



PROJECT DOCUMENT
Armenia

Project Title: Education to Work (Edu2Work)

Project Number: 00121531 / 00117236

Implementing Partner: Deputy Prime Minister's Office

Start Date: 26/09/2019

End Date: 31/03/2021

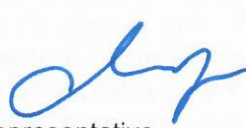

PAC Meeting date: 26/09/2019

Brief Description

The project aims at addressing the persisting challenge of labour market demand and supply mismatch in Armenia through data-driven and citizen-centric policies. Through the platform "Edu2Work", the project envisages connecting education to labour market in meaningful ways and reducing the gap between education output and labour market demand, which, in turn, means more people in employment and higher economic growth in the country. By the end of the project an ecosystem will be created that bridges the gap between education and labour market by employing evidence-based policies that help individuals make more informed career choices and be better prepared to enter the labour market.

<p>UNDAF Outcome 1/CPD Outcome 1(10). By 2020, Competitiveness is improved and population, including vulnerable groups, have greater access to sustainable economic opportunities.</p> <p>Relevant UNDP Strategic Plan Outcome:</p> <p>1. Growth and development are inclusive and sustainable, incorporating productive capacities that create employment and livelihoods for the poor and excluded.</p> <p>Output 1.2: National capacities strengthened to develop and implement policies and practices harmonized with international standards to generate employment and enhance livelihoods.</p> <p>Indicative Output(s) with gender marker: Gen 2</p> <p>SDG 4: Quality Education</p> <p>SDG 8: Decent Work and Economic Growth</p>	Total resources required:		\$ 253,822
	Total resources allocated:		\$ 253,822
	Institute of Public Policy:	\$ 253,822	

Agreed by:

UNDP	Implementing Partner
<p>Dmitry Mariyasin </p> <p>UNDP Resident Representative</p>	<p>Serge Varak Sisserian </p> <p>Head of Deputy Prime Minister's Office</p>
Date: 26/09/2019	Date: 26/09/2019

I. DEVELOPMENT CHALLENGE

Bridging education and work at times of complexity and ambiguity with regards to the future is a global problem pertaining the daily lives of billions of people. While for many developed countries the challenge is about understanding and better preparing for the future, for countries like Armenia, it is imperative to work on the status quo while at the same time prepare for possible futures.

The Armenian labour market is characterized by a chronic mismatch in the demand and supply of the labour market. Some sectors of the economy are always experiencing lack of qualified workforce, while others have abundance of supply. This is due to several factors, starting from availability of quality education in respective spheres to existing stereotypes of career choices and the weak link between education and labour market. Irrespective of the structural changes in the economy and labour market signals, many universities are still producing the same specialists as a decade ago, and students are opting for the same, traditionally safe and prestigious professions as their parents. This is largely due to lack of information on real time labour market trends, and consequently lack of communication and coordination between all players involved in the education to work transition process, including but not limited to higher education institutions, industry, career centres, Ministries of Education, Science, Culture and Sport, Ministry of Economy and Ministry of Social Affairs. Moreover, students tend to exit universities without tangible transition skills to help them translate their education into employment due to outdated curricula and instruction methodologies that ignore the modern-day imperatives to enter the labour market.

The lack of a highly qualified workforce in demanded sectors is a major impediment to economic growth in any country especially in developing world with high rate of brain drain. According to the Statistical Committee of RA, the unemployment rate as of the second quarter of 2018 is 17.8% compared to the 5.7% world average¹. Moreover, as highlighted in the “Labour Market in Armenia” report conducted by the Committee, the rate of youth not in education and not in employment (NEET) was at an alarming 34.6% in 2016². The situation is even worse in given sectors of the economy and job market. In fact, according to the report conducted by the Enterprise Incubator Foundation, approximately 70% of survey respondents representing company leadership in the ICT sector emphasized the challenges related to attracting highly qualified workforce. The shortage of qualified staff was mentioned by 59% as a major impeding factor, which confirms the fact that there is an increased demand for technical workforce with superior qualifications and experience. Furthermore, 44.8% of surveyed companies pointed to the brain drain as a main cause for this situation³.

In 2016 “National Institute of Labour and Social Research” of the Ministry of Labour and Social Affairs conducted a research among employers. According to this survey 21.1% of employers cooperated with educational institutions while 70.7% never did. Out of all the employers who cooperated with educational institutions 11.8% mentioned that it was a one-time cooperation, 59% mentioned that they cooperated based on needs, 29% mentioned that they are constantly cooperating. The research shows that most of the employers are not willing to cooperate with educational institutions, which is mainly related to the passiveness of the educational institutions and employers’ predisposition that the cooperation will further increase their expenses. According to the same research, 71% of employers had difficulties in filling their main vacancies and 21% had difficulties in filling temporary vacancies. One of the most widespread obstacles for filling vacancies is the lack of professional skills, experience and qualification among candidates (22.7%). 32% of the employers are unable to fill their vacancies, and the 45% have had to hire

¹ https://www.armstat.am/file/article/trud_2017_9.pdf

² https://www.armstat.am/file/article/trud_2017_6.pdf

³ <http://itdsc.am/wp-content/uploads/2016/06/S3S-njnnnh-2015թ.-ի-հետազոտողները-English.pdf>

professionals who had lower level of education than required. They have also had to conduct trainings for these professionals on the job⁴.

Importantly, male and female employment patterns differ in Armenia. Although women, on average, have a higher level of education than men, their labor force participation rate is lower, in part a consequence of child care and household obligations. Women also represent a larger share of the registered unemployed and tend to spend longer time searching for work. Men are more likely to become unemployed at the end of seasonal work, while women are much more likely to stop working due to family circumstances. Official unemployment figures and patterns may not take into account the large number of men who migrate to other countries for work, and can therefore be misleading. Of those who are in formal employment, women are overly represented in public sector jobs (e.g., health care and education) and earn the lowest salaries, while men predominate in technical and better-paid fields (e.g., construction, manufacturing, and transport). The gender gap does appear to be closing in wholesale and retail trade, and some industries also show greater gender balance in hospitality and financial services. In addition to this horizontal segregation, the labor market also exhibits vertical segregation, whereby women are underrepresented in upper management. About 67.8% of managers are estimated to be male. In business, the number of female senior managers has declined, from 27% in 2012 to 23% in 2013. One of the most visible consequences of such stratification of the labor market is a large gender wage gap. Women's average monthly wages represented only 64.4% of men's in 2012, which gives Armenia one of the largest gender pay gaps in Eastern Europe and Central Asia.⁵

These results further highlight the need to employ innovative tools to connect the ecosystems of education and labour market through evidence-based policy making, helping people make more informed career decisions based on available data and making sure that this information is available to everyone, leaving no one behind. It is evident that a significant part of the unemployment can be reduced if all players of the ecosystem are connected to each other through data - students would opt for professions in demand, universities could work together with the industry to develop new curricula, youth not in employment, education or training could be upskilled to match the current demands of employers, etc. To make the Edu2Work project a living platform that meaningfully connects all stakeholders will require a comprehensive approach driven by evidence-based decision making.

The new Government programme 2019 – 2023 makes an important reference to connecting education and labour market. It is highlighted as one of the main priorities of the Government in the field of professional education, along with the need to update existing higher education curricula in accordance with the changing demands of the economy and the labour market. The emergence of this issue is further reflected in the initiative called Work Armenia set up and led by the Deputy Prime Minister. The overarching goal of the initiative is to reduce youth unemployment – some of the methods being discussed span from rebranding/restructuring the State Employment Agency to wider policy changes. Importantly, the initiative will serve as a chapeau for all undertakings contributing to the bridge the gap between education and labour market, of which Edu2Work is one. Very recently, the Deputy Prime Minister's office-initiated a round of public and sectoral discussions to take stock of existing issues pertaining youth unemployment, already entering the field of multi-stakeholder collaboration for strategy and policy development. Even though the will of designing systemic interventions is there, existing data gaps and lack of well-developed methodologies to coordinate multi-stakeholder efforts in policy making hinder and slow down operations. In this view, the Work Armenia Working Group has expressed great interest in the Edu2Work project as an important pillar to support the Work Armenia initiative by providing real time information on the labour market demand on the granularity of skills and policy recommendations based on experimentation and evidence.

⁴ <https://bit.ly/2SxD9QI>

⁵ <https://rb.gy/99525b>

II. STRATEGY

Theory of Change

The hypothesis that underpins the Theory of Change of Edu2Work project is that the availability of high quality and real-time data on the current and future state of the labour market and in-country capacity to capitalize on the data will contribute to the generation of evidence-based solutions and policy recommendations that link education to labour market thus instilling the culture of inclusive, evidence-based policy making and implementation.

As a first step, the project will undertake a research analysis looking at the labour market from macro and micro levels, additionally from the futures perspective. The findings of the research will be summarized and presented on the Edu2Work platform co-designed together with ecosystem stakeholders and UK partners with the user in mind to ensure inclusivity, accountability and effectiveness of institutions and processes.

To support partners in making the data actionable for evidence-based policy making purposes, the project will employ two streams of action. The first one will focus on co-designing and implementing experimental interventions based on the UK expertise and experience to generate innovative evidence-based policy solutions. The second one will employ policy recommendations, advocacy, awareness raising and capacity building as a means to strengthen ownership and commitment, as well as cross-institutional cooperation for a common cause to streamline the habit of inclusive and evidence-based policy making. Both streams will build on the UK experience and be implemented together with Nesta Innovation Foundation and the Behavioural Insights Team.

It is expected that with the data/evidence and respective in-country capacity in place, the education - labour market ecosystem will continue to evolve through innovative evidence-based interventions beyond the project.

III. RESULTS AND PARTNERSHIPS

Expected Results

The Edu2Work project aims at creating an ecosystem that connects education to work by employing evidence-based policies that help individuals make more informed career choices and be better prepared to enter the labour market.

The project is designed in response to the chronic mismatch between the labour market demand and supply in Armenia. Some sectors of the economy are always experiencing lack of qualified workforce, while others have abundance of supply. This is due to several factors, starting from availability of quality education in respective sectors to existing stereotypes of career choices and the weak link between education and labour market. Irrespective of the structural changes in the economy and labour market signals, many universities are still producing the same specialists as decades ago, and students are opting for the same, traditionally safe and prestigious professions as their parents.

This is largely due to lack of information on real time labour market trends, and consequently lack of communication and coordination between all players involved in the education to work transition process. Moreover, some students do acquire professions in demand, yet they exit universities without tangible soft skills to help them translate their education into employment due to outdated curricula and instruction methodologies that ignore the modern-day imperatives to enter the labour market.

This issue is high on the agenda of the Government as reflected in the Government Programme 2019-2023. There is a stark realization that education and labour market need to be better

connected and professional curricula need to be updated to reflect the changing demands of the economy and the labour market.

The emergence of this issue is very well reflected in the recent initiative of the Deputy Prime Minister's office called **Work Armenia**. The initiative's overarching aim is the reduction in youth unemployment and it will serve as an umbrella to host policies and initiatives serving the same purpose, of which Edu2Work concept is one. Under the leadership and guidance of the Deputy Prime Minister's office, a Working Group has been formed. The Working Group is led by the Deputy Prime Minister and includes representatives from the Deputy Prime Minister's office, Ministry of Economic Development and Investments, Ministry of Labour and Social Affairs, Ministry of Education, Ministry of Defence, State Revenue Committee and State Employment Agency. One of the strategic dimensions of the working group is to use data to feed the Campaign Agenda for bridging the gap between education and labour market and the Government has expressed its strong commitment to incorporate results and policy recommendations of the Edu2Work project into the Work Armenia Campaign Strategy. Institute of Public Policy (IPP) and project partners are actively involved in the Work Armenia ongoing working groups and public discussions to contribute to the Government's Policy development and implementation efforts as well as to ensure alignment and sustainability of the Edu2Work project. The Working Group format will help address government failures and streamline public policy across different sectors to promote holistic development and implementation of the Government Programme.

The Edu2Work project aims at realizing the full potential of data to ensure evidence-based policy making for bridging the gap between education and labour market. The project consists of three equally important outputs.

Output 1: The “Edu2Work” online platform is created using advanced analytics of labour market data to inform policy making.

1.1: Online data scraping of job announcements and analysis

The first output (sex and age disaggregated data collection, big data analysis, research, skills foresight) envisages to study and understand the Armenian labour market holistically - at micro and macro levels and analyse the future trends. The project will conduct a study of the labour market by coupling it with innovative methods, such as scraping job announcements posted on public and commercial websites and analysing it through machine learning technology. IPP will focus on traditional methods of gathering and analysing data, while the Armenia National SDG Innovation Lab will complement the study by applying innovative data analysis methods.

1.2: Foresight analysis of the future labour market demand (+5 years)

Another new addition will be the analysis of future trends through the application of futures and foresight exercises based on the UK expertise in the field, to be implemented together with Nesta foundation as a responsible party. Methodologically sound foresight exercises are gaining momentum, especially in the future of work. The project will apply the exercise to understand the trends for women and men in labour market demand in the upcoming 5-6 years (the less the timespan, the more the accuracy of the research results).

1.3: Design and creation of the Edu2Work online platform together with Nesta and project beneficiaries

The research results will be combined and integrated into the Edu2Work online platform inspired by Nesta Innovation Foundation which will serve as a responsible party. Providing information on the level of granularity of online job postings accompanied by the big picture and analysis (where possible disaggregated by sex and age) of future jobs will enable policy makers, including

members of Working Group, to have a complete picture of the labour market. They will be able to view a real time local map of most demanded jobs and respective skills; compare different jobs; explore the future jobs landscape including skills needed by occupation and future industry growth or fall; and experience industries and occupations through video stories. The tool will be co-designed together with ecosystem stakeholders and Nesta with the user in mind and will include additional features based on user needs.

Providing data/evidence about the labour market through a cutting-edge tool is one thing, making it actionable is another. To support project beneficiaries on making the data actionable for evidence-based policy making purposes, the project will employ two different approaches described under the second and third outputs.

Output 2: Experimental interventions are designed and carried out to connect education to labour market to develop policies based on tested and successful solutions.

The second output will be implemented together with the Behavioural Insights Team as a responsible party and will focus on designing and implementing experimental interventions together with UK partners that will evolve into a comprehensive Government policy to bridge the gap of education and labour market based on the Edu2Work platform provided information. In the framework of the project, at least two experiments will be carried out in collaboration with Behavioural Insights Team (BIT) to find out the most effective policy measures for helping individuals to make informed career decisions.

2.1: Design and implement a behavioural experiment to nudge high school students to apply to professions most in demand in the labour market (as identified through the research exercise)

The first experiment will focus on high school students making the transition to universities. Based on the results of the labour market research, the experiment will design different varieties of nudges for students and their families to support their decision-making process in terms of career orientation. The nudges will guide students and their families towards professions that are currently in demand and tend to remain so in the foreseeable future as opposed to those with oversupply and/or decline tendency. The experiment will test nudges such as face-to-face career orientations, reference to the Edu2Work platform, printed brochures for parents, etc.

2.2: Design and implement together with BIT and national stakeholders a behavioural experiment to identify the most effective way of connecting youth, specifically university students to the labour market

The second experiment will focus on university students (including vulnerable groups: women, IDPs, people with disabilities, etc.) to help them better prepare to enter and be successful in the labour market. Based on Work Armenia sectoral and public discussion findings, the project findings, together with the Work Armenia Working Group the project will shortlist the existing problems for youth to enter the labour market and identify potential behavioural bottlenecks. The experiment will also take into account gender-based differences when transitioning from education to labour market and uncover gender specific behavioural factors to be addressed through experimentation.

The project will partner with leading UK institutions to build capacity among Work Armenia Working Group to design and implement a behavioural experiment to address the identified behavioural barrier (for example, low motivation, lack of pro-activeness/self-organization, lack of soft skills, etc). Behavioural interventions in this case can vary from introducing personal development plans through the State Employment Agency to designing tailor-made soft skills trainings and measuring the impact.

2.3: Green paper developed based on the findings of the behavioural experiments

The most effective method resulting in career orientation change towards professions in demand (Activity 2.1) will be made into a policy recommendation based on the acquired evidence by IPP in consolidation with other findings.

Based on the findings of the second experiment (Activity 2.2), the SDG Lab and IPP will produce policy recommendations for the Work Armenia Working Group to be discussed in the framework of Work Armenia initiative.

Output 3: Recommendations, advocacy and awareness raising on evidence-based policy making.

3.1: A capacity building exercise/ study visit is organized for Work Armenia Working Group, IPP and Armenia National SDG Innovation Lab representatives to the UK to build capacity on multi-stakeholder collaboration in policy making

The third output of the Project will be implemented together with the Behavioural Insights Team and Nesta as responsible parties. It will institutionalize the practice of bringing data/evidence into policy making through holding policy advocacy campaign and discussions throughout the project, active awareness raising and in-country capacity building activities with the final goal of providing actionable policy recommendations to Work Armenia initiative. This stream will kick-off with a capacity building/study visit for members of Working Group involved in Work Armenia Campaign to the UK to explore coordination mechanisms for multi-stakeholder efforts in cross-sectoral policy making and strategy development with a strong focus on evidence-based policy making. The UK, being pioneer in the sphere of evidence-based policy making, has a lot to offer to beginners.

3.2: In-country capacity building activities together with BIT and Nesta, on the application of user centered design, data analytics, behavioral science for evidence-based policy making (IPP & SDG Lab)

The stream will continue by strategic capacity building activities delivered by BIT and Nesta in-country for the same group of decision makers, this time with the addition of representatives from their teams (mid-level civil servants). This combination will ensure there is a good understanding of the methods at all levels and guarantee ownership of the solutions generated during the workshops. The BIT will hold workshops on utilizing behavioural insights in policy making and help identify and design at least two experiments based on Edu2Work data. While these activities will target Work Armenia Working Group directly, they will also be utilized to build in country capacity to organize multi-stakeholder co-creation workshops and learning experiences.

To make sure that the wider ecosystem of education and labour market is involved in the conversation, the project will be accompanied by public debates and discussions on some of the most pressing policy issues in the sphere and use these platforms to collect feedback and check the resonance of the project results and policy recommendations with stakeholder groups. Considering IPP's existing networks and reach, the policy discussions will appear on the radar of the most relevant stakeholder groups. The overarching goal of this component will be to capitalize on the experience UK institutions to instil the culture of evidence-based policy making in Armenia and to provide actionable policy recommendations that feed into the Work Armenia initiative based on evidence and experimentation. Considering that the multi-stakeholder Working Group will be involved and contribute to all activities of the project, they will have a high level of ownership already in the policy recommendations to be provided as an outcome of the project.

Resources Required to Achieve the Expected Results

The Project is heavily knowledge-based and the achievement of results requires very specific human resources with the expertise in the fields of behavioural science and data analytics. Considering that the application of the aforementioned methodologies is a novelty in Armenia, the Project will rely on the available expertise of partners from the UK and from across the world, while working on developing in-country capacity in the framework of this Project. For innovation in data analytics, the Project will partner with the Nesta Innovation Foundation and for behavioural experiments, the Project will work together with the Behavioural Insights Team.

Partnerships

Institute of Public Policy

Institute of Public Policy (IPP) is a non-governmental organization established by individual policy researchers and academics with the vision of supporting the democratic development of Armenia based on research and informed policy making. The mission of the organization is to promote and enhance transparent and accountable public policy through fostering human development, democratization, rule of law and good governance.

From the time of its establishment IPP has conducted numerous researches and advocacy in the field of education to initiate policy changes and reforms. Recently IPP has expanded the scope of its operation by engaging in the fields of human rights, fair trial, health, discrimination, and domestic violence.

IPP has developed as a discourse platform: conducting discussions on urgent topics and issues, presenting research findings and reports; as a resource center: providing consultancy to CSOs in their monitoring and advocacy initiatives; as well as a policy watchdog: conducting assessments of policy tendencies and presenting its analysis and suggestions through policy briefs.

IPP will have its vital role in coordinating the cooperation among partner organizations, ensuring the right direction in the implementation of the project and achievement of its goals.

Nesta, National Endowment for Science, Technology and the Arts

Nesta is an international innovation foundation based in the UK. The organisation promotes innovation across a broad range of sectors through a combination of programmes, investment, policy and research, and the formation of partnerships. It has done a lot of work in connecting education to labour market, starting from advanced data analytics and skills mapping to designing experimental interventions to increase educational achievement in line with the demands of the labour market, such as advanced digital skills. Within the framework of Edu2Work, Nesta will be an important knowledge partner to support the design of the Edu2Work platform and building capacity to use the tool and the evidence it provides to design user-centred interventions.

Nesta will be a responsible party for Outputs 1 and 3.

BIT, the Behavioural Insights Team

Originally set up within the Cabinet Office, BIT is now a social purpose organization operating globally with the purpose of utilizing behavioural science in public policy making. Within the framework of the Edu2Work project, the BIT will be an important knowledge partner to build in-country capacity of behavioural science and experimentation for evidence-based policy making and will help co-design experimental interventions in education and beyond.

BIT will be a responsible party for Outputs 2 and 3.

UK Government Office for Science

The UK Government Office for Science has a developed methodology, toolkits and trainings aimed at the application of futures and foresight in public policy making. Within the framework of the Edu2Work project, the UK GOS could be an important knowledge partner in developing foresight capacity with a specific focus on future skills and lifelong learning – the future of education and labour market connection.

Risks

1. Methodological issues may reduce project effectiveness due to lack of capacity, understanding, or contextual issues.

2. Low level of engagement and commitment from local counterparts and beneficiaries due to lack of interest and capacity, and/or other reasons.
3. Part of the project's activities do not lead to the change envisaged.
4. Due to ongoing Government restructuring, the Project activities may be slowed down.
5. Major natural disaster (e.g. earthquake), or escalation of conflict over Nagorno-Karabakh conflict escalation may disrupt the process.

Assumptions

1. Necessary data is available/collected/made available for an evidentiary basis.
2. Increased availability of data leads to an increase in evidence-based and results-oriented policy and practice (change in culture) therefore stimulating higher demand for more quality data and evidence.
3. Policy makers genuinely recognize the benefits of an inclusive and evidence-based policy-making cycle.
4. Enhanced capacity of national counterparts leads to notable increase in application of evidence-based policy making.
5. The citizens and interested groups demonstrate high level engagement in the public policy dialogue and debate, further encouraging inclusivity of processes.
6. The Project is successful in establishing partnerships with respective counterparts and organisations to support the interventions.

Stakeholder Engagement

The project stakeholders span the ecosystems of education and labour market.

The main stakeholder of the Project is Work Armenia Working Group led by the Deputy Prime Minister. Specifically, the group in charge designing and coordinating the Work Armenia initiative with the overarching aim to balance the education system and labour market with the inclusion of not only state agencies, but also international organizations and development agencies and importantly the public at large.

Within the education system, the important stakeholders are the Ministry of Education, higher education institutions, National Institute for Education, VET institutions, career centres, teachers and career advisors, students and their families and individuals making career choices.

Within the labour market side, the Ministry of Labour and Social Affairs - specifically the State Employment Agency, Ministry of Economic Development and Investments, National Institute of Labour and Social Research, different industries and employer's unions, employers, training and upskilling centres within employer organizations, HR units, etc.

Since data will serve as the main bridge between education and labour market, it is important to note the National Statistical Committee and State Revenue Committee as main data holders from the perspective of official sources.

South-South and Triangular Cooperation (SSC/TrC)

Armenia National SDG Innovation Lab, being the first national SDG acceleration platform and serving as an inspiration for the 70 Accelerator Labs around the world, will pilot through Edu2Work a new approach of applying the ensemble of its innovative methodologies to one development challenge to multiply the impact. In this case, applying both advanced data analytics, behavioural

experimentation and collaborative policy making to connecting education to labour market in meaningful ways. This model will be shared within the UNDP Accelerator Lab network for further learning and development, thus contributing to the regional and global bases on what works and/or does not work.

Knowledge

The Project will generate knowledge products such as case studies, lessons learned and reports containing policy recommendations based on the results of the experiments conducted within the Lab. Furthermore, the Lab will use blogging as a tool to “think out loud”, allowing others working in the sector (both nationally and internationally) to benefit from project’s experience.

Cross-cutting themes (Gender Equality and Social Inclusion)

Gender equality will be one of the key principles of the Project. In all activities of the project, equal participation of men and women will be ensured. A special attention will be paid to ensure that no one is excluded from the Project based on their gender. The Project will ensure equal participation of both female and male policy makers in its capacity building activities. Similarly, equal participation of both female and male students will be ensured in the experiments designed and implemented by the Project to bridge the gap between education and labour market. It is important to note that the Project will pay special attention to gender related issues in the labour market when conducting its research both online and offline in order to prepare ground for gender sensitive policy recommendations.

The same applies to the social inclusion of vulnerable groups. The Project activities will be implemented so that no one is excluded from it because of poverty, distance from the residential area, disabilities or other attributes. That is why the results of the Project will be presented virtually through an online platform, so that they are available to everyone. The project will aim at including different educational institutions in its experiments regardless of the size, location and type of residence to ensure a wider reach and participation, following the principle of leaving no one behind.

Sustainability and Scaling Up

The sustainability component is inherent to the Edu2Work project design, considering the envisaged co-design and co-creation of all project results, the active capacity building and awareness raising activities.

To ensure future sustainability of the platform Edu2Work the project envisages beneficiary and stakeholder involvement from research and development phase until commissioning and handover of ownership.

In the meantime, the project will actively work on building in-country capacity of the innovative methodologies and tools used during the project, such as futures and foresight, behavioural experimentation, data analytics and user centred design in the framework of evidence-based policy making. The project, together with stakeholders, will complete at least two experimental interventions using the methodologies and showcasing their potential. Based on the results of the experiments, policy recommendations will be developed for potential scale up and use of evidence in identifying best methods of connecting education to labour market. For instance, if sending nudges to individuals to opt for professions in demand generates significant shift in career orientation, the Ministry of Education, Science, Culture and Sport could base its future communication campaigns on the successful nudge and send it to all graduating students and their families on a yearly basis.

Moreover, all phases of the project will be accompanied by awareness raising activities, such as public debates and discussions organized by IPP to ensure the wider community of the education-labour market ecosystem is involved and informed about the project efforts, to guarantee the sustainability of project results, especially that of the online platform Edu2Work beyond the project scope and duration. It is important to note, that another aspect of the sustainability of the Edu2Work platform is the fact that the real time analysis of the labour market in Armenia will be

based on online job announcement scraping and analysis through a machine learning program, which will ensure automated continuation beyond the duration of the project.

IV. PROJECT MANAGEMENT

Cost Efficiency and Effectiveness

The project represents good Value for Money not only in the duration of the project but also beyond. The overarching goal of the project is to mainstream evidence-based interventions and policy making, which can and are revolutionizing the way Governments around the world and aid agencies work. Instead of rolling out costly policies and programmes at once, this approach suggests small scale testing and scaling up of only those interventions that generate the expected benefits and social impact.

The online platform Edu2Work envisaged within the project also presents good VfM considering the wide range of stakeholders that can potentially benefit from the platform making evidence-based decisions that would support the balancing of education output with the demand of the labour market for the benefit of the society as a whole.

Considering the experimental nature of the project, from the beginning the project will involve experienced UK organizations that have a good track record of innovating and successfully experimenting within public policy making to ensure good VfM. Nesta and BIT will not only deliver capacity building activities but also will inform the design of most project results based on previous experience and expertise.

Project Management

The project will be implemented through UNDP “Support to National Implementation” (Support to NIM) modality. UNDP will provide Country Office Support (COS) services to this project. These can include delivering specified outputs, implementing select project activities, contracting a responsible party on behalf of the implementing partner, or providing procurement, recruitment, payment or other services.

The Deputy Prime Minister’s office in its role of Executive will take the overall responsibility for outcome-level project results through coordinating, monitoring and backstopping across the government. Additionally, the Work Armenia working group will be the senior beneficiary of the Project, especially the Ministry of Education, Science, Culture and Sport, Ministry of Labour and Social Affairs and the Ministry of Economy.

The UNDP Armenia National SDG Innovation Lab Project will support in its role of Supplier and will serve as a unifying coordination platform among the stakeholders to facilitate research and data analytics, behavioural experimentation and their introduction in public policy.

The Behavioural Insights Team will act as a Responsible Party for Outputs 2 and 3, while Nesta Innovation Foundation will act as a Responsible Party for Outputs 1 and 3.

The Project will be managed by a Project Coordinator (financial authorizing officer) supported by team (see organigramme in section VIII).

The Project Board – represented by Executive, Supplier, and Beneficiaries – will meet at least annually to review the project’s results, risks, lessons learned, and provide management decisions to the Project Coordinator.

V. RESULTS FRAMEWORK⁶

Intended Outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework:

By 2020, Armenia's competitiveness is improved and population, including vulnerable groups, have greater access to sustainable economic opportunities.

Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets:

1.1: Number of improved policies to promote decent work and improve business environment, in line with sustainable development principles adopted. Baseline: 0, Target: 5

Applicable Output(s) from the UNDP Strategic Plan: 1.2: National capacities strengthened to develop and implement policies and practices harmonized with international standards to generate employment and enhance livelihoods.

Project title and Atlas Project Number: Edu2Work 00121531/ 00117236

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS				DATA COLLECTION METHODS & RISKS
			Value	Year	Year 1 2019	Year 2 2020	Year 3 2021	FINAL	
Creation of an ecosystem that connects education to work by employing evidence-based policies that help	Output 1: Edu2Work” online platform is created using advanced analytics of labour market data to inform policy making	<i>Project reports, www.edu2work.am</i>	0	2019	-	1	-	1	IPP, Armenia National SDG Innovation Lab websites Government websites
	<i>1.1: Creation of “Edu2Work” online platform containing up-to-date and future labour market information</i>								
	<i>1.2: Establish platform providing access to labour market information through the “Edu2Work” online platform</i>	<i>Project reports, www.edu2work.am</i>	Not available	2019	-	Free access by i-net	-	Free access by i-net	IPP, Armenia National SDG Innovation Lab websites Government websites

⁶ Outputs in this project document equal to Atlas Activity in UNDP terminology

individuals make more informed career choices and be better prepared to enter the labour market.	Output 2 Experimental interventions are designed and carried out to connect education to labour market to develop policies based on tested and successful solutions. <i>2.1: Number of experiments designed and conducted based on the research exercise to connect education to labour market</i>	<i>Experiment concept papers</i> <i>Experiment action plans</i> <i>Evidence of experiment implementation</i>	0	2019	-	-	2	2	Sample nudges/letters, contracts, participant lists, designed curricula, list of trainers, etc. Results reports of the experiments
	<i>2.2: Number of different nudges designed for the behavioural experiment on high school student career orientation support</i>	<i>Experiment concept papers</i>	0	2019	-	3	-	3	Sample nudges/letters Results reports of the experiments Academic papers published based on the experiment
	<i>2.3: Number of families of high school students in the behavioural experiment on career orientation</i>	<i>Participant lists</i>	0	2019	-	4500	-	4500	Experiment action plans Participants lists Agreements with schools Results reports of the experiments Academic papers published based on the experiment
	<i>2.4: Number of university students included in the experiment</i>	<i>Participant lists</i>	0	2019	-	At least 1500	-	At least 1500	Participant university and student lists Experiment reports IPP, Armenia National SDG Innovation Lab websites Ministry of Education Website
	Output 3 Recommendations, advocacy and awareness raising on evidence-based policy making. <i>3.1: Number of partners and policy makers having explored the UK policy innovation ecosystem</i>	<i>Study tour report</i>	0	2019	-	8	-	8	List of participants Schedule/agenda IPP, Armenia National SDG Innovation Lab websites Government websites

	<p>3.2: Number of policy makers and representatives of partner organizations taking part in the capacity building activities in the framework of “Edu2Work” and UK innovation institutions collaboration</p>	<p>Participa nt lists</p>	<p>0</p>	<p>2019</p>	<p>-</p>	<p>50</p>	<p>-</p>	<p>50</p>	<p>Project reports on capacity building activities Communication materials IPP, Armenia National SDG Innovation Lab websites Government websites</p>
	<p>3.3: At least one positive discrimination measure/scheme for women leadership advancement is co-designed and integrated in organization policy in the fields where women are less represented.</p>	<p>Project reports Policy recomme ndations</p>	<p>0</p>	<p>2019</p>	<p>-</p>	<p>-</p>	<p>1</p>	<p>1</p>	<p>IPP, Armenia National SDG Innovation Lab websites Government websites</p>

VI. MONITORING AND EVALUATION

In accordance with UNDP's programming policies and procedures, the project will be monitored through the following monitoring and evaluation plans:

Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
Track results progress	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the project in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by project management.	N/A	Staff time
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Annually	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.	N/A	Staff time
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Relevant lessons are captured by the project team and used to inform management decisions.	N/A	Staff time
Annual Project Quality Assurance	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.	N/A	Staff time
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision making.	At least annually	Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.	N/A	Staff time
Project Report	A progress report will be presented to the Project Board and key stakeholders,	Annually, and at the end of the		N/A	Staff time

	consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk long with mitigation measures, and any evaluation or review reports prepared over the period.	project (final report)			
Project Review (Project Board)	The project's governance mechanism (i.e., project board) will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	Annually	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.	N/A	Staff time

Evaluation Plan

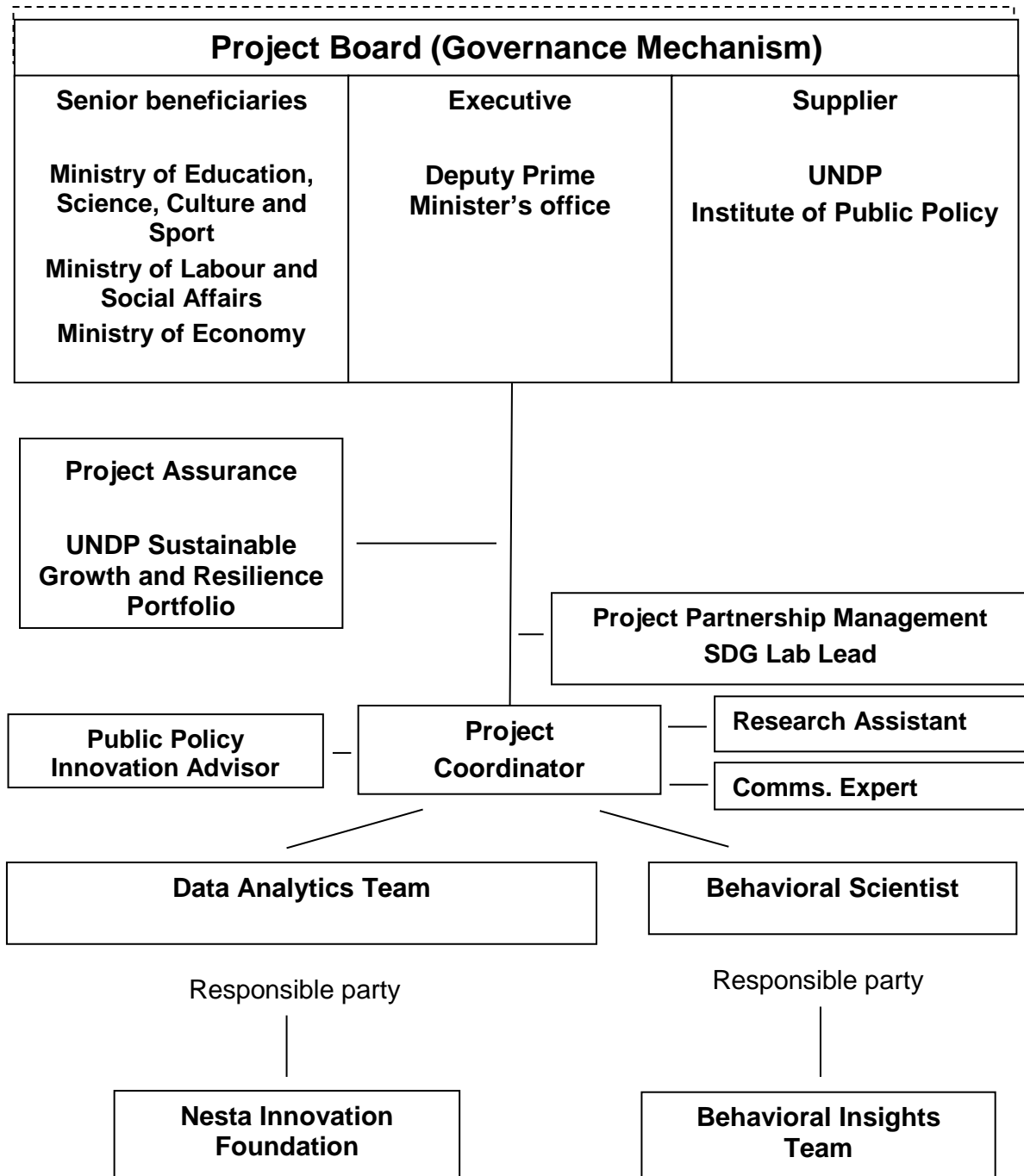
Evaluation Title	Partners (if joint)	Related Strategic Plan Output	UNDAF/CPD Outcome	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Final Evaluation	IPP			31 January 2021	Ministry of Education, Science, Culture and Sport Ministry of Labour and Social Affairs Ministry of Economy	\$ 5,350 IPP

VII. MULTI-YEAR WORK PLAN

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year			RESPONSIBLE PARTY	PLANNED BUDGET		
		2019	2020	2021		Funding Source	Budget Description	Amount
Creation of an ecosystem that connects education to work by employing evidence-based policies that help individuals make more informed career choices and be better prepared to enter the labour market.	Output 1: The “Edu2Work” online platform is created using advanced analytics of labour market data to inform policy making. <i>1.1: Online data scraping of job announcements and analysis</i> <i>1.2: Foresight analysis of the future labour market demand (+5 years)</i> <i>1.3: Design and creation of the Edu2Work online platform together with Nesta and project beneficiaries</i>	\$ 9,480	\$ 43,542	0	UNDP Nesta	IPP		\$ 53,022
	Sub-Total for Output 1							\$ 53,022
	Output 2: Experimental interventions are designed and carried out to connect education to labour market to develop policies based on tested and successful solutions. <i>2.1: Design and implement a behavioural experiment to nudge high school students to apply to professions most in demand in the labour market (as identified through the research exercise)</i> <i>2.2: Design and implement together with BIT and national stakeholders a behavioural experiment to identify the most effective way of connecting youth, specifically university students to the labour market</i> <i>2.3: Green paper developed based on the findings of the behavioural experiments</i>	\$ 17,164	\$ 44,784	\$ 377	UNDP BIT	IPP		\$ 62,325
	Sub-Total for Output 2							\$ 62,325

	<p>Output 3: Recommendations, advocacy and awareness raising on evidence-based policy making.</p> <p><i>3.1: A capacity building exercise/ study visit is organized for Work Armenia Working Group, IPP and Armenia National SDG Innovation Lab representatives to the UK to build capacity on multi-stakeholder collaboration in policy making</i></p> <p><i>3.2: In-country capacity building activities together with BIT and Nesta, on the application of user centered design, data analytics, behavioral science for evidence-based policy making (IPP & SDG Lab)</i></p>	0	\$ 55,190	0	UNDP Nesta BIT	IPP		\$ 55,190
	Sub-Total for Output 3							\$ 55,190
Evaluation (as relevant)	EVALUATION			\$ 5,350	UNDP	IPP		\$ 5,350
Project Management including DPC		\$ 18,351	\$ 37,604	\$ 8,523	UNDP	IPP		\$ 64,478
General Management Support (8%)		\$ 3,602	\$ 14,492	\$ 713	UNDP	IPP		\$ 18,807
TOTAL								\$ 253,822

VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS



IX. LEGAL CONTEXT

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of Armenia and UNDP, signed on 8 March 1995. All references in the SBAA to “Executing Agency” shall be deemed to refer to “Implementing Partner.”

This project will be implemented by the Deputy Prime Minister’s Office (“Implementing Partner”) in accordance with its financial regulations, rules, practices and procedures only to the extent that they do not contravene the principles of the Financial Regulations and Rules of UNDP. Where the financial governance of an Implementing Partner does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition, the financial governance of UNDP shall apply.

X. RISK MANAGEMENT

Government Entity (NIM)

1. Consistent with the Article III of the SBAA, the responsibility for the safety and security of the Implementing Partner and its personnel and property, and of UNDP’s property in the Implementing Partner’s custody, rests with the Implementing Partner. To this end, the Implementing Partner shall:
 - a) put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
 - b) assume all risks and liabilities related to the Implementing Partner’s security, and the full implementation of the security plan.
2. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as required hereunder shall be deemed a breach of the Implementing Partner’s obligations under this Project Document.
3. The Implementing Partner agrees to undertake all reasonable efforts to ensure that no UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml.
4. The Implementing Partner acknowledges and agrees that UNDP will not tolerate sexual harassment and sexual exploitation and abuse of anyone by the Implementing Partner, and each of its responsible parties, their respective sub-recipients and other entities involved in Project implementation, either as contractors or subcontractors and their personnel, and any individuals performing services for them under the Project Document.
 - (a) In the implementation of the activities under this Project Document, the Implementing Partner, and each of its sub-parties referred to above, shall comply with the standards of conduct set forth in the Secretary General’s Bulletin ST/SGB/2003/13 of 9 October 2003, concerning “Special measures for protection from sexual exploitation and sexual abuse” (“SEA”).
 - (b) Moreover, and without limitation to the application of other regulations, rules, policies and procedures bearing upon the performance of the activities under this Project Document, in the implementation of activities, the Implementing Partner, and each of its sub-parties referred to above, shall not engage in any form of sexual harassment (“SH”). SH is defined as any unwelcome conduct of a sexual nature that might reasonably be expected or be perceived to cause offense or humiliation, when such conduct interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment.
5. a) In the performance of the activities under this Project Document, the Implementing Partner shall (with respect to its own activities), and shall require from its sub-parties referred to in paragraph 4 (with respect to their activities) that they, have minimum standards and procedures in place, or a plan to develop and/or improve such standards and procedures in order to be able to take effective preventive and investigative action. These should include: policies on sexual harassment and sexual exploitation

and abuse; policies on whistleblowing/protection against retaliation; and complaints, disciplinary and investigative mechanisms. In line with this, the Implementing Partner will and will require that such sub-parties will take all appropriate measures to:

- i. Prevent its employees, agents or any other persons engaged to perform any services under this Project Document, from engaging in SH or SEA;
- ii. Offer employees and associated personnel training on prevention and response to SH and SEA, where the Implementing Partner and its sub-parties referred to in paragraph 4 have not put in place its own training regarding the prevention of SH and SEA, the Implementing Partner and its sub-parties may use the training material available at UNDP;
- iii. Report and monitor allegations of SH and SEA of which the Implementing Partner and its sub-parties referred to in paragraph 4 have been informed or have otherwise become aware, and status thereof;
- iv. Refer victims/survivors of SH and SEA to safe and confidential victim assistance; and
- v. Promptly and confidentially record and investigate any allegations credible enough to warrant an investigation of SH or SEA. The Implementing Partner shall advise UNDP of any such allegations received and investigations being conducted by itself or any of its sub-parties referred to in paragraph 4 with respect to their activities under the Project Document, and shall keep UNDP informed during the investigation by it or any of such sub-parties, to the extent that such notification (i) does not jeopardize the conduct of the investigation, including but not limited to the safety or security of persons, and/or (ii) is not in contravention of any laws applicable to it. Following the investigation, the Implementing Partner shall advise UNDP of any actions taken by it or any of the other entities further to the investigation.

b) The Implementing Partner shall establish that it has complied with the foregoing, to the satisfaction of UNDP, when requested by UNDP or any party acting on its behalf to provide such confirmation. Failure of the Implementing Partner, and each of its sub-parties referred to in paragraph 4, to comply of the foregoing, as determined by UNDP, shall be considered grounds for suspension or termination of the Project.

6. Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (<http://www.undp.org/ses>) and related Accountability Mechanism (<http://www.undp.org/secu-srm>).
7. The Implementing Partner shall: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.
8. All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.
9. The Implementing Partner will take appropriate steps to prevent misuse of funds, fraud or corruption, by its officials, consultants, responsible parties, subcontractors and sub-recipients in implementing the project or using UNDP funds. The Implementing Partner will ensure that its financial management, anti-corruption and anti-fraud policies are in place and enforced for all funding received from or through UNDP.
10. The requirements of the following documents, then in force at the time of signature of the Project Document, apply to the Implementing Partner: (a) UNDP Policy on Fraud and other Corrupt Practices and (b) UNDP Office of Audit and Investigations Investigation Guidelines. The Implementing Partner agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at www.undp.org.

11. In the event that an investigation is required, UNDP has the obligation to conduct investigations relating to any aspect of UNDP projects and programmes in accordance with UNDP's regulations, rules, policies and procedures. The Implementing Partner shall provide its full cooperation, including making available personnel, relevant documentation, and granting access to the Implementing Partner's (and its consultants', responsible parties', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with the Implementing Partner to find a solution.
12. The signatories to this Project Document will promptly inform one another in case of any incidence of inappropriate use of funds, or credible allegation of fraud or corruption with due confidentiality.

Where the Implementing Partner becomes aware that a UNDP project or activity, in whole or in part, is the focus of investigation for alleged fraud/corruption, the Implementing Partner will inform the UNDP Resident Representative/Head of Office, who will promptly inform UNDP's Office of Audit and Investigations (OAI). The Implementing Partner shall provide regular updates to the head of UNDP in the country and OAI of the status of, and actions relating to, such investigation.

13. UNDP shall be entitled to a refund from the Implementing Partner of any funds provided that have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document. Such amount may be deducted by UNDP from any payment due to the Implementing Partner under this or any other agreement. Recovery of such amount by UNDP shall not diminish or curtail the Implementing Partner's obligations under this Project Document.
14. Each contract issued by the Implementing Partner in connection with this Project Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from the Implementing Partner shall cooperate with any and all investigations and post-payment audits.
15. Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the project, the Government will ensure that the relevant national authorities shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.
16. The Implementing Partner shall ensure that all of its obligations set forth under this section entitled "Risk Management" are passed on to each responsible party, subcontractor and sub-recipient and that all the clauses under this section entitled "Risk Management Standard Clauses" are included, *mutatis mutandis*, in all sub-contracts or sub-agreements entered into further to this Project Document.

ANNEXES

1. PAC minutes
2. Project Quality Assurance Report
3. Social and Environmental Screening
4. Risk Analysis
5. Project Board Terms of Reference and TORs of key management position

Annex 3. Social and Environmental Screening Template

The completed template, which constitutes the Social and Environmental Screening Report, must be included as an annex to the Project Document. Please refer to the Social and Environmental Screening Procedure and Toolkit for guidance on how to answer the 6 questions.

Project Information

Project Information	
1. Project Title	Education to work (Edu2Work)
2. Project Number	00121531 / 00117236
3. Location (Global/Region/Country)	RBEC/Armenia

Part A. Integrating Overarching Principles to Strengthen Social and Environmental Sustainability

QUESTION 1: How Does the Project Integrate the Overarching Principles in order to Strengthen Social and Environmental Sustainability?

Briefly describe in the space below how the Project mainstreams the human-rights based approach

By supporting the Armenian stakeholders in improving the ecosystem connecting education to labour market through evidence-based, participatory and human-centred policies, the Project will support mainstreaming the human-rights based approach.

Briefly describe in the space below how the Project is likely to improve gender equality and women's empowerment

The project will mainstream gender equality dimension across all its activities. In all activities of the project, equal participation of men and women will be ensured. A special attention will be paid to ensure that no one is excluded from the Project based on their gender. The Project will ensure equal participation of both female and male policy makers in its capacity building activities. Similarly, equal participation of both female and male students will be ensured in the experiments designed and implemented by the Project to bridge the gap between education and labour market. It is important to note that the Project will pay special attention to gender related issues in the labour market when conducting its research both online and offline in order to prepare ground for gender sensitive policy recommendations.

Briefly describe in the space below how the Project mainstreams environmental sustainability


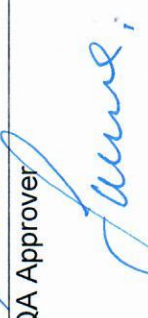
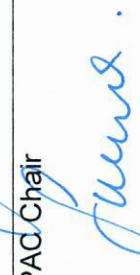
Consistent with UNDP's Programme and Operations Policies and Procedures, social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards.

Part B. Identifying and Managing Social and Environmental Risks

<p>QUESTION 2: What are the Potential Social and Environmental Risks? <i>Note: Describe briefly potential social and environmental risks identified in Attachment 1 – Risk Screening Checklist (based on any “Yes” responses). If no risks have been identified in Attachment 1 then note “No Risks Identified” and skip to Question 4 and Select “Low Risk”. Questions 5 and 6 not required for Low Risk Projects.</i></p>	<p>QUESTION 3: What is the level of significance of the potential social and environmental risks? <i>Note: Respond to Questions 4 and 5 below before proceeding to Question 6</i></p>	<p>QUESTION 6: What social and environmental assessment measures have been conducted and/or are required to address potential risks (for Risks with Moderate and High Significance)?</p>	
<p>Risk Description</p>	<p>Impact and Probability (1-5)</p>	<p>Significance (Low, Moderate, High)</p>	<p>Comments</p>
<p>Risk 1:</p>	<p>I = P =</p>		<p><i>Description of assessment and management measures as reflected in the Project design. If ESIA or SESA is required note that the assessment should consider all potential impacts and risks.</i></p>
<p>Risk 2:</p>	<p>I = P =</p>		
<p>Risk 3:</p>	<p>I = P =</p>		
<p>Risk 4:</p>	<p>I = P =</p>		
<p>[add additional rows as needed]</p>			
<p>QUESTION 4: What is the overall Project risk categorization?</p>			
<p>Select one (see <u>SESP</u> for guidance)</p>			<p>Comments</p>
<p>Low Risk</p>			<p><input checked="" type="checkbox"/></p>
<p>Moderate Risk</p>			<p><input type="checkbox"/></p>
<p>High Risk</p>			<p><input type="checkbox"/></p>

QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are relevant?		Comments
Check all that apply		
Principle 1: Human Rights	<input type="checkbox"/>	
Principle 2: Gender Equality and Women's Empowerment	<input type="checkbox"/>	
1. Biodiversity Conservation and Natural Resource Management	<input type="checkbox"/>	
2. Climate Change Mitigation and Adaptation	<input type="checkbox"/>	
3. Community Health, Safety and Working Conditions	<input type="checkbox"/>	
4. Cultural Heritage	<input type="checkbox"/>	
5. Displacement and Resettlement	<input type="checkbox"/>	
6. Indigenous Peoples	<input type="checkbox"/>	
7. Pollution Prevention and Resource Efficiency	<input type="checkbox"/>	

Final Sign Off

Signature	Date	Description
		Tatevik Koloyan, Programme Officer, Sustainable Growth and Resilience Portfolio
		Mihaela Stojkoska, UNDP Deputy Resident Representative
		Mihaela Stojkoska, UNDP Deputy Resident Representative

SESP Attachment 1. Social and Environmental Risk Screening Checklist

Checklist Potential Social and Environmental Risks		
Principles 1: Human Rights		Answer (Yes/No)
1.	Could the Project lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	No
2.	Is there a likelihood that the Project would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups? ⁷	No
3.	Could the Project potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	No
4.	Is there a likelihood that the Project would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	No
5.	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the Project?	No
6.	Is there a risk that rights-holders do not have the capacity to claim their rights?	No
7.	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	No
8.	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project-affected communities and individuals?	No
Principle 2: Gender Equality and Women's Empowerment		
1.	Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	No
2.	Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	No
3.	Have women's groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	No
4.	Would the Project potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services? <i>For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being</i>	No
Principle 3: Environmental Sustainability: Screening questions regarding environmental risks are encompassed by the specific Standard-related questions below		
Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management		

⁷ Prohibited grounds of discrimination include race, ethnicity, gender, age, language, disability, sexual orientation, religion, political or other opinion, national or social or geographical origin, property, birth or other status including as an indigenous person or as a member of a minority. References to "women and men" or similar is understood to include women and men, boys and girls, and other groups discriminated against based on their gender identities, such as transgender people and transsexuals.

1.1	Would the Project potentially cause adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services? <i>For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes</i>	No
1.2	Are any Project activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g. nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	No
1.3	Does the Project involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	No
1.4	Would Project activities pose risks to endangered species?	No
1.5	Would the Project pose a risk of introducing invasive alien species?	No
1.6	Does the Project involve harvesting of natural forests, plantation development, or reforestation?	No
1.7	Does the Project involve the production and/or harvesting of fish populations or other aquatic species?	No
1.8	Does the Project involve significant extraction, diversion or containment of surface or ground water? <i>For example, construction of dams, reservoirs, river basin developments, groundwater extraction</i>	No
1.9	Does the Project involve utilization of genetic resources? (e.g. collection and/or harvesting, commercial development)	No
1.10	Would the Project generate potential adverse transboundary or global environmental concerns?	No
1.11	Would the Project result in secondary or consequential development activities which could lead to adverse social and environmental effects, or would it generate cumulative impacts with other known existing or planned activities in the area? <i>For example, a new road through forested lands will generate direct environmental and social impacts (e.g. felling of trees, earthworks, potential relocation of inhabitants). The new road may also facilitate encroachment on lands by illegal settlers or generate unplanned commercial development along the route, potentially in sensitive areas. These are indirect, secondary, or induced impacts that need to be considered. Also, if similar developments in the same forested area are planned, then cumulative impacts of multiple activities (even if not part of the same Project) need to be considered.</i>	No
Standard 2: Climate Change Mitigation and Adaptation		
2.1	Will the proposed Project result in significant ⁸ greenhouse gas emissions or may exacerbate climate change?	No
2.2	Would the potential outcomes of the Project be sensitive or vulnerable to potential impacts of climate change?	No
2.3	Is the proposed Project likely to directly or indirectly increase social and environmental vulnerability to climate change now or in the future (also known as maladaptive practices)? <i>For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding</i>	No
Standard 3: Community Health, Safety and Working Conditions		

⁸ In regards to CO₂, 'significant emissions' corresponds generally to more than 25,000 tons per year (from both direct and indirect sources). [The Guidance Note on Climate Change Mitigation and Adaptation provides additional information on GHG emissions.]

3.1	Would elements of Project construction, operation, or decommissioning pose potential safety risks to local communities?	No
3.2	Would the Project pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No
3.3	Does the Project involve large-scale infrastructure development (e.g. dams, roads, buildings)?	No
3.4	Would failure of structural elements of the Project pose risks to communities? (e.g. collapse of buildings or infrastructure)	No
3.5	Would the proposed Project be susceptible to or lead to increased vulnerability to earthquakes, subsidence, landslides, erosion, flooding or extreme climatic conditions?	No
3.6	Would the Project result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	No
3.7	Does the Project pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during Project construction, operation, or decommissioning?	No
3.8	Does the Project involve support for employment or livelihoods that may fail to comply with national and international labor standards (i.e. principles and standards of ILO fundamental conventions)?	No
3.9	Does the Project engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	No
Standard 4: Cultural Heritage		
4.1	Will the proposed Project result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)? (Note: Projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts)	No
4.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	No
Standard 5: Displacement and Resettlement		
5.1	Would the Project potentially involve temporary or permanent and full or partial physical displacement?	No
5.2	Would the Project possibly result in economic displacement (e.g. loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	No
5.3	Is there a risk that the Project would lead to forced evictions? ⁹	No
5.4	Would the proposed Project possibly affect land tenure arrangements and/or community based property rights/customary rights to land, territories and/or resources?	No
Standard 6: Indigenous Peoples		
6.1	Are indigenous peoples present in the Project area (including Project area of influence)?	No
6.2	Is it likely that the Project or portions of the Project will be located on lands and territories claimed by indigenous peoples?	No
6.3	Would the proposed Project potentially affect the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether	No

⁹ Forced evictions include acts and/or omissions involving the coerced or involuntary displacement of individuals, groups, or communities from homes and/or lands and common property resources that were occupied or depended upon, thus eliminating the ability of an individual, group, or community to reside or work in a particular dwelling, residence, or location without the provision of, and access to, appropriate forms of legal or other protections.

	<p>indigenous peoples possess the legal titles to such areas, whether the Project is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)?</p> <p><i>If the answer to the screening question 6.3 is “yes” the potential risk impacts are considered potentially severe and/or critical and the Project would be categorized as either Moderate or High Risk.</i></p>	
6.4	Has there been an absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	No
6.5	Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.6	Is there a potential for forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?	No
6.7	Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	No
6.8	Would the Project potentially affect the physical and cultural survival of indigenous peoples?	No
6.9	Would the Project potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	No
Standard 7: Pollution Prevention and Resource Efficiency		
7.1	Would the Project potentially result in the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local, regional, and/or transboundary impacts?	No
7.2	Would the proposed Project potentially result in the generation of waste (both hazardous and non-hazardous)?	No
7.3	<p>Will the proposed Project potentially involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials? Does the Project propose use of chemicals or materials subject to international bans or phase-outs?</p> <p><i>For example, DDT, PCBs and other chemicals listed in international conventions such as the Stockholm Conventions on Persistent Organic Pollutants or the Montreal Protocol</i></p>	No
7.4	Will the proposed Project involve the application of pesticides that may have a negative effect on the environment or human health?	No
7.5	Does the Project include activities that require significant consumption of raw materials, energy, and/or water?	No

Annex 4: Risk Analysis

Risk Description	Risk Category	Impact & Likelihood	How we will mitigate risks	Risk owner
Methodological issues may reduce project effectiveness due to lack of capacity, understanding, or contextual issues.	Strategic	I=3 P=3	The Project envisages active capacity building, co-design and co-creation of all outputs to ensure that there is a shared understanding between all partners.	IPP, Armenia National SDG Innovation Lab
Low level of engagement and commitment from local counterparts and beneficiaries due to lack of interest and capacity, and/or other reasons.	Political	I=5 P=3	Strong focus on capacity building and awareness raising on the benefits of evidence-based policy making, experimental approach to potential interventions to help generate interest and engagement among beneficiaries.	IPP, Armenia National SDG Innovation Lab
Part of the project's activities do not lead to the change envisaged.	Strategic	I=1 P=3	Thanks to the experimental approach of the project, all interventions will be closely monitored and measured. Course correction will be applied if and when necessary and policy insights will be generated in case of both success or low-impact of interventions helping to advance the approach of experimental and evidence-based policy making.	IPP, Armenia National SDG Innovation Lab
Due to ongoing Government restructuring, the Project activities may be slowed down.	Operational	I=4 P=3	Planning of project activities in advance, flexibility and adaptability of plans to ensure active participation from national counterparts.	IPP, Armenia National SDG Innovation Lab
Major natural disaster (e.g. earthquake), or escalation of conflict over Nagorno-Karabakh conflict escalation may disrupt the process.	Safety and Security	I=5 P=3	Contingency workplan development.	IPP, Armenia National SDG Innovation Lab

Annex 5: Project Board Terms of Reference

1. General Conditions

- 1.1. The Project Board is to be formed in accordance to the Project document.
- 1.2. This document establishes the fundamental tasks, structure, organizational process, and meeting schedule of the Project Board, as well as the functions and rights of the Project Board.
- 1.3. The Project Board is a group providing management and oversight, coordination functions, and political support to the Project.
- 1.4. The activity of the Project Board is based on the principles of free discussion and openness.

2. Fundamental Tasks of the Project Board

- 2.1. Oversight and coordination of the activities of the Project for successful realization of project activity.
- 2.2. Review, assessment, and elaboration of recommendations, as well as consultative and expert delivery of suggestions on strategy, contents, volume, and timetables to achieve stated objectives of the Project.
- 2.3. Delivery of assistance in the realization of the work plans of the Project.
- 2.4. The Project Board is to be guided by this document with regard to its own activity.

3. Fundamental Functions of the Project Board

- 3.1. Overall direction of the realization of the project;
- 3.2. Definition of high-level directions of project;
- 3.3. Facilitation of collaboration with other complementary projects;
- 3.4. Facilitation of collaboration with government agencies, organizations, and other institutes for the successful realization of the project;
- 3.5. Provision of full access by the project to all documents and information in various government departments necessary for monitoring and realization of the project, as required;
- 3.6. Delivery of methodological and practical assistance to the project on questions of realization of project activities;
- 3.7. Review and confirmation of Annual Work Plans, budget revisions, and staged financing;
- 3.8. Review and confirmation of annual reports on project activity;
- 3.9. Execution of the function of main coordinating body for promotion of the interests of the Project with regard to political, regulatory, legal, and financial support from the project beneficiary Government of the Republic of Armenia;
- 3.10. Continued effort to raise additional co-financing to support results and activities of the project after the conclusion of funding from the Green Climate Fund.
- 3.11. Discussion and confirmation of rational for establishment of project's ad hoc technical working group comprised by nominees from the key beneficiary ministries and agencies.

4. Organization of activity and scheduling of meetings of the Project Board

- 4.1. The Project Board conducts its work at meetings convened at least twice annually, or more often as needed.
- 4.2. Decisions may be made by the Project Board with a quorum of two of its three members in attendance.
- 4.3. The Project Board makes decisions by votes at meetings. Project Board members attending meetings must devote every effort to achieving consensus.
- 6.4. Decisions of Project Board meetings are formulated as protocols.
- 6.5. Project staff will carry out the following activities in support of Project Board meetings: (i) preparation of an agenda, and provision of necessary materials; (ii) advance submittal of the draft agenda and accompanying materials with a cover letter for the review and approval of the Chairperson or his or her appointed delegate; (iii) announcement of the time and location of the meeting; and (iv) distribution of approved materials to the Project Board members no less than 7 days before the meeting.

Letter of Agreement on Direct Project Services

Project 00121531 on “Education to Work”

1. Reference is made to consultations between officials of the Government of Armenia (hereinafter referred to as “the Government”) and officials of UNDP with respect to the provision of support services by the UNDP country office for nationally managed programmes and projects. UNDP and the Government hereby agree that the UNDP country office may provide such support services at the request of the Government through its institution designated in the relevant programme support document or Project document, as described below.

2. The UNDP country office may provide support services for assistance with reporting requirements and direct payment. In providing such support services, the UNDP country office shall ensure that the capacity of the Government-designated institution is strengthened to enable it to carry out such activities directly. The costs incurred by the UNDP country office in providing such support services shall be recovered from the administrative budget of the office.

3. The UNDP country office may provide, at the request of the designated institution, the following support services for the activities of the programme/project:

- (a) Identification and/or recruitment of project and programme personnel;
- (b) Identification and facilitation of training activities;
- (a) Procurement of goods and services;

4. The procurement of goods and services and the recruitment of project and programme personnel by the UNDP country office shall be in accordance with the UNDP regulations, rules, policies and procedures. Support services described in paragraph 3 above shall be detailed in an annex to the programme support document or project document, in the form provided in the Attachment hereto. If the requirements for support services by the country office change during the life of a programme or project, the annex to the programme support document or project document is revised with the mutual agreement of the UNDP resident representative and the designated institution.


5. The relevant provisions of the SBAA between the Authorities of the Government of Armenia and the United Nations Development Programme (UNDP), signed by the Parties on 8 March 1995, including the provisions on liability and privileges and immunities, shall apply to the provision of such support services. The Government shall retain overall responsibility for the nationally managed programme or project through its designated institution. The responsibility of the UNDP country office for the provision of the support services described herein shall be limited to the provision of such support services detailed in the project document.

6. Any claim or dispute arising under, or in connection with the provision of support services by the UNDP country office in accordance with this letter shall be handled pursuant to the relevant provisions of the SBAA.


7. The manner and method of cost recovery by the UNDP country office in providing the support services described in paragraph 3 above shall be specified in the annex to the project document.

8. The UNDP country office shall submit progress reports on the support services provided and shall report on the costs reimbursed in providing such services, as may be required.

9. Any modification of the present arrangements shall be effected by mutual written agreement of the parties hereto.



Serge Varak Sisserian
Head of Deputy Prime Minister's Office



Dmitry Mariyasin
UNDP Resident Representative in Armenia

Date: 26/09/2019

Date: 26/09/2019

UNDP COUNTRY OFFICE SUPPORT SERVICES

Reference is made to the Letter of Agreement signed between the Government of Armenia and UNDP as part of the 2016-2020 Country Programme Action Plan (CPAP) whereby the parties agreed that the UNDP country office will provide support services to the project, which will be charged to the project budget according to the Local Price List (LPL) of the current year. A sample of the LPL is provided below.

	Description of services	Reimbursement amount based on the Local Price List valid as of 01.10.2019 used by UNDP for direct project costing (in USD)	UNIT
1	Payment Process	37.88	Per voucher
2	Credit card payment	40.65	Per transaction
3	New vendor creation in ATLAS	20.20	Per vendor
4	Payroll validation	38.84	Per person, quarterly
5	Leave monitoring	5.55	Per person, quarterly
6	IC and SC recruitment, including	228.41	Per person
6a	Advertisement	45.68	
6b	Short listing	91.36	
6c	Contract Issuance	91.36	
7	Issue IDs	37.23	Per ID
8	Travel management (Simple)	64.64	Per travel
8a	Travel cost estimates (including airline quotes DSA estimates) (25%)	16.16	
8b	Travel request or authorization (40%)	25.86	
8c	Travel claim or F10 settlement (35%)	22.62	
9	Travel management (Complex)	93.63	Per travel
9a	Travel cost estimates (including airline quotes DSA estimates) (25%)	23.41	
9b	Travel request or authorization (40%)	37.45	
9c	Travel claim or F10 settlement (35%)	32.77	
10	Hotel reservation	14.00	Per booking
11	Visa request	25.50	Per person
12	Vehicle Registration	37.20	Per item
13	Procurement process involving local CAP or RACP/ACP	526.39	Per case
13a	Identification and selection	263.19	
13b	Contracting/Issue PO	131.60	
13c	Follow-up	131.60	
14	Procurement not involving review bodies	210.55	Per case
14a	Identification and selection	105.28	
14b	Contracting/Issue PO	52.64	
14c	Contract follow-up	52.64	
15	Disposal of equipment	267.87	Per lot