

## Award by Invitation

### Frame Curricula Analysis and User-Friendly Presentation for Various Stakeholders for Thermohydraulic, Electrotechnics, Mechanics and Construction

Location	All over Albania
Type of Contract	Service Contract (output-based)
Services Requested	Frame Curricula Analysis and User-Friendly Presentation for Various Stakeholders for Thermohydraulic, Electrotechnics, Mechanics and Construction
Reference number	24-07-S4J
Issue date of the call	06 June 2024
Number of potential successful offerors	1 (one)
Eligible applicants	Registered entities
Submission Deadline	<b>13 June 2024, EOB</b>
Deadline for submitting questions & receiving answers	Questions can be sent at <a href="mailto:manjola.martiri@swisscontact.org">manjola.martiri@swisscontact.org</a> by <b>10 June 2024</b> end of business day. Answers will be provided by <b>11 June 2024</b> , end of business day.
Tentative starting date of service	<b>01 July 2024</b>
Estimated contract timeframe	01 July – 30 September 2024
Service providers report to	DPM
Where to send applications	All offers will be submitted in hard-copy, sealed in a covering envelope which <b>MUST</b> contain the title of the applied call (as per instruction provided in this documents), to the Swisscontact Albania office: Rr. Skenderbej, Vila 49, Tiranë.

## 1. BACKGROUND AND PROJECT DESCRIPTION

[Swisscontact](#) is an independent, non-profit Swiss foundation dedicated to promoting economic, social, and environmental development. Swisscontact's development work focuses on private sector-led, sustainable economic development with improved quality of life for all in developing and emerging countries. A key focus is to strengthen the skills of individuals and foster the competitiveness of companies.

[Skills for Jobs \(S4J\)](#) is a project mandated by the **Swiss Agency for Development and Cooperation (SDC)** and implemented by [Swisscontact Albania](#). It is part of the Economic Development Domain of the Swiss Cooperation Strategy for Albania (2022-2025), with specific focus on promotion of employment opportunities and skills development.

The overarching goal of S4J is to contribute to an improved inclusive Albanian Vocational Education and Training (VET) system and increased competitiveness of the Albanian economy, by facilitating access to gainful employment and income for young women and men from diverse backgrounds, as VET providers transition into multifunctional centers. The project actively promotes modern teaching and learning practices through fostering work-based and blended learning, leveraging digitalization as an instrument. S4J supports VET institutions in strengthening their internal processes and management, while also collaborating with industries and national authorities to update and diversify the VET offer, ensuring they align with labor market needs.

The project is in its third phase, S4J 3, which started in July 2023 and will last until June 2027. During this phase, the project aims to create training and employment opportunities for up to 29,400 Albanian women and men, including youth and special needs groups. S4J will facilitate the horizontal transfer of key **innovation objects**/processes previously promoted in the project's previous two phases, expanding their reach to other VET providers and companies, through capacitated and empowered **transfer agents**. This phase will focus on further consolidating and documenting these innovations to facilitate scaling, transfer, and institutionalization within the VET system, both in the public and private sector.

### **Component 1: Access to quality VET offer**

Services and interventions in this component focus on strengthening VET providers by: promoting modernization of VET and integrating digital solutions in the vocational teaching process; improving planning, internal monitoring, and other quality development processes; strengthening the development unit (DU) and improving its service provision capacities; and, designing and developing models for continuous professional development (CPD) of VET staff.

### **Component 2: Private sector engagement in VET**

Services and interventions in this component focus on consolidating and improving the participation of the private sector in the governance, design and delivery of VET programmes in partnership with VET providers by: strengthening the cooperation between VET providers and companies; promoting and consolidating regional networks of companies and supporting Business Membership Organizations (BMOs) to engage in skills development; increasing capacities of companies and VET providers to design and deliver quality apprenticeships and in-company work-based learning; capacitating companies to contribute to the identification of skills needs, design and delivery of new professional qualifications and

curricula.

S4J 3 focuses on consolidating the initiated innovation objects at the provider level by preparing VET institutions to integrate the innovations throughout their organization – a process known as vertical transfer - and coaching these institutions to share and transfer the consolidated innovation processes to other selected providers and companies - horizontal transfer. Interventions implemented in this phase aim to build an enabling environment that promotes the transferability and long-term sustainability of these innovation processes within the Albanian VET system.

## 2. DESCRIPTION OF THE ASSIGNMENT

### *Context of the assignment*

Vocational Education and Training (VET) in Albania, for three decades, has been involved in a continuous reform process to adapt it to the demands of the labor market, as well as to increase the employability of students and trainees who are trained within the framework of this system. A very important component of this reform is the modernization of the methodology of the development of frame curriculum, the constant adaptation to the ever-changing demands of the regional and global labor market. Currently, the curricula of long-term vocational qualifications of vocational education and short-term vocational training courses are developed at the central level and further adapted by the VET providers themselves, vocational schools and Regional Directorates of Public Vocational Training (DROFPP). This process of curriculum adaptation at the provider level has a direct impact on the quality of preparing students and trainees with the competencies required for successful employment.

Public VET providers act in accordance with VET legislation, Albanian Qualifications Framework legislation, pre-university education system legislation, as well as other legislation in force, related to their activity and functioning. The Albanian Framework of Qualifications (AFQ) is an instrument that contains 8 levels and serves to classify the qualifications obtained by individuals, according to a set of criteria. Professional qualifications occupy levels 2, 3, 4 and 5 of AFQ and are offered by the Vocational Education (VET) system through several educational structures.

Curricula in Public Vocational Secondary Education, for levels 2-4 of AFQ, consist of general culture programs and professional, theoretical and practical culture programs. Curricula in post-secondary Vocational Education, for level 5 of AFQ, consist of professional, theoretical and practical culture programs. Professional culture programs in Public Vocational Education are part of the framework curricula. The National Agency for Education, Vocational Training and Qualifications (NAVETQ) determines the (unique) format and prepares the skeleton curricula for each professional qualification of level 2-5 of the AFQ. These frame curricula are approved by the minister responsible for VET and are published on the official website of NAVETQ. The frame curricula of professional qualifications have a combined, subject-modular structure.

In support of recent policies and strategies, as well as in implementation of Law 15/2017 "On VET in the Republic of Albania", all public VET providers have established the "Development Units", which, in addition to other functions development, they also carry out the further development of the frame curricula and their continuous adaptation against the regional requirements of the labor market and the real possibilities of the provider. They perform this role through Curriculum Coordinators, appointed in

each Development Unit. Of course, this adaptation of curricula and the orientation of their content according to employment competencies is a process that is based on certain principles and methodologies, for which the newly appointed Development Units and Curriculum Coordinators generally have not yet created experiences and sufficient competences.

However, VET frame curricula remain mainly a domain of NAVETQ in which few selected individual technical experts participate, upon NAVETQ invitation, in workshops to provide their specific input for the occupational standard, professional standard and then the frame curricula. Because these experts do not necessarily represent professional associations or organised business structures and because these experts are only involved in isolated steps of the process for the design and/or the revision of curricula, there is no awareness from the companies/industries on the developments of (new and/or revised) curricula. As a result, companies are not exposed to the frame curricula are still convinced and communicate extensively/publicly that curricula are not up to date. While this is not true, the damage created by the fact that companies are not aware of the fact that curricula are updated rather regularly in Albania creates two major problems. On the one hand companies are not coming any closer to VET providers - as they are convinced these institutions offer out-of-date curricula and therefore can be of no help to their companies. On the other hand, companies are contributing to an already poor image VET has as they communicate with the public on 'outdated curricula' thus steering away youngsters and their parents from vocational education towards gymnasium.

Until no-one was involving companies to contribute to the implementation of part of the curricula, there was no evident problem from the part of the schools - implementers of frame curricula. When Skills for Jobs project started in 2016 promoting work-based learning in companies for its partner providers, the project team and teachers 'learned' that companies had no idea about the frame curricula and could not really make sense of the 60-70 pages of documents of the curricula for a 1-academic year profile, written in a language that focuses on the inputs more than the outputs. Things got even more complicated when discussing about the applied/school curricula. At this moment school instructors (teaching the practical modules in VE) had to take the interpreter role for the curricula. A few years later it became clear to the S4J team that schools and companies found themselves in a 'lost-in-translation' situation which often led to schools and companies questioning whether the work-based learning in companies is compliant to the curricula or not. When trying to assess to which extent the work-based learning in companies was compliant to the curricula, the experts found out that companies are not able to clearly define what the curricula foresees and what part of the curricula they are teaching which part not. This needs to change. This needs to change immediately. Companies need to be able to understand the curricula and based on that understanding commit, or not, to offer work-based learning in their companies.

#### SCOPE OF WORK

In this context, services are required for supporting the analysis, adaptation and 'translation' of the frame curricula in Thermohydraulics , Electrotechnics, Mechanics and Construction into an easy to read and understandable document which would serve companies and other stakeholders to understand and read the frame curricula so they can grasp what skills are gained by the VET students in a given direction or profile, in this case Thermohydraulics. Electrotechnics, Mechanics and Construction.

The analysis would serve to all VET institution offering this direction and related profiles and to companies in these regions to better read and understand what is being offered by VET institutions and what are the skills expected by VET graduates into the labor market.

More specifically, under this assignment, the consultant will be required to:

- Conduct thorough desk research to analyze and identify all vocational theory subjects for the given directions and related profiles, subjects and topics, and detail the teaching hours designated to the frame curricula.
- Identify all vocational practice modules including with numbers of hours designated. Include all available elective modules, specify which are currently being offered in the system and which not.
- Conduct field work in the VET institutions offering the given directions and conduct exploratory interviews with the a) heads of department, b) curricula coordinators, c) teachers and d) instructors and in-company mentors to explore the level of understanding of the frame and applied curricula.
- Based on the desk research and rich information from the field, produce 4 easy-to-read documents with the professional (theory and practical subject) curricula of the selected directions and profiles
  - consult/validate the documents with teachers/instructors and company mentors through workshops and meetings
  - consult and validate the documents with S4J which in turn validates the document with NAVETQ
  - validate the final documents with other different and interested stakeholders
  - User friendly design of the final document

### **Tasks and deliverables**

The service provider will work closely with S4J staff and VET providers and staff and will be responsible for the tasks and deliverables below:

<b>Tasks and deliverables</b>	<b>Due Date</b>	<b>Deliverable</b>	<b>Installment</b>
Prepare a final and validated curricula documents for different stakeholders	30.09.2024	Final and designed curricula documents for the Thermohydraulics, Electrotechnics, Mechanics and Construction Directions	100 % of the value of the contract

## **3. ELIGIBILITY CRITERIA**

The applicants shall be officially a registered entity.

## 4. DOCUMENTS TO BE SUBMITTED

The interested company should send the application file as indicated in the cover page, containing:

1. **Copy of NUIS certificate and Extract from NBC**
2. **Technical proposal**

The technical proposals describing the planned support that will be given to S4J team in successfully delivering the services. The technical proposals must comply with the specifications required under the deliverables sections:

- 2.1. *Company profile;*
- 2.2. *Workplan and milestones, describing the implementation of the tasks listed above;*
- 2.3. *Proposed Experts: CVs of experts indicating respective expertise & profile.*

### 3. Financial proposal

The Financial Proposal must be submitted in a detailed description of items and prices per unit. Prices shall be provided in CHF or ALL and the total amount shall comprise VAT if applicable.

S4J VAT exempt registration in process: Swisscontact/Skills for Jobs is in the process of registering with the Regional Directorate of Taxes for VAT tax rate zero percent for services and goods provided to the project. Please consider this fact when presenting your financial offer.

The application MUST contain all required documentation, otherwise may be automatically eliminated by Swisscontact without a further request for clarification and/or completion.

## 5. EVALUATION PROCESS

An evaluation panel, consisting of no less than 3 (three) members, will evaluate the applications as per the following criteria:

- |                              |            |
|------------------------------|------------|
| • <b>Technical proposal:</b> | <b>70%</b> |
| ○ Company Profile            | 10%        |
| ○ Workplan and milestones    | 10%        |
| ○ CVs of proposed experts    | 50%        |
| • <b>Financial Proposal:</b> | <b>30%</b> |

Swisscontact reserves the right to cancel a bidding process, accept or reject bids without notifying the reasons to the bidders. It also has the right to ask one or more of the applicants for clarifications regarding the bid.

## 6. SUBMISSION INSTRUCTION:

The deadline of submission is **13 June 2024, 16:00**. Please note that in case your offer will be sent later than the deadline for submission, Swisscontact may decide to disqualify your submission and not consider this eligible for further phases of evaluation.

All applications will be submitted in hard-copy, sealed in a covering envelope, to the Swisscontact Albania office: Rr. Skenderbej, Vila 49, Tirane by the deadline above mentioned. The outside of the envelope must clearly note the Award by Invitation reference number and title: 24-07-S4J Frame

*Curricula Analysis and User-Friendly Presentation for Various Stakeholders for Thermohydraulic, Electrotechnics, Mechanics and Construction.* All documents should be duly filled, signed and stamped.

The application MUST contain all required documentation, otherwise may be automatically eliminated by Swisscontact without a further request for clarification and/or completion.

## **7. COMMUNICATION WITH THE BIDDERS:**

Any communication between SC-ALB and the bidders that might compromise the transparency and fairness of the bidding process must be avoided. Communication has to be documented in writing. The interested applicants can send their questions to [manjola.martiri@swisscontact.org](mailto:manjola.martiri@swisscontact.org) by *10 June 2024, EOB*. The deadline for submitting responses will be *11 June 2024, EOB*. Responses to requests for clarification by one bidder must be shared with all bidders in BCC mode of email or the response to be uploaded on the website.