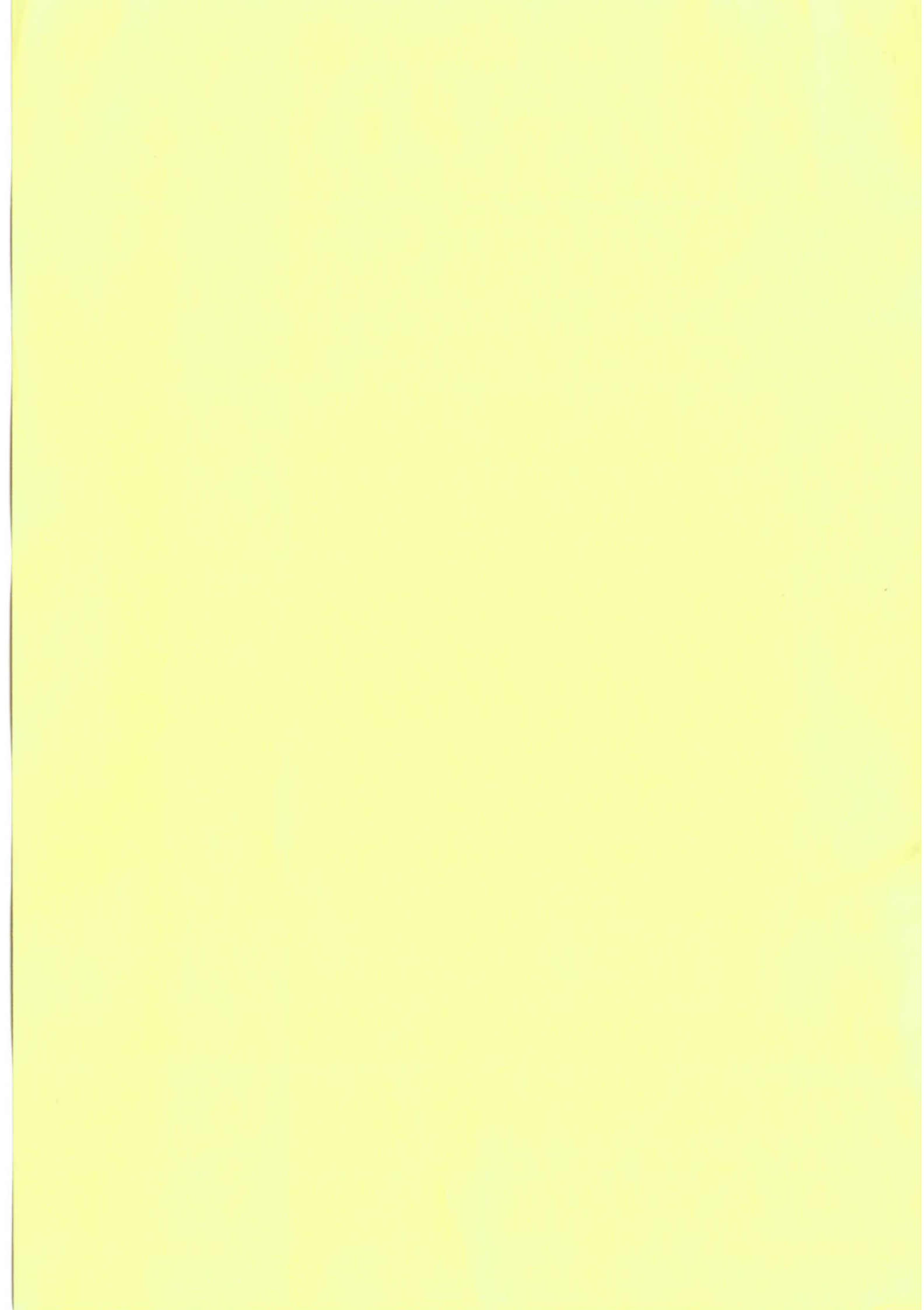


CONTRACT ENI/2017/387-227

ANNEX I

Description of the Action

(including Concept Note and Logical Framework Matrix)





Contracting Authority: European Commission

**Modernizing Vocational Education and Training (VET) Centres in
Azerbaijan**

Annex A.1 – Concept note

Budget line(s): 21.030202

Reference:

EuropeAid/153147/DD/ACT/Multi

Deadline for submission¹ of concept notes:

06/02/2017 at 12:00 (Brussels date and time)

(in order to convert to local time click [here](#)²)

Title of the action:	Support to the establishment of Regional Industrial VET Competence Centre in Ganja
Name of the lead applicant	UNDP

Dossier No	
------------	--

(for official use only)

¹ Online submission via PROSPECT is mandatory for this call for proposals (see section 2.2.2 of the guidelines). In PROSPECT all dates and times are expressed in Brussels time. Applicants should note that the IT support is open from Monday to Friday 08:30 to 18:30 Brussels time (except for public holidays).

² An example of a time converter tool available online: <http://www.timeanddate.com/worldclock/converter.html>

Table of contents

1	CONCEPT NOTE	3
	1.1. Description of the action	3
	1.2. Relevance of the action (max 3 pages).....	4

1 CONCEPT NOTE

1.1. Description of the action

Objectives of the action	<p>Overall objective of the project is to contribute to the modernisation of the vocational education and training system in Azerbaijan, enhancing quality, equality, relevance and access in line with European standards and practices.</p> <p>Specific objective of this action is to improve quality of education for increasing attractiveness of VET in Ganja city and neighbouring regions, as well as increase employability among the youth.</p>
Target group(s)	<ul style="list-style-type: none"> • youth, unemployed adults, internally-displaced persons; • instructors and teachers, administrative and management staff of VET centre; • Unemployed people of the target region;
Final beneficiaries	Ministry of Education, VE Agency and Ganja State Vocational Education Centre on Industry and Technology
Estimated results	<p>Estimated results will be as the following:</p> <p>ER1. Regional VET Competence Centre is established</p> <p>ER2. Skills and employability of the graduates of VET Competence Centre are enhanced</p> <p>ER3. Partnerships with private sector is established</p> <p>ER4. Mechanism for performance evaluation of prior learning (competences) is developed and introduced;</p> <p>ER5. Awareness on EU best practices in VET is increased</p>
Main activities	<ul style="list-style-type: none"> • Establishment of Regional VET Competence Centre; • Improving content of education: development of competence based curricula including competence units and assessment criteria, teaching materials and manuals; • Capacity building and organizing skills development training courses for teachers-instructors, administrative and management staff; • Development of the public private partnership mechanisms; • Establishment of mechanisms on recognition/validation of prior learning (competences)
Budget	<p>Requested EU Contribution 2,000 000 Euro (90%)</p> <p>UNDP Co-financing 222,222 (10%)</p> <p>Total: 2,222 222 Euro</p>

1.1.1. Description of the action:

Background

The preparation of the action is based on initial findings of reviews and analyses of official statistical data on VET, review of reports and policy documents (desk research) and consultations with key stakeholder groups at national and regional levels. Based on the findings of the analyses, Ganja-Gazakh Economic Region was targeted for the project. Subsequent field visit to Ganja and neighbouring regions (Goranboy, Shamkir, Goygol) identified the Ganja State Vocational Education Centre on Industry and Technology as a biggest potential VET provider in the region as a pilot region for this project³.

Objectives of the action

The overall objective of the project is to contribute to the modernisation of the vocational education and training system in Azerbaijan, enhancing quality, equality, relevance and access in line with European standards and practices.

The specific objective of this action is to improve quality of education for increasing attractiveness of VET in Ganja city and neighbouring regions, as well as well as increase employability among the youth.

³ As a result of optimization, Ganja State Vocational Education Centre on Industry and Technology was established through merging of Ganja Vocational Lyceum #1, Ganja Vocational Lyceum #2 and Ganja Vocational School #3

It should be noted that both the overall and specific objectives of this action conform to recent policy of the Government of Azerbaijan on diversification of economy through the development of non-oil sector, reduction of disparity between regions and Baku, development of human capital. As seen from the overall and specific objectives, this action will completely conform to the development policy of the Government of Azerbaijan and the project will cover some of the highlighted challenges, existing problems and shortages of VET system defined in the policy documents.

The objectives of the action will be achieved through the delivery of the following Expected Results and Activities:

Estimated Result 1. Regional VET Competence Centre is established

- Activity 1.1 Development of legal-normative documents on establishment of the Competence Centre.
- Activity 1.2 Renovation and rehabilitation of workshops and class-rooms
- Activity 1.3 Purchase of equipment, tools and machines
- Activity 1.4 Set up of management and internal quality assurance system

Estimated Result 2. Skills and employability of the graduates of VET Competence Centre are enhanced

- Activity 2.1 Conducting Labour market study
- Activity 2.2 Development of 6 curricula including competence units and assessment criteria
- Activity 3.3 Development of modular training materials including modules on 7 key and 3 core competences and manuals on 6 occupations/professions
- Activity 3.4 Development of promotion and public awareness materials and dissemination
- Activity 3.5 Delivery of trainings to VET Competence Centre

Estimated Result 3. Partnerships with private sector is established

- Activity 3.1 Development of strategy on public private partnership and income generation.
- Activity 3.2 Organization of awareness campaign on advantages of VET schools for private sector
- Activity 3.3 Conduct series of dialogue and round tables with local businesses
- Activity 3.4 Explore possible cooperation mechanisms between VET Centre and local businesses.
- Activity 3.5 Organize pilot master classes/training courses for students at the premises of potential employers

Estimated Result 4. Mechanism for recognition/validation of prior learning (competences) is developed and introduced

- Activity 4.1 Development of guidelines for validation and certification
- Activity 4.2 Development of evaluation forms
- Activity 4.3 Conducting pilot assessment on recognition/validation on selected competences
- Activity 4.4 Preparing of individual development plans for gaps in competences
- Activity 4.5 Operationalization of recognition/validation system in pilot VET

Estimated Result 5. Awareness on EU best practices in VET is increased

- Activity 5.1 Conduct research on EU best practices in the area of VET
- Activity 5.2 Organize study tours for VE Agency and VET Competence Centre

Timeframe of the action.

The project will be implemented within 36 months. Project will start with the inception phase for 3 months.

Activity	Year 1		Year 2		Year 3	
	Half year	Half year	Half year	Half year	Half year	Half year
Establishment of the Project Implementation Unit						
Inception	■	■				
ER 1. Regional VET Competence Centre is established						
	■	■	■	■	■	■
ER2. Skills and employability of the graduates of VET Competence Centre are enhanced						
		■	■	■	■	■
ER3. Partnerships with private sector is established						
			■	■	■	■

ER 4. Mechanism for recognition/validation of prior learning (competences) is developed and introduced																			
ER5. Awareness on EU best practices in VET is increased																			

1.2. Relevance of the action

1.2.1. Relevance to the objectives/sectors/themes/specific priorities of the call for proposals

Concept is drafted in line with following specific objectives of the project:

a) Relevance of the action to labour market needs

The project will conduct a labour market diagnostic study in the target region. This will help to identify industry sub-sectors with highest potential for job creation and face skills shortages

According to the findings of the study, a number of youth, adults, and unemployed people will be trained on 6 new curricula and modular training materials for the selected sectors using the best international practices. As a result of the application of these curricula and modular training materials, together with training of professional staff, the VET competence centre will be able to produce highly qualified graduates who meet the labour market needs. This will also help shorten school to work transition period and ensure access to gainful employment.

b) In line with latest economic and societal developments in the country

Currently, the vocational education and training (VET) system of Azerbaijan has many challenges in terms of management, financial support, staff and content of education, material and technical base and infrastructure. In the last decade, the Government has implemented a wide range of activities, State programs, strategies and concepts. In addition, a VET Agency under the Ministry of Education was established in 2016 for developing the VET sector. The main objective of the Agency is to increase the efficiency and relevance of vocational education and training system in Azerbaijan and to produce qualified workforce for the labour market.

Nevertheless, certain problems still remain. The infrastructures of the majority of VET centres have not been modernized for decades while educational resources, educational programs, teaching and learning materials used by VET centres are out of date or do not respond to the requirements of a modern VET system. Financial support from the state budget is not at the required level and VET centres are not currently able to generate income due to the challenges they face. Social partnership is also very weak. The rate of involvement of professional, administrative and management staff of VET centres in training courses on capacity building are low and quality of training courses are not satisfactory. Legal and regulatory framework on VET is out of date. Moreover, these challenges and problems bring about the bad reputation of VET centres. Statistical data shows that annually less than 11% of graduates are enrolled in VET institutions in Azerbaijan, while it is 40-60% in developed countries. Estimations show that each year approximately 50-60% of general education graduates enter the labour market without any qualification. This is one of the main reasons for the higher unemployment rate and low productivity among youth i.e. unemployment level among youth (15-24) was 13.4% in 2015 in Azerbaijan.

The Government of Azerbaijan has recognized the importance of developing the VET system in the "Strategic Roadmap for Vocational Education and Training", "Strategic Roadmap on Agriculture and Agricultural Products Processing Sector", "Strategic Roadmap on SME development" (approved in 2016), "National Strategy for the Development of Education" (approved in 2013), development concept "Azerbaijan 2020: Look into the Future" (approved in 2012), "State Program on Socio-economic Development of Regions for 2014-2018". The general objective of these policy documents are to reform the VET system in Azerbaijan in order to achieve high results through an improvement in the infrastructures, the content of education, the professional capacity, the establishment of recognition of prior learning, internal quality assurance and social partnership (including PPP). Proposed project will address the governance issues in all envisaged activities and use collected findings as evidences for model replication in other regions as well as use the results for improving policy framework in the area of VET

c) Equipping graduates with the skills needed in the labour market; and substantially improving graduates' employment opportunities

⁴ The overall objective of the VET Roadmap is to improve the VET system in Azerbaijan through establishing modern VET centres, enhancing the quality of content of education in VET in line with modern requirements, ensuring qualified staff responding to the needs and requirements of the labour market, enhancing employability of graduates and decreasing the rate of unemployment and poverty, shaping the well-designed management structure for developing public-private partnership, increasing attractiveness of the vocational education system.

S.R
YMI

The establishment of a modern VET Competence Centre in Ganja will improve the quality and relevance of vocational education in line with international standards. The Centre will produce highly qualified graduates meeting the needs of the labour market and the selected sectors, as well as the requirements of the employers. Moreover, the project will look into the feasibility of developing a career guidance counselling programme. The establishment of a partnership with employers will lead to a higher attractiveness of vocational education due to increased employment rate of graduates and equality and access of the proposed target groups. The proposed holistic approach including internal institutional reform, proper public private partnership strategy, curricula on different VET areas as well as performance evaluation system enables the project to fully contribute to the specific objective of the call for proposals.

Proposed concept covers following areas/themes offered by the grant:

a) Introduction of a new management style

A series of capacity building training courses will be conducted for the management and professional staff of the target centre and other VET Centres in the region on management and internal quality assurance procedures, development and use of the new curricula and modular training materials and organisation of the trainings on the basis of these educational resources. The project will also develop procedures and establish a system to assess the key, core and industry (specialized) competences of the applicants. Staff will also be trained on using new teaching and learning methods. These capacity building interventions together with proper mechanism for cooperation with the private sector will introduce new management techniques for the pilot VET Centre and enable it to sustain project results in the future.

b) Capacity building; curriculum development; teaching/learning materials and learning aides

The project envisages the development of competence-based curricula and modular training materials for **industry (manufacturing) sector** which have been suggested by the guidelines as priority activities. Project will develop 6 curricula and train at least 150 staff of the VET centre.

c) Purchase of equipment; construction

The project envisages modernizing the VET Competence Centre through the rehabilitation of the existing three workshops and four classes. One of the classrooms will be designed to train course on health, occupational safety and environmental protection.

d) Linkages with private sector;

The project will establish a regular dialogue with local businesses in the selected region; a series of roundtables, as well as an awareness campaign to enhance the partnership with private sector will be conducted. It is also expected that the project will come up with innovative mechanisms for partnership and will enable an active participation of the private sector in the development of the VET in the target region.

Overall, the project intervention addresses almost all priority areas including the introduction of a new management style, capacity building, curriculum development, teaching/learning materials and learning aides, purchase of equipment, rehabilitation (construction), new teaching/learning methods and linkages with the private sector.

1.2.2. Relevance to the particular needs and constraints of the target country/countries, region(s) and/or relevant sectors (including synergy with other EU initiatives and avoidance of duplication)

Relevance to the needs and sectors:

Currently, the target VET centre is facing the common problems characteristic of most VET centres in Azerbaijan. Initial consultations with key stakeholder groups showed that the target VET centre has problems in infrastructure, lack of curricula and training materials, lack of management and internal quality assurance, teaching and learning methods, lack of trained professional staff and lack of cooperation with employers. These problems hinder the development of highly qualified graduates to meet the needs of labour market leading to low productivity. Moreover, it creates problems for graduates in finding a job or securing their recent jobs and it leads to an increase of the unemployment rate among youth. Additionally, the low quality of vocational education damages the cooperation with employers. It is widely accepted that the education system should be changed to adapt to the needs of the labour market. As a result, the content of education becomes incomplete and the VET centre mainly focuses on knowledge rather than skills/competence. The current condition of the VET centre is not favourable for organizing short-term training courses on a paid basis.

Ganja is the second biggest city in Azerbaijan and plays the role of a regional economic centre. It is also a regional education centre that hosts 3 state universities. With the Government's plans on the establishment of new industrial zones in the cities of Ganja and Mingechevir, the demand for qualified workforce will drastically increase in the region in near future.

One of the main demands on the employment market of the Ganja Economic Region is in the industry sector (currently, there are a number of factories, plants and SME in these field). Industry has great potential to be expanded in the near future in the Ganja Economic Region. The Ganja Steel Complex was established in 2013 and it is expected that some plants (aluminium, metallurgy and processing and cutting plants) will be established before May 2017.

Potential synergies with other initiatives

This project is part of a larger EU programme called "Education Support Programme in Azerbaijan" (AAP-2014). Under this programme, the "EU Support to Vocational Education and Training (VET) in Azerbaijan" TA project is expected to start at the beginning of 2017 and will assist in the reform of the VET system in Azerbaijan. A close cooperation will be established with this project in order to avoid duplications, for example in the development of curricula envisaged in both projects. The following projects will also be reviewed and consulted during the implementation of the action: i) Establishment of a Vocational Training Centre (financed by Korea Eximbank); ii) Development and Strengthening of Vocational Education and Training in Azerbaijan (AZNEC – implemented by Rogaland Training and Education Centre); iii) Access to Hospitality and Apprenticeship Scheme Project (British Council); iv) Support to the development of VET (GIZ) etc. Synergy with the abovementioned projects will be ensured by establishing close cooperation and tracking the implementation of similar activities.

1.2.3. Describe and define the target groups and final beneficiaries, their needs and constraints, and state how the action will address these needs

Description of the target groups and final beneficiary

The target groups of this action will be youth, adults, internally-displaced persons, professional, administrative and management staff of the centre, as well as unemployed men and women who will be involved in trainings and capacity building activities organized by the project.

The needs and constraints of the target groups and final beneficiaries

The existing problems of VET centre reduce the attractiveness of the VET system. For these reasons, students of VET centres need theoretical knowledge along with skills (competences), better content of education, favourable infrastructure and qualified professional staff. Lack of modern managerial, communication, problem solving and other relevant skills of administrative and management staff requires involving them in constant training courses.

Ensuring participation of the target groups and final beneficiary

As a target group, professional, administrative and management staff of the VET centre will be directly involved in project through training courses. Moreover, in the identification of the final list of occupations/professions, key stakeholders such as the staff of the VET centre and representatives of employers will be consulted. The project will closely coordinate its activities with the Ministry of Education and VE Agency throughout the implementation. Steering Committee Meetings will be organized to monitor the progress in implementation of the project with the participation of the representatives of the Ministry of Education, the VE Agency, the EU-DEL, employers and other public bodies,

1.2.4. Particular added-value elements

a) Promotion or consolidation of public-private partnerships:

As indicated above, the project envisages an awareness campaign aimed at enabling a better understanding of the advantages of VET for the private sector, establish mechanisms for sustainable partnership and improve sustainability of the VET centre based on cost recovery principle.

b) Innovation and best practice

EU expertise (ETF, CEDEFOP, etc.) and ILO modular training methodology will be used in the development of the curriculum, including competence units, assessment criteria and competence-based training materials such as manuals. The best European practices will be studied and used during the project. In addition, the foreseen introduction of the mechanism on recognition/validation of prior learning (competences) will constitute an innovation for Azerbaijan.

c) Needs of disabled people and women

Access to people with disabilities will be ensured during the rehabilitation and renovation works. Public awareness and promotional resources will include materials especially designed to change occupational stereotypes and attract more women to VET.



Contracting Authority: European Commission

**Modernizing Vocational Education and Training(VET) Centres in
Azerbaijan**

ANNEX A.2 – Full application form¹

Budget line: 21.030202

Reference:

EuropeAid/153147/DD/ACT/AZ

Dossier No	
-------------------	--

(for official use only)

¹ To obtain information about the deadline for submission, please see section 2.2 of the guidelines.

Table of contents

FULL APPLICATION FORM	3
1 General information	3
2 The action	3
2.1. Description of the action	3
2.1.1. Description (max 13 pages).....	3
2.1.2. Methodology (max 5 pages).....	9
2.1.3. Indicative action plan for implementing the action (max 4 pages).....	14
2.1.4. Sustainability of the action (max 3 pages)	20
2.1.5. Logical Framework	23
2.1.6. Budget, amount requested from the Contracting Authority and other expected sources of funding	23
2.2. Experience.....	23
3 Associates participating in the action	Error! Bookmark not defined.
4 Declarations	Error! Bookmark not defined.
4.1. Declaration by the lead applicant (full application)	Error! Bookmark not defined.

FULL APPLICATION FORM

1 General information

Reference of the call for proposals	EuropeAid/153147/DD/ACT/AZ
[Lot number you are applying to:]	N/A
Number of the proposal ²	ENI/2017/153147/3
Name of the lead applicant	United Nations Development Programme (UNDP)
Title of the action	Support to the establishment of Regional Industrial VET Competence Centre in Ganja

2 The action³

2.1. Description of the action

2.1.1. Description (max 13 pages)

The contemporary world is characterized by two related global crises in the employment sphere: high level of unemployment and a shortage of people with critical job skills. According to the McKinsey report "*Education to employment: Designing a system that works*", jobless levels of 25 percent or more are common among young people in Europe, the Middle East and Northern Africa. Paradoxically, there is a shortage of critical skills shortage at the same time. The McKinsey Global Institute estimates that by 2020 there will be a global shortfall of 85-million high- and middle-skilled workers.

Analysis of the labour market in Azerbaijan suggests that the country shares some features of this dual challenge and suffers from a serious mismatch between the structure of graduates of professional education establishments, on the supply side, and the structure of the economy, on the demand side.

First, the quality of education does not provide students with the necessary skills to be successful in the domestic job market. Many young people entering the labour market often have only general education or skills for which there is little demand. Vocational training, which is specifically responsible for preparing applicants with only limited skill sets for concrete professions, fails to achieve its objective. Graduates from secondary, vocational/technical

² When the Contracting Authority has evaluated the concept note it informs the lead applicant of the outcome and allocates a proposal number.

³ The evaluation committee will refer to information provided in the concept note as regards objectives and the relevance of the action.

institutions account for nearly 85% of the unemployment pool (Source: State Statistics Committee).

Second, the structure of the education seems to be disconnected from demands of the economy. There seems to be an overproduction of specialists in certain areas (e.g. education, health), which provide relatively limited and low-paid job opportunities, while very few graduates are specializing in such sector as agriculture for which demand is high.

On the demand side, the economy is quickly modernizing, growing and moving towards knowledge-based societies. Against this backdrop, education becomes a crucial element that underpins the building of a competitive non-oil economy as prioritized in the *Azerbaijan 2020: Look into the Future* development concept. Industrial development is one of the sectors prioritized for the economic diversification in the recently adopted Strategic Roadmaps on Economic Reforms. The Strategic Roadmap also integrates reform of the vocational education system as a cross-cutting issue central to the achievement of the national development goals.

The proposed action will support implementation of the government VET policies by creating a Regional Industrial VET Competence Centre in Ganja focusing on professions highly demanded in the industrial sector. It will also upgrade the capacities of the Ganja State Vocational Education Centre on Industry and Technology⁴ and promote public-private partnership.

Socio-economic profile of Ganja

Ganja is the second largest city of Azerbaijan, with a population of 330,100 persons of which 48.3% are men and 51.7% are women (Source: State Statistics Committee). The city is among the fastest growing urban centres in Azerbaijan, with an average population growth rate of 9.5% against the national average of 1.3%. The population of Ganja is relatively young, with nearly half of the residents aged below 30 and only 6.9% aged above 65. The proportion of the population in the working age (15-64) is 72.3% (Source: State Statistics Committee).

The city is an industrial centre of western Azerbaijan. Over the past years, GDP of Ganja has increased fuelled by the industrial development. In 2015, share of industry in the GDP of Ganja city reached 26%. Key industries in Ganja are metallurgy, porcelain making, silk production, footwear and textiles. However, these industries are not operating at their full capacities. Other economic sectors include food processing, grapes and cotton cultivation at surrounding farmlands. Overall, volume of investments in the local economy in 2015 has reduced by 8.2% compared to 2014.

The average monthly salary is 321.0 AZN in 2015, which represents a significant increase from 212.8 AZN in 2010 but is still lower than the national average of AZN 466.9. At the end of 2016, the number of employees in the economy of the city was 43,900, 2.6% increase from 2015. Majority are employed in health and education (nearly 16,000 persons) followed by industries (4,742 persons), public administration (2,224 persons) and construction (286). About 20,000 are employed in other sectors of economy. In 2015, the number of officially registered unemployed was 605.

⁴ For optimization purposed, Ganja Vocational Lyceum #1, Ganja Vocational Lyceum #2 and Ganja Vocational School #3 were merged into Ganja State Vocational Education Centre on Industry and Technology

Education profile of Ganja

According to 2009 population census of Azerbaijan, the share of population with tertiary, VET and secondary education in Ganja is 18.1%, 11.1% and 69.8% of population respectively. Notably, the proportion of people who attained tertiary and VET education in Ganja is above the national average of 12.6% and 8.8% VET respectively, while proportion of population with completed secondary education is less than the national average of 78.6%. Share of uneducated people is marginal (below 1%).

Gender disaggregated analysis of the 2009 population census points to some disparities between the education profile of men and women. While more men than women have completed tertiary education (20.2% men and 16.2% women), there are more women with VET education (9.0% men and 13.0% women).

Approach of the Action

The overall objective of the action is to contribute to the modernisation of the vocational education and training system in Azerbaijan, enhancing quality, equality, relevance and access in line with European standards and practices.

The specific objective of this action is to improve quality of education to increase attractiveness of VET in Ganja city and neighbouring regions, as well as to adjust vocational education to the requirements of the industry. This specific objective will be achieved through strengthening the operational capacities of the Ganja State Vocational Education Centre on Industry and Technology to convert it to a modern Regional VET Competence Centre meeting labour needs of the industry.

It is proposed to start the project with the 3 months Inception Period that will enable more in-depth consultations with all project stakeholders both in Baku and regions. Project will produce Inception Report that is expected to cover following outcomes:

- Baseline Assessment will be conducted to assess current situation of the Vocational Education in the target region. The assessment will include collection of data on capacities, graduates and employment rate of the Jalilabad Vocational Lyceum.
- Identification of the Small and Medium enterprises with the potential interest in VET
- Detailed description of the proposed Activities within the Action.
- Modifications and/or amendments to the proposed Action Plan

Amendment of the Logframe in accordance with the Baseline Assessment

The expected results of the proposed action are structured under three components which are described in further detail below:

Estimated Result 1. Regional VET Competence Centre is established

This component will support the development of the Ganja State VET Centre on Industry and Technology as a Regional VET Competence Centre by addressing the existing gaps in infrastructure and modernizing the management approaches.

The best learning environment for future skilled labor is a place which enables students to practice skills and where they experience their future job place. This allows students to apply their theoretical knowledge to the business environment and to start interacting with business representatives. The project will focus on sectors requiring skilled labor which have been

identified in the Government's VET Road map approved by the President of Azerbaijan in 6.12.2016. The Regional VET Competence Centre in Ganja will be designed as one stop resource centre and flagship of high quality vocational education to develop, support and strengthen Azerbaijan's workforce for the industrial sectors. The component will develop legal framework of the Competence Centre, propose a new governing structure/bodies representation government entities, industries, and professional workers' associations. The work under this component will also include analysis of the feasible financing options so that in future the VET Competence Centre can generate its own income through providing services to government, employers and workers associations. The activities of the Center will not be limited to Ganja city but will provide services and share advanced practices and innovations with workforce from other administrative regions of the Ganja-Gazakh and Aran Economic Zones.

The institutional reform will be complemented by infrastructural upgrade of the learning facilities including renovation of the classrooms, workshops and their refurbishment. Infrastructural needs assessment carried out at stage of the project preparation found that the selected VET school has been recently renovated. However, in the context of this project equipment and building of existing workshops should be re-equipped based on the demand of labour market and allow students to feel real industry environment in the centre.. A list of specific equipment and machinery to be acquired in the framework of the action (detailed description is provided in the Section 2.1.2 Methodology)

This Estimated Result 1 will be achieved through the following activities:

Activity 1.1 Development of legal-normative documents on establishment of the Competence Centre.

Activity 1.2 Installation of the equipment

Activity 1.3 Purchase of equipment, tools and machines

Activity 1.4 Set up of management and internal quality assurance system

Estimated Result 2. Skills and employability of the graduates of VET Competence Centre are enhanced

The component will support development of a methodology for and conduct of a labour market study. The study will map the largest public and private employers in the industrial sector, identify their existing and potential human resources needs, and determine specific skills and competences that are deficient at the labour market. The findings of the labour market study will be used for the planning and development of new curricula and modular training courses of the Ganja .

Preliminary assessment and consultations with stakeholders carried out at the stage of project preparation showed that currently the Ganja VET Centre on Industry and Technology does not have any curricula. It uses traditional old-fashioned teaching methods and materials. Most of teaching materials were not updated since the collapse of Soviet Union. Hence, there is a great need for the update of educational programs and feed-in of the new content and knowledge to improve the quality of the education in the VET Centre on Industry and Technology

The assessment also pre-identified six occupations in the industrial/manufacturing sector for which curricula and modular courses will need to be developed as a matter of priority. These are: turner, miller, Computer Numerically Controlled (CNC) operator, electrician, locksmith and Clothes style specialist. This list of specializations is indicative and will be further validated/refined based on the findings of the labour market study. Since the Ganja region is prevailed mostly with heavy industry and most of the professions are typical male occupations,

project will encourage and facilitate active female participation in studying for Clothes Style Specialist. Curricula will define the duration of the education, units of competency, and assessment criteria. The component will support development of teachers training materials and deliver trainings to the staff of the Ganja VET Centre.

An important dimension of this component will be awareness raising campaign that will aim to increase the social prestige and attract more young people to the vocational education. Special attention will be given to breaking gender stereotypes in the occupational choices to attract more women and girls to the VET specializations traditionally dominated by men.

It is expected that upon completion of the action the Ganja VET Centre will offer new training courses to 250 students at a given time, in the fields of engineering, technologies and manufacturing. Close to 1,000 young people will be reached by the awareness raising campaign. At least 50 teachers will increase their professional level through participation in the trainings offered by this component.

The Estimated Result 2 will be achieved through the following activities:

Activity 2.1 Conducting Labour market study

Activity 2.2 Development of 6 curricula including units of competency and assessment criteria

Activity 2.3 Development of modular training materials including modules on 7 key and 3 core competencies and manuals on 6 occupations/professions

Activity 2.4 Development of promotion and public awareness materials and dissemination

Activity 2.5 Delivery of trainings to VET Competence Centre staff

Estimated Result 3. Partnerships with private sector is established

This component will support building of different levels of partnership between the Ganja VET Competence Centre and largest employers from private sector operating in various industries, thereby contributing to a greater degree of the labour market orientation of VET provisioning.

To improve the match between VET provision and labour market needs, student choice should be better guided and channelled. The planning of VET provision should take account of the availability of apprenticeship places.

Under this component, various forms of cooperation with the private sector will be put in place. From the very start the project will sensitive the private sector employers on the advantages of the collaboration with VET institutions and will make sure that there is a platform for the private sector to participate in the discussion on the design and content of the VET, as well as establish a channel of communication between the VET system and private sector to help obtain relevant and up-to-date information on the labour market requirements, and occupational guidance.

In particular, the component envisages activities will facilitate engagement of the private stakeholders in a dialogue on their roles and responsibilities for the provision of VET through a series of meetings and roundtable discussions. The action will also support a feasibility study on the possible cooperation mechanisms between the Ganja VET Centre and local businesses (e.g. setting up an umbrella organization of private sector employers to work with VET authorities, public-private co-financing agreements etc.).

The component will also pilot various models of training delivery that better meet the private sector demands in the qualified workforce such as organizations of master classes at the employers' premises, internships etc.

It is expected that the action will benefit at least 20 largest potential employers, both public and private, which include companies and state entities in transport and logistics, automobile industry, communication, winery, construction, aluminium production, machinery and others. Action will also identify and involve small and medium enterprises in the areas of the potential interest for VET graduates

The Estimated Result 3 will be achieved through the following activities:

Activity 3.1 Development of strategy on public private partnership including co-financing and income generation.

Activity 3.2 Organization of awareness campaign on advantages of cooperation between VET schools and the private sector

Activity 3.3 Conduct series of dialogue and round tables with local businesses

Activity 3.4 Explore possible cooperation mechanisms between VET Centre and local businesses.

Activity 3.5 Organize pilot master classes/training courses for students at the premises of potential employers

Estimated Result 4. Mechanism for recognition/validation of prior learning (competences) is developed and introduced

The "Action Plan on the Implementation of the National Strategy for the Development of Education in the Republic of Azerbaijan" approved in 2015 envisions introduction of the system for recognition of competencies acquired through non-formal and informal learning.

This component will support a pioneering effort to establish and pilot a mechanism for recognition of prior learning (RPL) in the Ganja VET Competence Centre. The action will help to develop methodological guidelines to support the implementation of Validation of Non-Formal and Informal Learning (VNFIL) that will cover the main requirements for VNFIL assessment; the steps, processes and procedures to be followed; roles and responsibilities of all stakeholders involved in the process; arrangements for monitoring and quality assurance of the VNFIL processes. The component will also support selecting the most appropriate assessment approaches, identifying requirements for evidence of learning, designing assessment and evaluation means and techniques. Piloting of the recognition and validation system will generate useful lessons that will be taken into consideration in designing the national RPL system in Azerbaijan.

The component will be carried out in close coordination with the National VET Agency under the Ministry of Education responsible for the implementation of the VNFIL.

The Estimated Result 4 will be achieved through the following activities:

Activity 4.1 Development of guidelines for validation and certification

Activity 4.2 Development of evaluation forms

Activity 4.3 Conducting pilot assessment on recognition/validation on selected competences

Activity 4.4 Preparing of individual development plans for gaps in competences

Activity 4.5 Operationalization of recognition/validation system in pilot VET

Estimated Result 5. Awareness on EU best practices in VET is increased

This component is cross-cutting and is designed to help the Ministry of Education, National VET agency and VET providers to gain a deeper knowledge and understanding of the best practices in

VET in the EU countries. The activities under this component will enable the Ministry of Education and VET authorities to learn and select the most suitable and effective models, mechanisms and approaches in terms of managing VET institutions, building multi-stakeholder platforms and public-private partnerships, and implementing competence recognition programme. Within the component, a review of the existing VET systems in EU countries will be undertaken, and at least two countries will be visited (indicatively, Germany and Estonia) by a team of government officials, staff and management of selected VET institutions, national experts etc.

The Estimated Result 5 will be achieved through the following activities:

Activity 5.1 Conduct research on EU best practices in the area of VET

Activity 5.2 Organize study tours for VE Agency and VET Competence Centre

Changes in the Full Application

Activity 1.2 described as “Renovation and rehabilitation of workshops and class-rooms” in the Concept Note has been replaced by the Activity 1.2 “Installation of the equipment”. The change was introduced due to the fact that Ganja VET Competence Centre has renovated its premises and only adaptation of the classrooms for the new type of the equipment will be required.

Methodology (max 5 pages)

Methods of implementation

The action will be anchored in the following methodological principles:

Capacity development: The capacity development approach constitutes the principal methodology for the implementation of all activities proposed by the action. As practiced and promoted by UNDP, an essential ingredient in the capacity development approach will be to bring about transformation that is generated and sustained over time from within. The action will be enhancing the capacity of the vocational education and training system (VET) through capacity building of VET provider in Ganja in the fields of innovative management practices, strategic development approaches, developing public-private partnerships, making VET attractive to the population, and breaking gender stereotypes in occupational choices.

Collaborative working: The action will seek to institutionalise cooperation between education system, local executive authorities, local branches of the Ministry of Economy, Ministry of Labour and Social Protection of Population and other relevant state bodies, private businesses and professional associations in the form of working groups. This collaborative approach will create strong ties between the members and create additional synergies and potentials to leverage. Along the entire process UNDP will develop capacities of collaborative problem solving, process and project management.

European and international standards and practices: The action’s methodology will be governed by the principle of providing advisory services and technical support that corresponds to European standards and good international practice (including expertise of UN Agencies such as ILO) – yet designed for the Azerbaijani context.

Application of a gender lens: Gender aspects will be given special attention in all components of the action. The Gender perspective will be taken into consideration in the design of a

quality assurance system to address the needs of both genders, labour market study, awareness raising campaigns. A balanced participation of women and men in all activities will be ensured. The data for progress monitoring will be gender-disaggregated whenever possible and meaningful, so that the data can be used to better identify gender-specific challenges in VET and to design appropriate measures.

Evidence base for continuous improvement: The implementation period of three years enables the programme to carefully prepare and design activities, to pilot and test practical application of the new teaching content, skills recognition programme and evaluate its relevance and usefulness. The action will aim for a continuous improvement of the outputs based on critical reviews, evidence and lessons learned.

Coordination with similar initiatives

The action will be coordinated with programmes and projects supported by other development partners to avoid duplication and develop synergies. This will include but not limited to:

GIZ: With a view to developing the private sector, GIZ runs the programme that analyses the quantitative and qualitative needs for skilled personnel, and identifies appropriate training providers in the selected sectors and value chains. It supports those providers in developing new vocational training curricula and revising existing ones, and it helps them to improve their teaching and management methods and adapt them to sector-specific international standards.

The action will also establish a channel for coordination and information sharing with other initiatives to be funded by the EU under this Call for Proposals.

During the Inception Phase, the project team will meet representatives of the development community active in the area of education (such as GIZ, ILO, World Bank, EU, UNICEF, British Council and others) to get an update on the existing and planned activities in support of the VET reform. Representatives of UNDP and the project team will also participate in the periodic donor coordination meetings as they provide excellent forum for updates, exchange of experiences and lessons learnt.

Considering the award of the two contracts, cost for Technical and Administrative staff requirements and local Office costs will be shared between two projects. Budget line for the equipment is reduced to adhere to the ceiling set by the guidelines for this Call for Proposals.

Procedures for follow up, monitoring and internal/external evaluation

Procedures for follow up, monitoring and internal/external evaluation of the action will be conducted in accordance with established UNDP guidelines and procedures. The Logical Framework Matrix (Annex C) provides performance and impact indicators, against which the progress of the action will be assessed.

An inception workshop will be organized at the beginning of implementation with the participation of the relevant government counterparts, international organizations, project management team, EC and UNDP representatives. It will assist the implementation team to understand and take ownership of the goals and objectives of the action, to update the situation analysis and further clarify the practical implementation arrangements and co-operation with other related initiatives in the country.

Day-to-day monitoring of implementation progress will be the responsibility of the project manager based on the Annual Work plan of the action and its indicators. The project manager will inform UNDP of any delays or difficulties faced during implementation so that appropriate support or corrective measures can be adopted in a timely and remedial fashion.

Periodic monitoring of implementation progress will be conducted by the Project Steering Committee (for further details, see section “**The organisational structure and team proposed for implementation of the action**” below) and shall be facilitated by Annual Progress Reports to be prepared by the project manager and submitted to the PSC at least 2 weeks prior to the meeting. Ad hoc meetings will be organized by UNDP as deemed necessary. This will allow parties to take stock and troubleshoot any problems in a timely fashion to ensure smooth implementation.

The format of the progress report is flexible, but at a minimum it will include the following:

- An analysis of project performance over the reporting period, including outputs produced and information on the status of meeting the stated targets of the action;
- Expenditure report generated by UNDP’s financial management system (ATLAS);
- Eventual constraints experienced in the progress towards results and the reasons for these;
- As applicable, clear recommendations for future orientation in addressing key problems in the lack of progress

A Terminal Review (TR) by the PSC is held during the last month of the action. The project manager is responsible for preparing the Terminal (Final) Report. It shall be prepared in draft at least two months in advance of the TR in order to allow review and will serve as the basis for discussions in the TR. The terminal review covers the implementation of the action as a whole, paying particular attention to whether the action has achieved its specific objectives and has contributed to its broader development objective. It also decides whether any activities are still necessary, particularly in relation to sustainability of results. Furthermore, it acts as a vehicle, through which lessons learnt can be captured and fed into other projects under implementation or formulation. Annual Progress Report and Final Report will be prepared in line with UNDP rules and EU standard reporting requirements.

An independent Final Evaluation will take place three months prior to the terminal review meeting and its conclusions are also to be taken into account in the terminal (final) report of the action. The evaluation will focus on the relevance, effectiveness, efficiency and timeliness of implementation with lessons learned about the design, implementation and management of the action. The final evaluation will also look at the longer term impact and sustainability of results, including the contribution to capacity development and the achievement of overall and specific objectives with related recommendations for eventual follow-up activities. Project will have mid-term and final evaluations.

Financial transactions and financial statements shall be subject to the internal and external auditing procedures laid down in the Financial Regulations, Rules and directives of the Organisation.

Key stakeholders

Key project stakeholders will be:

Ministry of Education

Ministry of Education (MoE) is the principal government body responsible for the formulation, coordination and implementation of education policies including vocational education, and will be the main Government counterpart to play an active role in the implementation of the action. The Ministry will ensure national ownership of the action, facilitate access to the project’s target

areas, and coordinate certain activities with other government entities (e.g. with the Ministry of Labour and Social Protection of Population and its State Employment Service). In this respect, close cooperation is expected throughout the implementation with the key officials and experts assigned by the MoE for this purpose.

Private businesses

Partnership with employers is one of the key prerequisites for taking the vocational education system of Azerbaijan to a modern level and bridging education to employment. It is therefore of crucial importance to involve employers in the vocational education system as a key stakeholder, and consider their perspective on the development of skilful workforce to meet the employers' needs. Private businesses will be involved as a valuable source of relevant and up-to-date information on the labour market requirements, and occupational guidance.

Development partners

Development partners (GIZ, FAO, World Bank, EU and others) supporting skills development projects and initiatives in Azerbaijan will be important project stakeholders. They will share, coordinate and collaborate with the action as and where relevant.

Other stakeholders will be identified through a stakeholder analysis during the Inception Phase. These may include central executive authorities (e.g. Ministry of Economy, Ministry of Labour and Social Protection of Population), local regional authorities and municipalities, local associations of workers, NGOs/CSOs, research and academic institutions.

Organizational structure and team proposed for implementation of the action

UNDP will manage and maintain the oversight on the overall budget and procurement of inputs required for implementation of the action. For this purpose, a UNDP Programme Officer will be assigned to the action and he/she will be responsible for monitoring the implementation of the action by the project team, quality assurance, timely reporting of its progress to the EC as well as for organizing the required external evaluation. UNDP Operations staff will support the project team with guidance and compliance with UNDP operational rules and procedures. UNDP will also assign its Communication Specialist to support the action's visibility plan.

UNDP will support co-ordination and networking with related initiatives, institutions and similar projects in the country. At the central level, the Ministry of Education and the national VET Agency under the MoE will be UNDP's main government counterpart associated with the implementation of the action. At the local level, the project team will work in close cooperation with the Ganja VET authorities.

A Project Steering Committee (PSC) will be established at the beginning of implementation and will meet minimum once a year to monitor the progress of the action, to guide its implementation and to support the action otherwise in achieving its listed results and objectives. The PSC will be composed by the representatives of the UNDP, EC and the MoE. Other stakeholders can be invited to the PSC meetings by the decision of the PSC. The project manager will participate as a non-voting member in the PSC meetings and will be responsible for compiling a summary report of the discussions, recommendations and conclusions of each meeting.

The day-to-day management of the action will be carried out by a Project Management Unit (PMU) under the overall guidance of the PSC. The PMU will be based in Baku, with frequent travel to Ganja, and will report to the PSC. The PMU will be composed of a project manager, project officer, and lead VET expert.

The Project manager will act as Head of PMU and assume overall responsibility for the successful implementation of project activities and the achievement of planned project outputs. Specifically, he/she will be responsible for drafting and ensuring adherence to the project workplan, ensuring adequate information flow, discussions and feedback among the various stakeholders and target groups, guide the work of experts and sub-contractors and ensure the timely execution of their assignments, preparing progress reports, ensuring visibility of project activities and results and other substantive and organizational tasks.

The Project Officer will support the Project Manager in day-to-day work. He/she will be responsible for all administrative matters such as procurement, contracting, organizational/logistical matters, and financial management of the project including disbursements, record-keeping, cash management, preparation of requests for direct payment and advances, and compilation of financial reports.

The Lead VET expert will support the project manager with substantive expertise in the area of VET and will be in charge of assuring quality of project deliverables and guiding/overseeing the work to be carried out by a team of international and the local experts/subcontractors to be recruited for the implementation of the specific outputs/activities of the action.

The main means for ensuring successful completion of the action

The main means for ensuring successful completion of the action will consist of the following:

- Technical assistance by local and international consultants;
- Development, design and publication of educational resources;
- Renovation works in classrooms (including repair of walls, ceiling and floors, installation of electrical system and heating system);
- Trips to the target regions for conducting the studies, meetings, trainings;
- Procurement of equipment and supplies for establishment of the Ganja Competence Centre.

Equipment will include office equipment (3 laptops, printer, projector, screen, fax, copy machine, scanner), office furniture and a set of tools, machines and devices necessary for practical lessons for locksmiths, welder, cutter, turner, miller and electrician. Detailed list of equipment is available upon request.

Attitudes of stakeholders towards the action

During the preparation of this application consultations were held with the Ministry of Education, private sector groups, independent experts, consultants, and youth representative in the target region. The stakeholders share concern over the existing mismatch between labour force supply and demand, and believe that action will have a positive impact on the employability of the population, particularly youth and will result in reduced unemployment, improved income and livelihoods.

Planned activities in order to ensure the visibility of the action and the EU funding.

The planned activities to ensure the visibility of the action and the EC funding will follow the guidance provided by the “Joint visibility guidelines for EC-UN actions in the field” and relevant provision of the EU PA Grant Agreement. In the frame of the proposed action, some key measures to ensure visibility will include:

- The Inception Workshop will be organized at the start of the project to communicate the action objectives, expected results and activities to the concerned stakeholders;

- An official opening of the Ganja Regional VET Competence Centre will be organized;
- Media advisory and press releases will be issued to inform the public about the specific activities/outputs (including the trainings, events in region, equipment handover etc.);
- A dedicated Facebook page will be created to inform the interested groups (young people, other VET providers, businesses, development community etc.) on the operations of the Ganja VET Competence Centre; it will also make available the training materials, workshop presentations, videos and other resources that have been produced in the frame of the action and which can be considered to be of public interest;
- At least two success stories per year will be produced to capture and promote the project results and best practices. Success stories will be disseminated through media, UNDP and EU website and UNDP regional and global knowledge networks to ensure outreach outside Azerbaijan;
- Publications to summarize and disseminate the results and recommendations of the action. The management team of the action will determine, if any of the technical reports and analysis produced by the engaged local or international experts merit formal publication and will also (in consultation with EC and UNDP) plan and produce these publications in a consistent and recognizable format with a due recognition of their sponsors;
- During the project implementation Dissemination Workshop will be organized to share the results of the project interventions. Dissemination Workshop will also present Financial Sustainability options and Private Partnership Strategy that may help other VET institutions to start similar type of interventions.
- Project will also host Study tours from other VET Schools to increase awareness and build the capacities of the similar institutions in introduction of the new teaching methods to the Vocation Education.
- Final workshop will be organized at the completion of the project with media participation to disseminate information on the project results to all concerned stakeholders.

The applicable UNDP and EU visual identity elements, required disclaimers etc. will be included in all the publications, purchased hardware etc. as per the specific EU guidance and agreements with the United Nations.

2.1.2. Indicative action plan for implementing the action (max 4 pages)

The action plan will be drawn up using the following format:

Year 1	Half-year 1												Half-year 2													
	Month 1	2	3	4	5	6	7	8	9	10	11	12	12	11	10	9	8	7	6	5	4	3	2	1	Implementing body	
Inception Period																										
Preparation Activity 0.1: Project Management Team established and functional																										UNDP
Preparation Activity 0.2: Project Inception workshop organized																										UNDP
Preparatory Activity 0.3: Project Final Workshop organized																										UNDP
Preparatory Activity 0.4: Project Evaluation																										UNDP
Execution Activity 1.1 Development of legal-normative documents on establishment of the Competence Centre.																										UNDP
Execution Activity 1.2 Installation of the equipment																										UNDP
Execution Activity 1.3 Purchase of equipment, tools and machines																										UNDP
Execution Activity 1.4 Set up of management and internal quality assurance system																										UNDP
Execution Activity 2.1 Conducting Labour market study																										UNDP
Execution Activity 2.2																										UNDP

S.R

hni

awareness campaign on advantages of cooperation between VET schools and the private sector														
Execution Activity 3.3 Conduct series of dialogue and round tables with local businesses														UNDP
Execution Activity 3.4 Explore possible cooperation mechanisms between VET Centre and local businesses.														UNDP
Execution Activity 3.5 Organize pilot master classes/training courses for students at the premises of potential employers														UNDP
Execution Activity 4.1 Development of guidelines for validation and certification														UNDP
Execution Activity 4.2 Development of evaluation forms														UNDP
Execution Activity 4.3 Conducting pilot assessment on recognition/validation on selected competences														UNDP
Execution Activity 4.4 Preparing of individual development plans for gaps in competences														UNDP
Execution Activity 4.5 Operationalization of recognition/validation system in pilot VET														UNDP
Activity 5.1 Conduct research on EU best practices in the area of VET														UNDP
Activity 5.2 Organize study tours for VE Agency and VET Competence Centre														UNDP

S.R

pm

S.R

9/11

2.1.3. Sustainability of the action (max 3 pages)

Expected impact of the action

The project is likely to have the following impacts:

- By improving the quality of education provided by the Ganja VET Competence Centre and introducing new specializations highly demanded at the local labour market, the action will improve employability of the graduates, especially young people, reduce number of unemployed and result in higher incomes and better livelihoods for the population;
- By raising the qualification level of the VET graduates and establishing stronger links with businesses, the action will generate more skilful workforce and give an impetus to the development of the region's economy, in particular agriculture and manufacturing;
- By establishing skills recognition programme, the action will contribute to greater employability and mobility of skilful workforce;
- By targeting the area outside the capital, the action will contribute to reducing the regional disparities, promoting inclusive growth and creating equal opportunities for all;
- Through awareness and sensitization campaign, the project will address the job-related gender stereotypes and restrictive socio-cultural practices and expand career choices for women;
- By raising the education standards and upgrading physical infrastructure, the action will make the VET more attractive to young people;
- By establishing the Competence Centre, the action will create a one-stop resource centre that will collect, analyse and widely disseminate good practices, innovative models, and lessons learnt among VET providers across the country and have a positive multiplier effect on the entire VET system.

Dissemination plan and possibilities for replication

The activities of the action, its accomplishments and lessons learnt will be disseminated through the following channels (also used to ensure the visibility of the action and the EC funding; ref page 13):

- The Inception Workshop will be organized at the start of the project to communicate the action objectives, expected results and activities to the concerned stakeholders;
- Media advisory and press releases will be issued to inform the various audiences about the specific activities/outputs;
- A dedicated Facebook page will be created to inform the interested groups (young people, other VET providers, businesses, development community etc.) on the operations of Ganja VET Competence Centre; it will also make available the training materials, workshop presentations, videos and other resources that have been produced in the frame of the action and which can be re-produced with prior authorization;
- At least two success stories per year will be produced to capture and disseminate the project results and best practices. Success stories will be disseminated through media, UNDP and EU website and UNDP regional and global knowledge networks to ensure outreach outside Azerbaijan;
- Publications to summarize and disseminate the results and recommendations of the action. The management team of the action will determine, if any of the technical reports and analyses produced by the action merit formal publication and will also (in consultation with EC and

UNDP) plan and produce these publications in a consistent and recognizable format with a due recognition of their sponsors;

- Final workshop will be organized at the completion of the project with participation of policy makers, VET providers, businesses and media to disseminate information on the project results.
- Findings of the project evaluation with proven results and demonstrated benefits for the target groups will also be disseminated to increase the interest of replicating the project in other communities.

Risk analysis and assumptions

The risk analysis is presented in the Risk Log below:

Risk description	Type of risk	Impact and Probability	Mitigation measures
Approval of the legal status of the Ganja VET Centre as a Competence Centre may be delayed due to lengthy and bureaucratic clearance procedures.	Legal	I=high P=low	UNDP will seek all avenues to expedite the approval process including involvement of concerned stakeholders (such as Ministry of Justice and others) at the stage of preparing legal framework, follow-up meetings, ensuring quick response to queries and comments from concerned stakeholders.
Initially, the idea of close cooperation may be new to the private sector, and some businesses may be reluctant to participate in the dialogue with the VET authorities.	Social	I=high P=medium	The appropriate strategy would be to emphasize the benefits of such partnership for both sides, throughout all meetings, round tables, and have more assertive communication and networking.
Financial support that will be provided to the VET Competence Centre in Ganja upon completion of the action may be insufficient to maintain the high performance standards and retain managerial staff and teachers trained by the action, thereby undermining its sustainability.	Financial	I=high P=medium	The action will look into feasible financing options of the Ganja VET Competence Centre and propose recommendations on its mid and long-term financial sustainability.

The success of the project is pre-conditioned on the following assumptions:

- There is a continued commitment on the part of the Government of Azerbaijan to carry out reform of the VET sector;
- There is a genuine interest among all partners to cooperate for the achievement of the action results;
- Trained staff and teachers of the Ganja VET Competence Centre have genuine interest and dedication to utilize new knowledge acquired through the action;
- National and regional authorities are supportive of VET reform and help to gain action's buy-in by the local population;
- There is a good level of coordination between various branches of the national executive authorities (such as Ministry of Education, Ministry of Economy, Ministry of Labour and Social Protection of Population) and local executive authorities to ensure achievement of the objectives of the action.

The project sustainability will be ensured by focusing on the following dimensions:

Policy level sustainability: The first important step has been put in place by aligning the project objectives with the national strategies and priorities. The Government of Azerbaijan acknowledges the importance of developing an education system that satisfies the growing demand for qualified and skilled labour. The Government is committed to the process of the national education system reform and have declared education as one of the main priority areas for state policy. A particular emphasis is laid on the technical and vocational educations system that meets the increasingly diversified and specialized labour demand of the private sector. The government of Azerbaijan aims to increase education's share of GDP annually, so that it reaches the level of developed countries by 2020 (Source: Azerbaijan 2020: Look into the Future). The following documents are the main policy and strategy documents of government for development of education sector in Azerbaijan that were consulted in designing the action:

- a) *"Azerbaijan-2020: The Vision of the Future" Development Concept, December 2012*
- b) *The State Strategy on Development of Education in the Republic of Azerbaijan, October 2013*
- c) *The Action Plan on the implementation of the National Strategy for the Development of Education, January 2015*
- d) *Strategic Roadmap on Vocational Education and Training, December 2016*

Institutional sustainability: Reforming professional training is a complex task that calls for the collaboration of various stakeholders across the public and private sector. Involvement of public and private stakeholders has already started at the planning stage and will continue throughout the action, to enhance the sustainability of the results that will be achieved by this action. The action will build up on the technical expertise and knowledge of local stakeholders to ensure that the VET reform plan enjoys credibility and have an increased probability of being firmly integrated into institutional set-up. The action will also seek to activate existing resources and build capacities of the stakeholder groups to drive the reform process forward.

Financial sustainability: Financial sustainability presents one of the most challenging tasks. It is unrealistic to expect that beneficiaries (mainly young people) or private sector alone will be able to cover large parts of costs for the education. The project will support a feasibility study on financing options blending various types of funds (state budget, private sector, income-generating activities etc.)

S.R
9/11

Environmental sustainability: The action will ensure that all renovation works are carried out in compliance with environmental standards. The new curricula for occupations in the industrial will integrate environmental standards where appropriate.

2.1.4. Logical Framework

Please fill in Annex C to the guidelines for applicants.

2.1.5. Budget, amount requested from the Contracting Authority and other expected sources of funding

Please fill in Annex B to the guidelines for applicants

2.2. Experience

The below information will be used to assess whether you have sufficient and stable experience of managing actions in the same sector and of a comparable scale to the one for which a grant is being requested.

(i) Experience in similar actions in the past 3 years (Maximum 1 page per action)

Name of the organisation: UNDP

Lead applicant

Co-applicant

Affiliated entity

Project title: Modernization of the Vocational Education and Training and Extension Systems related to Agriculture in Georgia

Sector (ref. list of sectors in Sectorial experience in PADOR): Education 111

Location	Cost of the action (EUR)	Role: Coordinator, co-beneficiary, affiliated entity	Donors to the action (name) ⁵	Amount contributed (by donor)	Dates (from..to) dd/mm/yyyy
Georgia	5,570,000	Coordinator	Swiss Development Cooperation, UNDP	SDC: 5,474,000 UNDP: 96,000	From 01/06/2013 to 31/12/2018

Objectives and results of the action

The project aims to contribute to the development of a system of high quality vocational training and extension services in agriculture that will result in the improved livelihoods of the rural population. The project aims to produce the following results:

- 1) 8 VET colleges and 8 state Information Consultancy Centres are assisted in the development and delivery of innovative, relevant and effective training programmes and advisory services.
- 2) Systems to produce qualified human resources that can offer various types of trainings and services to farmers and capacitate them with knowledge and practical skills will be set up in close collaboration with national partners and other projects;
- 3) By bringing strengths of the public and private sector together the project will facilitate setting up of a public private cooperation and partnership model for coordination and provision of VET and extension services in agriculture.

⁵ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State

SR

MHI

Name of the organisation: UNDP

Lead applicant

Co-applicant

Affiliated entity

Project title: Skills Development for Employment

Sector (ref. list of sectors in Sectorial experience in PADOR):
Education 111

Location	Cost of the action (EUR)	Role: Coordinator, co-beneficiary, affiliated entity	Donors to the action (name) ⁶	Amount contributed (by donor)	Dates (from..to) dd/mm/yyyy
Albania	2,970,000	Coordinator	Swiss Development Cooperation, UNDP	SDC: 2,806,000 UNDP: 164,000	From 28/11/2014 to 28/11/2018

Objectives and results of the action

The overall goal of the project is that more young women and men in urban and rural areas in Albania are employed or self-employed. In order to achieve this goal the programme focuses on achieving four key results:

1. Improving and diversifying employment promotion measures, and advancing their governance
2. Improving environment and frame conditions for up-scaling work-based learning schemes (elements of dual system)
3. Quality assurance and accreditation of VET providers
4. Forecasting skills needs in the short and medium term

⁶ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State

S.P
M.H

Name of the organisation: UNDP <input checked="" type="checkbox"/> Lead applicant <input type="checkbox"/> Co-applicant <input type="checkbox"/> Affiliated entity					
Project title: Support to Knowledge and Lifelong Learning Skills Programme (SKILLS)					
Sector (ref. list of sectors in Sectorial experience in PADOR): Education 111					
Location Nepal	Cost of the action (EUR) 471,800	Role: Coordinator, co-beneficiary, affiliated entity Coordinator	Donors to the action (name)⁷ UNDP	Amount contributed (by donor) UNDP: 471,800	Dates (from..to) dd/mm/yyyy From 06/04/2015 to 31/12/2017
Objectives and results of the action		<p>The major objective of the programme is:</p> <ol style="list-style-type: none"> 1) To support in promoting policy coherence by involving public sector, private sector, organizations/donors in the reform of TVET Policy 2012; 2) To design monitoring and evaluation system for the quality assurance and knowledge management of TVET programmes. <p>In the broader context, the SKILLS programme has envisaged achievement of the following results: (i). To institutionalize TVET policy dialogue process to reform TVET Policy (2012) engaging the private sector in TVET policy provisions--policy, planning, development, implementation and assessment of TVET effectiveness for employment, income and livelihood improvement; (ii). To develop a vision of strengthening capacity of MoE and CTEVT in monitoring and evaluation TVET system through knowledge management and networking.</p>			

⁷ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State

S.R

PM

Name of the organisation: UNDP

Lead applicant

Co-applicant

Affiliated entity

Project title: Support to the Baku Tourism Vocational School of the Ministry of Culture and Tourism

Sector (ref. list of sectors in Sectorial experience in PADOR):
Education 111

Location	Cost of the action (EUR)	Role: Coordinator, co-beneficiary, affiliated entity	Donors to the action (name) ⁸	Amount contributed (by donor)	Dates (from..to) dd/mm/yyyy
Azerbaijan	456,000	Coordinator	UNDP, Government of Azerbaijan (GoA)	UNDP: 94,360 GoA: 361,640	From 13/11/2012 to 31/12/2016

Objectives and results of the action

The project aimed to help the Ministry of Culture and Tourism to strengthen institutional capacities of the Baku Tourism Vocational School so that its graduates could provide services that would meet high professional standards, thus increasing the competitiveness of Azerbaijan's tourism industry. The project has produced the following results:

- 1) Upgraded school's infrastructure;
- 2) Enhanced and updated curriculum and training courses;
- 3) Exposed staff of the school to international experience in management;
- 4) Improved students' access to educational resources.

S.R

11/11

⁸ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State

(ii) Experience in other actions in the past 3 years (Max. 1 page per action and max. 10 actions)

Name of the organisation: UNDP Lead applicant <input checked="" type="checkbox"/> Co-applicant <input type="checkbox"/> Affiliated entity <input type="checkbox"/>			
Project title: Sustainable Land and Forest Management in the Greater Caucasus Landscape		Sector (ref. list of sectors in Sectorial experience in PADOR): Agriculture 311, Forestry 312, General Environmental Protection 410	
Location Azerbaijan	Cost of the action (EUR) 5,571,000	Role: Coordinator, co-beneficiary, affiliated entity Coordinator	Dates (from..to) dd/mm/yyyy From 01/05/2013 to 31/12/2017
Objectives and results of the action The objective of the project is to support a shift from the current unsustainable practices to sustainable land and forest management practice. The project will address barriers to sustainable pasture and forest management. In doing so it supports measures to mitigate CC such as managing natural forests to emphasize natural regeneration through improved grazing and wood collecting in forests. It will avoid GHG emissions caused by degradation, increase sequestration through enhanced biomass and improve the productivity of forests and pasturelands. The project supported development of curriculum for Livestock Specialist for the Gabala VET School. This activity was co-funded by EU ClimateEast project described below.		Donors to the action (name)⁹ Global Environment Facility (GEF), UNDP	Amount contributed (by donor) GEF: 5,354,000 UNDP: 217,000

⁹ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State

S.R

mm

Name of the organisation: UNDP

Lead applicant

Co-applicant

Affiliated entity

Project title: Ecosystem-based approached to climate change (EU ClimaEast)

Sector (ref. list of sectors in Sectorial experience in PADOR):
Agriculture 311, Forestry 312, General Environmental Protection 410

Location	Cost of the action (EUR)	Role: Coordinator, co-beneficiary, affiliated entity	Donors to the action (name) ¹⁰	Amount contributed (by donor)	Dates (from..to) dd/mm/yyyy
Azerbaijan	1,000,000	Coordinator	EU	GEF: 5,354,000 UNDP: 217,000	From 01/05/2013 to 31/12/2017

Objectives and results of the action

The purpose of the project is to support the design and application of sustainable pasture management practices in the country with the overall objective of improving pasture/soil condition in the selected target zones (Ismayilli region) that would ultimately result in improved soil condition and land management practices which leads to enhanced CO2 sequestration and absorption by the grasslands. The project will facilitate the carbon stock measurements and pasture monitoring on restored areas. The project co-funded development of curriculum for Livestock Specialist for the Gabala VET School.

S.R

gmi

¹⁰ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State

Name of the organisation: UNDP

Lead applicant

Co-applicant

Affiliated entity

Project title: Economic Empowerment for Entrepreneurship and Employment

Sector (ref. list of sectors in Sectorial experience in PADOR): 43040
Rural development, 32130 SME development

Location	Cost of the action (EUR)	Role: Coordinator, co-beneficiary, affiliated entity	Donors to the action (name) ¹¹	Amount contributed (by donor)	Dates (from..to) dd/mm/yyyy
Azerbaijan	320,700	Coordinator	USAID UNDP	USAID: 281,000 UNDP: 39,700	From 01/12/2015 to 30/11/2017

Objectives and results of the action

The project pursues an overall goal of supporting economic empowerment for entrepreneurship and employment among rural women and youth, covering Masalli and Ganja regions of Azerbaijan. The project contributes to the achievement of the following results:

- i. Women are empowered towards more active participation in economic and social life in the regions; and
- ii. Employability and inclusion of youth people in the labour market has increased

¹¹ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State

S.R

nm

LOGFRAME MATRIX OF THE PROJECT

	Results chain	Indicators	Baseline (incl. reference year)	Current value Reference date	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall objective: Impact	The overall objective of the action is to improve quality of education to increase attractiveness of VET in Ganja city and neighbouring regions, as well as to adjust vocational education to the requirements of the industry	The share of population with VET education in Ganja region disaggregated by gender.	11.1% Men: 9% Woman: 13%		2019: 20% Men: 18% Woman: 21%	State Statistical Committee and other Government data	
Specific objective(s): Outcome(s)	The specific objective of this action is to contribute to the modernisation of the vocational education and training system in Azerbaijan, enhancing quality, equality, relevance and access in line with European standards and practices OC: Operational capacities of the Ganja State Vocational Education Centre on Industry and Technology are meeting labour needs of the industry	Percentage of the employed graduates of the VET lyceum	Data will be included according to the baseline assessment		2019: 10 % increase of the employment among VET graduates	State Statistical Committee and other Government data	There is a continued commitment on the part of the Government of Azerbaijan to carry out reform of the VET sector
Outputs	Estimated Result 1. Regional VET Competence Centre is established Estimated Result 2. Skills and employability of the	Legal framework of the VET Lyceum is developed	Legal framework is outdated		2017: Proposals on amendment of the Legal Framework are developed and operationalized	Project/Donor Reports. Studies	National and regional authorities are supportive of VET reform and help to gain

S.R

MH

graduates of Competence Centre are enhanced	of VET Centre are	Infrastructure is upgraded	Equipment does not exist	2018-2019: Equipment for locksmiths, cutter, turner, CNC operator, miller, electrician and clothes style specialist is procured and installed	action's buy-in by the local population
3. Estimated Result Partnerships with private sector is established	4. Result for Mechanism of recognition/validation of prior learning (competences) is developed and introduced	New training courses developed and introduced	0	2018: New courses introduced to 160 students at a given time	
5. Estimated Awareness on EU best practices in VET is increased	%	% of teachers applying new curricula	0	At least 25%	
		Organizations of master classes at the employers' premises, internships etc	0	2019: At least 5 potential employers host on the job trainings	
		Mechanism for recognition/validation of prior learning	Not present in Azerbaijan	Mechanism for recognition/validation of prior learning is operationalized for 6 professions	

S.R
RM

	<p>ER1: Activity 1.1 Development of legal-normative documents on establishment of the Competence Centre. Activity 1.2 Renovation and rehabilitation of workshops and class-rooms Activity 1.3 Purchase of equipment, tools and machines Activity 1.4 Set up of management and internal quality assurance system</p> <p>ER2: Activity 2.1 Conducting Labour market study Activity 2.2 Development of 6 curricula including units of competency and assessment criteria Activity 2.3 Development of modular training materials including modules on 7 key and 3 core competencies and manuals on 6 occupations/professions Activity 2.4 Development of promotion and public awareness materials and dissemination Activity 2.5 Delivery of trainings to VET Competence Centre staff</p> <p>ER3 :</p>	<p>Means: Staff, equipment, training, studies, supplies, See Budget of the Action for detailed information</p> <p>Costs Breakdown in the Budget for the Action</p>	<p>Factors outside project management's control that may impact on the output-outcome linkage.</p> <p>Lack of inter-agency cooperation and commitment on the regional level may hamper output-outcome linkages</p>
Activities			

S, R

	<p>Activity 3.1 Development of strategy on public private partnership including co-financing and income generation.</p> <p>Activity 3.2 Organization of awareness campaign on advantages of cooperation between VET schools and the private sector</p> <p>Activity 3.3 Conduct series of dialogue and round tables with local businesses</p> <p>Activity 3.4 Explore possible cooperation mechanisms between VET Centre and local businesses.</p> <p>Activity 3.5 Organize pilot master classes/training courses for students at the premises of potential employers</p> <p>ER4:</p> <p>Activity 4.1 Development of guidelines for validation and certification</p> <p>Activity 4.2 Development of evaluation forms</p> <p>Activity 4.3 Conducting pilot assessment on recognition/validation on selected competences</p> <p>Activity 4.4 Preparing of individual development plans for gaps in competences</p> <p>Activity 4.5 Operationalization of recognition/validation system in</p>	
--	--	--

S.R
10/11

	<p>pilot VET</p> <p>ER5:</p> <p>Activity 5.1 Conduct research on EU best practices in the area of VET</p> <p>Activity 5.2 Organize study tours for VE Agency and VET Competence Centre</p>		
--	--	--	--

The Coordinator may unilaterally amend the activities, outputs, all the indicators and the related targets, baselines and sources of verification described in this logical framework in accordance with Article 9.4 of the General Conditions. Any change must be explained in the reports, whenever possible anticipatively. In case of doubt it is recommended to check beforehand with the Contracting Authority that the proposed modifications do not impact the basic purpose of the action.

Although it is allowed to have more than one specific objective, essentially in complex programmes, it is a good practice to determine only one specific objective/(main) outcome. When necessary, intermediary outcomes with their related (outcome) indicators my figure in the line of the outputs: the sequence of abbreviations in this case should be: Oc (main outcome); iOc1 (intermediary outcome 1) iOc2, (...); Op1.1. (output related to intermediary outcome 1), Op 1.2., Op 2.1., Op2.2. (...).

Definitions:

“Impact” means the primary and secondary, long term effects produced by the Action.

“Outcome” means the likely or achieved short-term and medium-term effects of an Action’s outputs.

S.R

MM

“Output” means the products, capital goods and services which result from an Action’s activities.

“Indicator” is the quantitative and/or qualitative factor or variable that provides a simple and reliable means to measure the achievement of the Results of an Action.

“Baseline” means the starting point or current value of the indicators.

“Target” (or results Goal) means the quantitatively or qualitatively measurable level of expected output, outcome or impact of an Action.

A “logical framework matrix” (or “logframe matrix”) is a matrix in which results, assumptions, indicators, targets, baselines, and sources of verification related to an action are presented.

The intervention logic tells how, in a given context, the activities will lead to the outputs, the outputs to the outcome(s) and the outcome(s) to the expected impact. The most significant assumptions developed in this thinking process are to be included in the logframe matrix.

S.R
MHI