**Programme:** Private Sector Development and TVET in South Caucasus (PSDTVET SC)

**PN:** 16.2179.6-002

**Activity**: **Support to Work Armenia Initiative (WAI):** **Digitalisation of “Entrepreneurial Skills Development” TVET Module**

**Period:** 05.11.2019 – 27.11.2019

1. **Brief information about the programme**

“Private Sector Development and Technical Vocational Education and Training South Caucasus” programme (PSD TVET) implemented by GIZ on behalf of the German Government, has been developed jointly with the public partners and private sector in the South Caucasus countries. It aims at promoting the private sector development with a high attention to employment impacts and a close integration of vocational education and training.

Due to the small domestic markets with limited purchasing power, the South Caucasus Countries have focused so far on expanding foreign trade to promote economic development.The export-dedicated strategy achieved only limited success in improving the employment situation and living conditions. Employment growth in sectors that afford the greatest potential for *pro-poor growth* and employment promotion in comparable economies and also in South Caucasus, such as tourism and agricultural, cannot be sustained, because businesses lack well-trained skilled labour.

The core challenge consists thus in the difficult framework conditions for sustainable economic development in the sectors relevant for employment. The capacities available are not yet sufficient to generate the envisaged employment and growth momentum.

Therefore, the programme **module objective** is: The conditions for sustainable economic development have improved in selected sectors relevant for employment.

The programme will adopt the integrated approach of German development cooperation in employment promotion. It will address both the supply and demand side of the labour market to lay a better foundation for employment. Development assistance will focus primarily on involving the private sector in vocational training.

To do this, the programme will operate in three intervention fields:

**Intervention** **field 1** will aim to strengthen capacities for improving competitiveness in the sectors relevant for employment.

In **intervention field 2** private and public actors will cooperate to improve the labour-market relevance of selected training courses for these sectors.

**Intervention field 3** will seek to strengthen the regional and international exchange of experience in sustainable private sector development and dual-oriented vocational training.

Improving the promotion of economic development will contribute to raising demand for labour.

At the same time, supporting vocational training and qualification will increase the supply of qualified labour, i.e. trainees that have successfully completed initial and continuing education and training will be better prepared to cope with the requirements and their tasks in enterprises. In the medium and long term, this will contribute to reducing structural unemployment and underemployment and to social and sustainable economic development.

The programme is scheduled for a term of 3 years (from April 2017 to March 2020).

1. **Current situation in the field of assignment**

Since the end of the March, 2019 RA Government tackled unemployment with new WAI with the objective to develop state employment programme and contribute to reduction of structural and cyclical unemployment among youth. As a result of short-term reforms, the initiative will enhance active policies of unemployment through design of new programmes, **promotion of self-employment** and **awareness** initiatives. In the long run the initiative will contribute **to revision of curricula**, development of new state policy and relevant databases.

The main objectives of WAI are:

* Ensuring of education quality and enhancing of youth competitiveness through effective involvement of private sector in the learning process;
* Employment promotion;
* Institutional reforms (including implementation of public awareness campaigns on the development in the field).

Private Sector Development and TVET (PSD TVET) South Caucasus GIZ Programme is implementing the Dual TVET system in close cooperation with the Ministry of Education and Science, Culture and Sport (MESCS) and private sector companies in selected sectors relevant for employment: tourism development, wine processing, precision engineering and IT. The implementation of the Dual TVET system fosters local economic development and increases youth employment through recognition of TVET quality by the private sector.

The PSD TVET GIZ Programme focuses on the development of supportive legislation and normative documents as the base for the sustainable run of the **Dual TVET System in Armenia**. Additionally, the Programme supports the institutional set-up of **short-** and **long-term qualifications** in the TVET colleges and the organisation of **practical education in private companies**, **human capacity development measures** for TVET teachers and in-company trainers from the private sector.

The **PR and Communication Strategic Programme of Dual TVET Introduction in RA** has been elaborated, incorporating the development areas of TVET established by MESCS and international organisations. The Programme serves a basis for coordination of all the public relations and communication activities of TVET stakeholders.

In addition, approved measures focus on modernisation of skills development model in tourism occupation based on curricula in Tavush Regional State College for the challenges of **digitalisation** and the requirements of Industry 4.0, as well as introduction of **entrepreneurial learning** for employment and self-employment in all TVET colleges.

While one of the main goals of education is to prepare students for their participation in the labour market, VET institutions haven’t solid linkages to the business world. Entrepreneurial education is aimed at developing in learners a sense of initiative and entrepreneurship to help them with their own initiatives, companies and associations, also in their work and everyday lives. This involves fostering creativity and innovation and giving VET students the chance to define, plan and manage their own projects.

In the scope of the project, through multi stakeholder cooperation between MESCS, National Center for VET Development (NCVETD), SME Development National Center and Union of Advanced Technology Enterprises (UATE) the best practice on international and national levels was introduced to VET and as a result it was transformed and piloted in 4 selected colleges in Armenia.

So far SME DNC’s Start-up business support program with its CEFE methodology has been adopted and integrated into VET curricula as an obligatory entrepreneurial module. The certified trainers with experts from NCVETD and teachers from VET colleges developed and piloted entrepreneurial modules for VET students from selected colleges, which prepare graduates for wine, tourism and precise engineering sectors. The designed cooperation involved ToT delivered by CEFE certified trainers for VET teachers who have the comprehensive knowledge, skills and experience for design and development of the modules and their further transformation into curricula for the students.

1. **Conditions of the assignment**
	1. **Objective and tasks**

CEFE methodology as one of the best start-up support tools was fully adopted and integrated into national curricula as an entrepreneurial module. Two methodological guidelines and one working book for students have been developed for TVET teachers to conduct interactive sessions.

**The main objective** of this assignment is **to develop interactive e-course** based on designed “Entrepreneurial Learning” modular program in accordance with logical and didactic sequence of the course for the wider access of the TVET teachers and students.

The structure of e-course has to insure entrepreneurial skills development, reproduction and use of prior knowledge in the study of each issue topics, and each topic of the course, as well as contain interactive evaluation and discussion online tools for facilitation.

The objective of the assignment also will enhance the horizontal introduction of entrepreneurial learning in all TVET institutions and support the human capacity development for TVET teachers. The final result of the assignment will be hand over as training resource to the Ministry of ESCS as prior training for TVET personal.

The concept of the e-course delivery from creative perspective will be discussed in close consultation with PSD TVET and in collaboration with all involved experts.

* 1. **Deliverables and resources**

| **Step** | **Tasks** | **Time / location** | **Man Days** | **Contact/responsible person**  |
| --- | --- | --- | --- | --- |
|  | Structure of e-course and set of elements for online communication and collaboration are developed:* Structure and elements are agreed and presented,
* Online environment is set up based on structure of modular programme
 | 05.-09.11.2019 Yerevan | Instructional Designer2 Content Developers15 days | PSD TVET Programme Expert |
|  | E-course content is transferred to online platform:* Text and graphics are developed
* Audio and video materials are developed
 | 11.-22.11.2019Yerevan | Instructional Designer2 Content Developers 30 days | PSD TVET Programme Expert |
|  | The final version of e-course is tested and approved:* All interactive elements of e-course are working properly,
* The e-course is tested by 3 users (CEFE Trainers)
* The e-course is approved by GIZ and the VET Department of MESCS
 | 22.-27.11.2019 Yerevan | Instructional Designer2 Content Developers15 days | PSD TVET Programme Expert |
| **Total** | **60 days** |  |

**General Requirements** for development of e-course and online materials:

* Selection of the Experts: The group of 3 experts will be selected based on previous experience in design of learning management system and development of e-courses.
* E-Learning Course (eLC): The content of the eLC should meet the Open ECB Check quality criteria, contain reference and help character that complement the content of the required structural elements.
* Language of the materials: The language of materials is Armenian. In case of translation the PSD TVET programme will ensure the translation.
* Volume of the materials: The volume of e-course, supportive elements and the depth of its statement should not go beyond 72 training hours equivalent calculated for online learning.

**4. Coordination and communication**

The entire process will be steered by GIZ PSD TVET Programme. The experts report to PSD TVET Team Leader Armenia and PSD TVET Programme Expert. Approval from GIZ at each stage is must before moving to the next level. The experts will provide all the material (including raw material) to GIZ.

**5. Professional Requirements**

* At least 7 years of proven experience in instructional design and content development in e-Learning,
* Samples of cooperation with international donor organisations, state agencies and education field (ideally technical vocational education),
* Samples of developed e-courses,
* Experience with entrepreneurial skills development based on certificates,
* Flexibility, networking and strong communication skills,
* Ability to communicate in English.

**Following documents have to be submitted to GIZ:**

* CVs of experts
* Portfolios of the company and/or experts
* Other documents relevant to the assignment
* Technical and Financial Offer