the report on the publications area of the Eurofound website.
* and an **executive summary of maximum 1100 words**, which shall be delivered at the same time as the final report. . The executive summary shall contain the following sections: (i) Introduction, (ii) Policy context, (iii) Key findings and (iv) Policy pointers. A sample abstract and executive summary may be viewed at <http://www.eurofound.europa.eu/publications/htmlfiles/ef12541.htm>

**Lot 2 – Adapting dual apprenticeship systems to changing demands in the manufacturing sector - Case study examples**

* **Final case study reports of approximately 15 pages each**, following the agreed upon template.
* The **final comparative overview report of approximately 40 pages** (excluding bibliography and annexes) summarising the findings from the case study reports in a structured form (e.g. in the form of a SWOT analysis) and an excel file with data for any graphs/tables included in the report.
* an **abstract of no more than 150 words,** which shall be delivered at the same time as the final report. The purpose of the abstract is to act as a reference tool helping the reader to quickly ascertain the report’s subject. It also serves as a preview of the report on the publications area of the Eurofound website.
* and an **executive summary of maximum 1100 words**, which shall be delivered at the same time as the final report. . The executive summary shall contain the following sections: (i) Introduction, (ii) Policy context, (iii) Key findings and (iv) Policy pointers. A sample abstract and executive summary may be viewed at <http://www.eurofound.europa.eu/publications/htmlfiles/ef12541.htm>

### Requirements for publication on Internet

Eurofound is committed to making online information as accessible as possible to the largest possible number of users including those with visual, auditory, cognitive or physical disabilities, and those not having the latest technologies. Eurofound supports the [Web Content Accessibility Guidelines 2.0](http://www.w3.org/TR/WCAG20/) of the W3C of the European Commission.

For full details on the Commission policy on accessibility for information providers, see: <http://ec.europa.eu/ipg/standards/accessibility/index_en.htm>.

For the publishable versions of the report, abstract and executive summary, the contractor must respect the W3C guidelines for accessible pdf documents as provided at: <http://www.w3.org/WAI/>.

## Structure

The report shall have the following basic structure:

* *Title*;
* *Sub-title* (Optional) - this is useful where the subject matter is too complex to allow a simple one-line heading to adequately express the content.
* *Text -* the use of tables, lists (with bullet points or numbers) and graphical material (charts) is very important in studies/reports. With the help of section and sub-section headings, these enable the text to be broken up and enhance online readability. Section headings will in general reflect the sub-themes covered in the report. At the author’s discretion, sub-sections may be used within sections to facilitate handling of complex material.
* *Executive summary, Abstract* and *Annexes* and tables should be submitted as separate files.

## Graphic requirements

Deliverables shall be submitted in Word format, using Eurofound’s Word template “EFRecord.dot” which is online at <http://www.eurofound.europa.eu/help/templates.htm>.

They must conform to the rules and guidelines for Eurofound publications (including rules on citation) which are laid down in the Eurofound Style Guide. This can be downloaded from the following internet address:

<http://www.eurofound.europa.eu/sites/default/files/ef_publication/field_ef_document/ef1327en.pdf>.

All deliverables shall be submitted in electronic format and where not stated otherwise, submission shall be via email. Wherever possible, graphics should be high resolution and files should be text-based (not scanned). They shall be clearly identified with the contract number. If applicable, details of other software used shall be provided.

Notwithstanding the conformity to the rules above, all (interim) deliverables created under the contract must include the Eurofound logo and full name and the following statement: ”developed in frame of Work Programme 2013-2016”, clearly visible to any form in which the deliverables are presented.

The contractor, when requested to present the deliverables on behalf of Eurofound, must conform to the rules and guidelines for Eurofound publications as stipulated above.

# Evaluation and award

The evaluation is based solely on the information provided in the submitted tender. It involves the following:

* Identification of the tenderer right to access the market on the basis of the evidence provided by the tenderers;
* Verification of non-exclusion of tenderers on the basis of the exclusion criteria;
* Selection of tenderers on the basis of selection criteria;
* Verification of compliance with the minimum requirements set out in these Tender Specifications;
* Evaluation of tenders on the basis of the award criteria.

Eurofound may reject abnormally low tenders, in particular if it established that the tenderer or a subcontractor does not comply with applicable obligations in the fields of environmental, social and labour law.

The tenders will be assessed in the order indicated above. Only tenders meeting the requirements of one step will pass on to the next step.

## Identification of the tenderer

The tender must include a duly filled and signed Part 1 of the Standard Reply Form. It should be signed by an authorised representative presenting the names of the tenderer (including all entities in case of joint tender) and identified subcontractors if applicable, and the name of the single contact point in relation to this procedure.

In case of a joint tender, Part 1 of the Standard Reply Form must be signed either by an authorised representative for each member, or by the leader authorised by the other members of the consortium in the Consortium Agreement (see Part 1 of the Standard Reply Form).

Subcontractors that are identified in the tender must sign Declaration of Intent (see Part 1 of the Standard Reply Form) stating their willingness to provide the services presented in the tender and in line with the present Tender Specifications.

The successful tenderer (including all members of the group in case of joint tender) will be requested to provide a signed Legal Entity Form. The form is available on:   
<http://ec.europa.eu/budget/contracts_grants/info_contracts/legal_entities/legal_entities_en.cfm>

The successful tenderer (or the leader in case of joint tender) will be requested to provide a Financial Identification Form. Only one form per tender should be submitted. No form is needed for subcontractors and other members of the group in case of joint tender. The form is available on: <http://ec.europa.eu/budget/contracts_grants/info_contracts/index_en.cfm>

This obligation to provide above mentioned forms may be lifted in such cases where the tenderer is already registered with the Financial Registration System of Eurofound.

## Verification of non-exclusion

All tenderers must provide a declaration on honour, contained in Part 2 of the Standard Reply Form, signed and dated by an authorised representative, stating that they are not in any of the situations of exclusion listed.

In case of joint tender, each member must provide a declaration on honour signed by an authorised representative.

In case of subcontracting, subcontractors, whose share of the contract value is above 5% or whose capacity is necessary to fulfil the selection criteria, must provide a declaration on honour signed by an authorised representative.

Eurofound reserves the right to verify whether the successful tenderer is in one of the situations of exclusion by requiring the supporting documents listed in the declaration of honour.

The successful tenderer will be obliged to provide the documents mentioned as supporting evidence in the declaration on honour before signature of the contract and within a deadline given by Eurofound. This requirement applies to each member of the group in case of joint tender and to subcontractors whose share of the contract value is above 5% and whose capacity is necessary to fulfil the selection criteria.

The obligation to submit supporting evidence does not apply to international organisations.

A tenderer (or a member of the consortium in case of joint tender, or a subcontractor) is not required to submit the documentary evidence if it has already been submitted for another procurement procedure and provided the documents were issued not more than one year before the date of their request by Eurofound and are still valid at that date. In such cases, the tenderer must declare on its honour that the documentary evidence has already been provided in a previous procurement procedure, indicate the reference of the procedure and confirm that that there has been no change in its situation.

A tenderer (or a member of the consortium in case of joint tender, or a subcontractor) is not required to submit a specific document if Eurofound can access the document in question on a national database free of charge.

## Selection criteria

Tenderers must prove their legal, regulatory, economic, financial, technical and professional capacity to carry out the work subject to this procurement procedure.

The tenderer may rely on the capacities of other entities, regardless of the legal nature of the links which it has with them. It must in that case prove to Eurofound that it will have at its disposal the resources necessary for performance of the contract, for example by producing an undertaking on the part of those entities to place those resources at its disposal.

The tender must include the proportion of the contract that the tenderer intends to subcontract.

### Declaration and evidence

The tenderers (and each member of the consortium in case of joint tender) and subcontractors whose capacity is necessary to fulfil the selection criteria must provide the declaration on honour (contained in Part 2 of the Standard Reply Form), signed and dated by an authorised representative, stating that they fulfil the selection criteria applicable to them. In case of joint tender or subcontracting, the criteria applicable to the tenderer as a whole will be verified by combining the various declarations for a consolidated assessment.

This declaration is part of the declaration used for exclusion criteria (see section 5.2), so only one declaration covering both aspects should be provided by each concerned entity.

Eurofound will evaluate selection criteria on the basis of the declarations on honour and selected evidence (if requested to be provided together with tenders). Nevertheless, it reserves the right to require further evidence of the legal and regulatory, financial and economic and technical and professional capacity of the tenderers at any time during the procurement procedure and contract performance. In such case the tenderer must provide the requested evidence without delay. Eurofound may reject the tender if the requested evidence is not provided in due time.

After contract award, the successful tenderer will be required to provide the evidence mentioned below before signature of the contract and within a deadline given by Eurofound. This requirement applies to each member of the group in case of joint tender and to subcontractors whose capacity is necessary to fulfil the selection criteria.

A tenderer (or a member of the consortium in case of joint tender, or a subcontractor) is not required to submit the documentary evidence if it has already been submitted for another procurement procedure and provided the documents were issued not more than one year before the date of their request by Eurofound and are still valid at that date. In such cases, the tenderer must declare on its honour that the documentary evidence has already been provided in a previous procurement procedure, indicate the reference of the procedure and confirm that that there has been no change in its situation.

A tenderer (or a member of the consortium in case of joint tender, or a subcontractor) is not required to submit a specific document if Eurofound can access the document in question on a national database free of charge.

### Legal and regulatory capacity

Tenderers must prove that they are allowed to pursue the professional activity necessary to carry out the work subject to this call for tenders.

**Evidence (to be provided):**

* Tenderers (including each member of the group in case of joint tender) are requested to provide duly signed declarations on honour (contained in Part 2 of the Standard Reply Form), that they have legal and regulatory capacity to pursue the professional activity needed for performing the contract.

The successful tenderer (including each member of the consortium in case of joint tender) will be requested to provide the following information:

* For legal persons, a legible copy of the notice of appointment of the persons authorised to represent the tenderer in dealings with third parties and in legal proceedings, or a copy of the publication of such appointment if the legislation applicable to the legal person requires such publication. Any delegation of this authorisation to another representative not indicated in the official appointment must be evidenced.
* For natural persons, if required under applicable law, a proof of registration on a professional or trade register or any other official document showing the registration number. This requirement will not apply in case of natural persons already registered with the Financial Registration System of the European Commission.

A tenderer (or a member of the consortium in case of joint tender, or a subcontractor) is not required to submit the documentary evidence if it has already been submitted for another procurement procedure and provided the documents were issued not more than one year before the date of their request by Eurofound and are still valid at that date. In such cases, the tenderer must declare on its honour that the documentary evidence has already been provided in a previous procurement procedure, indicate the reference of the procedure and confirm that that there has been no change in its situation.

### Economic and financial capacity criteria

The tenderer must have the necessary economic and financial capacity to perform this contract until its end. In order to prove their capacity, the tenderer must comply with the following selection criteria.

* The tenderer must be in a stable financial position;
* Turnover of the last two financial years above € 260.000; this criterion applies to the tenderer as a whole, i.e. the combined capacity of all members of a group in case of a joint tender;

**Evidence (to be provided):**

* Tenderers (including each member of the consortium in case of joint tender) are requested to provide duly signed declarations on honour (contained in Part 2 of the Standard Reply Form), that they fulfil the applicable economic and financial criteria.

The successful tenderer (including each member of the group in case of joint tender) will be requested to provide the following evidence:

* **For-Profit Organisations** (*whose primary goal is making a profit*):
  + duly completed and signed **Simplified Financial Statement**, available on the Procurement Section ([Information on procurement](http://www.eurofound.europa.eu/about/procurement)) on Eurofound’s webpage[[32]](#footnote-33);
  + **copy of the profit and loss accounts and balance sheet for the last two years** for which accounts have been closed from each concerned legal entity;
* **Non-Profit Organisations** (*formed for the purpose of serving a public or mutual benefit other than the pursuit or accumulation of profits for owners or investors*):
  + duly completed and signed **Simplified Financial Statement**, available on the Procurement Section ([Information on procurement](http://www.eurofound.europa.eu/about/procurement)) on Eurofound’s webpage[[33]](#footnote-34);
  + **Copy of the statement of financial activities and statement of the financial position for the last two years** for which accounts have been closed;
* **Public sector entities** (*including public universities, which according to the law of the country in which they are established are NOT required to publish balance sheets*):
  + complete line 14 (Revenue) of the Simplified Financial Statement only (version for non-profit organisations), available on the Procurement Section ([Information on procurement](http://www.eurofound.europa.eu/about/procurement)) on Eurofound’s webpage;
  + provide **extracts from their last three budgets** (including the current one) as evidence of their average budget amounting to at least **€ 260.000;**
* **Individuals**:
  + only complete line 14 (Revenue) of the Simplified Financial Statement (version for non-profit organisations), available on the Procurement Section ([Information on procurement](http://www.eurofound.europa.eu/about/procurement)) on Eurofound’s webpage,
  + provide **extracts from any available documents** (e.g. income tax returns) as evidence on their average income for the last three financial years amounting to at least **€ 260.000***;*
* **Evidence of professional risk indemnity insurance** (this criterion applies to the leader in case of a joint tender);

If, for some exceptional reason which Eurofound considers justified, a tenderer is unable to provide one or other of the above documents, it may prove its economic and financial capacity by any other document which Eurofound considers appropriate. In any case, Eurofound must at least be notified of the exceptional reason and its justification. Eurofound reserves the right to request any other document enabling it to verify the tenderer's economic and financial capacity.

### Technical and professional capacity criteria and evidence

* 1. **Criteria relating to tenderers**

Tenderers (in case of a joint tender the combined capacity of all members of the consortium and identified subcontractors) must comply with the criteria listed below.

Tenderers (including each member of the consortium in case of joint tender) are requested to provide duly signed **declarations on honour** (contained in **Part 2 of the Standard Reply Form**), that they fulfills the applicable technical and professional criteria listed below.

In addition, all tenderers (including each member of the consortium in case of joint tender) are requested to provide **short description of their economic activities** (one altogether for all entities involved).

The evidence must be provided together with the tender.

- **Criterion A1**: The tenderer must prove experience in the field of *Policy developments and practices of apprenticeships in selected EU Member States and world competing regions* as well as in survey techniques, data collection, statistical analyses, drafting reports and recommendations.

**Evidence A1:** the tenderer must provide references for **2 projects** delivered in these fields in the last five years with a minimum value for each project of **€ 90.000**.

- **Criterion A2**: The tenderer must prove capacity to work in at least five EU official languages.

**Evidence A2:** the tenderer must provide references for **2 projects** delivered in the last three years showing the necessary language coverage.

- Criterion A3: The tenderer must prove capacity to draft reports in English.

Evidence A3: the tenderer must provide one document of at least 10 pages (report, study, etc.) in this language that it has drafted and published or delivered to a client in the last two years. The verification will be carried out on 5 pages of the document.

- **Criteria relating to the team delivering the service:**

Evidence will consist in CVs of the team responsible to deliver the service which shall be provided together with the tender. Each CV should indicate the intended function in the delivery of the service. Eurofound recommends submitting the CVs in EU (Europass) format which can be accessed at:

<http://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions>.

The team delivering the service should include, as a minimum, the following profiles:

B1 - Project Manager: At least four years relevant experience in project management, including overseeing project delivery, quality control of delivered service, client orientation and conflict resolution experience in project of a similar size (at least € 90.000) and coverage (at least five selected EU Member States and two world competing regions covered), with experience in management of team of at least fivepeople.

Evidence: CV

B2 - Expert in conducting comparative research / case studies / surveys: At least four years of professional experience. Relevant higher education degreeor equivalent professional experienceand at least three years' professional experience in the field.

Evidence: CV

B3 - Team for data collection: collectively the team of at least five people should have knowledge of four EU languages (e.g. German, Italian, French and including English) and past relevant experience of three years in data collection techniques indicated in the CV.

Evidence: CV.

B4 - Language quality check: at least two members of the team should have at least C1 level in the Common European Framework for Reference for Languages[[34]](#footnote-35) in English.

Evidence: a language certificate or past relevant experience indicated in the CV.

## Award criteria

The contract will be awarded based on the most economically advantageous tender, according to the 'best price-quality ratio' award method. The quality of the tender will be evaluated based on the following criteria. The maximum total quality score is 100 points.

| Criterion No.: | Award criterion  Lot 1 (Analytical review of the evolution of apprenticeship systems in selected EU Member States and world competing regions) | Weighting (maximum points) |
| --- | --- | --- |
| 1) | **Quality of the proposed methodology and research plan** | 50 |
| 1.1.) | Sub-criterion:  Demonstrated understanding of the context and objectives of the contract | 10 |
| 1.2) | Sub-criterion:  Initial consideration and justification of country selection | 15 |
| 1.3) | Sub-criterion:  Detailed specification of the research plan and methodological design for the investigation of relevant apprenticeship systems | 25 |
| 2) | **Composition and skills of the proposed team** | 25 |
| 2.1.) | Sub-criterion:  Relevance of the skills of the team | 15 |
| 2.2) | Sub-criterion:  Multidisciplinarity and multinational composition of the team | 10 |
| 3) | **Project management and quality control** | 25 |
| 3.1.) | Sub-criterion:  Evidence of quality of the project plan submitted by the tenderer, in respect of work organisation, resource allocation (personnel and budget) and the feasibility of the time plan | 10 |
| 3.2) | Sub-criterion:  Clarity of division of tasks and responsibilities among the team and organisation of the workflow among team members | 10 |
| 3.3) | Sub-criterion:  Proposed control mechanisms to guarantee high quality of deliverables (including assuring readability and correct English) and meeting the stated deadlines for delivery of the required products | 5 |
|  | |  |
| Total number of points | | 100 |
| Criterion No.: | Award criterion  Lot 2 (Adapting dual apprenticeship systems to structural change and changing demands in the manufacturing sector - Case study examples) | Weighting (maximum points) |
| 1) | **Quality of the proposed methodology and research plan** | 60 |
| 1.1.) | Sub-criterion:  Approach to elaborate quality criteria for case study selection and suggestions of initial case study examples | 10 |
| 1.2) | Sub-criterion:  Initial consideration and justification of country selection | 15 |
| 1.3) | Sub-criterion:  Methodological approach to carry out case studies in EU countries and world competing regions (identification and selection of relevant examples; identification and recruitment of experts to be interviewed; demonstration of how ‘good practice’ will be operationalised and presented in the report) | 25 |
| 1.4) | Sub-criterion:  Approach to analyse the case study examples and draft the overview report | 10 |
| 2) | **Composition and skills of the proposed team** | 15 |
| 2.1.) | Sub-criterion:  Relevance of the skills of the team and its composition | 10 |
| 2.2) | Sub-criterion:  Multidisciplinarity and multinational composition of the team | 5 |
| 3) | **Project management and quality control** | 25 |
| 3.1.) | Sub-criterion:  Evidence of quality of the project plan submitted by the tenderer, in respect of work organisation, resource allocation (personnel and budget) and the feasibility of the time plan | 10 |
| 3.2) | Sub-criterion:  Clarity of division of tasks and responsibilities among the team and organisation of the workflow among team members | 10 |
| 3.3) | Sub-criterion:  Proposed control mechanisms to guarantee high quality of deliverables (including assuring readability and correct English) and meeting the stated deadlines for delivery of the required products | 5 |
|  | |  |
| Total number of points | | 100 |

Tenders must score a minimum of 70 points in total. Tenders that do not reach the minimum quality levels will be rejected and will not be ranked.

## Ranking of tenders

The contract will be awarded to the most economically advantageous tender, i.e. the tender offering the best price-quality ratio determined in accordance with the formula below. A weight of 40/60 is given to quality and price.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **score for tender A** | **=** | Lowest price | x | 40 | **+** | Total quality score  (out of 100) for all award criteria  of tender A | x | 60 |
| Price of tender A | 100 |

The tender ranked first after applying the formula will be awarded the contract.

# Additional information

Any costs incurred, in preparation and submission of a tender, in response to this invitation to tender must be borne by tenderers and are not reimbursed.

Eurofound shall not be liable for any compensation with respect to candidates whose offers have not been accepted. Nor shall it be so liable if it decides not to award the contract.

The subsequent contract will be based on the draft contract included in the tender dossier and completed using the information provided in the selected tender.

Eurofound reserves the right not to select a contractor if the offers received are considered unsuitable and/or irregular and/or unacceptable by the Evaluation Committee.

1. Directive 2014/24/EU of the European Parliament and of the Council of 26 February 2014 on public procurement and repealing Directive 2004/18/EC (OJ L 94, 28.3.2014, p. 65). [↑](#footnote-ref-2)
2. WWG (2015), *Evidence Review 8, Apprenticeships*, What Works Centre for Local Economic Growth. [↑](#footnote-ref-3)
3. European Commission (2013), *Apprenticeship and Traineeship Schemes in EU27 : Key Success Factors*. [↑](#footnote-ref-4)
4. Steedman, H. (2010), *The State of Apprenticeship in 2010*, A CEP Report for the Apprenticeship Ambassadors Network. [↑](#footnote-ref-5)
5. OECD (2010), *Learning for jobs - OECD Reviews of Vocational Education and Training. Germany,* OECD Publishing, Paris. [↑](#footnote-ref-6)
6. Eule, D. (2013), *Germany’s dual vocational trainingsystem: a model for other countries?*, Bertelsmann Stiftung, Gütersloh; Chatzichristou, S., Ulicna, D., Murphy, I., and Curth, A. (2014), *Dual education: a bridge over troubled waters,* ICF International (study commissioned by the European Parliament). [↑](#footnote-ref-7)
7. European Commission (2012), *Apprenticeship supply in the Member States of the European Union*. [↑](#footnote-ref-8)
8. See for a review ILO (2013), *Towards a model apprenticeship framework: a comparative analysis of national apprenticeship systems*, International Labour Office, ILO DWT for South Asia and ILO Country Office for India, The World Bank - New Delhi. [↑](#footnote-ref-9)
9. <http://europe.unc.edu/wp-content/uploads/2014/06/EXOPP-DC-group.pdf> [↑](#footnote-ref-10)
10. European Jobs Monitor, Eurofound, 2016 - forthcoming [↑](#footnote-ref-11)
11. ILO, 2013. [↑](#footnote-ref-12)
12. <http://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:High-tech_classification_of_manufacturing_industries> [↑](#footnote-ref-13)
13. See for example Hanushek, E.A., L. Woessmann and L. Zhang (2011), General Education, Vocational Education, and Labor-market Outcomes over the Life-cycle, IZA Discussion Paper No. 6083. [↑](#footnote-ref-14)
14. “Good for Youth Good for Business” - European Alliance for Apprenticeships – European Commission (2014) [↑](#footnote-ref-15)
15. ICF GHK and Cedefop (2014),  *EU Skill Panorama, Apprenticeship Analytical Highlight.* [↑](#footnote-ref-16)
16. <https://www.education.ie/en/Publications/Policy-Reports/Review-of-Apprenticeship-Training-in-Ireland.pdf> [↑](#footnote-ref-17)
17. <https://www.gov.uk/government/news/government-rolls-out-flagship-degree-apprenticeships> [↑](#footnote-ref-18)
18. Jones, K. (2013), *The road less travelled? Improving the apprenticeship pathway for young people*,

    A Missing Million Policy Paper The Work Foundation, London. [↑](#footnote-ref-19)
19. European Commission (2012). [↑](#footnote-ref-20)
20. ILO, 2013. [↑](#footnote-ref-21)
21. Le Deist, F. and Winterton, J. (2011), C*omparative analysis of apparent good practice in Apprenticeship System*. [↑](#footnote-ref-22)
22. Hall, P. A. and Soskice D. (2001), *Varieties of Capitalism: The Institutional Foundations of Comparative Advantage*, [Oxford University Press](https://www.google.com/search?biw=1920&bih=927&q=oxford+university+press&stick=H4sIAAAAAAAAAOPgE-LSz9U3yDBMKy9OUuIAsZOrqnK01DLKrfST83NyUpNLMvPz9MuLMktKUvPiy_OLsoutCkqTcjKLM1KLAC-FRZRAAAAA&sa=X&sqi=2&ved=0ahUKEwiV1Ja1jNnKAhWJvxQKHZMWB74QmxMIjgEoATAR). [↑](#footnote-ref-23)
23. ILO, 2013. [↑](#footnote-ref-24)
24. Center for American Progress (2014), Innovations in Apprenticeship, available at: https://cdn.americanprogress.org/wp-content/uploads/2014/09/ApprenticeshipInnov-report1.pdf [↑](#footnote-ref-25)
25. See for example: ILO (2014), Innovations in Quality Apprenticeships for high-skilled manufacturing jobs in the United States, available at: <http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_244374.pdf>; Dolphin (2016), Apprenticeships in England: matching skills to employment opportunities, available at: <http://www.ippr.org/files/publications/pdf/nsaw-case-study-dolphin-feb2016.pdf?noredirect=1> [↑](#footnote-ref-26)
26. <http://www.s3vanguardinitiative.eu/> [↑](#footnote-ref-27)
27. For an introduction to structural changes affecting the manufacturing sector in Europe, see the European Commission’s 2013 competitiveness report ‘Towards knowledge-driven reindustrialisation’, available at: <http://bookshop.europa.eu/en/european-competitiveness-report-2013-pbNBAK13001/> [↑](#footnote-ref-28)
28. OECD (2012), *Boosting Local Entrepreneurship and Enterprise Creation in Lombardy Region*, available at: <http://www.oecd.org/cfe/leed/SBA%20Lombardy%20Report_final%20report.pdf> [↑](#footnote-ref-29)
29. http://www.s3vanguardinitiative.eu/ [↑](#footnote-ref-30)
30. European Association of regional and local authorities for lifelong learning, <http://www.earlall.eu/page.asp?n=home> [↑](#footnote-ref-31)
31. See OECD (2012), *Boosting Local Entrepreneurship and Enterprise Creation in Lombardy Region*, for a recent example of a SWOT analysis used in a policy review, available at: <http://www.oecd.org/cfe/leed/SBA%20Lombardy%20Report_final%20report.pdf> [↑](#footnote-ref-32)
32. <http://www.eurofound.europa.eu/about/procurement/generalinfo.htm>. [↑](#footnote-ref-33)
33. <http://www.eurofound.europa.eu/about/procurement/generalinfo.htm>. [↑](#footnote-ref-34)
34. See <http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp> [↑](#footnote-ref-35)