

Terms of Reference (ToR)

I. General Information

Service Description	Consultancy Services for Content Development, Moderation, Supervision and Reporting of VET4JOB-II Apprentice Student Forums and Solidarity Activities
Country	Türkiye
Project	Vocational Education and Training Programme for Employment (VET4JOB-II)
Activity Code	2.3.3
Budget Code	EUD 4.7 – EF 19.7, 19.10

II. Background and Context

About Expertise France

Expertise France is the French public agency for international cooperation, which implements projects aligned with Sustainable Development Goals (SDGs) and France's external action priorities. Expertise France's core mission is to support partner countries in enhancing the quality of their public policies to tackle complex environmental, social, economic, and security challenges. Key areas of Expertise France's focus include:

- Democratic, economic, and financial governance,
- Stability, international security, and peace,
- Sustainable development, climate, and agriculture, and
- Health and human development.

About the VET4JOB II Programme

The VET4JOB-II programme, funded by the European Union Delegation to Türkiye over 57 months, aims to support skills development for refugees and host communities in Türkiye. The programme provides vocational and apprenticeship training to adults and adolescents in 14 target provinces (Adana, Ankara, Bursa, Gaziantep, Hatay, İstanbul, İzmir, Kahramanmaraş, Kayseri, Kocaeli, Konya, Mersin, Osmaniye, and Şanlıurfa) to improve employment prospects in line with labour market demands.

About the Role of Forums and Solidarity Activities within the VET4JOB-II Social Cohesion Approach

VET4JOB-II aims to contribute to a positive apprenticeship learning environment within Vocational Training Centres and Adult Education Institutions by promoting quality education practices, establishing preventive and protective mechanisms, and strengthening social interaction among students from diverse backgrounds.

Within this framework, social cohesion activities are implemented through a process-oriented approach that reinforces the key components of social cohesion- namely social relationships, sense of belonging, and the motivation to work for the common good. These activities are guided by the

principles of participation, do-no-harm, non-discrimination, a rights-based approach, and inclusiveness.

As a result of this approach, it is expected that students—regardless of their origin or cultural background—will be able to develop a sustainable and peaceful culture of coexistence in both schools and workplaces and build strong professional careers together with their peers.

Social cohesion activities within the programme are implemented at two levels: local and central.

At the local level, activities are carried out by social cohesion focal point teachers in Vocational Training Centres and primarily consist of sports, arts and communication-based activities that foster interaction among students. At the central level, activities are organised by the programme’s central team at national level, including Apprentice Student Forums and Vocational Solidarity Activities. These flagship events provide participants from the local level with the opportunity to express their voices on a wider platform and engage with their peers from different provinces.

Within this frame, the Apprentice Student Forums aim to ensure that apprentice students are not left behind by global trends affecting their lives and professions. They provide an inspiring and informative platform where students can express their views, advocate for their rights, and gain motivation to initiate actions that generate social benefit. Building on this momentum, the Vocational Solidarity activities are designed to enable students inspired by the forums to establish project teams within their schools and implement projects that address identified social needs.

Accordingly, transforming the individual awareness gained during the forums into social benefit through solidarity projects among apprentice students from diverse backgrounds in the context of the 21st-century transformation era represents one of the key outcomes of the VET4JOB-II social cohesion approach.

III. Objective

The objective of this Terms of Reference is to detail the expert services required to put into action the conceptual model “From Forum to Solidarity” in line with the VET4JOB-II social cohesion approach.

Within the period from October 2026 until June 2028, it is planned to organize two forums and two solidarity events, each of them connected through project checkpoints cycles held at school-level. Depending on budget and timeline availability, the number of events may increase to three. An indicative timeline of activities is provided below:

	FORUM EVENT	CHECKPOINTS-PROJECT DEVELOPMENT	SOLIDARITY EVENT
OCTOBER 2026	X		
NOVEMBER 2026-APRIL 2027		X	
MAY 2027			X
OCTOBER 2027	X		
NOVEMBER 2027-APRIL 2028		X	
MAY 2028			X

IV. Description of Services

The consultancy services required for the three main activities outlined above include content development, planning, identification and coordination of speakers and experts, moderation, workshop facilitation, supervision, delivery of presentations, reporting, mentoring, and the development of monitoring and follow-up mechanisms.

These services will support the implementation of forums, checkpoint meetings, and vocational solidarity activities conducted at the central level and linked to the 44 Vocational Training Centres participating in VET4JOB.

Each activity is described below, including its objectives and expected outcomes, followed by a section detailing the cross-cutting tasks and services to be delivered by the consultant/expert across all three activities.

A- FORUM (LEARN)

The VET4JOB-II Apprentice Student Forums will bring together 88 students and 44 teachers from 44 Vocational Training Centres in 14 provinces. The forums are high-visibility events attended by senior representatives of programme stakeholders including Expertise France, the Delegation of the European Union to Türkiye, the Ministry of National Education Directorate General for Vocational and Technical Education, the Confederation of Turkish Tradesmen and Craftsmen (TESK) and EDUSER.

As noted above, two forums are planned: the first in October 2026 and the second in October 2027. Each forum is expected to last approximately four days. The themes of the forums are defined as “Digital Transformation and Entrepreneurship” for the first forum and “Green Transition and 21st Century Competencies” for the second.

The forum methodology is based on the AIDA communication model: Awareness – Interest – Desire – Action. Sessions will be structured around these four pillars while adapting the content to the specific theme of each forum.

Expected outcomes include:

- Increased awareness of the social and environmental implications of professional activities in a rapidly transforming labour market
- Improved ability of students to express views regarding apprenticeship education and its development
- Motivation to develop solidarity projects creating social benefit
- Basic project development skills
- Strengthened competencies in advocacy, teamwork, problem solving and peer learning

B- PROJECT DEVELOPMENT CHECKPOINTS (IMPLEMENT)

During the period between November and March following the forum, checkpoints will be carried out in 44 programme schools, under expert coordination. During this process, students will be supported in implementing the project ideas they developed during the forum within their schools. A needs assessment will be conducted to facilitate the implementation of the projects, and the necessary expertise, technical assistance, and informational support will be provided by the expert firm.

Through this structure, it is expected that the outputs of the forum will be owned at the school level, disseminated, and transformed into concrete projects. Each of the 44 schools is expected to produce one project. A six-member project team will be established in each school. The team will consist of one leader teacher and two leader students who participated in the forum, as well as two solidarity students and one solidarity teacher selected on a voluntary basis. It is envisaged that the leader teacher will collaborate with the solidarity teacher, and the leader students will work with the solidarity students, based on peer learning and cooperation.

The two solidarity students and one solidarity teacher included in the team will participate in the solidarity event to be held in May or June 2027, where they will present their projects. The same activity cycle will be repeated in the following school term (2027-2028) under a different theme, covering the period from the Forum in October 2027 to the Solidarity Event in May 2028.

The expected outcomes of the project development process include:

- Students being able to transfer the knowledge and vision they gained during the forum to the solidarity phase.
- Transforming the project ideas identified during the forum or developed throughout the process into concrete outputs.
- Increased social and environmental awareness among students through the dialogue they establish with their surroundings during the project development process.
- Strengthening students' sense of self-worth and self-confidence through experiencing the implementation of their projects.
- Reinforcing the culture of teamwork and collective production.
- Enabling students to connect their projects with the digital course content, another component of the programme that supports the personal and professional development of apprentice students, and to effectively utilise these resources during the project process.
- Ensuring the active involvement of parents and workplace representatives, thereby strengthening their sense of ownership of the process.
- Strengthening teachers' capacity to guide and mentor students throughout the project development and implementation processes.

C- SOLIDARITY ACTIVITIES (SHARE)

Objective: The solidarity event will be organised in the month of May or June (in 2027 and 2028), following the Forums held in October 2026 and 2027 and the project development period carried out in between. A solidarity team composed of 88 solidarity students and solidarity teachers from 44 institutions across 14 provinces will participate on behalf of their project teams and present their projects. An example programme flow is provided in Annex-2.

The expected outcomes of the solidarity activities include:

- Transforming the ideas inspired by the leader students and teachers who participated in the forum into concrete solidarity outputs.
- Experiencing, through the projects they develop, how digital or green transformation can contribute to and transform both individual and societal life.
- Enriching their projects and establishing interdisciplinary connections by benefiting from extracurricular activities implemented in parallel.

The theme of the first “From Forum to Solidarity” cycle is Digital Transformation and Entrepreneurship, and the theme of the second cycle is Green Transition and 21st Century Competencies. **The expertise to be procured are expected to demonstrate experience relevant to both thematic areas.**

D- SERVICES TO BE PROVIDED WITHIN THE SCOPE OF THE THREE ACTIVITIES

1. Forum preparation and implementation process

- 1.1. Planning and implementing the “From Forum to Solidarity” process in line with its conceptual framework.
- 1.2. Planning, implementing and reporting on the content, methodology, tools, human resources and technical requirements for the forum and related activities.
- 1.3. Designing, implementing and reporting on the monitoring and evaluation system for the activities.
- 1.4. Contributing to communication and information processes for stakeholders, students and teachers participating in the activities.
- 1.5. Designing and facilitating sessions and side events aimed at strengthening apprentice students’ skills in advocacy, mentoring, teamwork and peer learning.
- 1.6. Planning the forum sessions in a way that enables continued communication with school project teams after the forum and establishing communication channels with schools.
- 1.7. Developing and implementing a child-friendly project management training, in collaboration with the programme team, as part of the forum programme.
- 1.8. Identifying and inviting experts, panellists and motivational speakers for the forum.
- 1.9. Facilitating and moderating forum sessions and workshop activities.
- 1.10. Developing ideas that will enable participants to leave the forum with a clear mission, planning the follow-up process, and identifying success stories.
- 1.11. Preparing session-based and overall activity reports.
- 1.12. Preparing a final outcome/statement document, enriched with photographs, presenting the outputs of the preparation meetings, the forum and the interim checkpoint activities.

2. Post-forum project development follow-up process and preparation for the solidarity activity

- 2.1. Planning an interim checkpoint mechanism during the November–March period to ensure that schools complete their solidarity projects on time.
- 2.2. Providing mentorship to support the transformation of project ideas into concrete outputs and their preparation for presentation at the solidarity event.
- 2.3. Facilitating participatory processes that enable the views of students, parents, workplace representatives and school management to be incorporated into the project development process.
- 2.4. Implementing the project monitoring plan for projects carried out in schools, identifying needs and mobilising resources where necessary.
- 2.5. Providing mentorship to project teams through online tools, phone communication and, where necessary, face-to-face school visits.
- 2.6. Mobilising local experts to support project teams when deemed necessary.
- 2.7. Reporting on the project follow-up process and the completion status of school projects.

3. Solidarity activity

- 3.1. Planning the solidarity sessions and workshop activities in coordination with the programme team.
- 3.2. Moderating the solidarity activity sessions.
- 3.3. Presenting the visual documentation of the process from the forum to the solidarity phase.
- 3.4. Preparing the solidarity activity report.

Note: All developed content and tools, as well as the programme flow and agenda, are subject to the approval of the EF programme team. The programme will be implemented only after it has been revised in line with the feedback received and its final version has been approved.

V. Deliverables

The deliverables expected to be produced during one “**Forum to Solidarity**” cycle by the service provider and their submission due-dates are indicated below. Payments will be processed after successful and timely submission of the deliverables.

Service No.	Deliverable No.	Deliverable	Submission date 1 st cycle	Submission date 2 nd cycle
1.1, 1.2, 1.3, 1.4	D1	Inception report and implementation plan covering roughly all activities but more specifically the October 2026 Forum (digital format submitted by e-mail) For the 2 nd cycle: implementation plan of the 2 nd forum based on 1st cycle outputs	Jul.26	Jul.27
1.5, 1.6, 1.7, 1.8	D2	Forum’s final programme, list and details of materials and contents needed for each session of the forum including the panel and the panellists. (digital format submitted by e-mail)	Sep.26	Sep.27
1.9, 1.10, 1.11, 1.12	D3	Forum report including the visual outputs of the forum and the planning document for the upcoming checkpoints at schools.	Nov.26	Nov.27
2.1, 2.2, 2.3	D4	School projects follow-up plan (more specific and concrete than D3 and broken down to tasks)	Nov.26	Nov.27
2.4, 2.5, 2.6	D5	Meeting and field visit reports based on the planning document D4. (digital format submitted by e-mail)	Mar.27	Mar.28
2.7,	D6	End of project development phase report	Apr.27	Apr.28
3.1,	D7	Vocational solidarity event’s final programme, list and details of materials and contents needed for each session (digital format submitted by e-mail)	Apr.27	Apr.28
3.2, 3.3, 3.4	D8	Activity report including a visual summary of the process from the forum to the completion of the solidarity activity	May.27	May.28

Total number of expert days:

- Supervisor Trainer: 54 days
- Trainer: 54 days

IMPORTANT NOTES

- **The deliverables indicated in the table correspond to one Forum–Solidarity cycle (2026 Forum – 2027 Solidarity Activity). Bidding companies are expected to submit their financial offers based on twice the number of days, taking into account the second cycle (2027 Forum – 2028 Solidarity Activity).**
- The total number of expert days for two “From Forum to Solidarity” cycles is considered to be **limited with 220 days**. Bidders should place their bid accordingly and not exceed 220 days of service.
- Depending on budget availability and scheduling considerations, the number of forums and solidarity activities may be increased to three. The costs of travel and accommodation during the Apprentice Student Forums and Vocational Solidarity Events will be covered by the programme. Costs related to keynote speeches delivered by panellists or motivational speakers during the forum and solidarity events shall be borne by the bidder. However, their travel and accommodation expenses will be covered by the programme.
- The costs of travel and accommodation during field visits must be borne by the bidder. Based on the field visit planning and the needs of the schools, the number of visits may vary. The bidder is expected to plan visits accordingly and not exceed the man-days allocated for the activity. If expected outcome of an on-site visit can be achieved via online meeting, then field visit can be omitted.

VI. Location and Duration

The services will be carried out in the provinces where the forums and solidarity activities will be organised, which will be determined at a later stage. The checkpoints will cover the 14 provinces where the programme is implemented, in accordance with the field visit plan.

The estimated duration of the services is from May 2026 to June 2028.

VII. Estimated contract date

Estimated contract date is 20th of May, 2026.

VIII. Timeline and Reporting

The estimated delivery schedule for the deliverables listed in Section V is provided in the table below.

Service No.	Deliverable No.	Deliverable	Submission date 1 st cycle / 2 nd cycle	Submission date 2 nd cycle
1.1, 1.2, 1.3, 1.4	D1	Inception report and implementation plan covering roughly all activities but more specifically the October 2026 Forum (digital format submitted by e-mail) For the 2 nd cycle: implementation plan of the 2 nd forum based on 1st cycle outputs	Jul.26	Jul.27
1.5, 1.6, 1.7, 1.8	D2	Forum's final programme, list and details of materials and contents needed for each session of the forum including the panel and the panellists. (digital format submitted by e-mail)	Sep.26	Sep.27
1.9, 1.10, 1.11, 1.12	D3	Forum report including the visual outputs of the forum and the planning document for the upcoming checkpoints at schools.	Nov.26	Nov.27
2.1, 2.2, 2.3	D4	School projects follow-up plan (more specific and concrete than D3 and broken down to tasks)	Nov.26	Nov.27
2.4, 2.5, 2.6	D5	Meeting and field visit reports based on the planning document D4. (digital format submitted by e-mail)	Mar.27	Mar.28
2.7,	D6	End of project development phase report	Apr.27	Apr.28
3.1,	D7	Vocational solidarity event's final programme, list and details of materials and contents needed for each session (digital format submitted by e-mail)	Apr.27	Apr.28
3.2, 3.3, 3.4	D8	Activity report including a visual summary of the process from the forum to the completion of the solidarity activity	May.27 / May.28	

IX. Required Technical and Professional Capacity

In order to ensure the effective delivery of the services defined under this contract, the Contractor shall assign a maximum of five (5) trainers, including one (1) Supervisor Trainer. The experts shall be responsible for delivering the services outlined in the Scope of Work and for ensuring the timely submission of the deliverables specified in the Outputs section.

The implementation schedule may vary depending on factors sourcing from the procurement-tender process and coordination requirements with the Ministry of National Education (MoNE). The service provider in close coordination with the programme team will be notified of such changes in a timely manner.

Supervisor Trainer

The Supervisor Trainer will hold overall strategic and supervisory responsibility for the timely preparation, implementation and delivery of all deliverables. The Supervisor Trainer will also be responsible for ensuring that the trainer team fulfils the assigned tasks before, during and after the activities, and that all deliverables are submitted on time and in full to the programme team.

- **Education and Professional Experience**

- At least a Bachelor's degree or higher in social sciences, education sciences, sports sciences or other relevant fields
- Minimum 5 years of experience in the organisation, moderation and reporting of national-level trainings, forums, workshops or similar large-scale events
- Minimum 5 years of experience in delivering capacity-building trainings for teachers and students
- Minimum 5 years of experience working with disadvantaged youth groups, including NEETs (young people not in education, employment or training), children at risk of child labour and other vulnerable children, as well as youth from refugee and host communities
- Minimum 5 years of experience in designing and facilitating role plays, workshops, simulation exercises, gamification activities and side events
- Demonstrated technical capacity in planning the digital infrastructure required for forums, solidarity activities and interim checkpoint activities, and in visually documenting the process (references from similar assignments may be provided)
- Experience working in the field of vocational education and preferably apprenticeship training (not necessarily as a teacher; experience as an external expert, trainer or project staff is also acceptable)

Trainer

Under the supervision of the Supervisor Trainer, Trainers will be responsible for the timely preparation, implementation and delivery of the deliverables within their area of responsibility.

- **Education and Professional Experience**

- A Bachelor's degree in social sciences, education sciences, sports sciences or other relevant fields
- Minimum 3 years of experience in workshop moderation and reporting within national-level trainings, forums, workshops or similar large-scale events
- Minimum 3 years of experience in delivering capacity-building trainings for teachers and students
- Minimum 3 years of experience working with disadvantaged youth groups, including NEETs, children at risk of child labour and other vulnerable children, as well as youth from refugee and host communities
- Minimum 3 years of experience in designing and facilitating role plays, workshops, simulation exercises, gamification activities and side events

Specific Skills and Competencies (Applicable to Both Expert Profiles)

- Knowledge of the structure and functioning of vocational education and apprenticeship training in Türkiye
- Knowledge of digital and green transformation, as well as 21st century and entrepreneurship skills that support these global trends

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- Demonstrated capacity and experience to design and facilitate activity sessions aligned with the thematic focus of the events and adapted to the needs and life-learning conditions of young participants

The bidding company is expected to submit, as part of its proposal, a letter of intent not exceeding two pages, explaining with examples how it intends to contribute to the “From Forum to Solidarity” process. This letter will be taken into consideration during the technical evaluation.

X. Contracting and payment schedule

The contract will be effective from the date of signing until successful completion of deliverables. Payments will be made in instalments based on the completion and approval of deliverables as per the schedule defined under Section VIII. All payments shall be made upon submission of the corresponding invoice, approved deliverables and supporting timesheets.

Service No.	Deliverable No.	Deliverable	Payment date 1 st cycle	Payment date 2 nd cycle
1.1, 1.2, 1.3, 1.4	D1	Inception report and implementation plan covering roughly all activities but more specifically the October 2026 Forum (digital format submitted by e-mail) For the 2 nd cycle: implementation plan of the 2 nd forum based on 1st cycle outputs	Nov-Dec 26	Nov-Dec 27
1.5, 1.6, 1.7, 1.8	D2	Forum’s final programme, list and details of materials and contents needed for each session of the forum including the panel and the panellists. (digital format submitted by e-mail)		
1.9, 1.10, 1.11, 1.12	D3	Forum report including the visual outputs of the forum and the planning document for the upcoming checkpoints at schools.		
2.1, 2.2, 2.3	D4	School projects follow-up plan (more specific and concrete than D3 and broken down to tasks)	May.27	May.28
2.4, 2.5, 2.6	D5	Meeting and field visit reports based on the planning document D4. (digital format submitted by e-mail)		
2.7,	D6	End of project development phase report		
3.1,	D7	Vocational solidarity event’s final programme, list and details of materials and contents needed for each session (digital format submitted by e-mail)	Jun.27	Jun.28
3.2, 3.3, 3.4	D8	Activity report including a visual summary of the process from the forum to the completion of the solidarity activity		

* The indicated months are provisional and subject to adjustment depending on the effective completion and approval of the corresponding deliverables.

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*** Payments shall be made in instalments based on the deliverables during each reference period, upon submission of the corresponding invoice, outputs related to each deliverable under section V and approval of the related deliverables. Timesheets that support these payments must be accompanied with a report on deliverables.*

Expertise France will issue the contract in euros (€), with payments made to the contractor upon submission of a valid fiscal invoice in euros. All payments shall be affected within thirty (30) calendar days upon approval of the corresponding valid invoice by the Expertise France Ankara Office.

All relevant intellectual property rights for the materials, products, documents, and tools developed under this contract will, upon their creation, become the property of Expertise France.

XI. Confidentiality

The entire evaluation procedure is confidential and subject to Expertise France's access-to-documents regulations.

Evaluation reports and written records are for official use only and may not be shared with bidders or any parties outside Expertise France.

XII. Ethical Rules

EF will provide contributions and approvals for the tasks performed under the contract.

Expertise France undertakes to submit its requests to the company within the most reasonable timeframe technically feasible, aligning with the service provider's work schedule and adhering to the joint work calendar.

Expertise France reserves the right to be informed of subcontractors involved by the contracting company before the contract is signed and retains the right to accept or reject working with such subcontractors.

The contracted company undertakes to maintain regular communication with the expert appointed by EF during the delivery process, exchange information and ideas, inform the expert in a timely manner about the stage of progress, any delays that may affect the process, and the measures for addressing such delays.

All intellectual property rights related to materials, products, documents, and tools developed under this contract shall belong to Expertise France upon their creation.

We hereby commit to adhering to the provisions outlined in this Terms of Reference and to delivering the services mentioned above.	
Name of the Firm	
Name of the Authorized Person	
Title of the Authorized Person	
Signature	

SERVICES SPECIFICATIONS

Stamp	
Date	