**Call for expression of interest**

1. **General Information**

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| Purpose of the Concept Note | Call for expressions of interest for joining a pool of Experts in Social Cohesion (Both Individuals & Companies) |
| Country | Türkiye |
| Project | Vocational Education and Training Programme for Employment (VET4JOB-II) |

1. **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.

1. **Objective**

VET4JOB’s overall objective is to improve sustainable livelihoods and employment prospects for refugees and host communities in Türkiye by supporting their skills development through high-quality VET and apprenticeship training in line with labour market needs. To achieve the objectives of the programme, a comprehensive set of activities are carried out to enhance access to vocational training and improve integration into the labour market for both apprentice students and vulnerable adults.

Outreach efforts will identify candidate apprentices, NEETs, and households in need of skills development, while targeted support—such as in-kind support, risk prevention measures, and career guidance—will help ensure apprentice students complete their education and transition successfully into employment. Vulnerable adults, especially from apprentice students’ households, will benefit from vocational training, certification, and post-training support to improve their employability.

In parallel, the programme strengthens the vocational training ecosystem by enhancing the capacities of Vocational Training Centres (VTCs), workplaces, and Adult Vocational Training Institutions (ADUVETs) through infrastructure support, capacity-building strategies, and stronger partnerships. Additionally, social cohesion and soft skills will be fostered through extracurricular activities, workplace engagement, and awareness campaigns aimed at promoting inclusive learning environments and addressing child labour. Together, these efforts aim to create a more supportive, equitable, and sustainable vocational education landscape.

As the only actor targeting the apprentice students, Expertise France assumes an important and critical role in building a safe, healthy, peaceful and enriching training environment and preparing them for the future’s demanding job market.

# About social cohesion activities within VET4JOB-II

VET4JOB promotes a harmonious apprenticeship climate which includes quality training, safeguards in place, and enhanced social interactions among apprentice students from diverse backgrounds. To foster this climate, it is aimed to implement social cohesion activities with a process-oriented approach which means to develop the way an activity is carried out in line with certain principles that strengthen the foundational components of social cohesion (social relationships, a sense of belonging, working for mutual benefit).

The quality of activities is directly related not only to the activity itself but also to adherence to principles such as participation, do-no-harm, non-discrimination, a rights-based approach, and inclusiveness in all interactions with students.

It is believed that in such climate, students would enjoy sustainable and peaceful co-existence in school and workplaces, and build a career with their peers, regardless of origins or cultural differences.

Within this frame, social cohesion activities are organized at two levels:

1. **Local social cohesion activities:** These are interactive social activities mostly based on sports and arts, conducted in VTCs and workplaces throughout the school year. They are planned, implemented, and reported by local social cohesion focal points—either school counsellors or vocational teachers. To enrich quality of activities and to ensure inclusive and participatory implementation, it is planned to organize a 2-day social cohesion training for the focal points.

1. **Central social cohesion activities:** These activities include apprentice student forums and vocational solidarity events, planned and implemented by the central programme team. Both are prominent national-level events and regarded as signature events of the programme. Forums bring together apprenticeship system stakeholders and provide a platform for apprentice students to raise their voice about the positive and negative sides of the system. In vocational solidarity activities, students receive trainings and work in teams to develop sustainability-themed projects and present them at the national-level event.

For apprentice students to receive maximum benefit from programme’s social cohesion efforts, “it is aimed to implement three activities mentioned under part IV of this concept note in such a complementary way so that 1. The three pillars of social cohesion (Social relations – Belonging – Common Good) are strengthened, 2. The resilience and capacity of students in face of emerging sectoral demands are increased, and hence 3. Overall quality of the apprenticeship system is improved.

1. **Description of Activities and Events**

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| **SOCIAL COHESION TRAINING** | | |
| **DATE** | 25-26 September 2025 | |
| **PARTICIPANTS** | 84 teachers from 44 vocational training centres in 14 provinces | |
| **PURPOSE OF THE TRAINING** | The overall purpose of the training is to equip social cohesion focal points in schools to effectively implement the programme’s social cohesion approach in practice. | |
| **SPECIFIC OBJECTIVES OF THE TRAINING** | At the end of the training, it is expected that the participants will   1. Learn about the inclusive and participatory approaches and practices in social cohesion activity implementation 2. Be able to design social cohesion activities through an inclusive, student-centred and participatory process so that they contribute to the three requisites of social cohesion: peaceful coexistence, sense of belonging and motivation to work for a common goal among apprentice students 3. Be able to identify dividers and connectors between and among students from the host and refugee communities 4. Be able to identify and address conflicts between teachers-students and among students | |
| **SUGGESTED METHODOLOGY OF THE TRAINING** | In design of the training, it is encouraged to refer to the theoretical approach, techniques and tools such as *Pedagogy of the oppressed[[1]](#footnote-1)*, *Theatre of the oppressed[[2]](#footnote-2)*, *Non-violent communication[[3]](#footnote-3).* Though, alternative conflict resolution and role-play methods with proven effectiveness may also be suggested by the experts. | |
| **EXPECTED DELIVERABLES** | * A revised activity handbook with proposed changes or improvements, if necessary * A user-friendly social cohesion activity check-list that teachers can use in planning process * An evaluation plan for the training * Report on the training outcomes with suggestions for improvement and suggestions on how to link the outcomes of the training with the forums and solidarity events (for details see following section) | |
| **APPRENTICE STUDENT FORUMS \* 4** | | |
| **DATE** | | October 2025/2026/2027/2028 (The number of forums is subject to revision) |
| **PARTICIPANTS** | | Lead apprentice students and teachers from VTCs, master trainers, representatives from the European Union Delegation, Ministry of National Education – Directorate General of Vocational and Technical Education, the Confederation of Turkish Tradesmen and Craftsmen, Expertise France personnel |
| **PURPOSE OF THE FORUM** | | The overall purpose of the forums is to offer an inspiring as well as informative platform to the apprentice students where they learn, speak up and be motivated to take action in the world of apprenticeship. Each forum will be  dominated by themes selected from areas of digital literacy and technological integration, entrepreneurial skills and innovative capabilities, green skills and sustainability, 21st-century skills and cultural enrichment (transversal skills), and professional and vocational development. (These are the areas for which apprentice students will be supported through extracurricular activities in the course of the programme) |
| **SPECIFIC OBJECTIVES OF THE FORUM** | | At the end of each forum, the apprentice students will   1. Have discussed opportunities and bottlenecks of the current apprenticeship training within the framework of the opportunities and problems brought by industrial transformation 2. Be informed about the social and technical skills required by industrial transformation 3. Develop ideas to ensure that the technical and social skills acquired at the individual level serve for social benefit and turn them into a business plan (which will be put into practice through vocational solidarity event) |
| **METHODOLOGY** | | The methodology of the forum is built on **AIDA communication model** which is considered as a functional model to be used in programmes requiring behavioural change such as VET4JOB. It is derived from the initials of the English words Awareness (awareness) - Interest (interest) - Desire (desire) and Action (taking action) and consists of four phases. Each forum will be designed in a way reflecting all four tiers. First day will involve sessions **to raise awareness and interest**, and the second day will involve sessions **to create desire and motivation to take action** (the action will be materialized in the solidarity event) |
| **EXPECTED DELIVERABLES** | | * Programme and detailed flow of the forums and checkpoint activities both for student and adult participants * An evaluation plan for the forums * Report on the forum outcomes with suggestions for improvement and roadmap towards solidarity projects (for details see following section) * A proceedings booklet enriched with photographs including process and output information compiled from preparatory meetings, forums and checkpoint activities |

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| **APPRENTICE STUDENT VOCATIONAL SOLIDARITY EVENTS \* 3** | |
| **DATE** | 2026/2027/2028 |
| **PARTICIPANTS** | Apprentice students and teachers from VTCs, master trainers as core beneficiaries and the representatives from the European Union Delegation, Ministry of National Education – Directorate General of Vocational and Technical Education, the Confederation of Turkish Tradesmen and Craftsmen, and Expertise France personnel |
| **PURPOSE OF THE SOLIDARITY EVENTS** | The overall purpose of the solidarity events is to turn the ideas developed during the preceding forum into action through sustainability-themed projects. |
| **SPECIFIC OBJECTIVES OF THE EVENT** | At the end of each solidarity event, the apprentice students will   1. Be equipped with tools and skills in areas such as sustainability, design thinking, social benefit and impact, social entrepreneurship, social mobilisation, teamwork, effective presentation techniques 2. Be able to develop and implement a project 3. Be able to present a project 4. Internalize the complementarity of forums and solidarity events and recognize their contribution in transforming the first forum’s ideas into socially beneficial outcomes |
| **METHODOLOGY** | One solidarity event is composed of 6 phases:   1. Formation of the project teams 2. Identification of training needs of the project teams 3. Training of the project teams on identified topics (face-to-face) 4. Project development 5. Presentation of the projects (online) 6. Presentation of the projects (face-to-face in the 2nd forum) |
| **EXPECTED DELIVERABLES** | * Programme and detailed flow of the solidarity events and checkpoint activities both for student and adult participants * An evaluation plan for the solidarity events * Report on the event outcomes with suggestions for improvement and roadmap before the following forum * A proceedings booklet enriched with photographs including process and output information compiled from preparatory meetings, solidarity events and checkpoint activities |

1. **Fields of Expertise, Experience & Qualification**

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| **AREAS OF EXPERTISE** |
| **Training & Facilitation (min 5 years of experience in training design and delivery in at least three of the areas listed below)**   * Training needs assessment and questionnaire development, content development, design and delivery in areas of social cohesion activity design, non-violent communication, conflict resolution methods, youth leadership, advocacy skills, community mobilization, peer-to-peer education, and presentation techniques, 21st Century Skills, sustainability, design thinking, social benefit and impact, social entrepreneurship, teamwork, and social mobilisation * Adult and youth learning systems |
| **Event & Forum Planning (min 5 years of experience)**   * Event planning and design (in particular, forums and panels in both online and face to face modality) * Design and conduct of structured checkpoints with teachers and students * Design and conduct of role plays, workshops, simulation exercises, and side events * Planning, moderation and reporting of focus group discussions * Visual documentation skills and capacity * Technical planning skills and capacity for digital infrastructure of forums, solidarity events, and checkpoint activities |
| **Moderation & Mentoring (min 3 years of experience)**   * Moderation experience at various levels of meetings and organizations * Mentoring experience with teachers and students |

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| **AREAS OF EXPERIENCE (min 5 years of experience in below listed areas)** |
| * Experience working with youth who are not in education, employment, or training (NEET), children at risk and disadvantaged youth groups from both refugee and host communities. * Preferably, working experience within vocational education and apprenticeship structure, vocational training centres in particular (not necessarily as teacher but also as an external expert, trainer or project personnel) |
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| **AREAS OF KNOWLEDGE** |
| * Related to refugees’ rights and services   + Refugee protection and rights   + Social cohesion dynamics in Türkiye   + Livelihood challenges and efforts against/eliminating child labour   + Psycho-social support activities * Related to educational areas and skills   + The structure and functioning of vocational training centres and particularities of vocational education system in Türkiye. Digitalization, automation, greening economies, human mobility   + Impacts of global issues on vocational/apprenticeship systems   + 21st Century/transversal and social skills |

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| **QUALIFICATION OF EXPERTS** |
| * University degree relevant to the terms of reference (eg political or social sciences, educational sciences, international development, project management, statistics, or any other relevant field); * Prior experience of at least 5 years in carrying out capacity-building trainings to teachers and students * Prior experience of at least 3 years in working with youth who are not in education, employment, or training (NEET), children at risk and disadvantaged youth groups from both refugee and host communities * Excellent understanding of all aspects of program quality |

1. **Application Process**

Individual expert/company candidates interested in contributing in design and delivery of these activities in line with our holistic approach to social cohesion at VTCs are kindly invited to submit

* Their CVs (by using the template in the appendix to the present candidature form)
* Letter of motivation briefly explaining how/where they fit in this Picture
* Certificates supporting their expertise in the area applied to
* Preferably a portfolio showcasing prior consultancies/trainings

1. **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.

1. **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.

1. Freire, P. (2017). *Pedagogy of the oppressed*. Penguin Classics. [↑](#footnote-ref-1)
2. Boal, Augusto (2013). *Theatre of the Oppressed*, Theatre Communications Group. [↑](#footnote-ref-2)
3. Rosenberg, M. B. (1999). Nonviolent Communication: A Language of Compassion. Del Mar, CA: PuddleDancer Press. [↑](#footnote-ref-3)