

INTERNAL

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I. General information

1. **Brief information on the project**

The economic development of Armenia during the last years has been characterized by a transition from a centrally planned economy to a liberal economic model. Despite recording growth rates, particularly driven by the strong Information and Communication Technology (ICT) sector, Armenia faces significant challenges. The COVID-19 pandemic highlighted weaknesses in the vocational training system, especially in terms of digital offerings. Additionally, there is a considerable need to impart skills for a resource-efficient (green) economy and to inclusively promote entrepreneurial and digital competencies.

Currently, the vocational training models in Armenia, oriented towards the needs of the economy, have only been implemented as pilots, reaching less than 5 % of the 4,500 annual graduates. The large discrepancy between the supply and demand for qualifications remains a persistent issue. Furthermore, support structures for developing green and digital innovations, economic diversification, access to new export markets, and promoting corresponding SMEs and startups are inadequately developed.

Despite these challenges, the potential for vocational training is recognized. The Armenian government has shown a keen interest in promoting export-oriented future industries and a resource-efficient, inclusive economic model. The development of demand-oriented vocational training modalities provides a strong foundation for jointly shaping a sustainable and resilient transformation path for the Armenian economy.

The Private Sector Development and Technical Vocational Education and Training (PSD TVET) programme, commissioned by the Federal Ministry for Economic Cooperation and Development (BMZ) and implemented by GIZ, aims to promote private sector development with a high focus on employment impacts and close integration of vocational education and training. The programme aims to utilize the potential for transformation towards a future-oriented economy in Armenia within selected sectors by improving the economic and

vocational education policy framework conditions and the institutional and professional competencies of individuals.

2. Context

The programme has set several indicators to measure progress:

Indicator 1: Incorporate 18 recommendations for shaping economic or vocational policy frameworks into relevant political actors' strategy or action plans.

Indicator 2: Improve the employment situation for 350 people, including 175 women.

Indicator 3: Enhance the performance of 290 Armenian MSMEs, including 80 led by women.

Indicator 4: Ensure 400 out of 650 companies employing apprentices or graduates from demand-oriented training courses confirm that their labor market and future-oriented skills meet the companies' needs.

Dual TVET System

The PSD TVET Programme has piloted the Dual TVET system, inspired by the German model, in sectors relevant for employment: tourism, wine, precision engineering, and IT and continues to work in four economic sectors: technology/IT, tourism, textile, wine. This approach fosters local economic development and increases youth employment through the recognition of TVET quality by the private sector.

In 2020, a comprehensive analysis of existing VET legislation, its gaps, and shortcomings was conducted by the PSD TVET Programme. This resulted in a concept paper for further improvement of existing regulations and field policy, which was presented to stakeholders and partner institutions, including the MoESCS, the respective Standing Committee of the National Assembly, and VET institutions. An agreement was reached to transfer the proposals into draft legislative amendments (laws or governmental, ministerial decrees) to be presented to the relevant state bodies (Government, MoESCS, and National Assembly) for their adoption.

From 2021-2023, a comprehensive package of VET legal framework reforms was elaborated, with the cornerstone being the fundamentally new Draft Law on VET. This new law replaces the existing law "On Preliminary Vocational (Craftsmanship) and Secondary Vocational Education" of July 8, 2005. The legislative amendments package includes changes to several other related laws: Law on Education (1999), Labour Code (2004), Law on State Non-Commercial Organizations (2001), Law on Commerce and Services, Law on Licensing, and Law on Foundations. There is a special focus on anchoring the Dual TVET concept in existing legislation as a form of systemic cooperation between the public and private sectors in the vocational education and training process.

New VET law entered into force in June 2024.

- 3. GIZ shall hire the contractor for the anticipated contract term**, from January, 2025 to August, 2025.

The services described in Section 4 shall be provided until August, 2025.

- 4. The contractor shall provide the following services:**

The implementation of VET legislative reforms requires developing or modernizing a significant framework of sub-legislative acts. On October 10, 2024, the Prime Minister of Armenia adopted a Decree approving an Action Plan for implementing measures under the new VET law

(Decision N 914-U). The Action plan lists necessary sub-legislation and sets deadlines: most acts are to be adopted by July 2025, with the remainder by January 2026. The MoESCS has requested support for the elaboration of these sub-legislative acts, including expert advice, stakeholder consultations, and training on subsequent regulations.

Within the above-mentioned sub-legislative acts, the Contractor is responsible for providing services:

- 1) **Elaboration of Model Charter(s) for different types of State vocational institutions (colleges)** (para 1 of the Annex to the Decision N 914-U) that will be further adopted by the government:
 - The elaborated Charter(s) should provide variations and optional regulations to be adaptive to different types of Vocational institution depending on their organizational form, offered professions, managerial and other peculiarities, including:
 - state non-profit organization colleges
 - college in the structure of university
 - educational complexes combining college and high school
 - colleges in the form of foundation
 - colleges offering art, sport and medical professions, bearing in mind the requirements of the profession.
 - The elaborated Charter(s) should be based on the new model of governance of VET institutions under the new VET law, including corporate governance structures, provide for sound system of check's and balances in college governance bodies.
- 2) **Preparation of a roadmap and advice on transition to new Model Charter(s) for different types of State vocational institutions (colleges)**
- 3) **Elaboration of the minimum requirements for a member of the board of a state educational institution, the procedure for nomination, replacement, and termination and termination of powers** according to para 24 of the Annex to the Decision N 914-U
- 4) **Participation in meetings and discussions, round-tables with various stakeholders to necessary for the elaboration and presentation of the above-mentioned legal documents, as well as revision of the elaborated draft as a result of consultations**
- 5) **Conducting at least 2 training sessions to present the drafted documents and transition process to stakeholders (including preparation of materials (e.g. slides, handouts))**

Certain milestones, as laid out in the table below, are to be achieved during the contract term:

Milestones	Deadline	Man days
1) Elaboration of Model Charter(s) for different types of State vocational institutions (colleges) (para 1 of the Annex to the Decision N 914-U) that will	February 20, 2025	Up to 20

be further adopted by the government		
2) Preparation of a roadmap and provide advice on transition to new Model Charter(s) for different types of State vocational institutions (colleges)	April 15, 2025	Up to 2
3) Elaboration of the minimum requirements for a member of the board of a state educational institution, the procedure for nomination, replacement, and termination and termination of powers	May 1, 2025	Up to 2
4) Participation in meetings and discussions, roundtables with various stakeholders to necessary for the elaboration and presentation of the above-mentioned legal documents, as well as revision of the elaborated draft as a result of consultations	July 1, 2025	Up to 6
5) Conducting at least 2 training sessions to present the drafted documents and transition process to stakeholders (including preparation of materials (e.g. slides, handouts)	August 25, 2025	Up to 4
TOTAL		34

General requirements for the developed materials:

- The package should include all the necessary supporting documents (including justification of elaborated drafts) required for the submission of sub-legislative acts to the Government and MoESCS.
- The Contractor will participate in relevant public consultations (roundtables, meetings with stakeholders) and present the proposed draft sub-legislative acts revised them as a result of discussions.
- The Contractor should cooperate with major stakeholders of the field (particularly, MoESCS, colleges, private companies), be able to present and discuss the elaborated drafts.
- The elaborated drafts should be drafted based on the new Vocational education and training law package adopted by the Parliament in 2024.
- The sub-legislative amendments should meet the requirements for legal drafting and legal technique provided by the RA Law on Normative Legal Acts and governmental guidelines.
- Details of the documents to be elaborated, main legal issues to be addressed and the order of ongoing processes should be discussed with and approved by GIZ.

The Contractor shall keep GIZ updated about all the stages of project implementation and shall provide any information related to this assignment and required by GIZ.

1. Qualifications of proposed staff

The tenderer is required to propose a team member for the positions specified here and described with respect to the areas of responsibility and qualifications on the basis of relevant CVs.

The below specified qualifications represent the requirements to reach the maximum number of points in the technical assessment.

1.1 Expert 1:

1.1.1 General qualifications

Education: University degree in law
Professional experience: 10 years of proven experience with focus on state non-commercial organizations law, foundations law, company law and corporate governance, state registration of legal entities, etc.

1.1.2 Experience in the region/knowledge of the country

2 years of experience in Armenia

1.1.3 Language skills:

business fluency in English B1

2. Quantitative requirements

Fee days	Number of experts	Number of days per expert	Comments
• Expert 1	1	Up to 34	

Calculate your financial bid exactly in line with the quantitative requirements of the specification of inputs above. There is no contractual right to use up the full budgets. The number of days and the budgets will be contractually agreed as **maximum amounts**.

Since the contract to be concluded is a contract for works, you should offer your services at a fixed lump sum price, which provides **an itemised breakdown of all the relevant costs (fees, travel costs, etc.)**. **The specification of inputs should provide guidance in this respect.** The assessment of the financial bid is based on the lump sum price tendered, which must be realistic for the services to be rendered. In the contract itself, the budgets will be contractually agreed as **maximum amounts**.

II. Requirements on the format of the tender

The CV submitted for the expert can have a maximum of four pages. The concept (if required) should not exceed five pages. If one of the maximum page lengths is

exceeded, the content appearing after the cut-off point will not be included in the assessment. External content (e.g. links to websites) will also not be considered).

List of abbreviations

BMZ	Federal Ministry for Economic Cooperation and Development
MoESCS	Ministry of Education, Science, Culture, and Sport
PSD TVET	Private Sector Development and Technical Vocational Education and Training (Project Title)
VET	Vocational Education and Training