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

**PN:** 16.2179.6-002.00

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**Activity:** Support to development of the online training program "Enology and Wine Business"

**Period:** June – October, 2021

## **1. Brief information about the programme**

The Private Sector Development and Technical Vocational Education and Training programme developed jointly with the public partners and private sector in the South Caucasus Countries, aims at promoting the private sector development with high attention to employment impacts and 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 adopts the integrated approach of German development cooperation in employment promotion. It addresses both the supply and demand side of the labour market to lay a better foundation for employment.

The programme operates in three intervention fields:

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

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In **intervention field 2**, it supports the cooperation of the private and public actors to improve the labour-market relevance of selected training courses.

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

The programme is scheduled for a term of 6 years (from April 2017 to April 2023).

## **2. Context and current situation in the field of assignment**

The urgent transfer from face-to-face to distance learning in a pandemic has significant differences from a properly planned online training based on web technologies. Educational organisations forced to work with students remotely to reduce the coronavirus spread should be aware of this difference when assessing the effectiveness of so-called "online learning" using distance learning technologies.

In the face of the threat of COVID-19 spread, most of the universities and VET colleges based on the recommendation by the Ministry of Education, Science, Culture and Sport (MoESCS) switched to distance learning. In this regard, all face-to-face classes, including lectures, practical and even laboratory ones with virtual analogues, were transferred to the online environment. Teachers were forced to organise the educational process through distance technologies based on various methods of electronic content delivery and available communication tools for students in the online environment.

Such a sharp transition to "distance" was a forced and urgent measure. Not all universities were ready for this rapid restructuring of the educational process based on objectively different levels of information infrastructure development, provision of the courses with e-resources and the readiness of teachers to use digital platforms and services. As shown in the MoESCS study, conducted in 2019, teachers of the universities with a scientific degree themselves do not assess positively their level of proficiency with remote technologies (3.2 points out of 5), video communication for participation in webinars and video conferences. As for the technical staff who could provide support to teachers in online period, the number of such staff in universities is small and, most likely, the resources will only be enough to develop standard solutions and support a small part of interested teachers.

Successful e-Learning is based on a carefully designed and planned educational process in an online information environment, supported by a methodologically grounded and purposeful sequence of educational, methodological and assessment materials that ensure the achievement of learning outcomes in a purely e-learning format. The key in this definition is instructional design, as a tool for designing an online course, with characteristics for implementation:

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- learning model (exclusively e-learning, blended learning with a different ratio of face-to-face and online formats);
  - the pace of mastering (mastering at any convenient pace, the pace of mastering set by the teacher);
  - the number of students (up to 35 people, from 36 to 99 people);
  - pedagogical technology (explanatory course, practice-oriented course, research course, course for organizing joint collective activities);
  - the purpose of the assessment in the course (determining the student's readiness for new material, organizing adaptive learning, diagnosing the achieved learning outcomes, cumulative assessment system, identifying lagging students);
  - the role of the teacher (active interaction with students online, insignificant online presence, absence of the teacher in the online environment);
  - the role of the student (reading and listening; solving problems and answering questions, actively experimenting through simulators and other tools, interacting with other students);
  - level of interaction (only asynchronous, only synchronous, mixed format of interaction) feedback (automated from the side of the system, from the teacher, from other students).

This approach implies that online learning is primarily a cognitive and social process, and not just a process of transferring information via the Internet. Just like face-to-face training, online training requires social support for students.

Online learning is impossible without an IT infrastructure, which requires significant investments, including an online learning platform, either its own or an external one, as well as high-quality online courses that provide effective training and support for learners in an online environment.

In the current situation, when the transition to online learning is carried out as soon as possible, all these conditions must be created in advance, and teachers must have experience in using online learning tools and student support services.

## **Conditions of the assignment**

### **3.1 Objective and tasks**

The objective is to develop digital skills and competencies among the International Centre for Agribusiness Research and Education (ICARE) teachers and staff for the successful implementation of e-Learning within one specialty. The pilot of e-Learning course is planned for September, 2021. The training will support participants identify and select modern e-Learning methods and tools to design and deliver e-courses and activities in their professional context.

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ICARE Foundation is a non-governmental and non-commercial organization established in Yerevan, Armenia in 2005 by Texas A&M University. ICARE is an umbrella institution for the Agribusiness Teaching Center (ATC), the Agribusiness Research Center (ARC), and the EVN Wine Academy.

Human capacity development measures for up to 25 employees will enhance the upscaling of e-Learning and provide systematic approach for introduction of online educational products in the wine sector in ICARE.

**General Requirements:**

- The methodology and estimated workload should be presented in proposal.
- The language of training materials is Armenian. In case of translation of selected materials, the Project will ensure the translation.
- The Moodle LMS is selected as training and working online environment. It is focused on collaborative learning technologies and allows education managers to organise training in the process of joint solution of learning tasks, to carry out mutual exchange of knowledge.
- As final result, the e-courses should be tested upon the functionality and connectivity.
- The duration of e-courses, supportive elements and the depth of its statement should not go beyond training hours in curriculum equivalent calculated for online learning.

**3.2. Tasks and deliverables**

The tasks will include situational and organisational analysis in ICARE, delivery of human capacity measures and review of all structural elements based on requirements for final e-courses, including design and interactivity.

The hired company will be responsible for the selection, coordination and liaising with the subcontractors and beneficiaries throughout the whole process of the project. Selection of the subcontractors should be discussed and approved by GIZ.

Step	Tasks/Deliverables	Time / location	Man Days
1.	<p>Need assessment and analysis of the existing resources:</p> <ul style="list-style-type: none"> <li>- Human resources: technical and teaching staff;</li> <li>- Strategical and normative documents;</li> <li>- Technical infrastructure and tools;</li> <li>- Existing curriculum and modules.</li> </ul> <p>a) Evaluation of the questionnaires and development of recommendations for the introduction of the e-Learning and roadmap of the activities are agreed and presented to the ICARE managerial staff.</p> <p>b) Mid-term report</p>	June, 2021/ Yerevan	20 days
2.	<p>Delivery of the trainings:</p> <ul style="list-style-type: none"> <li>- Strategy and management of e-Learning;</li> <li>- Instructional design;</li> <li>- Content and course development on LMS and authoring tools;</li> <li>- Tutoring.</li> </ul> <p>a) Teaching staff is selected.</p> <p>b) Agendas, presentation materials, prototypes of e-modules.</p>	July – August, 2021/ Yerevan	Up to 50 days
3.	<p>Testing and finalisation of the e-content and interactive elements</p> <p>a) E-courses are ready for implementation</p> <p>b) Final report, presentation of the results</p>	September, 2021/ Yerevan	Up to 15 days
Total			85 days

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Round-table discussions and reimbursable costs are not foreseen in the implementation of this assignment. The timeline with exact days for each task will be agreed before the implementation of this assignment.

### **3.3. Coordination and communication**

- The hired company shall report to PSD TVET Programme Expert and closely cooperate with ICARE. The Contractor is responsible for monitoring all deadlines and transmission of deliverables.
- The team shall keep GIZ updated about all the stages of project implementation including selection of subcontractors and shall provide any information related to this assignment and required by GIZ.
- GIZ visibility should be kept throughout the whole period of implementation of the assignment. Wording, logos and other GIZ corporate branding elements in materials should be agreed with GIZ beforehand.
- The hired company shall comply with GIZ regulations for procurement, service provision and/or data security.

### **3.4. Submission Requirements**

The hired company should meet the following requirements:

- Over 5 years of proven expertise and consulting in distance education,
- Over 5 years' experience in design and development of e-courses,
- Pool of experts: CVs of the experts and/or profiles of subcontracted companies that will be working on the project for the whole contracted period with work samples shall be submitted,
- Excellent understanding of and ability to meet the demands and standards of an institution working in field of international development cooperation. Prior experience with international organisations is an asset,
- Recommendations from international organisation will be regarded as an asset
- Fluency in English and Armenian; all final deliverables in Armenian,
- Flexibility and ability to meet tight deadlines.

### **3.5. Other provisions**

- Please note that for data security reasons, filled-in paper or digital declaration of consent for all the photos or videos taken during the events, round-table discussion and etc. will be required. GIZ will provide the consent form.
- Please note that the selection of all the subcontractors should be agreed with GIZ. GIZ should also be involved in key working meetings with subcontractors including brainstorming, strategy development etc.
- All the personal data (names, surnames, contact details, emails, phone numbers etc.) processed before, during and after the event and related to it

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should be treated as confidential, transferred to GIZ and by no means disclosed to other parties.

- All the print and digital materials produced before, during and after the events and related to it should be transferred to GIZ. In this regard, the contractor shall sign an annex on transfer of copyright, attached to the agreement.