

**ANNEX II TO FINANCING AGREEMENT N°ENPI/2009/021-066*****TECHNICAL AND ADMINISTRATIVE PROVISIONS***

<b><i>BENEFICIARY COUNTRY / REGION</i></b>	<i>The Republic of Armenia</i>		
<b><i>REQUESTING AUTHORITY</i></b>	<i>Ministry of Economy of the Republic of Armenia</i>		
<b><i>BUDGET HEADING</i></b>	<i>19.08.01.03- European Neighbourhood and Partnership Instrument</i>  <i>- Armenia Annual Action Programme 2009</i>  <i>- Special Measure "EaPIC" (Eastern Partnership Integration and Cooperation) Programme 2012</i>		
<b><i>TITLE</i></b>	<i>Continuation of vocational education and training (VET) reform and development of an employment strategy</i>  <i>CRIS Ref: ENPI/2009/021-066; ENPI/2012/024-345</i>		
<b><i>TOTAL COST</i></b>	<i>€21 million</i>  <i>-including €6 million from the Eastern Partnership Integration and Cooperation Programme (EaPIC)</i>		
<b><i>Aid method / management mode</i></b>	<i>- Sector budget support (centralised management) - €19 million</i> <i>- Project mode (direct centralised management) - €2 million</i>		
<b><i>DAC-CODE</i></b>	<i>11330</i>	<b><i>SECTOR</i></b>	<i>Vocational training</i>

## **1. INTERVENTION**

### **1.1. Objectives**

The overall objective of this programme is to continue to provide support the PRSP of Government of Armenia through increasing the quality of VET sector in order to make it more relevant to the needs of the labour market and of the individuals.

Key elements of the government sector programme as defined in the VET MPP Action Plan covering the years from 2009-2011, are the following: (i) introduction of competency based vocational education, (ii) modernisation of quality monitoring mechanisms, (iii) creation of technical support and quality assurance infrastructure, (iv) improvement of cost efficiency and educational outcomes, (v) optimisation of VET financing, (vi) building of national capacity for VET modernisation, implementation and monitoring.

In line with the principle of "more for more", this Programme benefits from additional funding (€6 million) under the Eastern Partnership Integration and Cooperation (EaPIC) programme, with the aim of fostering sustainable and inclusive growth and economic development.

#### **Supply side**

The Ministry of Education and Science (MoES) is the main body responsible for the development and administration of education (including VET) while the Ministry of Labour and Social Issues (MoLSI) and its SESAs are responsible for the National Action Plan for Employment and also work closely with the MoES in serving the unemployed with professional trainings. The Ministry of Finance is also a key partner in ensuring the budget necessary to implement the envisaged reform actions.

The Ministry of Health, Agriculture, Youth and Culture and Energy are also responsible for managing vocational schools in the related field of specialisation. The list of other key actors of implementing the present VET SPSP also includes the National VET Council, the National Centre for VET Development, the 12 Regional Multifunctional Centres at least but other VET delivery institutions too and the Institute for Labour and Researches etc.

#### **Demand side**

Social partners' institutions are very committed to reform the VET system as they recognise the importance of human resources as a contribution to the competitiveness of the enterprises and, consequently, the country's economic growth. The Republican Union of Employers of Armenia was established in 2001 and is the most important union representing large and medium sized enterprises. It contributed to the preparation of the VET Modernisation Priorities Paper and other strategic documents. The Chamber of Commerce and Industry was established in 2002 and it pursues, among other objectives, "the enhancement of the system of training and up-grading of the business personnel".

#### **Crosscutting issues**

Given that the main objective of vocational education is to provide a qualified labour force capable of working in a competitive environment, subjects like health, environmental protection and safety at work will need to be introduced in the curricula in order to raise understanding and awareness on the issue. Gender issues will also be considered during the implementation of the SPSP and both the VET and employment policy reforms. A recent study by the National Institute for Labour and Researches states that measures should be taken to improve the status of women by increasing their role in society for which employment is identified as a key measure.

With additional assistance amounting to €6 million under "EaPIC" (Eastern Partnership Integration and Cooperation Programme) programme following the principle of "more for more", support will be geared towards improving VET opportunities for youth with special needs, establishment of a model and implementation plan for sector-wide VET planning and performance management, operationalisation of networks of VET institutions and improvement of regional cooperation, and improvement of facilities in regional VET colleges and equipment necessary to implement competency-based curricula. Other additional areas of support include validation of non-formal and informal learning, revision of VET classifiers of VET professions and their alignment with labour market needs, as well as introduction of career guidance and job search capacities in pilot VET colleges.

## **1.2. Expected results and Main activities**

### 1) Improved conditions for VET reform

1.1. A National VET Council is operational and provides overall guidance to the implementation of the reform and ensure the necessary political support.

1.2. Necessary changes to the statute of the National Centre for VET Development are introduced in order to enhance its role as the effective operational arm of the National VET Council in all matters related to reform of VET, including guidance to the 12 sectoral committees established for the development of standards. The Centre will operate on the basis of annual work-plan agreed upon by the National VET Council identifying also the resources needed and expected outcomes.

1.3. Management boards have been created in 2008 in the 12 Regional Multifunctional Centres with participation of local authorities and social partners organisations. It is important to have these boards really effective to make VET offer, both initial and continuing, really matching the needs of local labour market. A work-plan to guide the activities of the colleges will be developed as an instrument also for assessing the performance of teachers/college principals.

1.4 The transformation of the 12 colleges selected under the 2007 VET SPSP into models of Regional Multifunctional Centres for the provision of initial and continuing VET will be completed under the present programme. They will become models of modern VET institutions in particular in terms of learning environment as a result of further improvement of the infrastructure and equipment, and piloting/launching courses according to the new competence based modular curricula for at least 30 occupations included in the national classifier of occupations revised by the Ministry of Labour. Learning outcomes based curricula start to be implemented in the 12 Regional Multifunctional Centres from the school year 2009-2010 and their implementation will continue. First completion of the learning cycle will be at the end of the school year 2011-2012.

1.5. There is no database at the moment in the VET Department to support management information for the VET system. A database has been set up through the World Bank Project as Management information system for the reform of general secondary education. The possibility of expanding the existing database or creating a new one will be considered as it is of vital importance for monitoring also the impact of the VET reform.

### 2) Increased importance to employment strategies

2.1. The elaboration of the National Action Plan for Employment has been in the agenda of the Ministry of Labour and Social Issues for quite a long time. Currently it has been submitted to the GoA and is under discussion. The strategy reflects a need for creating employment at national level but it should also be based on the employment priorities of the Marzes and linked to the overall context of socio-economic development of the country. On the basis of the identified strategies, active measures should be implemented to promote employment, setting quantitative indicator about number of participants to be involved, targeted employment objectives, overall mid-long priorities.

2.2. Regional Conciliation Councils (RCC) are operational at marz level and they are chaired by the Local Employment Centres, managed by the SESA. These RCC play a vital role in promoting employment but at the moment they are made up only of local authorities and social partners. Therefore, in order to ensure that VET provision meets the requirements of the labour market, it is crucial to extend the participation also to educational (including VET) institutions. These RCC are not considered so effective in terms of employment promotion, they mainly deal with labour law or collective bargaining. Therefore their efficiency must be improved through more effective contribution to employment policy in the region.

2.3. The National Classifier includes the overall list of occupations in Armenia and this is managed by the Ministry of Labour and Social Issues because it is linked to working permit, collective bargaining, etc. Descriptors for at least 30 occupations included in the classifier will need to be developed by the Institute for Labour and Researches in order to define the functions and the level of knowledge and competence required by a specific occupation.

2.4. The occupational standards for the 30 descriptors specify the tasks under each occupation and they are used in the development of educational standards, curricula, teachers by the NCVETD.

2.5. The issue of poverty linked to employability of vulnerable groups need to be analysed and findings and recommendation for actions need to be elaborated in a report for social inclusion to be adopted by the Government.

### 3) Improved conditions for the delivery of vocational education.

3.1. Under the SPSP 2007 the rehabilitation, refurbishment and up-grading of equipment of the 12 identified Regional Multifunctional Centres has started but it needs to be completed following EU technical requirements and in terms of cost/efficiency. In order to receive this support the Centres will cover the cost of maintenance and running expenditure.

3.2. In order to create the conditions for the dissemination of the knowledge and experience of the 12 Regional Multifunctional Centres, networks will be established to rationalise the VET offer in the region; (merging of existing colleges will be considered as a possibility on the basis of existing needs of the labour market, demographic trends and overall socio-economic development).

3.3. The NCVETD continues to develop educational standards and curricula in line with occupational standards.

3.4. A key instrument in making the reform of education, at any level, successful, are the teachers and their level of motivation and involvement in the process, which will be achieved through adequate teachers training sessions and mechanism for financial reward/incentive.

3.5. The issue of transferring all middle professional and preliminary education institutions under the administrative authority of the Ministry of Education and Science has been subject of debate since many years and included in all strategic documents. With this programme a strategy will be adopted to formalise this transfer in a mid-term period as well as for the overall rationalisation of the system at country level and a policy for the dissemination of the reform to the rest of the system.

3.6. The budget of the Ministry of Education and Science to VET is based on a per/capita cost through the allocation of a certain number free seats in each school/college. Therefore the Government will have to show the commitment to the reform through an increase of free seats by 50% in the MTEF 2011-2013 with respect to budget 2008.

### 4) Targeting of active employment measures improved

4.1. SESA organise tenders for the organisation of training as active employment measures and both private and public providers can participate. However, because of the quality of the structure and equipment, VET colleges are not so well placed and they don't win many tenders. Through this programme the quality of the facilities will improve and therefore the Regional Multifunctional Centres should be capable to implement at least 10% of the training.

4.2. A pilot test for a training fund will be implemented on the basis of the feasibility study, which has been carried out with SPSP 2007.

4.3. In order to assess the impact of education, it is very important to carry out tracer studies to assess the opportunities/choices of school graduates both in terms of insertion in the labour market and access to university or other educational institutions. The NCVETD will carry out these 3-4 studies on a pilot basis.

5) Continued broadening of VET reforms and improvement of performance management

5.1 Agreed model and implementation plan of sector-wide VET planning and performance management system including necessary staff training programme.

5.2 Networks of VET institutions are operational and serve as framework of regional cooperation between colleges.

5.3 Two VET colleges are equipped with necessary facilities for physically impaired students (staircases, ramps, banisters, elevators or lifts). Guidelines and plan for adaptation of remaining institutions to the needs of the physically impaired adopted.

5.4 *Five craftsmanship regional VET schools with clear development potential are refurbished and supplied with modern training equipment to implement new modular competency-based curricula.* The quality and scope of renovation activities will be in line with the requirements identified in the framework of TA support provided under this programme.

5.5 Methodology and mechanism for validation of non-formal and informal learning adopted and piloted for one profession

5.6 Proposal developed for revision of the lists of VET professions and their alignment with the labour market needs and the National Qualifications Framework (NQF).

5.7 Introduction of career guidance and job search capacities in pilot VET colleges. Corresponding specialists of 12 VET multifunctional centres trained with the use of methodology developed by the Professional Orientation Methodological Centre of the Ministry of Labour and Social Affairs.

### **1.3 Duration**

The execution period of the Agreement will be 72 months. This execution period will comprise 2 phases under the conditions provided for in article 4.1 of the General Conditions (Annex I of the present Agreement):

1. Operational implementation phase that starts from the entry into force of the financing agreement and will have duration of 48 months.
2. Closure phase of a duration of 24 months that starts from the expiry date of the operational implementation phase.

Pursuant to article 6 of the General Conditions (Annex I of the present Agreement):

- the contracts implementing the financing agreement that are funded from the ENPI 2009 Annual Action Programme in favour of the Republic of Armenia (ENPI/2009/021-066) shall be signed at the latest within three years of the entry into force of the financing agreement (except audit and evaluation) i.e. at the latest on 28 December 2013;
- The contracts implementing the financing agreement that are funded from the ENPI 2012 Special Measure "EaPIC" (Eastern Partnership Integration and Cooperation) Programme (ENPI/2012/024-345) shall be signed by both parties within three years of the entry into force of the addendum 3 to the financing agreement.

These deadlines may not be extended ('sunset clause').

## **2. IMPLEMENTATION**

### **2.1 Implementation method and Procurement and Payment clauses**

The action will be implemented through centralised management.

All contracts implementing the TA component of the programme must be awarded and implemented in accordance with the procedures and standard documents laid down and published by the Commission for the implementation of external operations, in force at the time of the launch of the procedure in question.

The government of the partner country will confirm that the relevant Treasury account has been credited and provide documentary evidence of the transfer, including the exchange rate used.

### **2.2 Budget and calendar**

#### **2.2.1 Budget**

	Amount	EU contribution	Other donors	Sector/ministry budget/funding over programme duration*
Budget Support	€19 million	€19 million	-	Without
Technical Cooperation, Audit & evaluation, Visibility	€2 million	€2million	-	Without

\* Specify with or without donor projects/earmarked funding (grants and loans).

#### **2.2.2 Calendar**

The indicative operational duration for the action is 48 months. Based on the immediate need for refurbishment of the VET colleges in Armenia, the indicative disbursement calendar will be as follows:

<i>Type of instalment</i>	<i>FY 2011</i>		<i>FY 2012</i>		<i>FY 2013</i>		<i>FY 2015</i>		
	<i>1<sup>st</sup> semester</i>	<i>2<sup>nd</sup> semester</i>	<i>1<sup>st</sup> semester</i>	<i>2<sup>nd</sup> semester</i>	<i>1<sup>st</sup> semester</i>	<i>2<sup>nd</sup> semester</i>	<i>1<sup>st</sup> semester</i>	<i>2<sup>nd</sup> semester</i>	<i>Total</i>
<i>Fixed instalment</i>	5.00								5.0
<i>Variable instalment</i>				4.00	5.00			5.00	14.0
<b><i>Total</i></b>	<b>5.00</b>		<b>4.00</b>		<b>5.00</b>		<b>5.00</b>		<b>19.0</b>

## **2.3 Performance monitoring and criteria for disbursement**

### **2.3.1. Description of performance monitoring arrangements**

A starting basis for performance measurement is the expected outcomes and achievement indicators presented in 2009-2011 Action Programme of VET reform measures. The Action Programme forms a part of the "Concept on Development of Preliminary Professional (Craftsmanship) and Middle Professional (Vocational) Education" adopted by the RA Government in December 2008. The concept paper represents a strategic approach to reforms in VET sector reflecting a mix of process oriented measures and tangible outcomes, which act as incentives to consistent sector reforms.

The additional funds allocated under the 2012 budget of the Eastern Partnership Integration and Cooperation (EaPIC) programme will allow the disbursement of a fourth variable instalment of a maximum of €5 million. The EaPIC funds will supplement the budget of the ENPI Annual Action Programme 2009 and will be disbursed based on the progress achieved against the Condition 6 – Continued broadening of VET reforms and improvement of performance management, as detailed in Appendix 2.

### **Steering Committee**

Oversight of the overall programme will be entrusted to a Steering Committee chaired by the RA Minister of Economy and whose members will include representatives of all ministries and institutions involved in the implementation of the present Programme and of representatives of the European Commission.

The members of the Steering Committee are:

- *Minister of Economy, Chairman*
- *Head of the National Coordinating Unit, Ministry of Economy*
- *Minister of Education and Science*
- *Minister of Labour and Social Affairs*
- *Minister of Agriculture*
- *Minister of Justice*
- *First Deputy Minister of Finance*
- *President, National Statistical Service*
- *Ambassador, Head of EU Delegation to Armenia*
- *Resident Technical Assistants*

The Committee will meet at least twice a year to review progress and decide on any proposed modification to the Programme.

To guarantee sound implementation of the Programme the Committee will ensure that the Government of Armenia fulfils the commitments referred to in Appendices 1, 2 and 3 of the TAPs.

### **Reviews**

For fiscal years 2012, 2013 and 2015 there will be an external review mission for the verification of the compliance with conditions attached to the release of each annual variable instalment. The review will be triggered following the fulfilment of the general and specific conditions outlined in Appendices 1, 2 and 3 of the TAPs. The review missions will take place indicatively in the first semester of 2012, 2013 and in July 2015. The dates can be moved in exceptional circumstances depending on the status of compliance of the conditions.

Technical Assistance

A team of experts (Technical Assistance team) will be charged with overall monitoring, reporting and support to the Government of Armenia for the implementation of the Programme. The European Commission will administer the use of the technical assistance funds allocated in favour of this Programme.

The status of any Technical Assistance team provided under this Programme will be governed by the General Rules applicable to the Framework Agreement (ratified by the National Assembly on 04 October 2007).

The Ministry of Education and Science will provide, free of charge, the necessary office space within his premises including local telephone lines, furniture, heating and electricity.

Ad-hoc technical assistance is foreseen for support to the broad reform process and in areas where need in policy and legal advice is identified jointly by the Beneficiaries and the Commission. The European Commission will define Terms of Reference for this assistance in consultation with the Government of Armenia.

Additional funds of €1 million will be allocated under the 2012 of the Eastern Partnership Integration and Cooperation (EaPIC) programme for further technical assistance due to the extension of the programme. It will be used to ensure presence of the Resident TA team, review missions, evaluation and ad-hoc technical assistance as required.

The Delegation of the European Commission to Armenia

The European Commission Delegation in Yerevan will supervise the Programme and ensure a constructive dialogue with the Government.

Donors coordination

The PRSP is the major forum for dialogue and co-ordination of donors around the overarching socio-economic development programmes of Armenia. After the adoption of the PRSP several donors, in particular UN organisations, DFID, USAID have aligned their country strategies within close co-ordination with the government.

The Ministry of Finance and Economy (MFE) was in the past the leading institution coordinating donors' financial support (grants and loans) and the National Co-ordinating Unit reported to this ministry. Following the appointment of a new government in 2008, this unit has been transferred from Ministry of Finance to Ministry of Economy and therefore new capacities for donors' co-ordination will have to be built up.

Leadership and ownership of the government in effective co-ordination of donor strategies has improved in particular from the side of the MOES Department of VET, whose management capacities have improved during the implementation of the budget support programmes 2006 and 2007.

2.3.2. Criteria for disbursement

Analysis of the chosen performance indicators in Appendix 1 tells us that they are of adequate quality to justify their use for the disbursement of budget support.



The chosen performance targets and indicators specified in Appendix 1 will apply for the duration of the programme. However, in duly justified circumstances, the Ministry of Economy of the Republic of Armenia may submit a request to the European Commission (see article 5 of the Special Conditions) for the targets and indicators to be changed. The changes agreed to the targets and indicators may be authorised by exchange of letters between the two parties.

***General conditions for disbursement (applicable to all installments)***

<b><i>Area</i></b>	<b><i>Conditions</i></b>	<b><i>Source of verification</i></b>
<i>Sector policy and strategy</i>	<p><i>Progress in the implementation of Concept for the Development and Rationalisation of Vocational Education and Training (VET) is achieved through the adoption of a plan for the dissemination of the reform and for the rationalisation of the system. The Concept (2009-2011) is based on the revision of the VET Modernisation Priorities and Action Plan.</i></p> <p><i>Increase employment is a top priority in the policy agenda and is included into overall policy framework of the Poverty Reduction Strategy Paper II (presented by the Government as Sustainable Development Programme), adopted by the government in October 2008</i></p>	<i>Concept, adopted by the Government of Armenia and the Ministry of National Education, is entrusted for its implementation. The PRSP II (Sustainable Development Programme) covers the period 2008-2021.</i>
<i>Macroeconomic stability</i>	<i>Stability oriented macroeconomic policy in place.</i>	<i>IMF lending programme Article IV consultation process.</i>
<i>Public finance management</i>	<p><i>Efficient implementation of the PFM reforms and management of financial resources.</i></p> <p><i>Financing of the budget expenditure of the Programme partner ministries and agencies in a timely manner and in accordance to the financial plan of the annual State Budget.</i></p>	<p><i>PEFA PFM assessment Progress report of the PFM reforms Action Plan, approved.</i></p> <p><i>Quarterly budget execution reports of the Central Treasury.</i></p>

*Specific conditions for disbursement*

<b><i>Second Instalment, Variable (FY 2012)</i></b>
<b><i>Conditions</i></b>
<i>1 - Improved governance of VET reform</i>
<i>2 - Increased importance to employment strategies</i>
<i>3 – Improved conditions for delivery of vocational education</i>
<b><i>Third instalment, Variable (FY 2013)</i></b>
<i>4 - Improved conditions for delivery of vocational education</i>
<i>5 – Targeting of active employment measures improved</i>
<b><i>Fourth instalment, Variable (FY 2015)</i></b>
<i>6 – Continued broadening of VET reforms and improvement of performance management</i>

**3. MONITORING, EVALUATION AND AUDIT**

The programme will be subject to one annual review per year. The review missions will assess the compliance with conditions attached to the disbursement of the variable instalments as outlined in Appendix 2.

**4. COMMUNICATION AND VISIBILITY**

Communication and visibility will be organised in conjunction with the Ministry of Education and Science and other relevant Ministries, in accordance with the Communication and Visibility Manual for EU External Actions. In this context, appropriate public relation activities may be considered so as to keep the general public informed of developments in the VET reform.

**APPENDICES**

- 1 - Performance criteria and indicators used for disbursement
- 2 - Disbursement arrangements and timetable
- 3 - Specific conditions on rehabilitations of 12 Regional Multifunctional VET Centres

**Appendix 1: Performance criteria and indicators used for disbursements****Area 1: Improved governance of VET reform**

<i>Indicator</i>	<i>Verification source</i>
<p><u>Indicator 1:</u> National Council for VET Development (NCVD) operational and meeting quarterly. It leads the debate on the reform of the sector as a recognised tri-partite body with clear tasks and responsibilities.</p> <p>Based on the assessment of the Council operations effectiveness, its Charter is revised in order to make Council activities more targeted</p>	<p>New revised Charter of the Council adopted in January 2011 which takes into account adjustments in the Council management</p>
<p><u>Indicator 2:</u> The 12 colleges which received assistance under the SPSP 2007 are registered as Regional Multifunctional VET Centres in accordance with quality criteria and with goals, tasks and competences. Their management boards are fully operational and meeting at least four times a year on a regular basis. The boards operate on the basis of annual objectives including raising attractiveness of the colleges through increased enrolment rate, establishing closer links with the communities and enterprises. In line with its role and functions, the boards adopt:</p> <ul style="list-style-type: none"> <li>Measures for the assessment of teachers and school principals;</li> <li>Mechanisms for possible replacements/rewards, financial incentives of teachers and school principals.</li> <li>Training measures for management boards</li> </ul>	<p>Government Decision on adoption of new Exemplary Charter of regional multifunctional centres as a new category of institutions on the basis of specific quality criteria and with wider goals, tasks and competences.</p> <p>MoES Decrees on adoption of new Charters of 12 regional multifunctional centres' in correspondence with the new Exemplary Charter.</p> <p>Minutes of Board meetings, Boards' Annual work plans, College mid-term Business plans, Annual work plans prepared on the basis of their new goals and annual objectives determined by the MoES and approved by the Council.</p>
<p><u>Indicator 3:</u> Under the guidance of the National Centre for VET Development (NCVETD), 61 new Learning outcomes based modular curricula are implemented in VET colleges starting from the school year 2010-2011 and other 19 from the school year 2011-2012, thus covering all professions of the 12 Regional Multifunctional VET Centres.</p>	<p>Corresponding number of Competency-based educational standards adopted by MoES and registered in the Mo Justice, and the Learning outcomes based modular curricula.</p> <p>Progress reports submitted by the NCVETD, on implementation of modular curricula.</p>
<p><u>Indicator 4:</u> Terms of Reference of the Management Information System are developed, preparatory works for tender of the MIS software launched</p>	<p>Terms of Reference of the Management Information System available</p>

**Area 2: Increased importance of employment strategies**

<i>Indicator</i>	<i>Verification source</i>
<p><u>Indicator 1:</u> National Employment Strategy prepared by the Ministry of Labour and Social Issues in line with EU principles and adopted by the Government. It reflects the employment policy priorities of the 10 Marzes.</p>	<p>Government decision and National Employment Strategy and work-plan covering the period 2014 – 2018.</p>

<u>Indicator 2:</u> Pilot test of a Training Fund is implemented by the appropriate body on the basis of the feasibility analysis carried out under the SPSP 2007.	Report from the management body to the NCVET
<u>Indicator 3:</u> Regional Conciliation Committees (RCC under the responsibility of SESA) are strengthened in order to improve effectiveness of employment policies. They include local authorities, social partners and the participation is extended to educational institutions as observers. The RCC are led by the Local Employment Centres (under SESA), which carry out on a regular basis sample surveys to forecast employment needs with a projection of 3 years to give inputs to educational plans.	Reports submitted by regional SESAs, regional sample surveys, RCC meetings minutes.
<u>Indicator 4:</u> At least 30 occupational profiles in accordance with national classifier and relevant to strategic professions offered by the 12 Regional Multifunctional Centres are developed by National Institute of Labour and Social Researches. They are used by the NCVETD to develop educational standards, curricula, etc.	30 Occupational profiles available
<u>Indicator 6:</u> Report on social inclusion adopted by the RA Government to identify measures to promote employability of groups that are non-competitive in the labour market, such as disabled people, long-term unemployed, women leaving in rural areas, ex-convicts.	Report on Social Inclusion produced. The report is used to define Government Strategy and work plan on promotion of social inclusion adopted covering the period 2014 – 2018

**Area 3: Improved conditions for delivery of vocational education**

<i>Indicator</i>	<i>Verification source</i>
<p><u>Indicator 1:</u> Completion of the rehabilitation and refurbishments of 12 Regional Multifunctional Centres in line with the report submitted by the team of international and local experts hired by the EU in March 2010 (see Appendix 1), who have reviewed the status of the works carried under SPSP 2007 in 12 colleges, assessed the quality and relevance and identified further needs and estimated costs for:</p> <ul style="list-style-type: none"> <li>• consolidation or expansion of building, if necessary</li> <li>• heating installed and operational</li> <li>• modernised electrical system</li> <li>• modernised water supply system</li> <li>• new toilets installed</li> <li>• roof</li> <li>• floors</li> <li>• windows and doors</li> <li>• internal and external decoration</li> <li>• new desks and chairs</li> <li>• <i>new furniture</i></li> <li>• <i>equipment</i></li> </ul>	<p>Completion reports/certificate by the Ministry of Education and Science.</p> <p>Works supervision reports from international and local experts.</p>
<u>Indicator 2:</u> Regional networks for the provision of VET established and led by the 12 Regional Multifunctional Centres. Regional plans for rationalisation of VET elaborated in consultation with local social partners' organisation and employment services in	Regional plans adopted by the Ministry of Education and Science and other relevant state bodies. Government decision on merging of

terms of cost/efficiency of the system. Existing colleges are merged and total number reduced at least by 10%.	colleges.
<u>Indicator 3:</u> Educational standards and curricula developed and/or revised by the NCVETD match the requirements of revised occupational standards elaborated by the National Institute for Labour and Researches and are in line with the requirements of labour market.	The 13 Sectoral Committees' views on developed/reviewed educational standards reflected in the minutes of the NCVD.
<u>Indicator 4:</u> Number of teachers trained for new curricula at least for 2.500 man/days. The training activities include also adults learning techniques in order to increase the quality of the training provided by the 12 Regional Multifunctional Centres.	Report from the VET Department and NCVETD; evidence documents of training provision (training programme, lists of participants, participation records, training materials, evaluation records, etc).
<u>Indicator 5:</u> A strategy for extension of the reform to the rest of the system adopted by the RA Government on the basis of the experience gained during the implementation of the SPSP 2007 and 2009.	Government decision on mid-term (2012-2016) VET reforms (Concept and Action Plan) adopted in 2012 with definition of indicators of achievements.
<u>Indicator 6:</u> The MTEF for 2011-2013 foresees an increase by 50% in the number of free seats for middle VET with respect to budget 2008.	MTEF 2011-2013

**Area 4: Targeting of active employment measures improved**

<i>Indicator</i>	<i>Verification source</i>
<u>Indicator 1:</u> 12 Regional Multifunctional Centres implement a minimum of 10% of the training organised by SESA as active employment measures due to modernized infrastructure.	Reports from SESA, contracts with the 12 VET Centres, other evidence documentation.
<u>Indicator 2:</u> Pilot test of a Training Fund is implemented by the appropriate body on the basis of the feasibility analysis carried out under the SPSP 2007.	Report from the management body to the NCVET
<u>Indicator 3:</u> The NCVETD implements pilot tracer studies in 3-4 regions.	A specific report from the NCVETD submitted to MoES and discussed by NCVD

**Area 5: Continued broadening of VET reforms and improvement of performance management**

<i>Indicator</i>	<i>Verification source</i>
<u>Indicator 1:</u> Agreed model and implementation plan of sector-wide VET planning and performance management system including training programme for the relevant staff (MoES, NCVD, NCVETD, NTF, VET colleges).	Model and training programme adopted by the NCVD. Reports of the corresponding body on implemented trainings
<u>Indicator 2:</u> Networks of VET institutions are operational and serve as framework of regional cooperation between colleges.	Bilateral and/or multilateral agreements on cooperation between minimum 20 colleges. Business plans of Regional VET Centres contain activities related to the management and operation of the regional networks
<u>Indicator 3:</u> Two VET colleges are equipped with necessary facilities for physically impaired students (staircases, ramps, banisters, elevators or lifts). Guidelines and plan for adaptation of	Certificates of work completion and delivery and installation of equipment.

remaining institutions to the needs of the physically impaired adopted.	Guidelines and plan adopted by NCVD
<u>Indicator 4:</u> Five craftsmanship VET schools in the regions with clear development potential are refurbished and supplied with modern training equipment to implement new modular competency-based curricula. The quality and scope of renovation activities will be in line with the requirements identified in the framework of TA support provided under this programme.	Certificates of work completion and delivery and installation of equipment and training of the staff. Works supervision reports from international and local experts
<u>Indicator 5:</u> Methodology and mechanism for validation of non-formal and informal learning adopted and piloted for one profession	Minister's order on adoption of validation procedure, Progress reports of the corresponding institution/body on the results of pilot validation procedures
<u>Indicator 6:</u> Proposal developed for revision of the lists of VET professions and their alignment with the labour market needs and the National Qualifications Framework	The proposal approved by the NCVD
<u>Indicator 7:</u> Introduction of career guidance and job search capacities in VET colleges. Corresponding specialists of 12 VET Multifunctional Centres trained with the use of methodology developed by the Professional Orientation Methodological Centre of MoLSA	Career centres are operational in 12 VET Centres Reports of the corresponding body of implemented trainings.

**Appendix 2: Disbursement arrangements and timetable****1. Responsibilities**

On the basis of the conditions for disbursement set out in this Financing Agreement the Ministry of Economy of the Republic of Armenia shall make a formal request to the Commission for each tranche disbursement on the dates set out in Table 1 below, including (i) the fullest possible analysis and justification for the release of funds, including supporting documentation which should be annexed; and (ii) a duly signed Financial Identification Form in order to facilitate subsequent payment

**2. Indicative disbursement timetable****Table 1: Summary Indicative disbursement timetable**

<i>Type of instalment</i>	<i>FY 2011</i>		<i>FY 2012</i>		<i>FY 2013</i>		<i>FY 2015</i>		
	<i>1<sup>st</sup> semester</i>	<i>2<sup>nd</sup> semester</i>	<i>1<sup>st</sup> semester</i>	<i>2<sup>nd</sup> semester</i>	<i>1<sup>st</sup> semester</i>	<i>2<sup>nd</sup> semester</i>	<i>1<sup>st</sup> semester</i>	<i>2<sup>nd</sup> semester</i>	<i>Total</i>
<i>Fixed instalment</i>	5.00								5.0
<i>Variable instalment</i>				4.00	5.00			5.00	14.0
<b>Total</b>	<b>5.00</b>		<b>4.00</b>		<b>5.00</b>		<b>5.00</b>		<b>19.0</b>

**3. General conditions for tranche release**

The General Conditions for tranche release set out below shall apply to the disbursement of all tranches and all requests for tranche release shall be accompanied by supporting information on this matter. The general conditions for disbursement set out below are applicable to all installments.

<i>Area</i>	<i>Conditions</i>	<i>Source of verification</i>
<i>Sector policy and strategy</i>	<i>Progress in the implementation of Concept for the Development and Rationalisation of Vocational Education and Training (VET) is achieved through the adoption of a plan for the dissemination of the reform and for the rationalisation of the system. The Concept (2009-2011) is based on the revision of the VET Modernisation Priorities and Action Plan.</i>	<i>Concept, adopted by the Government of Armenia and the Ministry of National Education, is entrusted for its implementation. The PRSP II (Sustainable Development Programme) covers the period 2008-2021.</i>

	<i>Increase employment is a top priority in the policy agenda and is included into overall policy framework of the Poverty Reduction Strategy Paper II (presented by the Government as Sustainable Development Programme), adopted by the government in October 2008</i>	
<i>Macroeconomic stability</i>	<i>Stability oriented macroeconomic policy in place.</i>	<i>IMF lending programme Article IV consultation process.</i>
<i>Public finance management</i>	<i>Efficient implementation of the PFM reforms and management of financial resources. Financing of the budget expenditure of the Programme partner ministries and agencies in a timely manner and in accordance to the financial plan of the annual State Budget.</i>	<i>PEFA PFM assessment Progress report of the PFM reforms Action Plan, approved. Quarterly budget execution reports of the Central Treasury.</i>

#### **4. Specific Conditions for tranche release**

The specific conditions for tranche release apply to individual tranches in addition to General Conditions which are applicable to all tranches. The conditions for disbursement under the variable tranche are fixed for the duration of the programme, but may be modified in accordance with the TAPs section 2.4.2 of this Financing Agreement.



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<i>Installment</i>	<i>Amount € million</i>	<i>Conditions/criteria/activities for disbursement</i>		<i>Source of verification</i>
<i>First installment, fixed</i>	5.0	1.	<i>Allocation in the 2011 budget sufficient to meet the reforms envisaged under the Second Instalment for this Programme</i>	<i>State Budget 2011</i>
<i>Second Installment, variable</i>	4.0	<b>Condition 1. Improved governance of VET reforms (30%)</b>		
		Criteria to assess the degree of fulfilment:		
5%	0.20	1.1.	<p><i>National Council for VET Development (NCVD) operational and meeting quarterly. It leads the debate on the reform of the sector as a recognised tri-partite body with clear tasks and responsibilities.</i></p> <p><i>Based on the assessment of the Council operations effectiveness, its Charter is revised in order to make Council activities more targeted</i></p>	<i>New revised Charter of the Council adopted in January 2011 which takes into account adjustments in the Council management.</i>
10%	0.40	1.2.	<p><i>The 12 colleges which received assistance under the SPSP 2007 are registered as Regional Multifunctional VET Centres in accordance with quality criteria and with goals, tasks and competences. Their management boards are fully operational and meeting at least four times a year on a regular basis. The boards operate on the basis of annual objectives including raising attractiveness of the colleges through increased enrolment rate, establishing closer links with the communities and enterprises. In line with its role and functions, the boards adopt:</i></p> <ul style="list-style-type: none"> <li><i>Measures for the assessment of teachers and school principals;</i></li> <li><i>Mechanisms for possible replacements/rewards, financial incentives of teachers and school principals.</i></li> <li><i>Training measures for management boards</i></li> </ul>	<p><i>Government Decision on adoption of new Exemplary Charter of regional multifunctional centres as a new category of institutions on the basis of specific quality criteria and with wider goals, tasks and competences.</i></p> <p><i>MoES Decrees on adoption of new Charters of 12 regional multifunctional centres' in correspondence with the new Exemplary Charter.</i></p> <p><i>Minutes of Board meetings, Boards' Annual work plans, College mid-term Business plans, Annual work plans prepared on the basis of their new goals and annual objectives determined by the MoES and approved by the Council.</i></p>
10%	0.40	1.3.	<i>Under the guidance of the National Centre for VET Development (NCVETD), 61 new Learning outcomes based modular curricula are implemented in VET colleges starting from the school year 2010-2011 and other 19 from the school year 2011-2012, thus covering all professions of the</i>	<i>Corresponding number of Competency-based educational standards adopted by MoES and registered in the Mo Justice, and the Learning outcomes based</i>

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			<i>12 Regional Multifunctional VET Centres.</i>	<i>modular curricula. Progress reports submitted by the NCVETD, on implementation of modular curricula.</i>
5%	0.20	1.4.	<i>Terms of Reference of the Management Information System are developed, preparatory works for tender of the MIS software launched</i>	<i>Terms of Reference of the Management Information System available</i>
		<b>Condition 2 – Increased importance of employment strategies (30%)</b>		
		Criteria to assess the degree of fulfilment:		
5%	0.20	2.1.	<i>National Employment Strategy prepared by the Ministry of Labour and Social Issues in line with EU principles and adopted by the Government. It reflects the employment policy priorities of the 10 Marzes.</i>	<i>Government decision and National Employment Strategy and work-plan covering the period 2014 – 2018.</i>
5%	0.20	2.2	<i>Pilot test of a Training Fund is implemented by the appropriate body on the basis of the feasibility analysis carried out under the SPSP 2007.</i>	<i>Report from the management body to the NCVET</i>
5%	0.20	2.3.	<i>Regional Conciliation Committees (RCC under the responsibility of SESA) are strengthened in order to improve effectiveness of employment policies. They include local authorities, social partners and the participation is extended to educational institutions as observers. The RCC are led by the Local Employment Centres (under SESA), which carry out on a regular basis sample surveys to forecast employment needs with a projection of 3 years to give inputs to educational plans.</i>	<i>Reports submitted by regional SESAs, regional sample surveys, RCC meetings minutes.</i>
10%	0.40	2.4	<i>At least 30 occupational profiles in accordance with national classifier and relevant to strategic professions offered by the 12 Regional Multifunctional Centres are developed by National Institute of Labour and Social Researches. They are used by the NCVETD to develop educational standards, curricula, etc.</i>	<i>30 Occupational profiles available</i>
5%	0.20	2.5	<i>Report on social inclusion adopted by the RA Government to identify measures to promote employability of groups that are non-competitive in the labour market, such as disabled people, long-term unemployed, women leaving in rural areas, ex-convicts.</i>	<i>Report on Social Inclusion produced. The report is used to define Government Strategy and work plan on promotion of social inclusion adopted covering the period 2014 – 2018</i>
		<b>Condition 3 - Improved conditions for delivery of vocational education (40%)</b>		
		Criteria to assess the degree of fulfilment:		
40%	1.60	3.1	<i>Completion of the rehabilitation and refurbishments of 12 Regional Multifunctional Centres in line with the report submitted by the team of international and local experts hired by the EU in March 2010 (see</i>	<i>Completion reports/certificate by the Ministry of Education and Science. Works supervision reports from</i>

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			<p><i>Appendix 1), who have reviewed the status of the works carried under SPSP 2007 in 12 colleges, assessed the quality and relevance and identified further needs and estimated costs for:</i></p> <ul style="list-style-type: none"> <li><i>• consolidation or expansion of building, if necessary</i></li> <li><i>• heating installed and operational</i></li> <li><i>• modernised electrical system</i></li> <li><i>• modernised water supply system</i></li> <li><i>• new toilets installed</i></li> <li><i>• roof</i></li> <li><i>• floors</i></li> <li><i>• windows and doors</i></li> <li><i>• internal and external decoration</i></li> <li><i>• new desks and chairs</i></li> <li><i>• new furniture</i></li> <li><i>• equipment</i></li> </ul>	<i>international and local experts.</i>
<i>Third Installment, variable</i>	<i>5.0</i>	<b>Condition 4 – More efficient VET system the requirements of the labour market (70%)</b>		
<i>10%</i>	<i>0.50</i>	<i>4.1</i>	<i>Regional networks for the provision of VET established and led by the 12 Regional Multifunctional Centres. Regional plans for rationalisation of VET elaborated in consultation with local social partners' organisation and employment services in terms of cost/efficiency of the system. Existing colleges are merged and total number reduced at least by 10%.</i>	<i>Regional plans adopted by the Ministry of Education and Science and other relevant state bodies. Government decision on merging of colleges.</i>
<i>5%</i>	<i>0.25</i>	<i>4.2</i>	<i>Educational standards and curricula developed and/or revised by the NCVETD match the requirements of revised occupational standards elaborated by the National Institute for Labour and Researches and are in line with the requirements of labour market.</i>	<i>The 13 Sectoral Committees' views on developed/reviewed educational standards reflected in the minutes of the NCVD.</i>
<i>10%</i>	<i>0.50</i>	<i>4.3</i>	<i>Under the guidance of the National Centre for VET Development (NCVETD), not less than 50 new Learning outcomes based modular curricula are implemented in VET colleges starting from the school year 2012 – 2013.</i>	<p><i>Corresponding number of Competency-based educational standards adopted by MoES and registered in the Mo Justice, and the Learning outcomes based modular curricula.</i></p> <p><i>Progress reports submitted by the NCVETD, on implementation of modular curricula.</i></p>
<i>10%</i>	<i>0.50</i>	<i>4.4</i>	<i>Number of teachers trained for new curricula at least for 2.500 man/days.</i>	<i>Report from the VET Department and</i>

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			<i>The training activities include also adults learning techniques in order to increase the quality of the training provided by the 12 Regional Multifunctional Centres.</i>	<i>NCVETD; evidence documents of training provision (training programme, lists of participants, participation records, training materials, evaluation records, etc).</i>
10%	0.50	4.5	<i>A strategy for extension of the reform to the rest of the system adopted by the RA Government on the basis of the experience gained during the implementation of the SPSP 2007 and 2009.</i>	<i>Government decision on mid-term (2012-2016) VET reforms (Concept and Action Plan) adopted in 2012 with definition of indicators of achievements.</i>
20%	1.00	4.6	<i>The MTEF for 2011-2013 foresees an increase by 50% in the number of free seats for middle VET with respect to budget 2008.</i>	<i>MTEF 2011-2013</i>
5%	0.25	4.7	<i>VET management information system developed and implemented. The possibility of expanding or adapting the MIS developed through the WB funded programme for General Education has to be considered.</i>	<i>VET MIS system in place and in use</i>
		<b>Condition 5 – Targeting of active employment measures improved (30%)</b>		
		Criteria to assess the degree of fulfilment:		
20%	1.00	5.1	<i>12 Regional Multifunctional Centres implement a minimum of 10% of the training organised by SESA as active employment measures due to modernized infrastructure.</i>	<i>Reports from SESA, contracts with the 12 VET Centres, other evidence documentation.</i>
10%	0.50	5.2	<i>The NCVETD implements pilot tracer studies in 3-4 regions.</i>	<i>A specific report from the NCVETD submitted to MoES and discussed by NCVD</i>
Fourth Installment, variable	5.0	<b>Condition 6 – Continued broadening of VET reforms and improvement of performance management (100%)</b>		
		Criteria to assess the degree of fulfillment:		
10%	0.50	6.1	<i>Agreed model and implementation plan of sector-wide VET planning and performance management system including training programme for the relevant staff (MoES, NCVD, NCVETD, NTF, VET colleges).  Relevant staff (MoES, NCVD, NCVETD, NTF, VET colleges) is trained to implement the model.</i>	<i>Model and training programme adopted by the NCVD.  Reports of the corresponding body on implemented trainings</i>
10%	0.50	6.2	<i>Networks of VET institutions are operational and serve as framework of regional cooperation between colleges.</i>	<i>Bilateral and/or multilateral agreements on cooperation between minimum 20 colleges. Business plans of Regional VET Centres contain activities related to the</i>

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				<i>management and operation of the regional networks</i>
15%	0.75	6.3	<i>Two VET colleges are equipped with necessary facilities for physically impaired students (staircases, ramps, banisters, elevators or lifts). Guidelines and plan for adaptation of remaining institutions to the needs of the physically impaired adopted.</i>	<i>Certificates of work completion and delivery and installation of equipment. Guidelines and plan adopted by NCVD</i>
40%	2.00	6.4	<i>Five craftsmanship VET schools in the regions with clear development potential are refurbished and supplied with modern training equipment to implement new modular competency-based curricula. The quality and scope of renovation activities will be in line with the requirements identified in the framework of TA support provided under this programme.</i>	<i>Certificates of work completion and delivery and installation of equipment and training of the staff. Works supervision reports from international and local experts</i>
10%	0.50	6.5	<i>Methodology and mechanism for validation of non-formal and informal learning adopted and piloted for one profession</i>	<i>Minister's order on adoption of validation procedure, Progress reports of the corresponding institution/body on the results of pilot validation procedures</i>
5%	0.25	6.6	<i>Proposal developed for revision of the lists of VET professions and their alignment with the labour market needs and the National Qualifications Framework</i>	<i>The proposal approved by the NCVD</i>
10%	0.50	6.7	<i>Introduction of career guidance and job search capacities in VET colleges. Corresponding specialists of 12 VET Multifunctional Centres trained with the use of methodology developed by the Professional Orientation Methodological Centre of MoLSA</i>	<i>Career centres are operational in 12 VET Centres Reports of the corresponding body of implemented trainings.</i>

## 5. Modalities of assessment of performance in the case of variable tranches

### *Weighing of conditions applied for the variable instalments*

<b><i>Second Instalment, Variable (FY 2012)</i></b>	
<b><i>Conditions</i></b>	<b><i>Weights to be applied for conditions (%)</i></b>
<i>1 - Improved governance of VET reform</i>	<i>30</i>
<i>2 - Increased importance to employment strategies</i>	<i>30</i>
<i>3 – Improved conditions for delivery of vocational education</i>	<i>40</i>
<b><i>Third instalment, Variable (FY 2013)</i></b>	
<i>4 - Improved conditions for delivery of vocational education</i>	<i>70</i>
<i>5 – Targeting of active employment measures improved</i>	<i>30</i>
<b><i>Fourth instalment, Variable (FY 2015)</i></b>	
<i>6 – Continued broadening of VET reforms and improvement of performance management</i>	<i>100</i>

The underlying principle for the calculation of performance of conditions that determine the disbursement of the variable instalment will be based on the following evaluation criteria:

1. If the agreed condition is fulfilled then it is awarded a score point of 1;
2. If the agreed condition is not fulfilled but considerable progress is evident then it is awarded a score point of 0.5; and
3. If the agreed condition is not fulfilled and where progress is negligible then it is awarded a score point of 0.

The above score points are then multiplied with the agreed weight attached to each condition to determine the volume of the variable instalment eligible for disbursement.

### Appendix 3: Specific conditions on rehabilitations of 12 Regional Multifunctional VET Centres

<i>Instalment</i>	<i>Amount € million</i>	<i>Conditions/Criteria/Activities for disbursement</i>		<i>Source of verification</i>
<i>Third Instalment, Variable</i>	4.5	<b><i>Condition 3 - Improved conditions for delivery of vocational education in 12 Regional Multifunctional VET Centres</i></b>		
		Criteria to assess the degree of fulfilment:		
		1.	<p><i>Contractual provisions to be included in the contracts with construction companies and suppliers of equipment:</i></p> <ul style="list-style-type: none"> <li><i>- one year guarantee on quality of works and equipment to be foreseen in works and supply contracts</i></li> <li><i>- joint liability of construction companies and technical control agency (ies) related to the quality and quantity of implemented rehabilitation works</i></li> <li><i>- obligations of the construction company to implement rehabilitation works based on “turnkey” principle of completion of the rehabilitation works of classrooms or/and floor of the school building</i></li> <li><i>- provision in works contract that the construction companies are obliged to use first class construction materials with the submission to ministry of Education and Science, Technical Control Agency (ies) and Colleges Principals of the certificates of origin and quality</i></li> <li><i>- provision in supply contract on duties of the supply company to train college relevant staff on equipment usage and safety usage norms</i></li> </ul>	<p><i>Signed Works and Supply contracts for rehabilitation of 12 VET colleges</i></p> <p><i>Contract concluded with the construction companies and technical control agency (ies)</i></p> <p><i>Completion certificates provided by the Ministry of Education and Science</i></p> <p><i>Certificates of origin and quality of construction materials</i></p> <p><i>Completion certificates provided by the Ministry of Education and Science</i></p>
		2.	<i>Completion certificates of works shall be signed by end users – Principal (or college</i>	<i>Completion certificates</i>

		<p>work reception committee) of each rehabilitated Regional Multifunctional VET Centre.</p> <p>3. <i>Priority list of works on each of 12 colleges</i></p> <p><b>3.1.Yerevan State College of Trade and Services</b></p> <ul style="list-style-type: none"> <li>- To rehabilitate (remove) the roofs of the main and study buildings <ul style="list-style-type: none"> <li>- <i>To implement public safety measures</i></li> <li>- <i>to rehabilitate existing toilets with the first class construction materials and equipment</i></li> <li>- <i>to install fire detection and rehabilitate fire protection systems</i></li> <li>- <i>to rehabilitate electrical network and equipment inside of school building rehabilitated</i></li> <li>- <i>full rehabilitation of the of the college premises, including:</i> <ul style="list-style-type: none"> <li>• <i>installation of the new windows and doors</i></li> <li>• <i>floors</i></li> <li>• <i>internal and external decoration</i></li> </ul> </li> <li>- <i>equipment</i></li> </ul> </li> </ul> <p><b>3.2.Artashat State College:</b></p> <ul style="list-style-type: none"> <li>- <i>To implement public safety measures</i></li> <li>- <i>to install fire detection and rehabilitate fire protection systems</i></li> <li>- <i>to rehabilitate existing toilets and build new once with the first class construction materials and equipment</i></li> <li>- <i>to rehabilitate electrical network and equipment inside of school building rehabilitated</i></li> <li>- <i>full rehabilitation of the of the college premises, including:</i> <ul style="list-style-type: none"> <li>• <i>installation of the new windows and doors</i></li> <li>• <i>floors</i></li> <li>• <i>internal and external decoration</i></li> </ul> </li> <li>- <i>social amenities rehabilitation</i></li> <li>- <i>equipment</i></li> </ul>	<p><i>provided by the Ministry of Education and Science</i></p> <p><i>Technical Design documentation, Bills of Quantities attached to the works contracts</i></p> <p><i>As above</i></p>
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			<p><b>3.3.Yerevan State Engineering College:</b></p> <ul style="list-style-type: none"> <li>- <i>to build the new heating system in the school buildings and with the new boiler house;</i></li> <li>- <i>to implement public safety measures</i></li> <li>- <i>to install fire detection and rehabilitate fire protection systems</i></li> <li>- <i>to rehabilitate existing toilets and build new once with the first class construction materials and equipment</i></li> <li>- <i>to rehabilitate electrical network and equipment inside of school building rehabilitated</i></li> <li>- <i>full rehabilitation of the of the college premises, including:</i> <ul style="list-style-type: none"> <li>• <i>installation of the new windows and doors</i></li> <li>• <i>floors</i></li> <li>• <i>internal and external decoration</i></li> </ul> </li> <li>- <i>social amenities rehabilitation, including construction of a fence</i></li> <li>- <i>equipment</i></li> </ul> <p><b>3.4.Hrazdan State College:</b></p> <ul style="list-style-type: none"> <li>- <i>to implement public safety measures</i></li> <li>- <i>to install fire detection and rehabilitate fire protection systems</i></li> <li>- <i>to rehabilitate on the ground floor the rooms for gym, laboratories, showers and toilets</i></li> <li>- <i>full rehabilitation of the of the college premises, including:</i></li> <li>- <i>social amenities rehabilitation, including rehabilitation of the drainage system</i></li> <li>- <i>equipment</i></li> </ul> <p><b>3.5.Armavir State Agricultural College:</b></p> <ul style="list-style-type: none"> <li>- <i>consolidation of building especially in are of cracks of the walls and balconies</i></li> <li>- <i>to implement public safety measures</i></li> <li>- <i>to install fire detection and rehabilitate fire protection systems</i></li> <li>- <i>to build the toilets in both school buildings</i></li> <li>- <i>to rehabilitate electrical network and equipment inside of school building rehabilitated</i></li> <li>- <i>full rehabilitation of the of the college premises, including:</i></li> </ul>	<p><i>As above</i></p> <p><i>As above</i></p> <p><i>As above</i></p>
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			<ul style="list-style-type: none"> <li>• installation of the new windows and doors</li> <li>• floors</li> <li>• internal and external decoration</li> </ul> <ul style="list-style-type: none"> <li>- social amenities rehabilitation, including rehabilitation of the stadiums' fence</li> <li>- equipment</li> <li>-</li> </ul> <p><b>3.6.Gyumri State Engineering College:</b></p> <ul style="list-style-type: none"> <li>- To design and build the new school building</li> <li>- to implement public safety measures</li> <li>- to install fire detection and rehabilitate fire protection systems</li> <li>- Surfacing the external walls of the second building with tuff tiles.</li> <li>- Constructing water isolation system (installing water isolating channels and grooves).</li> <li>- equipment for the new and existing school buildings</li> </ul> <p><b>3.7.Talin Craftsmanship College:</b></p> <ul style="list-style-type: none"> <li>- to implement public safety measures</li> <li>- to install fire detection and rehabilitate fire protection systems</li> <li>- to rehabilitate the outside toilet wit the first class construction materials and equipment</li> <li>- to rehabilitate electrical network and equipment inside of school building rehabilitated</li> <li>- full rehabilitation of the of the college premises, including: <ul style="list-style-type: none"> <li>• installation of the new windows and doors</li> <li>• floors</li> <li>• internal and external decoration</li> <li>• to design and build new school premises including classrooms, Laboratories, toilets, canteen, gym hall, conference hall</li> <li>• social amenities rehabilitation</li> </ul> </li> <li>- equipment for the new and existing school building</li> </ul> <p><b>3.8.Martuni State College:</b></p> <ul style="list-style-type: none"> <li>- to complete the roof rehabilitation</li> </ul>	<p>As above</p> <p>As above</p>
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			<ul style="list-style-type: none"> <li>- to implement public safety measures</li> <li>- to install fire detection and rehabilitate fire protection systems</li> <li>- to rehabilitate the toilets using first class construction materials and equipment</li> <li>- to rehabilitate electrical network and equipment inside of school building rehabilitated</li> <li>- full rehabilitation of the of the college premises, including: <ul style="list-style-type: none"> <li>• installation of the new windows and doors</li> <li>• floors</li> <li>• internal and external decoration</li> <li>• to design and build new school premises including classrooms, laboratories, toilets, canteen, gym hall, conference hall</li> </ul> </li> <li>- rehabilitation of the sports hall</li> <li>- social amenities rehabilitation</li> <li>- equipment</li> <li>-</li> </ul> <p><b>3.9. Vanadzor State Technological College:</b></p> <ul style="list-style-type: none"> <li>- to implement public safety measures</li> <li>- to install fire detection and rehabilitate fire protection systems</li> <li>- to rehabilitate the toilets using first class construction materials and equipment</li> <li>- to rehabilitate electrical network and equipment inside of school building</li> <li>- full rehabilitation of the of the college premises, including: <ul style="list-style-type: none"> <li>• installation of the new windows and doors</li> <li>• floors</li> <li>• internal and external decoration</li> <li>• to design and build new school premises including classrooms, laboratories, toilets, canteen, gym hall, conference hall</li> </ul> </li> <li>- rehabilitation of the sports hall</li> <li>- repairing of external water lines and sewerage</li> <li>- social amenities rehabilitation</li> <li>- equipment</li> </ul> <p><b>3.10. Ijevan State College:</b></p>	<p>As above</p> <p>As above</p>
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			<ul style="list-style-type: none"> <li>- to complete the roof rehabilitation</li> <li>- to rehabilitate the balcony construction elements</li> <li>- to implement public safety measures</li> <li>- to install fire detection and rehabilitate fire protection systems</li> <li>- to rehabilitate the toilets using first class construction materials and equipment</li> <li>- to rehabilitate electrical network and equipment inside of school building</li> <li>- full rehabilitation of the of the college premises, including: <ul style="list-style-type: none"> <li>• installation of the new windows and doors</li> <li>• floors</li> <li>• internal and external decoration</li> </ul> </li> <li>- rehabilitation of the sports hall</li> <li>- repairing of external water lines and sewerage</li> <li>- social amenities rehabilitation</li> <li>- equipment</li> <li>-</li> </ul>	As above
			<p><b>3.11. Yeghegnadzor State College:</b></p> <ul style="list-style-type: none"> <li>- consolidation of the school building basement (school building #1)</li> <li>- to implement public safety measures</li> <li>- to install fire detection and rehabilitate fire protection systems</li> <li>- to rehabilitate the toilets in the school building # 1 using first class construction materials and equipment</li> <li>- to rehabilitate electrical network and equipment inside of school building</li> <li>- full rehabilitation of the of the college premises in the school building # 1, including: <ul style="list-style-type: none"> <li>• installation of the new windows and doors</li> <li>• floors</li> <li>• internal and external decoration</li> <li>• to design and build new school premises including classrooms, laboratories, toilets, workshops</li> <li>• to design and build new school premises including classrooms, laboratories, toilets, canteen, gym hall, conference hall</li> </ul> </li> <li>- social amenities rehabilitation, including building of the fence for the school building # 2</li> <li>- equipment for the new and existing school buildings</li> <li>-</li> </ul>	As above

			<p><b>3.12. Kapan State Engineering College:</b></p> <ul style="list-style-type: none"> <li>- <i>rehabilitation of the balconies construction elements</i></li> <li>- <i>to implement public safety measures</i></li> <li>- <i>to install fire detection and rehabilitate fire protection systems</i></li> <li>- <i>to rehabilitate the toilets using first class construction materials and equipment</i></li> <li>- <i>to rehabilitate electrical network and equipment inside of school building</i></li> <li>- <i>full rehabilitation of the of the college premises, including:</i> <ul style="list-style-type: none"> <li>• <i>installation of the new windows and doors</i></li> <li>• <i>floors</i></li> <li>• <i>internal and external decoration</i></li> <li>• <i>to design and build new school premises including classrooms, laboratories, toilets, canteen, gym hall, conference hall</i></li> </ul> </li> <li>- <i>rehabilitation of the external sewerage system with the connection to the city sewage collector</i></li> <li>- <i>social amenities rehabilitation, including construction of sports stadium</i></li> <li>- <i>equipment</i></li> </ul>	<p><i>As above</i></p>
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