|  |
| --- |
| Request for Offer - Expertise provision 07/24 |
| Budget line/Project | WP-LABMKT 2024 |
| Title of assignment | Mapping and analysis of existing work-based learning (WBL) initiatives in Ukraine |
| Services requested | One national expert in Ukraine to provide a country analysis of existing work-based learning (WBL) initiatives and presenting the current state of affairs  |
| Deliverables | 1. Country analysis on WBL in Ukraine
2. Power Point with the main results of the analysis
3. Presentation of main results
 |
| Start date  |  September 2024 | End date |  31 March 2025 |

## Background information

The European Training Foundation (ETF) is the European Union Agency that supports countries outside the EU in improving their human capital development, in the context of European Union (EU) external relations policies. Currently the ETF cooperates at country and regional level with the countries of the EU Neighbourhood and Enlargement regions, and in Central Asia, as well as contributing to the EU external policies and programmes at Pan-African level.

In 29 partner countries, the ETF contributes to the development of human capital by providing advice and support to the countries themselves and to the EU Delegations on the reform of education, training and employment policies and systems. This contributes to social wellbeing, stability and prosperity in the countries surrounding the European Union.

Work-based learning (WBL) has been high on the policy agendas of many countries and international organisations for several years. The partner countries of the ETF are no exception. In the last few years, WBL has become a key issue of reforms in a number of ETF partner countries in order to improve the relevance and attractiveness of Vocational Education and Training (VET).

Various types of WBL exist, in initial and continuing VET (IVET and CVET) and as part of active labour market policies: for example apprenticeships or co-operative training (both in some countries referred to as ‘dual education’), internships, traineeships, on-the-job training for employees, and a number of borderline cases in which WBL is simulated (e.g. virtual firms) or work familiarisation (e.g. job shadowing).

While apprenticeship systems (with a strong involvement of social partners and programmes that usually include more than 50% WBL) are still not very common in ETF partner countries, a number of these countries have recently introduced formal programmes with a considerable proportion of WBL. Usually, such new programmes are State-driven, have a duration of 3-4 years and are fully integrated in the education system.

A number of ETF partner countries, particularly those with access to funds from the European Union, have also developed shorter programmes at different education levels with WBL elements in response to EU inspired initiatives or strategic orientations such as European Skills Agenda or Youth Guarantee. These programmes can serve different purposes, e.g. re-skilling, up-skilling and in some cases also initial training. Often these shorter programmes are offered in the framework of national active labour market policies, e.g. as traineeship, or lifelong learning initiatives.

As of 2024, the ETF intends to produce concise country analyses (approx. 25 pages), which will map the existing WBL initiatives and present the current state of affairs.

Based on the mapping of such initiatives in each country, the analysis of collected data will shed light on the state of play of WBL and provide elements for a better understanding of how work-based learning is structured and works. The analysis will contribute to the debate on work-based learning in the country and at the regional and international level. Furthermore, the results of the analysis will help the ETF to plan future WBL related activities in the country.

The mapping and analysis of WBL in Ukraine will include:

1. The overall framework for work-based learning in Ukraine (strategies; policy dialogue and the role of actors at national level; legal framework)
2. Work-based learning in initial VET
3. Work-based learning in continuing VET
4. Work-based learning in Active Labour Market Programmes (ALMPs)

The analytical framework, and thus to a large extent the structure of the report, is set by the ETF. The analytical framework is based on the European Framework for Quality and Effective Apprenticeships (2018) and the European Quality Framework for Traineeships (2014).

Elements that will be included in the mapping are for instance types of programmes with WBL components; gender; guidelines for work-based learning; school – business collaboration; training contract or training agreement; definition of learning outcomes; pedagogical support; social protection; health and safety at work, funding sources/cost-sharing arrangements etc.

Sources:

* Work-based learning: A handbook for policy makers and social partners in ETF partner countries <https://www.etf.europa.eu/en/publications-and-resources/publications/work-based-learning-handbook-policy-makers-and-social-0>
* Council Recommendation on a European Framework for Quality and Effective Apprenticeships (2018/C 153/01).
* Council Recommendation on a Quality Framework for Traineeships (2014/C 88/01)

## Assignment details

The expert(s) will carry out the below activities expressed in person-days of work which will result in the production of the indicated deliverable(s) within the specified deadlines:

|  |  |  |  |
| --- | --- | --- | --- |
| Description of the deliverables and related activities | Place of execution | N. of working days | Deadline  |
| Draft country analysis (ca. 25 pages, English and Ukrainian, outline given by the ETF) | Kiev and/or home-based | 15 | 15 November 2024 |
| Final country analysis (English and Ukrainian) | Kiev and/or home-based |  7 |  31 January 2025 |
| Presentation of main results (Power Point; presentation in physical or online meeting)Elaboration of a PPT with the main results of the analysis (English and Ukrainian) | Kiev or online |  3 | February 2025 |
| Total number of working days |  | 25 |  |

No reimbursable costs foreseen.

## Profile of the expert(s)[[1]](#footnote-2)

CVs will be assessed according to the profile(s) and criteria requested

|  |  |
| --- | --- |
| Category of expertLOT 1 Expertise provision  | Category II |
| Profile | Researcher/expert in the field of VET |
| Professional and/or education experience | At least seven years of professional experience in the area of VET  |
| Country/ Region specific expertise, if relevant | Very good and updated knowledge of VET in Ukraine. |
| Other skills such as writing / IT / presentation / facilitation skills / ability to work in team etc | Excellent writing skills (include list of reports/publications on topics relevant to this request; minimum three publications). Very good facilitation and presentation skills (proved by relevant working experience). |
| Language skills | Ukrainian C2 level English C1 levelCVs will be presented in the Europass format which grades languages from A1 (lowest ‘basic’) to C2 (highest ‘excellent’). |
| Assets (Optional) | Previous expert/research work in the field of work-based learning. |

## Please identify and confirm any:

|  |  |  |
| --- | --- | --- |
| IT/Software implications |  | na |
| Intellectual property rights |  | na |
| Data protection |  | na |
| Green provision | Leaf outline | na |

1. Civil servants cannot be proposed as experts/ consultants to work in any ETF assignments [↑](#footnote-ref-2)