
Programme:	Private Sector Development and Technical Vocational Education and Training Programme South Caucasus (PSDTVET SC)
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AV/DV:	Anne Valerie Peters / Selma Ulrichs
Activity:	(I) Implementation of diversified financing mechanisms for Vocational Education and Training (VET) (with a focus on performance-based financing) in Georgia as well as (II) development of financing mechanism for selected functions delegated to Sectoral Skills organizations (SSOs)

1. Brief information about the programme

The Private Sector Development and Technical Vocational Education and Training South Caucasus (PSD TVET SC) Programme is implemented by the responsible Ministries of Georgia, Azerbaijan and Armenia with the support of Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, acting on behalf of the German Federal Ministry for Economic Cooperation and Development (BMZ). The programme is co-financed by the European Union. The current programme phase is scheduled from April 2017 to April 2023.

The programme aims at improving the conditions for sustainable economic development in selected sectors relevant for employment by following three main objectives: (1) The private sector further advances through increased competitiveness and newly developed inclusive business models in sectors relevant for employment. (2) The vocational education system is modernized with a major focus on establishing close cooperation with the private sector. (3) Collaboration and networking among the implementing partners in the South Caucasus region are fostered.

In Georgia, a particular focus is put on introducing of dual-oriented VET which is a specific form of TVET that is particularly responsive to the job market and is jointly designed by the state, the business sector and civil society. One of the basic principles of dual-oriented VET is the learning of theory and practice in two learning locations, mostly a company and a vocational school. To achieve such dual cooperation modality in the training provision, the business sector is systematically involved in planning, control, implementation, and quality assurance of dual TVET measures.

A dual VET system produces a highly-skilled, flexible, mobile, and innovative workforce capable of mastering current and future challenges instead of focusing on skills alone they cover broad areas of expertise. They not only address short-term demand for the qualifications needed by specific enterprises in a certain sector but also empower small enterprises and the economy as a whole to deal with future challenges. The key success factors of or the Dual VET are learning alternation, the role of the private sector, social recognition of standards, joint financing, qualification of TVET personnel, and broad objectives.

In Georgia, GIZ supported the Ministry of Education and Science (MoES) in the development of 17 dual vocational training programmes in the sectors of wine, tourism, ICT, transport and logistics and construction. Currently, 76 companies and several Business Membership Organisations (BMOs) are involved in training programmes.

Other programmes in the ICT, transport and logistics and construction sectors are being currently developed. In addition to the Dual VET programmes mentioned above, MoES, together with GIZ, supported the development of the TVET Master programme at 3 universities in the country. One of the programs, the Master program on *Vocational Education and Human Resources Development* of the Batumi Shota Rustaveli State University is already being implemented as of October 2021.

2. Context and current situation in the field of assignment

1. Implementation of diversified financing mechanisms for Vocational Education and Training (VET) (with a focus on performance-based financing) in Georgia

In recent years, the Government of Georgia (GoG) has made significant progress in reforming the vocational education and training system. The MoES has been implementing the VET Development Strategy 2013-2020 and associated action plans as well as 'The Unified Education Strategy of 2017-2021'. Recently, the VET strategy 2021-2025 has been developed which highlights the need for effective VET funding mechanisms. According to preliminary analysis, the resource mobilization of VET financing is too narrow and not diversified enough. Particularly, the state is the key financier and the allocation of resources is mainly done through three types of programmes as part of programme budgeting. The centralized funding system also doesn't fully incorporate the interests of SEN (special education needs) students, gender issues, and other minority groups. Besides, there are no mechanisms for resource mobilization and resource allocation that would comply with the term diversified financing mechanisms at the policy level.

a) VET system reforms

The vocational education system's reform in Georgia started in 2007. It was intended to revive VET education to ensure a fast influx of skilled work-force into the labour market. Over the course of the years since then, some small and larger-scale interventions took place in order to alter the status quo; however, it was only in 2013 when the VET reforms took systemic nature.

In 2013, the VET reform strategy was approved, and a systemic transformation of the VET system began. This mainly implied making VET education more attractive, and more importantly, relevant to the labour market demand, i.e. fine-tuning vocational qualification system, reforming the vocational education programmes, development of the new VET programmes with the employers'

involvement, the introduction of modern teaching methodology, upgrading laboratories and infrastructure, developing mechanisms for recognition of prior learning, redesigning quality assurance system for VET, removing ‘education dead-ends’ and more. Gradually, more international organizations and donors became interested in the VET and became involved in its development in a more systematic manner.

Over the course of these reforms, the VET provision diversified and shifted from the education focusing on ‘typical qualifications’, to a more flexible one, offering different kinds of ways of acquiring skills. Currently, VET provision in Georgia is a broad term referring to all types of formal vocational education, higher vocational education, and adult training.

Given all the changes underway, the strong attention was drawn to VET finances. Finance is a crucial pillar that enables all governmental policies and VET as an education policy domain is no exception. While the financing mechanisms in VET were also going through some changes along with the changes in the VET policy, those were minor, or rather more conservative than changes in other areas of VET system as shortly described above. Few characteristics of the current VET financing mechanisms that will be briefly overviewed below made it less fit for the fast-developing and diversifying VET in the country. Hence, it became of high importance at the policy level to make the VET financing a good fit for the ambitious government plans (expanding VET provision and building skilled labour force to meet the market demand).

b) The current system of VET financing

Currently, the Rule of VET financing (GoG Resolution #244) identifies three mechanisms of funding public VET provision. These are Voucher, Programme and Targeted Programme financing.

Vouchers are nominal per student per programme monetary units that “follow” students to public VET providers and their value is differentiated per module or per programme, per number of students at the programme and accounting for students with special needs as well as for the location of institutions in mountainous versus non-mountainous regions. Vouchers provide for the necessary expenses throughout the educational process. These include vocational education teacher salaries and funds for the support of vocational students with special educational needs and/or disabilities.

Programme funding is granted to public VET institutions to cover salaries of the administrative staff, operation costs and funds for current/running expenses.

Targeted programme funding is made available to public VET providers during the budget year based on the targeted programme(s) approved by the Minister of Education and Science of Georgia.

Alternative sources to VET financing include targeted financing from other ministries and local self-governance institutions, income-generating activities by VET institutions, funding from learners through VET fees, employers, donors and philanthropy. However, these sources are marginal.

The main challenges of the financing system include:

1. One of the major criticisms that have been voiced repeatedly towards the current financing system is that the VET financing is centralised and 95% of the VET's expenditure is borne by the state. Dependence on a single revenue source does not seem to favour the healthy development of the VET providers and a system in general, as it trumps competitiveness and promotes inertia.
2. Until 2019, state funding went only to public VET providers, which was contested by both international experts and national stakeholders arguing that the policy was putting public VET providers in a more favourable position than private ones, and also limiting student choices and access. However, since March 2019 private VET colleges also became eligible for voucher funding in priority fields of studies defined by MoES if they use state admission procedures – i.e. professional testing administered by the National Assessment and Examination Centre (NAEC).
3. Despite the fact that Georgian legislation allows for income generation by public VET institutions, they rarely practice it because of the complicated bureaucratic mechanisms leading to challenges with accountability for public financing.
4. Financial mechanisms that have been used so far are input-based. As international practice shows, this makes VET providers to be reluctant to development, and prone to inertia. No output-based financial mechanism has been part of the financial model which would foster competition among VET providers. Only in 2020, performance-based financing mechanism was included in the financial model within the framework of the United Kingdom Good Governance Fund GE67 project.¹
5. All vulnerable groups are provided with some additional financing except for gender (e.g. there are professions where women and girls are hardly represented). At the same time, legislation provisions for other groups are not always enforced. Financial support of the students with disabilities can be considered as the most advanced, because of the long-lasting involvement of donors and experienced group of professionals working in this field. However, there is no visible systemic approach in VET to support internally displaced persons (IDPs), ethnic minorities, women and girls, and socially vulnerable populations. The issue of introducing an adequate financial mechanism to ensure equal access in VET of

¹ Hereinafter 'GGF GE67 project'

socially vulnerable groups and reduce the gender gap has been addressed through a new proposed diversified financial mechanism - Equity financing. Equity financing is suggested to be dedicated to reduce the gender gap, address issues of socially vulnerable groups, and attract ethnic minorities in VET. However, this line in the diversified financial mechanism needs further development.

6. Work-based learning programmes are financed in the same way as modular programmes despite the fact that there are more costs, e.g. for materials of mid-term assessments and final exams in dual programmes than in modular ones.
7. Lastly, while problems of the VET financing have been comprehensively analysed and solutions provided, the implementation of those have been fragmented over the course of the years and has not delivered desired results.

These identified challenges were addressed at the conceptual level through the GGF GE67 project. The MoES plans now to enter the phase of implementation of the diversified financing mechanisms and there is a need to assist MoES in implementation. Specifically, this project will be supporting the MoES in addressing the following issues:

1. Voucher financing has expanded its scope to cover not only typical qualifications, but also short cycle training, and retraining programmes as well as work-based learning programmes (e.g. dual VET programmes²). The methodology on how to calculate the costs so that it is accurate and not rigidly meets only the criteria that are relevant to the typical qualification programme needs to be solved. Financing the training and retraining courses is a novelty introduced by the VET law of 2018. This has not yet been incorporated in the voucher financing system and is to be considered now.
2. Targeted Vouched Programme Funding for programmes of priority and of an ad-hoc nature;
3. Institutional Support Funding for indirect costs of provision, such as administrative costs and others;
4. Performance based funding as a top-up to incentivise quality of provision as well as increasing the internal efficiency of the VET system. A performance-based financing mechanism is also a novelty in the system. There is no clear mechanism of how to calculate the coefficient for each individual case in the VET system. It is important that the launching of this mechanism is carefully planned out and executed, as this will be the first attempt to do so.

² It is crucial that the specific characteristics of work-based learning programmes are taken into account when developing the new financing model and cost methodology. For detailed information about the types of WBL programmes in Georgia, please refer to the draft WBL decree.

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5. Equity funding as a stand-alone allocation of funds to cover SEN and Social Inclusion.
 6. Fund for development of VET institutions.³

The mobilisation, allocation and management of diversified financing of VET will necessitate a Decree of Government, resulting in a new resolution to replace the current resolution 244.

Additionally, regarding the gender equality and social inclusion (GESI) issues, it should be emphasized that the financing of vocational education is centralised in Georgia and GESI perspectives are weakly represented in it. No special financing is envisaged so far for girls or women to encourage their involvement in the vocational education system. Also, no activities or programmes consider financing or any other way of supporting equal opportunities in vocational education.

As for the financing of SEN students' vocational education, currently, educational institutions are given a specific voucher (1000 GEL quarterly based on the number of SEN students). This amount might not always be sufficient as some SEN students could require more support.

In terms of legislation, Georgia ratified The UN Convention of SEN persons' rights at the end of 2014, containing the concept of “universal design” - a design of products, services, environment and programmes that provides opportunities to all people to be able to use these and excludes stigma and obstacles for disadvantaged. In order to meet these commitments, the GoG issued a Decree N41. However, the GGF GE67 project's VET financing situation analysis report shows that the corresponding institutional framework for the UN convention has not yet been created mainly due to financial constraints.

c) Rationale

The proposed project intends to develop a voucher cost methodology for each type of programme (including short-term training and retraining courses), hence, providing an adequate financing tool for the state to fund different types of VET programmes.

Having the experience of fragmented reform implementation in the past, streamlining business processes for the diversified financial system and digitalisation of the entire financial process⁴ is crucial. This will represent the second domain of the current project.

³ These are the issues identified so far that need to be addressed. During critical review of the work done until now, if there will be found further mechanisms to better tackle the prevailing challenges at hand, they should be taken into consideration as well.

⁴ However, digitalisation of the entire financial process is not part of this project, as indicated below (chapter 3).

This project will also ensure the prioritisation of GESI as part of the Voucher Funding and Targeted Funding. Consequently, such a process will eliminate the exclusion of any groups from the funding opportunities. Moreover, a new Equity Funding budget line will be introduced in the framework of the project will ensure a more holistic and systemic approach to student-related costs: accommodation, transportation, stipends, etc.

Furthermore, this project supports the usage of a bottom-up approach that is well-spread in developed countries. Such an approach will nourish the development-oriented attitude of the VET providers and, additionally, it will also encourage the VET providers to streamline their GESI and SEN approaches/policies through efficient and adequate use of provided financial resources.

d) Details of any previous support in this area, and how this will build on it.

As mentioned above, this project builds upon the GGF GE67 project – Diversified Financing Mechanisms in VET, which was dedicated to the development of diversified financing mechanisms for the vocational education and training system in Georgia. While this project is intended to guide the implementation process of the diversified financial mechanisms of VET, the GGF GE67 project strongly provided analytical footing for introducing diversified financial mechanisms for the VET. More specifically, the project produced the following:

- Reviewed and analysed the current funding system and VET policy context in Georgia;
- Assessed the additional needs of the sector that financing policy can cater for or contribute towards;
- Assessed international good practices to identify modern approaches to VET financing and methods of determining the internal efficiencies of the VET systems;
- Suggested policy options that provide a preferred model for the country taking into consideration international good practice and its relevance to the Georgian context;⁵

II. Development of a sustainable financing mechanism for selected functions delegated to Sectoral Skills organizations (SSOs)

The VET system in Georgia, owing in part to its Soviet past, is characterised by high bureaucracy, low transparency, poor stakeholder engagement and hence inefficiency, which is a major obstacle

⁵ A paper on policy options for VET financing in Georgia including a report on situation analysis on the current VET financing system, a synthesis report on international good practices in VET financing, an outline of a performance-based funding as well as a fiscal affordability assessment, developed within the frame of GGF GE67 project, can be found in the appendix.

in developing the human capital required for the labour market. The Georgian government has recently taken significant steps to reform the VET governance system in order to tackle the above-mentioned challenges. To this end, the Ministry of Education and Science and the Georgian Chamber of Commerce and Industry (GCCCI) jointly established a new agency, the Vocational Skills Agency⁶, in April 2021, which is based on a public-private partnership and aims at enhancing the development of the country's human capital through joint efforts of the public and private sectors along with the sharing of responsibilities. The statute of the Skills Agency gives an overview of tasks to be performed by this public-private authority in the future.⁷

Next to the Skills Agency which will be operating at the macro level, another actors – the so-called Sectorial Skills Organizations (SSOs)⁸, approved by the individual administrative-legal act of the Skills Agency in accordance with the respective criteria and rules of selection⁹, will be given the right to take over the following functions at the meso-level with regard to work-based learning:

- a) Identification of labor market needs in the relevant sectors and forecasting sectoral skills;
- b) Facilitation of public-private partnerships in the relevant sectors;
- c) Making a decision on granting/annulling the status of a training company, monitoring of compliance of training companies with the requirements envisaged in the legislation in connection with possession of that status;
- d) Development of vocational qualifications (both occupational and educational standards);
- e) Supporting introduction of vocational education programmes and adult training/re-training courses in the training companies;
- f) Provision of consultations to institutions and training companies during the elaboration of programmes;
- g) Participation in the activities carried out by the institutions directed at enrolment of students in the programmes (elaboration of selection methodology, competition etc.);
- h) Introduction and implementation of a consultation system intended for individuals wishing to become VET students/enrol in programmes;
- i) Elaboration and coordination of monitoring rules for the learning process carried out in the training companies with the Skills Agency; monitoring of the learning process carried out in the training enterprises and conduction of support visits;
- j) Provision of recommendations to the training companies operating in the relevant sectors on remuneration of VET students;

⁶ Hereinafter 'Skills Agency'

⁷ Please refer to the appendix for the statute of Skills Agency.

⁸ For detailed information, please see the attached draft decrees on Work-based learning as well as on awarding of the status of a training company.

⁹ The Skills Agency plans to further elaborate on selection criteria, mentioned in the draft WBL decree, as well as define indicators incl. means of verification.

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- k) Monitoring of implementation of agreements signed between training companies and VET students and taking steps directed at preventing potential disputes;
 - l) Planning and organizing mid-term assessments and qualification exams in cooperation with VET institutions and training companies;
 - m) Development of learning materials;
 - Facilitation of coordination between training companies and VET institutions;
 - n) Carrying out various events aimed at raising awareness about work-based learning etc.

Herewith the private sector will share responsibility to coordinate work-based learning. In other words, a part of duties will be handed over from the state to the private sector. The Skills Agency needs support in developing a sustainable financing mechanism of Sectoral Skills Organizations.

3. Conditions of the assignment

3.1. Objectives and project phases

3.1.1. Implementation of diversified financing mechanisms for Vocational Education and Training (VET) (with a focus on performance-based financing) in Georgia

The first objective is to support the MoES in implementing diversified financing mechanisms, specifically:

- to conduct a critical review and analysis of existing policy options, developed by GGF GE67 project (15 January 2022) ;
- to elaborate a detailed description of the new financing model incl. all mechanisms (15 March 2022);
- to develop a new detailed cost methodology for voucher programme financing mechanisms (30 April 2022);
- to describe the business processes for diversified financing mechanisms in VET (May 2022);
- to develop algorithms and calculation coefficients for performance-based financing model (June 2022);
- to develop draft legal regulation reflecting specifics of diversified financing mechanisms of VET (June 2022).

Provision of support to the digitalisation process of diversified financing mechanisms is not included in this project.

The undertaking will be implemented in 3 phases:

Phase 1 - (a) Development of work plan, (b) Coordination meeting of project team with MoES, Skills Agency and GIZ to further specify the scope of the assignment, (c) Critical review and analysis existing policy options, developed by GGF GE67 project; (till 15 January 2022) and (d) Elaboration of the first draft of detailed description of the new financing model incl. all mechanisms (till 18 February 2022). After receiving recommendations from all relevant stakeholders, finalization of the new financing model (till 15 March 2022).

Duration: up to 14 weeks

Deliverables: (1) work plan;
(2) Summary of key findings of critical review;
(3) Detailed description of the new financing model incl. all mechanisms.

Phase 2 - (a) Development of a new detailed cost methodology for voucher programme financing mechanisms; (*Presentation of draft cost methodology till 15 April 2022 and finalization of the draft till 30 April 2022*), (b) Description of business processes for diversified financing mechanisms in VET (May 2022).¹⁰

Duration: up to 10 weeks

Deliverables: (1) Detailed cost methodology for voucher programme financing mechanism;
(2) Description of business processes for diversified financing mechanisms.

Phase 3 - (a) Development of algorithms and calculation coefficients for performance-based financing model (June 2022) and development of draft legal regulation reflecting specifics of diversified financing mechanisms of VET (June 2022).

Duration: 8 weeks

Deliverables: (1) Algorithms and calculation coefficients for performance-based financing model;
(2) draft legal regulation reflecting specifics of diversified financing mechanisms of VET.

3.1.2. Development of a sustainable financing mechanism for selected functions delegated to sectoral skills organizations (SSOs)

¹⁰ It will enable the MoES to easily implement the process digitally later on.

The second objective of this assignment is to develop a concept as well as cost methodology of sustainable financing mechanism for sectoral skills organizations, to perform the functions delegated to them, which are specified in the draft decrees on Work-based learning as well as on awarding of the status of a training company. ¹¹.

Duration: May 2022

Deliverables: (1) Concept of financing mechanism of functions delegated to SSOs (incl. reasoning why the particular mechanism is chosen),
(2) Cost methodology as well as
(3) Description of business processes and calculation coefficients.

3.2 State institutions involved in the project

The project is strongly supported by the Ministry of Education and Science (MoES) as well as the Skills Agency. Both institutions will be the primary beneficiaries and the working level partners of the project.

With regard to implementation of diversified financing mechanisms for Vocational Education and Training (VET), the MoES will be the main working level partner.

Education Management Information System (EMIS) – a legal entity of public law under the oversight of the MoES will be another working-level partner of the project. EMIS is the main source of educational data in the education system and is the primary agent providing technological solutions to education at the central level, including VET financing.

When it comes to development of sustainable financing mechanism of SSOs, the Skills Agency will work closely with the service provider.

3.3 Coordination and division of responsibility

¹¹ As of November 2021, with support of PSD TVET, an international expert will be working at the Vocational Skills Agency/GCCI, among others, to consult SSOs regarding additional funding mechanisms and revenue generation opportunities based on international experience, legal situation and organizational framework in Georgia. The main goal is to ensure the long-term functionality of SSOs through diversified and sustainable financing mechanisms. This expert should be involved, respectively consulted regarding this task).

The service provider coordinates with and responds to the PSD TVET Georgia Component, the MoES as well as the Skills Agency.

In case the persons listed above resign from their current positions, they are expected to inform GIZ of their alternates for the purposes of this order prior to their resignation.

Coordination meetings will take place regularly, at least once in 2 weeks to discuss the implemented activities, possible challenges and the next steps. The working-level partners, MoES, Skills Agency as well as EMIS will attend these meetings. The service provider should draft protocols of coordination meetings and share with all involved parties.

In case the MoES, Skills Agency and/or EMIS observe that the work process is not efficient or is going in the unfavourable direction or one of the team members is not contributing to the working process as agreed, they would be responsible for informing the GIZ PSD TVET in writing. GIZ, MoES and Skills Agency will agree on further procedures jointly.

The **MoES** and **Skills Agency** are the main working-level, partner institutions within the scope of this undertaking, responsible for defining the overarching framework and overall thematic orientation of the assignment, coordination of the implementation process together with GIZ, service provider and quality assessment of all deliverables.

GIZ is responsible for provision of technical assistance as well as human resources needed, respectively for selecting and contracting of a service provider.

The **service provider** is responsible for the implementation of the assignment and is directly accountable to GIZ.

The quality of deliverables will be assessed by the MoES and Skills Agency. Only after both institutions have confirmed to GIZ in writing that the quality of all deliverables is unobjectionable and that the service provider has fully fulfilled the obligations under the contract with GIZ, can the interim and final payments be issued.

All deliverables as defined above (3.1 and 3.2) should be submitted for review and approval to GIZ, MoES and Skills Agency. The deliverables should be elaborated and provided in Georgian language. The working languages will be Georgian as well as English.

Progress report should be written in Georgian, whilst the final report should be elaborated in English. Both reports should be submitted for interim and final settlements of the assignment to GIZ at agreed times.

The service provider will be provided with all documents and information, relevant for this assignment, by MoES, Skills Agency and PSD TVET team.

4. Personal concept

To achieve the above-mentioned objectives, the service provider should have a team composed of the specialists listed below. The service provider should pre-select candidates for the team. The preselected team will be evaluated in the bidding process.¹² **GIZ will be one of the decision makers in the final selection of candidates for the below-mentioned positions.** All experts are meant to be locals.

Experts	Required Qualifications
1. Project Team Leader	<p>Qualifications:</p> <p>More than 8 years' experience in managing/leading large-scale programmes; experience in managing/leading at least two VET related projects. Experience in the elaboration of project plans - monitoring and evaluation, communication, stakeholder engagement plan. International experience/consultancy in VET Education is highly preferable. Degree in Public Policy, Education Administration/Management, or another relevant discipline. Good analytical and communication skills, written and interpersonal. Working-level English is a must.</p> <p>Project Team Leader - responsible for overall implementation of the project, coordination of the project activities among GIZ, MoES and all relevant stakeholders.</p> <p>Up to 40 working days</p>
2. VET specialist	<p>Qualifications:</p> <p>More than 10 years of working in the VET system, preferably in state institutions, proven experience of contributing to development of VET policy documents, legal regulations as well as implementation of new approaches/practices in the VET system during last 5 years. Working level English is a must. Good analytical and communication skills, written and interpersonal.</p> <p>Up to 30 working days</p> <p>VET specialist – responsible for contributing to the development of the new financing model, cost methodology as well as concept and cost</p>

¹² Please refer to the evaluation grid.

	<p>methodology of financing mechanism of selected functions delegated to SSOs.</p>
<p>3. VET Finance Specialist</p>	<p>Qualifications:</p> <p>More than 5 years of working in the VET system. Experience in developing financing models for the education system and particularly in VET. Comprehensive knowledge of Georgia’s Education system and specifically of VET. Degree in finances or other related disciplines. Working Level English is a must. Good analytical and communication skills, written and interpersonal.</p> <p>Up to 45 working days</p> <p>VET Finance Specialist - responsible for developing a new voucher financing model as well as a performance-based financing mechanism in close cooperation with all involved parties. The VET finance specialist will also be actively involved in the elaboration of the business processes of all financing mechanisms in VET. The assignment requires in-depth expertise of all VET aspects with the focus on financing. The specificity of the assignment requires the practical experience of fulfilling similar tasks.</p>
<p>4. GESI Specialist</p>	<p>Qualifications:</p> <p>At least 5 years of experience working on projects that involved a significant focus on gender integration and social inclusion, particularly, carrying out GESI analyses and the development of action plans to integrate marginalized populations across programme components. The experience of working on policy level is highly preferable. Degree in social policy, public policy, or other related fields. Working Level English is a must. Good analytical and communication skills, written and interpersonal.</p> <p>Up to 10 working days</p> <p>GESI Specialist – responsible for ensuring to mainstream GESI in all outputs delivered by the project, as well as communicating GESI aspects throughout the project implementation with all stakeholders and the wider public. The assignment requires in-depth knowledge of gender and social issues.</p>
<p>5. Business Process Analyst</p>	<p>Qualifications:</p> <p>At least 5-8 years of experience as a business analyst, on large and complex projects; strong skills in process mapping and business process Reengineering; good analytical skills with a demonstrated ability to extensively analyze business processes and workflows; experience facilitating workshops and focus groups; experience developing</p>

	<p>instructional and procedural documentation and presentations. Degree in degree in business, accounting, economics, or another related field. Working Level English is a must. Good analytical and communication skills.</p> <p>Up to 25 working days</p> <p>Business Process Analyst – responsible for analysis of existing financing mechanisms procedures, optimization, and elaboration of new business processes.</p>
6. Administrative Law Specialist	<p>Qualifications:</p> <p>At least 5 years of experience in a legal environment; proven experience of drafting legal acts submitted and approved on a policy level; good knowledge of Georgia’s education law and related legal acts is highly preferable. Degree in public and administrative Law. Working Level English is a must. Good analytical and communication skills, written and interpersonal.</p> <p>Up to 20 working days</p> <p>Administrative Law Specialist – responsible for drafting the legal acts as requested by the project. The assignment requires extensive experience in the elaboration of legal acts for the state agencies. Good knowledge of the law on vocational education is preferable.</p>
7. Project Officer	<p>Experience in administrating the projects of similar magnitude.</p> <p>Up to 35 working days</p> <p>Project officer coordinates/assists experts in working process, as well as organizes meetings or other logistical issues.</p>

5. Specification for input of technical and financial offers:

The **technical offer** should include a list of relevant projects of similar scale that the service provider has carried out.¹³ In addition, the technical offer should list the pre-selected specialists, as described above (chapter 4), who could be involved in the implementation of the project and indicated accordingly in the financial proposal. Respective résumés (CVs) of the offered specialists should be attached to the technical offer. As mentioned above (chapter 4), GIZ will be one of the decision makers in the final selection of specialists for the aforementioned positions.¹⁴

¹³ Please refer to the evaluation grid, criterion 1.

¹⁴ Also in this case, please refer to the evaluation grid, criterion 2.

Bidders may attach any additional relevant information to the application.

The **financial offer** shall clearly state:

- All types of costs to be charged to the programme for implementation of this assignment, **excluding VAT.**
- **Fee rate of specialists assigned that shall cover all personnel costs, including ancillary personnel costs, backstopping, communication and reporting costs as well as all overheads, profit, interest, risks, etc.**