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United Nations Development Programme
Country: Georgia

“Deepening linkages between formal/non-formal VET system and the labour market needs in the context of lifelong learning in Georgia”

Executive Summary

The proposed project **addresses the mismatch between the vocational education and labour market needs within a broader lifelong learning context in Georgia.** The Overall Objective of the project is **improving the labour market responsiveness of the formal and non-formal VET system and promoting the lifelong learning process in Georgia.**

The project will concentrate on two specific objectives that target continuous improvement of the capacity and quality of formal VET education on one hand, and introduction and recognition of non-formal learning in the VET sphere on the other. The action will be implemented at both the national level (for conceptual work in the field of non-formal VET education) and regional level (in selected pilot regions - mountainous areas of Samegrelo and Svaneti, and conflict-affected areas in Shida Kartli).

Activities carried out under the **Objective 1 “Quality of the formal VET education is improved and it responds more effectively to labour market needs”** will result in increased employability and productivity of VET graduates (Activity 1), as well as in better transition from education to employment and reduced skill mismatch at the Georgian labour market (Activity 2).

Objective 2 “Non-formal VET learning is introduced and recognized in Georgia” aims at the introduction of life-long learning opportunities for adults in the VET segment through the provision of non-formal learning. The activities carried out under this objective should result in established non-formal learning opportunities for adult population in VET (Activity 3), and in higher skills and productivity of workers in professions (Activity 4).

The project will benefit youth and long-term unemployed, self-employed persons in low-productivity/low paid employment, and IDPs. The target groups among the direct beneficiaries of the project include the Government agencies (Ministry of Education and Science (MoES), Ministry of Labour, Health and Social Affairs (MoLHSA), National Centre for Enhancing the Quality of Education (NCEQE), Employment Support Service (ESS)), VET providers (public and private colleges), private employers and social partners.

Programme Period:	2011-2015
Key Result Area (Strategic Plan):	_____
Atlas Award ID:	00089753/00095869
Start date:	1-Nov-2015
End Date:	31-Oct-2017
LPAC Meeting Date:	6-Aug-2015
Management Arrangements	NIM

Budget:	USD 607,163.93
Total resources required	USD 607,163.93
Total allocated resources:	USD 607,163.93
(equivalent of 555,555EUR (aug-2015 UNXRATE))	
Regular: TRAC	60,109.29USD
Equivalent of EUR 55,555 (aug-2015 UNXRATE)	
Other: EU	547,054.64USD
Equivalent of EUR 500,000 (aug-2015 UNXRATE)	
Unfunded budget:	_____
In-kind Contributions:	_____

Agreed by UNDP:

Niels Scott

UNDP Resident Representative

Date: 27-Oct-2015

Agreed by the Government:

Tamar Sanikidze

Minister of Education & Science

Date:

1.1. Description of the Action

1.1.1 Description

The proposed project **addresses the mismatch between the vocational education and labour market needs within a broader lifelong learning context in Georgia.**

The **Overall Objective of the proposed action is improving the labour market responsiveness of the formal and non-formal VET system and promoting the lifelong learning process in Georgia.** The action will concentrate on two specific objectives that target continuous improvement of the capacity and quality of formal VET education on one hand, and introduction and recognition of non-formal learning in the VET sphere on the other. The action will be implemented at both the national level (for conceptual work in the field of non-formal VET education under the Specific Objective and regional level (in selected pilot regions - mountainous areas of Samegrelo and Svanetia, and conflict-affected areas in Shida Kartli).

UNDP Country Office in Georgia will implement the proposed action together with the co-applicants, as well as the broad range of partners at national and local levels.

Given UNDP's extensive experience and coverage in the field of VET in Agriculture, the **proposed action plans to focus on filling the remaining gaps and addressing VET in non-agriculture sector (and the related training and services) in rural areas.** The pilot activities are supposed to have impact mainly across tourism and construction sectors.

Activities carried out under the **Specific Objective 1 "Quality of the formal VET education is improved and it responds more effectively to labour market needs"** should result in increased employability and productivity of VET graduates (Result 1), as well as in better transition from education to employment and reduced skill mismatch at the Georgian labour market (Result 2).

While initiatives to improve the quality and attractiveness of the formal VET in Georgia are of critical importance, it is equally essential to focus the attention on the non-formal VET training in the context of lifelong learning opportunities. The field of non-formal learning remains underdeveloped in Georgia, which holds back the growth of productivity among the Georgian workforce. Given the importance of the lifelong learning targets in the Strategy Europe2020, the lifelong learning issues have been part of the Association Agreement between the Georgia and the EU. Therefore, the **Specific Objective 2 "Non-formal VET learning is introduced and recognized in Georgia"** aims at the introduction of life-long learning opportunities for adults in the VET segment through the provision of non-formal learning. The activities carried out under this objective should result in established non-formal learning opportunities for adult population in VET (Result 3), and in higher skills and productivity of workers in professions (Result 4).

In addition to the above-mentioned results, the action should contribute to the more global goals of increasing the attractiveness of VET education in Georgia and to improved transitions from education to labour market. An important aspect of the action is support to public-private partnerships among the VET institutions and private employers in order to achieve sustainability and multiplier effects. Through mobilisation of employers the "arrows" should be changed from the current direction VET-to-employer to the future direction employer-to-VET provider. Last but not least, the conceptual work and pilot activities under the Specific Objective 2 (non-formal VET) should facilitate the future opening-up of the training segment to multiple providers (public and private institutions).

The proposed action builds on the previous experience of the applicants. Since 2012, the UNDP has been implementing the "Skills for Employment Programme" under which the project 'Support to Modernisation of Vocational Education and Teaching and Extension Systems Related to Agriculture in Georgia' focuses on institutionalizing VET teacher's continuous skills development, improving learning environment and supporting modular approach in training and re-training of adults. UNDP has been one of the pioneers to introduce the modular approach into VET education in Georgia since 2007. While implementing these projects, the UNDP and its co-applicant the Georgian Employers

Association (GEA) have built strong working relations with major stakeholders in the field, such as the Ministry of Education and Science (MoES), Ministry of Labour, Health and Social Affairs (MOLHSA), as well as with numerous VET colleges. As a result, the applicants have accumulated a sound understanding of the current challenges in the VET education system and the related labour market problems in Georgia. This background and experience have been used in the preparation of the proposed action.

The action is directly related to the general objective of the SRC by addressing the transition from training to employment through building linkages among VET students/trainees, training providers and employers. It is also directly linked to the global objective of the call by focusing on the synergy between labour market demands and skills and qualifications offered by the VET system. It also seeks to improve the skills and qualifications of VET students and trainees in both formal and non-formal learning environments. The Specific Objective 1 of the proposed action responds to the specific objective of the call in introducing and testing important novelties into VET and labour market reforms (VET training for unemployed, new training programs corresponding to the priorities of rural and regional development, better matching of skills and job requirements). The Specific Objective 2 of the proposed action reflects the specific objective of the call (strengthening the links between labour market needs and formal and non-formal learning in VET sector). Increased productivity and employability of VET graduates is among the expected results of the proposed activities. The activities include capacity building of VET providers and other national stakeholders, including the social partners. The appreciation of social partnership at the labour market is demonstrated through direct involvement of the employers' organisation (the co-applicant GEA is the umbrella employers' organisation that represents Georgia also at the International Labour Organisation). It is understood that social partners belong to the key national stakeholders in the training and employment processes.

While the VET sector is relatively well represented in the national legislation and development strategies in Georgia, the labour market issues receive much less attention, and the lifelong learning topics are absent in the national policy and regulatory frameworks. Government's support for VET system and labour market development is reflected in major national development strategies, such as the country Development Strategy "Georgia 2020" and "State Strategy for Labour Market Formation" that underline the importance of development of human capital and the special role of the vocation education system therein. The Government has also approved the 'Vocational Education and Training Development Strategy for 2013-2020' that among its specific objectives includes the creation of a nationwide flexible VET network promoting excellence in skills development, full and equal inclusion of all segments of the population in the opportunities for personal development of their potential, and equipping the population with well-paid remunerative employment or self-employment.

The lifelong learning-related topics have not been explicitly mentioned in the national development frameworks so far. They are, however, included among the priorities in the Association Agreement between the EU and Georgia. Thus the approach proposed in this action closely follows the EU strategic programs and frameworks, such as (a) the Europe 2020 Strategy that strives to increase the participation of adult population in lifelong learning and to achieve inclusive growth based on innovations and knowledge societies, (b) EU Guidelines on recognition of non-formal and informal learning, (c) EU Directive on validation on non-formal and informal learning, and (d) the conclusions of Torino process assessment for Georgia.

Expected results of the action and their effects on the target groups

The design of the action is based on the assessment and analysis of the VET and labour market situation in Georgia. The Georgian labour market outcomes point towards a stagnant structural problem linked to the fields of training and skills. In particular, overall unemployment rate in Georgia is still high - 14.6 % in 2013 (based on Integrated Household Survey data). Youth unemployment rates are particularly high, affecting more than one third of active young males and almost 40 % of active

young females. Furthermore, according to the Global Employment Trends 2014 by the International Labour Organisation (ILO), Georgian labour productivity is extremely low not only as compared to the developed economies or the CEE, but also compared to most CIS countries. Among the latter, only Uzbekistan and Tajikistan has lower labour productivity than Georgia. Georgian labour productivity is lower than the world average, as well as the average productivity for all major world regions, including Sub-Saharan Africa. This observation implies that the Georgian labour force by and large does not possess the qualifications, skills and competencies that would match the job requirements. Although the labour productivity is influenced by many other factors, such as, for example, the sectoral structure of output and employment, the fact that the Georgian labour productivity is low compared also to countries characterized by high degree of informality (e.g. Sri Lanka), high share of agriculture (e.g. Congo), high share of self-employment (e.g. Thailand), and low female activity rates (e.g. Egypt) implies that the Georgian outcome is indeed rooted in the low skills and competences of the labour force.

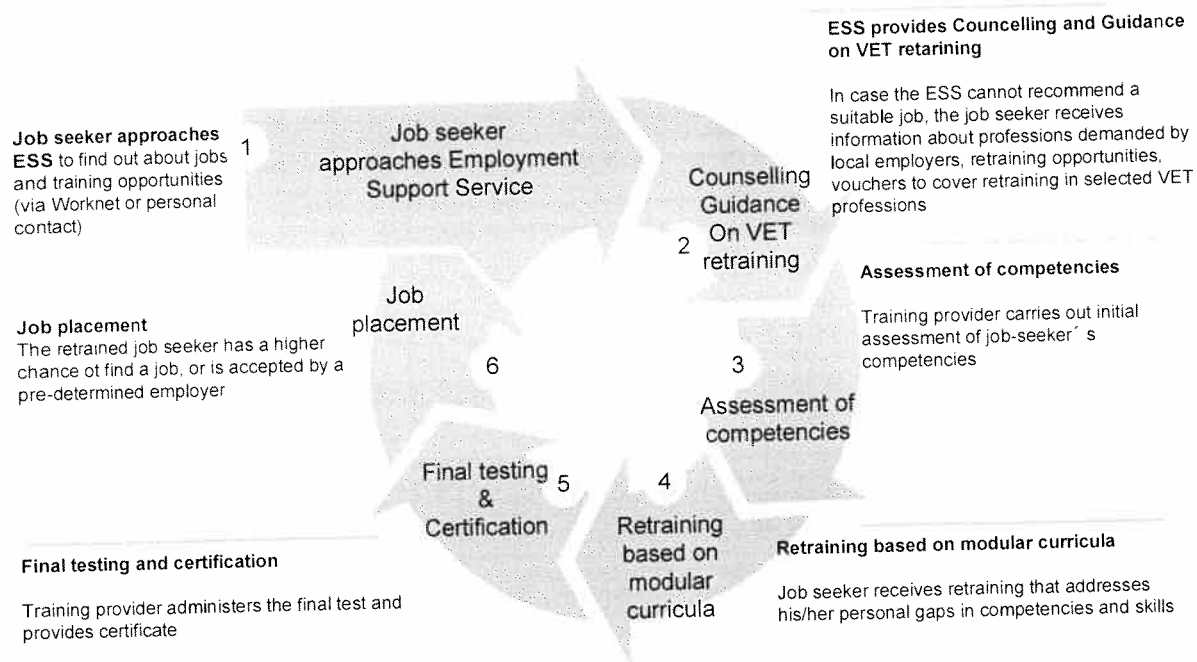
Although educational mismatch at the labour market is difficult to assess due to lack of data about the vacancies and the demand side in particular, several assessments confirmed a high degree of qualifications and skills mismatch, noting the excess supply of higher qualifications. For example, the World Bank (2013) shows that the unemployment rate for people with higher education was at 18.7 %, as compared to the average of 14.6 %, and that for people with VET education of 12.3 %. Share of workers with higher education in Georgia was higher than in many high-income economies and the OECD average.

According to the analysis based on individual HBS data, „approximately 31 percent of youth (persons aged 15-24) are not in education, employment or training (known as NEET). This figure is two to three times higher than in most EU countries (European Commission 2010), where the share of NEET rarely exceeds 15 percent. The high share of NEET is yet another indication that the productive potential of young people is grossly underutilized in Georgia.” (Skills Mismatch and Unemployment. Labour Market Challenges in Georgia, Report No. 72824-GE, September 2012, World Bank). Furthermore, the age-profile of unemployment rate in Georgia shows a declining tendency. While the prime age cohort of workers (20-24 years) faces the unemployment rate of almost 34 %, the cohort aged 60-64 has unemployment rate of only about 6 %. The declining age-unemployment profile reinforces the need to increase employability of younger and mid-age cohorts by the means of practical training (non-formal learning) and recognition of the skills and competencies obtained through prior learning.

The Georgian formal VET system has been undergoing certain reforms fostering labour market orientation (e.g. introducing modular curricula, launching tracer study survey of VET graduates, etc). However, the quality of instruction and the links to employers remain very weak. The system also suffers from asymmetric government support recently provided only to public VET schools.

In addition, Georgia is currently characterized by the absence of VET retraining for adult population. Limited retraining activities have been started by the ESS in the framework of the state labour market formation program in 2014. However, these included training in soft skills (CV development, etc.). The practical non-existence of the non-formal learning for adults is exacerbated by the absence of recognition of labour market retraining (even if performed by the government agencies).

The following diagram describes the retraining cycle for adult trainees (job seekers) that should be tested and achieved on a pilot base in the course of the project activities.



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The formal VET segment suffers from weak labour market linkages. The private VET schools largely outnumber the public ones (approximately 77 to 14). However, due to the government support to the public schools, the private providers have been rapidly losing the students and currently provide the training practically aimed at completing the already running courses and opening a very restricted spectrum of new courses for which students are willing to pay out of their own pocket (e.g. nurses and office managers).

A recent tracer study of VET graduates carried out by the VET Department of the MoES provided very interesting preliminary findings (draft report was presented by the MoES in the framework of the ETF-organized workshop on LMIS and ALMP in Tbilisi in April 2015). The findings suggest the existence of serious problems in the VET graduates transition to the labour market, as well as a large degree of skill mismatch. For example, only about 38 % of the graduates were employed or self-employed 6 months after leaving the VET school, while 50 % of them were still unemployed (the remaining part was either inactive or continued further education). Among those employed or self-employed, as many as 60 % stated that their current activity was not related to their field of study. These findings show the need for fostering better linkages to labour market for both the VET graduates and those who can benefit from the VET-related skills during their career. The provision of modular competency-based VET training proposed in the framework of the project goes in this direction.

The focus on non-formal learning under the Specific Objective 2 is justified by the prior assessment carried out by the UNDP in 2014 that showed several serious shortcomings in the field. Firstly, the labour legislation in Georgia is not conducive for retraining. In particular, no facilitating provisions are included in the Labour Code. Quite the opposite - according to the Labour Code - training is considered to be a reason for temporary suspension of labour agreement, which is allowed for

a maximum of 30 days per year and is not supported by the employer (the wage is not paid during the period and the costs of training have to be born by the trainee). At the same time, inadequate skills or competences represent one of the legal reasons for the termination of labour agreement. Reportedly, the Employment Act regulating the provision of retraining in the framework of active labour market policies is currently under preparation.

Secondly, the provision of non-formal learning is currently limited to a narrow circle of providers (e.g. only formal VET schools can deliver the recognition of priori learning (RPL) procedure). A wide circle of potential providers of recognised non-formal learning, such as private companies, non-for profit or on-governmental organisations currently cannot participate in the process.

Thirdly, there is a number of technical problems, such as, for example, the non-existence of accreditation system that would give the right to deliver the recognised non-formal learning courses and the right to provide RPL to a broader set of providers. Furthermore, the professional standards do not contain assessment standards and they do not support the partial qualifications that could facilitate the recognition of non-formal learning in the context of LLL. Likewise, a system of credit accumulation for non-formal learning activities is missing.

Against this background, it can be assumed that the expected results of the project are linked to multiple benefits, such as contributing to increasing overall employability and employment rate, decreasing unemployment rate, decreasing the NEET rate among youth, increasing the prestige and recognition for vocational professions, improving the quality of job-worker matching, reducing the information gap and signalling problem for employers, increasing labour productivity and potentially also wages, and increasing the motivation of workers to be trained. In particular, the target groups and beneficiaries would benefit from the following effects:

- Improved skills of labour force would contribute to decreasing the high unemployment rates.
- The improved VET education and retraining would benefit the Georgian youth that currently represents marginalized labour market group characterized by low activity and employment rates and high NEET and unemployment rates. Georgian young females represent by far the most adversely affected group, as their activity rates are extremely low and unemployment rates extremely high by international comparison. Providing practical and labour market oriented skills for youth ranks among the highest national priorities. The current formal education system does not lead to the desired labour market outcomes for youth.
- Formalization of retraining would address another Georgian labour market peculiarity - the declining age-unemployment profile. Retraining focused on middle age cohorts would increase the employability and thus lower the unemployment rate among this group of workers that should be enjoying the peak of their working careers.
- The high share of self-employed in Georgia (about 60 % of total employment) shows that there is a sizeable group of workers who cannot rely on their employers in terms of retraining opportunities or support. These workers are left on their own. Even if they manage to increase their skills through retraining, the outcome is not formally recognized.
- The unemployment rate for people with higher education in 2013 exceeded the average, while that for the VET group was lower. The share of workers with higher education in Georgia is high by international comparisons.
- The formalization of retraining would improve the skills and competences of the labour force, thus contributing towards increasing the currently very low labour productivity in Georgia.

The relevance of the proposed action to the expected results under call is demonstrated by the expected results of the proposed objectives and activities, i.e. the increased employability and productivity of VET students (in both formal and non-formal learning systems). The increased

employability reduces frictions of transition from training to employment, increases employment rate and reduces unemployment or underemployment. The increased productivity improves the quality of worker-job matches, raises the wage or income derived from self-employment. All these contribute towards reducing poverty and enhancing social cohesion.

The planned activities cover the target sectors of the call: training programs will be designed for construction, energy and tourism sectors and piloted in the rural mountainous regions and conflict affected regions. The focus on energy and transport sector will be secured by the means of cooperation and pilot activities with private companies in these sectors (Energo-Pro, Georgian Railway, Agara (sugar producing company) and broader cooperation with employers facilitated by the Georgian Employers Association.

The **applicants** include UNDP Office in Georgia (coordinator), the Georgian Employers Association and VET college Lakada in Jvari (co-applicants). Further **partners** under the project include VET college Tetnaldi in Mestia, Gori University, Sakrebulo (Municipality Representative Body) in Tsalenjikha and Mestia, local staff of the Employment Support Service, Secondary Schools in Khashuri and Agara village.

In line with the Guidelines for the call, the proposed action is focused on the following **target groups among the final beneficiaries**: youth (mainly under Specific Objective 1 related to formal VET); and long-term unemployed, self-employed persons in low-productivity/low paid employment, and IDPs (under the Specific Objective 2 related to non-formal learning).

Women and girls represent important target group under the action. Gender mainstreaming will be the main cross-cutting principle of the proposed action. The participation of women will be encouraged and ensured in all project activities. The pilot training curricula will include professions suitable for women. Participation of women and girls will be secured both among the trainees and teachers. Their participation in the project-based workshop and conferences will be encouraged. Wherever possible, gender-sensitive clauses will be included in the project invitations and campaigns. Gender-disaggregated statistics will be collected in the course of the project-based research, monitoring and evaluation. The focus on women and girls will be reinsured also by the partnership with the UN WOMEN Office in Georgia. The Office has been implementing activities aimed at assisting the vulnerable women in the conflict-affected areas. The action will lead to partnership at the local level in the conflict affected area of Shida Kartli where the beneficiaries identified with the help of UN WOMEN Office can be involved in the retraining carried out under the proposed action.

Special precautions will be made for the participation of people with disabilities. The latter will be facilitated by the use of modular training methods that allow for individualized and flexible training profiles that can be fine-tuned to the specific needs of the disabled in target areas. Introducing of innovative approaches that enhance the access to training (e.g. mobile training groups, e-learning and other appropriate methods) will largely facilitate the participation of people with disabilities in the VET training. Approaches based on the People Disabilities Work Guidebook (ILO) will be reflected in the project activities.

The **target groups among the direct beneficiaries** of the project include the Government agencies (MoES, MoLHSA, NCEQE, Employment Support Service), VET providers (public and private Colleges), private employers and social partners.

The **MoES** oversees and coordinates the VET formal provision in Georgia mainly through its VET Department and the National Centre for Enhancement of the Quality Education. The NCEQE coordinates the Sector Committees for development of professional and occupational standards (there are currently 14 such committees). Their work suffers from very weak participation of employers (the standards are often determined by the officials and invited experts without the participation and feedback from the employers). Thematic Groups have been also set up under the coordination of inter-agency VET Council.

MoLHSA has recently re-established within its structure the Employment Department and the public employment service (Employment Support Service – ESS operates within the structure of the Social Security Agency). The Employment Department of MoLHSA have modest budgets and staffing that face a daunting task of re-establishing the state employment policies in Georgia based on active labour market measures, such as labour market oriented retraining and support to start-ups. The newly re-established public ESS faces multiple limitations in terms of staff time, experience, and operational capacity to deliver the retraining programs (the ESS has currently 1 staff member in each of the Georgian districts).

The circle of **VET providers** in Georgia currently includes 14 state vocational colleges and 77 private vocational colleges, along with 4 Community Colleges delivering higher vocational education. The VET providers in Georgia strive to ensure high demand for their services and develop partnerships with **employers**. However, in many cases the relationship is limited to a formal membership of employers' representatives in the school boards and committees. The real co-operation in terms of placing students into jobs and providing skills requirements or feedback for the training process is still very weak. The project will develop the capacities of both VET colleges and employers aimed at establishing result-oriented sustainable partnerships.

In the process of the planning of the action, the UNDP carried out a field mission to the pilot regions in order to ascertain the interest and motivation of the local partners. Meetings were held with the Gamgebeli of Tsalenjikha Municipality and his team, the Head of Municipality in Mestia and the representatives of the Khashuri Municipality (Shida Kartli). The choice of the proposed pilot sites (VET colleges in the mountainous regions, rural population in conflict affected zone) was consulted with the local authorities who expressed their full support to this choice and the proposed action. Further partner institutions were identified among the local companies and employers (e.g. Energo-Pro and the Water Distribution Company in Tsalenjikha, Tetnaldi Hotel in Mestia, Georgian Railways (in location of Khashuri) and Agara Sugar Plant) that expressed their interest to participate in the action.

Several participatory meetings were organized by the UNDP in the course of the preparation for the action where the activities were discussed with the local stakeholders. The meeting revealed a large potential for further follow-up and sustainability of the proposed activities. Several sectors were preliminarily identified that according to the participants provide a good ground for economically viable local employment or self-employment. A number of project extensions were proposed that could contribute to its sustainability. For example, the local stakeholders in Jvari district suggested that the trained or retrained electricians, plumbers and welders would be immediately employed by the local companies, notably the Energo-Pro, the water distribution company, two municipal companies, and a large-scale construction site for electrical power station and transmission facility. The municipality officials confirmed the potential for enhancing job mediation and counselling for unemployed in cooperation with the local branches of SSA and ESS.

Similarly, the local community in Mestia stated that their region suffered from isolation due to the distances and the mountainous terrain. The local population faces problems with accessing the

government-supported schemes for SMEs, because the network of commercial banks that participate in the schemes is underdeveloped in the region. The local employers and small businesses in Mestia exhibit a good degree of mutual cooperation. The prospective economic activities are services in tourism, services, construction, energy and agriculture. The municipality of Mestia supports local development. It prints and distributes information materials and leaflets in 3 languages to propagate the services of the local small businesses and self-employed. New economic opportunities are arising in the area as a new cable car has been built recently and construction of other new facilities for tourism is underway. Tourism, services and agriculture-related services provide a solid potential for many new income generating opportunities. According to the local community representatives, the most wanted professions in Mestia are electricians, mountain guides, plumbers, joiners, and providers of various services for hotels and restaurants.

The training activities proposed under the action should be realized in two pilot vocational colleges - the Lakada college in Jvari and the Tetnuldi college in Mestia. In the conflict affected area the training will be based by the nearby Gori University. The university has been active in the field of processing and industrial sectors. Thus the project activities are likely to initiate further follow-up and sustainable activities linked to the local value chain. The involvement of the university will contribute towards the development of innovative approaches in services. The project activities can lead to spin-offs and self-employment start-ups in the services in non-agricultural sector in rural areas.

The Lakada college in Jvari is currently under reconstruction (rehabilitation) by the local government. The works should be finished by the summer of 2015. The college was already involved in the implementation of three projects with international background (funded by USAID, Norwegian Refugee Council, and DVV). The Tetnuldi college in Mestia was rehabilitated and received a new equipment. Currently the college rehabilitates another building. Thus the material conditions of the college are very good; however, the curricula have not been modularized yet and the training is provided on a longer-term basis (which limits the retraining opportunities). The colleges are very interested in modularization of their curricula and in participation in the non-formal learning by training and retraining adults for labour market opportunities.

Gender mainstreaming will represent the main cross-cutting priority and principle of the proposed action. Participation of women and men will be encouraged in all project activities. Gender disaggregated statistics will be collected in the course of the project-based research, monitoring and evaluation. Special precautions will be made for participation of people with disabilities. The latter will be fostered mainly due to the use of modular training methodologies that allow for individualized and flexible training profiles fine-tuned to the special needs of the disabled. Introducing of innovative approaches that enhance the access to training (e.g. mobile training groups and e-learning/distance learning methods) will largely facilitated the participation of people with disabilities. Special approaches based on the People Disabilities Work Guidebook (ILO) will be tested within the project activities.

VET students, graduates and job seekers represent the final beneficiaries group. The action will specifically concentrate on women, youth, IDP's, and rural population in the conflict affected areas. Currently, in the absence of passive labour market policy and with the limited extent of active labour market measures, the major responsibility for job search and retraining opportunities is on the VET graduates and job-seekers. However, it cannot be expected that they will cope with the situation without further institutional support. Graduates of VET Colleges often face problems with transition from training to employment. VET students suffer from low quality of education and the related labour market detachment. According to the tracer study of VET graduates carried out by the MoES, during fall 2014, the employment rates of graduates are in general below 40% (the highest rate of employment 6 months after graduation were observed among guides (61%), cooks (55%), and

plumbers (52%)). Adult population is in utter need of training and retraining provided outside the formal learning system. The proposed action is focused on the introduction and provision of formal and non-formal VET retraining programs that will be designed in a labour-market responsive way, contributing to improvement of lifelong learning environment, access to VET for broader groups of beneficiaries (with special emphasis on youth, women, high mountain population, PWD, IDP and conflict affected areas population).

The planned activities cover the target sectors of the call: training programs will be designed for services, tourism and construction sector and piloted in the rural mountainous regions and conflict affected regions. The relevance to the expected results under call is demonstrated by the expected results of the proposed objectives and activities, i.e. the increased employability and productivity of VET students (in both formal and non-formal learning systems). The increased employability reduces frictions of transition from training to employment, increases employment rate and reduces unemployment or underemployment. The increased productivity improves the quality of worker-job match, raises the wage or income derived from the self-employment. All these contribute towards reducing poverty and enhancing social cohesion.

Description of activities

Duration of the proposed action is 2 years. The activities are phased into a logical sequence that allows for establishing connections and achieving synergies between the two specific objectives. The proposed activities are aligned with the priorities of the two relevant major national strategies - the National Strategy for VET Development, and the National Strategy for Labour Market Formation (focused on the improvement of formal VET learning and on the provision of VET retraining in the framework of active labour market policies, respectively). A close interaction and coordination between the project activities and the implementation of the strategies will be ensured through project management arrangements.

In order to achieve the expected results under **Specific Objective 1**, the action will include activities belonging to three broader areas: a) monitoring the introduction and implementation of the modular VET teaching; b) introducing innovative ways for accessing VET education (mobile VET services, e-learning programs in VET, distance learning for trainers, support to international mobility programs, introducing industrial simulations at the premises of VET colleges), and c) capacity-building of the VET providers.

a) Monitoring the introduction and implementation of the modular VET teaching

A1.1 – "Monitoring the introduction and effectiveness of modular teaching in VET" (R1)

These activities will be informed by the experience and the approaches of the previous UNDP projects that has been focusing on introducing the modular training in VET colleges. The activities will include training of college teachers and managers in the delivery of modular teaching programs, quality assurance and other management aspects. Developing guidelines for teachers for 4 non-agricultural vocations, and developing practical training materials will be also included. Last but not least, the activities will be focused on the development of practical assessment tools for 4 non-agricultural professions. The assessment tools will serve for the examination of students' achievements and learning outcomes. They will be also used as the basis for adaptation into ex-ante assessment of competences for the purposes of adult retraining under the Specific Objective 2.

A1.2 – "Elaborating and implementing the capacity-building program for the involved stakeholders" (R1)

The activity will focus on developing capacities of the project stakeholders in piloting the VET schemes that link directly to the labour marker. This will also entail developing and strengthening partnerships between relevant stakeholders. The participatory approach will be used for elaborating

the capacity development programmes addressing primary needs of the respective institutions. The programme will be elaborated and implemented by GEA. While UNDP will ensure dialogue with the national stakeholders in order to secure dissemination of pilot experiences by the national institutions and partners beyond the pilot project sites.

b) Introducing the innovative ways for accessing VET education (mobile VET centres, e-learning programs in VET, distance learning for trainers, support to international mobility programs, introducing industrial simulations at the premises of VET colleges)

A2.1 – Introducing innovative ways for accessing VET (R2)

The activities will introduce the mobile VET centre aimed at overcoming the access problems in the mountainous regions. Similarly, the e-learning packages developed by the UNDP will be introduced at the pilot training sites. Distance learning options will be developed for teachers and trainers who will benefit from improved access and flexibility of their training in the design and delivery of modular-based VET courses. Support to international mobility of VET students and staff will be provided in order to increase the quality and attractiveness of VET training.

c) Capacity-building of the VET providers.

A2.2 – Increasing institutional capacity of VET providers (introducing VET education in secondary schools of Shida Kartli, developing partnership with private sector; Introducing learning workshops in the private sector" (R2).

The activity will spread the knowledge generated under the activity 1.1 in VET colleges across the training sites in Shida Kartli and train the involved partners) in the development and usage of the methodologies. Building on the achievements and outcomes of the previous activities, on the job training will be organised at the sites of the partner employers' organisations in Samegrelo, Svaneti and Shida Kartli.

The activity will increase accessibility of VET in Shida Kartli based on PPP format. UNDP in consultations with MoES and regional authorities has selected two locations for testing VET providers and industry cooperation formats. The PPP will be based on cooperation among private companies, local municipalities and VET providers (identified two Secondary Schools) in selected locations – in the areas where VET colleges are not present. The project will develop the capacities of the selected Secondary Schools and will ensure their authorisation for the modular vocational courses teaching. In addition these schools will be capacitated to provide local labour market responsive short-term training and re-training for adults.

In addition to supporting the above-mentioned public-private partnerships in the field of formal VET in Georgia, the action proposes essentially new approaches in VET, such as providing professional skills and competences to adult population by the means of labour market-oriented retraining (non-formal learning), and introducing innovative techniques in Vocational colleges (formal learning) aimed at improving its accessibility, quality, and response to labour market needs. While the activities build on the previous work in the field of VET, the innovative feature of the proposed approach is the accent on non-formal education and its lifelong learning aspects. Non-formal education is currently not recognised in Georgia, which limits the opportunities for lifelong learning in general. The project is focused on both formal and non-formal VET (covered under the Objectives 1 and 2, respectively), and proposes to use the previous experiences and approaches piloted in formal VET learning (relatively better established field in Georgia) for introduction of VET training in the non-formal learning context (less developed field in Georgia). Outputs of activities implemented under Specific Objective 2 (non-formal VET learning), such as the links and feedback mechanism

between employers' needs and training offer will be utilised under the Specific Objective 1 (formal VET education) to improve the labour market relevance of the training.

The main activities under the **Specific Objective 2** will focus on a) conceptualizing and developing the vision for LLL provision in Georgia (identifying legal, regulatory and institutional gaps and creating the respective action plan to tackle the most pressing issues); b) including the private sector as service provider in non-formal VET (piloting the schemes for VET-based retraining of adults, developing related organizational approach and policy); c) developing the minimum standards for teaching environment (standards for workshops/mini-plants – teaching materials, equipment, instruments and materials, and d) creating modular VET programs in LLL format.

a) Conceptualizing and developing the vision for LLL provision in Georgia (identifying legal, regulatory and institutional gaps and creating the respective action plan to tackle the most pressing issues)

In the framework of this activity a conceptual work be undertaken to assist the process of lifelong learning in Georgia. Several publications will be produced as described in more details below.

Activity A3.1 – " Develop the concept of non-formal LLL learning in Georgia " (R3)

Under this activity a study will be carried out by international experts that will lead to the development of Concept for formalization of retraining in Georgia. The Study will cover three broader segments dealing with the legal framework, methodological framework, and training framework).

Activity 3.2 – " Identify legal, regulatory and institutional gaps " (R3)

Outcome of the activity will be used as an integral part of the study and the Concept. The proposed Concept will include also a Roadmap and a practical action plan (as described under Activity A3.3)

Activity 3.3 – " Create the action plan to tackle the most pressing problems " (R3)

The activity will be focused on developing action plan with concrete recommended steps towards formalization of labour market retraining in the LLL context in Georgia. The action plan will focus on the enhancements of the already institutionalized practices, activities aimed at the institutionalisation of the existing practices and pilot experience, and activities aimed at the introduction of qualitatively new approaches. The latter will be illustrated and piloted also in the framework of the current action (Activities A1.1.2 to A1.1.4 described in more details in the logical framework).

b) Including the private sector as service provider in non-formal VET (piloting the schemes for VET-based retraining of adults, developing related organizational approach and policy)

The activities will cover piloting the schemes for VET-based retraining of adults and developing the related organizational approach and policy. Limited capacities of national employment service of Georgia presents to be obstacle for large scale implementation of various of measures in labour market policies. One of the solutions for this problem is outsourcing of active labour market measures to increase the accessibility of VET services of various market operators: individual providers, educational facilities, non-governmental organisations and etc. Therefore, this activity will ensure connection between employer service, service (training) provider and employer. The strength of this scheme is that it is oriented on employers demand and can reflect linked with labour market. Under this activity the modular training will be piloted in the premises of private employers in cooperation with the Georgian Employers Association (GEA) and Employment Supporting Services

(ESS). GEA has a prior experience or participation in the projects aimed at the development of modular training materials and organisation of the training process

c) Developing the minimum standards for teaching environment

Activities under this group will deal with the practical aspects of the training delivery. In particular, minimum standards for teaching environment will be developed (standards for workshops/mini-plants – teaching materials, equipment, instruments and materials) that will guide and facilitate the training process. The existence of standards will also guarantee the quality of the training and will provide the basis for assessment of trainees' competences and certification of learning outcomes. These standards should be applicable for authorisation of public and private VET service providers.

d) Creating modular VET programs in LLL format

The activity will be focused on the adaptation of the existing modular VET curricula to suit the retraining of adults. It will include creation of VET retraining programs in modular format and piloting the short-term VET training courses for adults that will lead to acknowledged (partial) qualifications and competencies recognition. The activity is linked to the conceptual work carried out under the Specific Objective 2 and to illustrating the use of the proposed concepts in practice.

Financial Support to Third Parties

The financial support to third party – Vocational college 'Tetnuli' (Mestia, Svaneti are of Samegrelo Zemo Svaneti region) will be provided for application of the vocational teaching, training and re-training schemes in the selected professions from tourism, services and energy sectors demanded by the local market. Letter of Agreements (standard letters under UNDP rules for Government institutions) will be used providing funding for the costs of the staff and activities related to application of the schemes developed under the proposal project. The expected results of this support is listed in work plan of this application. Specifically the College Tetnuli will be involved in the following activities:

1. Piloting the schemes for VET-based retraining of adults;
2. Pilot short-term VET training courses for adults leading to acknowledged (partial) qualifications;
3. Introducing innovative ways for accessing VET – mobile VET centre;
4. Piloting the schemes for VET-based retraining of adults;
5. Pilot short-term VET training courses for adults leading to acknowledged (partial) qualifications.

In addition two secondary education schools will be selected from the 2008 conflict affected region of Shida Kartli for testing of school based VET service delivery schemes in processing, energy and transport sector professions linked to private employment schemes. Letters of Agreements (standard letters under UNDP rules for Government institutions) will be used providing financial support to the staff for delivery of the schemes.

Adjustment of the information provided in the concept note.

During the consultations with stakeholders of the project various needs and circumstances revealed led to the need of adjustment of the initial concept in the following directions:

- 'Mobile VET Extension Centre' (under specific objective 1.3 'Introducing innovative ways for accessing VET' creation was changed into mobile VET centre due to consideration of sustainability of this initiatives and institutional affiliations.

- Support to milk collection centres establishment in the para '1.3.4. Particular added-value elements' will be replaced by other support to the population in Shida Kartli with consideration of individual self-employment schemes support and emphasis on non-agriculture component of rural development.
- Additional sub-activity was added .1.1.5 to the work-plan – "Monitoring of VET modular teaching process" to reflect the needs of continuous support to application of modular teaching methodology.

Methods of implementation and rationale

The proposed action will be implemented through the combination of methodologies that had already proved effective in similar environments and/or in the previous projects implemented by the applicants.

Competency-based training through training modules will be chosen as the primary method of implementation. The origins of the method date back to the 1970-ties when the International Labour Organisation (ILO) started to develop flexible, employment-oriented approach to TVET that became known as modules of employable skills (MES) (see, for example Qudenau, 1977, Chrosciel and Plumbridge, 1992). The modular approach has been adopted and developed by many organizations. An influential example is the DACUM (Designing A Curriculum) methodology developed at the Centre for Education and Training for Employment of the Ohio State University by Robert N. Norton. The methodology has been adopted under the competency-based training (CBT) heading by the GTZ and other EU-based institutions.

The project will primarily use the experience of EU in supporting modular programmes elaboration and application (follow up of DACUM methodology based occupational standards elaboration in Georgia in 2012).

Modularization of curricula is also possible and feasible in the formal education segment – the VET Colleges. Some countries of the CIS made early steps in the modularization of its TVET curricula. For example, Ukraine issued a Presidential Decree that allowed for modular approaches in formal VET in the early 1990-ties. In Georgia the modular curricula should be obligatory for VET training as of 2017.

The main point of departure in the curricula development is a partition of the work tasks and processes into elements that can be assembled into functional modules. The curricula are thus modularized, which allows for designing short-term, individualized and flexible training programs. This makes the competency-based training particularly suitable for the non-formal segment of VET and for adult training. Thus the modular competency-based training is a prerequisite for delivering labour market oriented retraining in the context of lifelong learning (the non-formal learning).

In this regard Georgia has made significant efforts towards modularization of its training curricula. The National Centre for Enhancing the Quality of Education (NCEQE) has been working on the modular curricula and the corresponding qualification standards (within the broader National Qualification Framework). The use of modular methodologies thus has been officially adopted in the country at the conceptual level and the development of modular curricula and the corresponding standards is underway (previous UNDP projects also provided assistance in this regard). Furthermore, a new VET law that is under preparation (to be adopted around 2016) already introduces the notion of partial qualifications and competences recognition, which can be considered as another important step towards formalization of non-formal learning (which typically does not give access to full qualifications). Reportedly, the draft VET law also refers to the non-formal education, albeit in general terms.

The adoption of modular VET curricula, however, is not a sufficient condition for the delivery of non-formal training. Firstly, the VET teachers and instructors need to be retrained in order to be able to teach according to the modular curricula. The approach is more demanding on the teachers, however, it delivers better and more practical training to the students. While in the classical classroom/blackboard approach the students listen to lessons with little exposure to practical tasks, in the modularized training they pass through the logical sequence of practical elements and modules, thus completing the tasks with their own hands. The higher requirements on the teachers and technology thus pay off by delivering more practical individually fine-tuned training that leads to higher employability and productivity of the graduates. In the previous projects the UNDP introduced the modular VET training and re-training of adults in several VET colleges in Georgia where the teachers and instructors were retrained for the use of modular curricula. UNDP has been one of the pioneers to introduce the modular approach into VET education in Georgia since 2007. This experience will be used in the extension of modular-based teaching to the pilot VET colleges and other pilot sites for the training delivery under the proposed project.

As regards the non-formal training methodology, Georgia currently lacks approaches and methods that could be used for the retraining of adults on the basis of modular curricula. In particular, the methods of determining of individual competences and the training needs have not been yet developed. This represents the first steps in the delivery of non-formal modular training to adults who typically have certain skills and competences prior to the training and need to acquire other competences in order to deepen, increase or extend their qualifications, or to gain particular skills and competences that give them immediate access to job opportunities. Therefore, the project proposes to develop the approaches and methods suitable for non-formal training and to introduce them in the pilot regions and in the partner organizations. The methodology involves several steps from the prior assessment of learners' skills and competences, through the provision of modular courses to the final examination/testing, and certification.

The assessment methods carried out prior to the training are not widely used in Georgia. There is certain practice, as well as certain legal ground for the assessment in the framework of the recognition of prior learning (RPL) procedure. Currently all the VET schools are obliged to provide for RPL, however, the procedure is used only to a very limited extent. Firstly, it only applies to the first three levels of VET education. Secondly, in practice it is used only to overcome certain "cul-de-sac" in the formal education system, whereas the students cannot pass to the higher levels of VET from the general educational stream. Therefore, the RPL is used in order to grant access for these students to the higher VET education. It is thus applied in rather formally way (essentially like entry examination). RPL for adult learners in the context of lifelong learning has not been practiced so far. The practical training needs assessment for unemployed or other adult learners is not provided by the training facilities. Their development will represent a part of the project activities. To this end, the experience and methodology of the previous UNDP projects will be employed (e.g. the assessment methods for testing the learning outcomes in the formal VET can be adapted to the ex-ante assessment procedures for adult learners).

Within the broader implementation methodology, **the public-private partnership** will be used as guiding principle for the action. It has been widely recognized that the involvement of employers in education and training is beneficial for reducing the skills mismatch at the labour market. To this end the project proposes cooperation with private employers, ranging from their participation in the job placement of training graduates, to a more conceptual work in terms of their involvement in the training process (developing and adjustment of curricula, etc.). The conceptual link between education and employment has been suffering from various deficiencies in Georgia where the entrepreneurs' understanding of their social role as employers is rather weak. Therefore, a strong accent will be placed on the participation of employers in the training process. The involvement of the Georgian Employers Association (the main umbrella organization of Georgian employers representing the country in the International Labour Organisation) will largely facilitate the work with employers and the creation of public private partnerships. The participation of the employers'

organisation also enhances the prospects for sustainability of the project activities. Best practices of selected EU and OECD countries in the field of public-private partnerships will also be studied and considered. In this regard the national stakeholders (MoES and MoLHSA) in the course of preliminary consultations expressed their interest in the Finnish and Estonian model of cooperation with employers (e.g. the Kutsekode agency and its practice in securing employers participation in the development of professional standards) and in the Australian model of employment services and job mediation (e.g. the outsourcing of labour market retraining to private training providers).

Further methods applicable to the proposed action include the use of **distance learning and virtual learning** tools. In this regard the UNDP has already piloted several activities that resulted in the creation of virtual training packages – i.e. computer-based training material and testing tools for several professions. Notably, the e-training soft were developed for milk processing, as well as for the training of electricians. These materials will be used in the framework of project activities and will be introduced in the pilot colleges and other partners for both formal and non-formal VET training. The use of e-materials and PC-based training and testing tools should increase the attractiveness of the training both among the youth and the employers. The e-learning training tools for electricians will be used in all the pilot venues, given that this profession has been prioritized by the local stakeholders in all the pilot regions. The Georgian public employment service also confirmed that amongst the vacancies collected through their online system (Worknet), the profession of electrician is among the most wanted ones. Learning workshops based on e-materials will be introduced in the private sector companies.

Finally, the method of distance learning will be used in order to improve the access and effectiveness of the training of teachers (training of trainers) enabling them to use the modular curricula. The training of trainers typically ranges from one to weeks of intensive work, thus putting strain on the staff and increasing the training costs. Switching the training or its part to the distance learning method alleviates these pressures. Typically a brief introductory face-to-face training is used to explain the main principles, motivate the group and introduce the learners to the distance learning platform. The introductory face to face training is followed by training in distance learning mode. The approaches have been tested in the framework of the ILO International Training Centre in Turin (e.g. DELTA platform and dedicated). Open-source distance learning platforms (e.g. Moodle) can be used to design the learning interface.

Several general principles and methods for the implementation of the action will be used as cross-cutting methodologies. In particular, **participatory approaches** and **gender mainstreaming** will be applied across all the activities in order to secure the transparency and equity of the action. The participatory approach has been used by the UNDP wherever possible in order to generate the local ownership and support the sustainability of action. In the planning phase of this project, several participatory meetings were held with the local communities in the pilot regions where the representatives of the local stakeholders and the community came together and expressed their needs and preferences (please refer to the description contained in the previous section).

Gender mainstreaming will be used as a cross-cutting approach for all activities and at all levels of the project management. The developed training curricula will include professions suitable for women or supporting the income generating opportunities for women (e.g. service and tourism sectors). Women will be represented among the teachers, trainers and experts who will participate in the project activities. The monitoring and achievement indicators will be formulated in gender-sensitive manner where possible. All the statistics and data carried out by the project will be monitored and provided in breakdowns by gender. Finally, the consultation and cooperation with the UN WOMEN office (as described in the previous section) will guarantee a due attention to the gender aspects of the action and generate a potential for further synergies in terms of activities focused on women.

Previous actions in the field

Previous actions in the field include several large-scale projects implemented by the UNDP and its partners at the national level. A major intervention has been implemented in the framework of the project "Modernization of the Vocational Education and Training and Extensions Systems related Agriculture in Georgia". Given that the agricultural sector plays an important role in social and economic development of Georgia this project provides support to the Georgian farmers through development of a high quality training and extension system that will provide the farmers with the necessary knowledge to increase their productivity and income. In the past, UNDP with the support of SDC has assisted the Government in establishing a coherent re-training system throughout the country coupled with farmer advisory services and business counselling. This support will now be expanded. 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 improved livelihoods of the rural population.

The project is focused on 3 areas:

- (1) 8 VET colleges and 7 state Information Consultancy Centres will be assisted in the development and delivery of innovative, relevant and effective training programmes and advisory services. At least 10,000 farmers will have access to these systems.
- (2) Systems to produce qualified human resources (multipliers) that can offer various types of trainings and services to farmers and capacitate them with knowledge and practical skill will be set up in close collaboration with national partners and other SDC projects.
- (3) By bringing the strengths of the private and public sectors together the project will facilitate the setting up of a public private cooperation and partnership model for coordination and provision of VET and extension services in agriculture. Public and private stakeholders' capacities will be strengthened, and cooperate under a national level platform.

According to the Interim Progress Report for the period up to 2014, the project has supported the nation-wide application of the new model of VET- modular teaching approach in agriculture. Currently the MoES and the public vocational colleges deliver the modular programmes in 8 most demanded professions in agriculture. Furthermore, the adopted draft of VET Teachers Skills Development Concept approved by MoES is a result of the advocacy and assistance of the project. The adopted Concept will lay down the ground and priorities for the development of the system of VET teachers training. Qualifications framework and relevant supporting and guideline materials for extension workers' skills development were elaborated in partnership with the higher education institution (Agrarian University of Georgia, AUG). New teaching materials (some of them adopted from the Swiss system) for VET students filled the gap of learning materials for newly introduced profession of Farmer and advanced the ones for the existing professions. This can be treated as the initial step toward introducing the system for developing high quality teaching materials. The learning infrastructure in 5 target VET colleges was adapted to the needs of the newly introduced modular programmes to ensure high quality of teaching in target colleges.

The lessons learnt from the project activities are as follows:

- i. One of the most important challenges in Vocational Education and Training is to raise the low image of this type of education in general. There are several opportunities to raise the image of VET, but one is an increased quality of VET. The quality of VET is very much depending on existing mechanisms how to address skills and knowledge needs on farm level in learning process, although the modular programmes and curricula are already outcomes based.
- ii. A key element for a better quality will be the introduction of a work-based-learning approach, where private farms/companies are working in close relation with the VET systems. The learning

places, classroom, VET college based workshop and farm (ideal private farms with real operations) are all three important to train the students according the required knowledge, skills and competences.

- iii. The project supports the Ministry of Education and Sciences in elaborating a legal framework for a work-based-learning approach, which should be ready to be piloted after the summer holiday 2015.
- iv. The challenges arriving from the implementation of a modular programme and a work-based-learning approach will require support from the project. The project is ready to support the Ministry of Education especially in this field and will make use of other donor (especially SDC) founded projects in the agricultural sector to enable private farms to participate in the piloting.
- v. In the field of extension services two main lessons learnt can be addressed: several donor organizations are supporting the Ministry of Agriculture to setup a public extension system including support for a scientific centre. Since many donor organizations are active in this field, the Ministry of Agriculture is requested to have a good donor co-ordination in place. UNDP and SDC are ready to take an active role to support MoA in the field of co-ordination.

The experience gained by this project guided the design of the activities under the proposed action. The previous experience will be under the proposed action extended and transferred for agriculture to the other target sectors. Another novelty of the proposed action is the extension of the VET training to the non-formal education segment that has not been covered by the previous projects.

The planned action is closely linked also to the Skills for employment program implemented by the UNDP in Georgia. Phase 1 of the project laid down the basis for modularization of VET training in agricultural sector, developed a number of training curricula and piloted training programs in several regions, Phase 2 (implemented in 2014-2015) is focused on developing primarily non-agriculture VET system in Georgia and the employment policy. The programme is designed to advocate for development of a more diverse and high quality VET system and effective employment policy measures and their piloting.

Potential synergies with EU programs and other initiatives

The planned action would create synergies with several other efforts implemented in the field of VET in Georgia. An example of such a significant effort at the national level is the development of the Labour Market Information System (LMIS), which represents conditionality under the EU SRC. The National Concept Note on LMIS in Georgia has been developed with the support from the European Training Foundation (ETF) and adopted by the MoLHSA. The implementation of the related LMIS Roadmap includes the piloting of two surveys of skills needs among employers (currently implemented by the Employment Support Service), as well as launching of a regular series of VET graduates tracer studies (already started by the VET Department of the MoES). The ETF continues to provide support to these activities aimed at collection, analysis and dissemination of labour market information.

Several of the activities planned in the LMIS Roadmap have been already started with the support from the EU Technical Assistance (TA) Project. For example, the two employers' surveys launched by the Employment Support Service include a qualitative survey (the results will be available by May 2015) and a quantitative survey (the results will be available by July 2015). Furthermore, the first round of tracer study of VET graduates has been carried out during the fall of 2014 by the Ministry of Education and Science (based on the total population of 2,800 VET graduates of the school year 2013/14). The results of these surveys will be taken into consideration in the course of the implementation of the proposed activities. Notably the first tracer study of VET graduates provided valuable findings and data that can be used as a baseline for several indicators of achievements

under this project. Further rounds of the tracer study will allow for the monitoring of progress in terms of project outcomes.

Further synergies with EU programs will be created by links to the Torino process assessment of Georgia completed by the ETF in December 2014. Important guidance for project activities will be provided by the Assessment of the Verification of Non-Formal and Informal Learning (VNFIL) in Georgia and its recommendations prepared by the ETF in 2014.

A general synergy with the EU Strategy 2020 is secured through the development of LLL system which represents one of the target areas (according to the Strategy, 15 percent of the EU population should participate in the LLL process by 2020). The proposed action is also in line with other EU Directives and programs in the VET and LLL fields.

The year 2015 has been declared the Year of Women in Georgia by the Georgian President and the UN WOMEN Program in Georgia. An increased attention is thus being paid to the gender issues in both national and international contexts. In the course of the preparatory work for the project, consultations were held with the UN WOMEN Office in Georgia. The Office focuses its activities, among other things, on sustainable livelihoods for women who suffered from the recent conflicts (women IDPs and women in rural areas affected by the conflict). The UN WOMEN Office is interested in cooperation with the project at the ground level in the conflict affected areas (in Shida Kartli) where the training beneficiaries can be selected from amongst the UN WOMEN target groups.

Follow up and evaluation procedures

Follow up of the action will be carried out by the beneficiary institutions and other partners. In particular, the VET colleges will be enabled to use the modular curricula in their training programs for both students in the formal educational process and the adult learners in need of professional retraining. The involvement of private actors (employers) will guarantee follow-up and sustainability of the training process. Notably the innovative approaches and methods (e.g. e-learning materials and distance learning platforms) are supposed to motivate the private employers to participate. Another motivation comes from the need to organize job-based retraining that currently lies fully on the shoulders of the companies and that will be effectively aided by the project in the pilot companies.

The project follow-up will be enabled also by the equipment procured under the project, which will be at the end of the project transferred to the partner institutions under a standard transfer act accompanied by MoU agreement about continued support to the activities piloted by the project..

Evaluation of the project will follow the standard UNDP procedures. All projects and programs implemented by the UNDP are subject to internal evaluation. The internal evaluation is carried out in the framework of regular programming cycle by internal evaluators and regular audits (financial, functional, and gender audits) by the UNDP Headquarters and expert evaluators. Projects with budget over USD are subject to independent evaluation by external evaluators. To this end, all the projects keep a budgetary reserve to cover the costs of independent evaluation. Another source of evaluation will be the Project Management Board that will meet regularly throughout the implementation in order to review the project progress, evaluate interim results and suggest corrections if needed.

The project will be implemented by the project team consisting of the Project Manager, Project Officer/Assistants and short-term experts. The direct managerial responsibility will rest with the Project Manager who will report to the UNDP Economic Development Team Leader. Overall management of the project will be guided by the Project Management Board consisting of the representatives of the applicant and co-applicants. The Board will closely cooperate with the partner institutions and key stakeholders (MoLHSA and MoES). The Board will regularly review the project progress against the workplan, discuss any challenges and deviations from the plan and suggest a remedial action in the case of need.

The main proposed for the implementation of the action include equipment and materials. The mobile VET centre vehicle will be procured in order to provide extension services to the final beneficiaries of non-formal training in the mountainous areas (focused on the provision of practical short-term training and the related services) where the access to training is limited by the distances and lack of transportation possibilities (in particular for women, youth, disables and vulnerable groups). Further means will include materials and supplies for training in the prioritized professions, PCs for project office (project coordinator and project assistant), and standard office equipment. The durable equipment will be upon the completion of the project transferred to the local partners (municipalities, VET colleges).

In the process of the project preparation, the key stakeholders were consulted at both national and local level. At the national level the representatives of MoES (Deputy Minister and the Head of VET Department), NCEQE (Adviser to the Director and Manager of TVET Qualification Development Support Program), MoLHSA (Head of the Employment Policy Department), and ESS (Head of the Employment Service) were consulted.

At the local level meetings were held with the Governor of Tsalenjikha Municipality and his team, local municipality in Mestia and Khashuri (Shida Kartli), representatives and staff of the VET colleges Lakada (Jvari), Tetnultdi (Mestia), and representatives of the Gori University. The local stakeholders expressed their full support to the proposed action. The meetings revealed a large potential for further follow-up and sustainability of the proposed activities and their development in the segment of business development services in tourism (Mestia, Svaneti) and food processing (Shida Kartli, Gori).

The project activities will contribute towards the local economic development in the pilot regions, as the trained and retrained persons will be placed into jobs by the participating private employers (e.g. the company Energo- Pro _and the water distribution company in Jvari, Agara factory in Shida Kartli) and municipal companies. Furthermore, the project activities will lead to self-employment in certain segments (e.g. tourism and non-agricultural services in Mestia and Shida Kartli), which creates further potential for business development and for building up the value chains in the pilot regions and sectors). The action will thus contribute to sustainable livelihoods in the mountainous areas and conflict affected areas.

The key stakeholders at the national level include MoES, MoLHSA, their structures (NCEQE, ESS), social partners' organisations, selected vocational colleges and training providers. The stakeholders have experience in the implementation of activities aimed at improving the quality of VET education and reducing the skills mismatch in Georgia. The stakeholders broadly coordinate their actions in the framework of the tripartite national VET Council. The project objectives coincide with the goals expressed in the stakeholders' program documents, such as the National Strategy of VET and the National Strategy for Labour Market Formation in Georgia. Leading officials at the MoES and MoLHSA have been consulted and expressed their interest and support for the proposed activities. Representatives of the target group organizations and beneficiaries (including women, PWD, youth, IDP and conflict affected area population) will participate in the task force dedicated to the specific objectives and capacity development in the field of formal and non-formal VET-based training and linkages to labour market.

The information about project activities will be permanently disseminated by the dedicated project website, leaflets and other dissemination channels (meetings, workshops, etc.). The EU logos will be used throughout the project materials and publications that will acknowledge the EU support. The project will provide active inputs into the media/visibility campaigns by the UNDP and the GEA.

1.1.2 Duration and indicative action plan for implementing the action

The duration of the action will be 24 months.

Applicants should not give a specific start-up date for the implementation of the action but simply refer to 'month 1', 'month 2', etc.

Applicants are recommended to base the estimated duration of each activity and the total period on the most probable duration and not on the shortest possible duration, by taking into consideration all relevant factors that may affect the implementation timetable.

The activities stated in the action plan should match those described in detail in Section 2.1.1. The implementing body must be either the applicants or any of the affiliated entity(ies), associates or subcontractors. Any months or interim periods without activities must be included in the action plan and count toward the calculation of the total estimated duration of the action.

The action plan for the first 12 months of implementation should be sufficiently detailed to give an overview of the preparation and implementation of each activity. The action plan for each of the subsequent years may be more general and should only list the main activities proposed for those years. To this end, it must be divided into six-month periods (NB: A more detailed action plan for each subsequent year must be submitted before any new pre-financing payments are received under Article 4.1 of the Special Conditions of the grant contract).

Duration and indicative action plan for implementing the action

Year 1														Implementing body
Activity	months	Half-year 1						Half-year 2						
		1	2	3	4	5	6	7	8	9	10	11	12	
Preparation Activity 1.1 <i>Monitoring and introduction and effectiveness of modular teaching in VET</i>														UNDP, GEA
Execution Activity 1.1														UNDP, GEA
Preparation Activity 1.2 <i>Elaborating and implementing the capacity-building program for the involved stakeholders"</i>														UNDP, GEA
Execution Activity 1.2														UNDP
Preparation Activity 2.1 <i>Introducing innovative ways for accessing VET</i>														UNDP, GEA
Execution Activity 2.1														UNDP, Identified Secondary schools in Shida Kartli, GEA
Preparation Activity 2.2 <i>Increasing institutional capacity of VET providers (introducing VET education in secondary schools of Shida Kartli, developing partnership with private sector; Introducing learning workshops in the private sector</i>														UNDP, Identified Secondary schools of Shida Kartli, GEA
Execution Activity 2.2														UNDP, subcontracted international consultant
Preparation Activity 3.1 <i>Develop the concept of non-formal LLL learning in Georgia</i>														UNDP, subcontracted international consultant
Execution Activity 3.1														UNDP, subcontracted national and international consultants
Preparation Activity 3.2 <i>Identify legal, regulatory and institutional gaps</i>														UNDP, subcontracted national and international consultants
Execution Activity A3.2														UNDP, subcontracted national and international consultants

Year 1														
Activity	months	Half-year 1						Half-year 2						Implementing body
		1	2	3	4	5	6	7	8	9	10	11	12	
Preparation Activity 3.3 <i>Create the action plan to tackle the most pressing problems</i>														UNDP, subcontracted national and international consultants
Execution Activity 3.3														UNDP, subcontracted national and international consultants
Preparation Activity 4.1 <i>Piloting the schemes for VET-based retraining of adults</i>														UNDP
Execution Activity 4.1														UNDP, VET colleges ("Lakada", Tetnuli")
Preparation Activity 4.2 <i>Develop the related organizational approach and policy</i>														UNDP
Execution Activity 4.2														UNDP, ESS
Preparation Activity 4.3 <i>Develop minimum standards for teaching environment</i>														UNDP
Execution Activity 4.3														UNDP, GEA
Preparation Activity 4.4 <i>Adapt VET retraining programs in modular format</i>														UNDP, GEA
Execution Activity 4.4														UNDP, GEA
Preparation Activity 4.5 <i>Pilot short-term VET training courses for adults leading to acknowledged (partial) qualifications</i>														UNDP, VET colleges ("Lakada", Tetnuli"), Identified secondary schools of Shida Kartli

Activity	Half-year 3	Half-year 4	Implementing body
Execution Activity 1.1 <i>Monitoring and introduction and effectiveness of modular teaching in VET</i>			UNDP, GEA
Execution Activity 2.1 <i>Introducing innovative ways for accessing VET</i>			UNDP, VET colleges ("Lakada", Tetnuli")
Execution Activity 2.2 <i>Increasing institutional capacity of VET providers (introducing VET education in secondary schools of Shida Kartli, developing partnership with private sector; Introducing learning workshops in the private sector</i>			UNDP, Identified secondary schools of Shida Kartli
Execution Activity 4.1: <i>Piloting the schemes for VET-based retraining of adults</i>			UNDP, VET colleges ("Lakada", Tetnuli"), GEA
Execution Activity 4.2: <i>Develop the related organizational approach and policy</i>			UNDP, ESS, sub-contracted service providers
Execution Activity 4.5: <i>Pilot short-term VET training courses for adults leading to acknowledged (partial) qualifications</i>			UNDP, VET colleges ("Lakada", Tetnuli"), Identified secondary schools of Shida Kartli

1.1.3 Sustainability of the action

Provide all the information requested below:

- Describe the expected impact of the action with quantified data where possible, at technical, economic, social, and policy levels (will it lead to improved legislation, codes of conduct, methods, etc.?).
- Describe a dissemination plan and the possibilities for replication and extension of the action outcomes (multiplier effects), clearly indicating any intended dissemination channel.
- Provide a detailed risk analysis and contingency plan. This should include a list of risks associated with each proposed action, accompanied by relevant mitigation measures. A good risk analysis

will include a range of risk types including physical, environmental, political, economic and social risks.

- Describe the main preconditions and assumptions during and after the implementation phase.
- Explain how the action will be made sustainable after completion. This may include necessary follow-up activities, built-in strategies, ownership, communication plan, etc. Distinguish between four types of sustainability:
 - a. Financial sustainability: e.g. financing of follow-up activities, sources of revenue for covering all future operating and maintenance costs.
 - b. Institutional sustainability: e.g. structures that would allow the results of the action to continue to be in place after the end of the action, capacity building, agreements and local 'ownership' of action outcomes.
 - c. Policy level sustainability: e.g., where applicable, structural impact (improved legislation, consistency with existing frameworks, codes of conduct, or methods).
 - d. Environmental sustainability: what impact will the action have on the environment — have conditions been put in place to avoid negative effects on the natural resources on which the action depends and on the broader natural environment?

The proposed action will lead to multiple impacts at several levels. At technical level the impact will be facilitated by a number of technical norms and documents aimed at the regulation, organisation and quality improvement of the training process. Such outputs include, for example:

- Technical Quality standards
- Adapted VET curricula for retraining of adults
- Methodology for assessment of professional competences
- Certification procedures for learning outcomes

At the economic level the main impact will be represented by higher skills and qualifications of VET students and retrained adults that will result in higher employability and higher productivity on the job. A major achievement of the project will be also the possibility to participate in retraining for adults in need of improving their skills. Currently such option is not institutionally supported in Georgia. Finally, a major impact will be achieved through enabling employers to actively participate in the training process (design of standards, practical training on the job, etc.). This experience will be further institutionalised with the support of the relevant Concept note and Action Plan, as well as through active participation of the GEA.

The social impact of the proposed action will include increased attractiveness of VET for VET students and increased prestige of VET training and professions at the individual level. Broader societal impact will be achieved through the newly developed policy notes and concepts institutionalising the non-formal learning and eventually improved legislation (reflection of the policy concepts and recommendations in legal acts such as the VET Law, NQF regulations, preparation of LLL law, etc.)

Dissemination and extension

VET colleges that did not participate in the project will be granted access to the materials and methodologies developed by the project and they will be able to introduce the modular training curricula technical standards and assessment mechanism in their training process, thus spreading the know-how to potentially all VET colleges in the country.

The experience of private employers who participate in the VET retraining will be spread to other private sector companies (with the assistance of the GEA and other sector or professional associations).

The project follow-up will be enabled also by the equipment procured under the project, which will be at the end of the project transferred to the partner institutions under a standard transfer act accompanied by MoU agreement about continued support to the activities piloted by the project..

NCEQE will be enabled to launch accreditation mechanism for granting the right to retraining of adults within the LLL. Further providers will be enabled to enter into adult retraining activities. There is a question whether group of authorized providers will be limited to public VET schools or to private providers. This is a political decision to be made by the government. However, even if the range of providers remains narrower, the practice of on-the-job based retraining established in the course of the project will have enabled private companies to retrain their own employees on the job.

At the local level meetings were held with the Governor of Tsalenjikha Municipality and his team, local municipality in Mestia and Khashuri (Shida Kartli), representatives and staff of the VET colleges Lakada (Jvari), Tetnildi (Mestia) and representatives of the Gori University. The local stakeholders expressed their full support to the proposed action. The meetings revealed a large potential for further follow-up and sustainability of the proposed activities and their development in the segment of business development services in tourism (Mestia, Svanetia).

The project activities will contribute towards the local economic development in the pilot regions, as the trained and retrained persons will be placed into jobs by the participating private employers (e.g. the company Energo Pro and the water distribution company in Jvari, Agara factory in Shida Kartli) and municipal companies. Furthermore, the project activities will lead to self-employment in certain segments (e.g. tourism and non-agricultural services in Mestia and Shida Kartli), which creates further potential for business development and for building up the value chains in the pilot regions and sectors. The action will thus contribute to sustainable livelihoods in the mountainous areas and conflict affected areas.

Risk analysis

Physical risks

Physical risks under the action include any injuries or damages that could happen during the training process. In order to guarantee the safety of the training process, two precautions will be held. Firstly, the VET curricula contain modules on occupational health and work safety that are adapted to the trained profession. These will be used in the course of training and retraining. Secondly, the teachers will be trained also in the health and safety procedures as a part of their capacity building program. Furthermore, the quality standards and monitoring developed during the adaptation process will provide assurance that the training activities will be free of any physical risks.

Another physical risk rests in the possibility of further conflicts in the border areas (as the project plans some operations in the conflict affected zones of Shida Kartli). The contingency plan would include evacuation of project staff and equipment. Activities implemented by the UNDP are monitored by the UN Security staff. All UNDP officials and experts operating in the regions with higher security phases are trained in Basic Security in the Field (BSIF) and Advanced Security in the Field (ASIF). UNDP vehicles possess security features and equipment Radio connections, etc.), and they are regularly monitored by the UN security staff. However, it is not likely that during the project time span there would be an escalation of the conflict in border areas. The mountainous regions are not exposed to the conflict due to its geographical location.

Political risks

Political risks are represented mainly by the change of the Government, which could result in a shift of the overall political paradigm towards more liberal approaches. However, as the current Government is determined to strengthen labour market structures and to lead the country towards EU standards, it is unlikely that the current course would be abandoned. Furthermore, the time horizon of the project is within the scope of the current term of the current Government, thus a stable political regime and support can be expected. In this respect a safeguarding clause is the reference to the promotion of lifelong learning in the Association Agreement between the EU and Georgia. The Agreement is likely to be respected by any Georgian Government in the foreseeable future, thus securing the political support at the highest level.

Economic risks

The main economic risk dwells in the volatility of the exchange rate EUR/USD. Given that the applicant carries out its operations in USD, further depreciation of EUR vis-à-vis the USD would bring about financial losses in the implementation phase. The magnitude of financial losses in relation to the USD/EUR exchange rate is illustrated in the table below:

USD/EUR	EUR	100 000		EUR	500 000	
1,1239	USD	112 390	Difference	USD	561 950	Difference
1	USD	100 000	12 390	USD	500 000	61 950
0,9	USD	90 000	22 390	USD	450 000	111 950

The table implies that at the current ECB exchange rate of 1,1239 USD/EUR (as of 13 May 2015), the USD equivalent the total requested contribution from the EC is 112390 USD. However, if the Euro depreciates to 1 USD/EUR, the equivalent will decrease to 500 000 USD, and in case of further depreciation 0,9 USD/EUR the equivalent would decrease further to 450 000 USD. Thus the move of the exchange rate from 1,1239 to 0,9 could bring about a financial loss in the interval (0-111 950) USD. However, the lower bound of depreciation is consistent with rather pessimistic scenario about the Euro zone development. It is more likely that the FED activities will prevent the strong USD appreciation. Therefore, the depreciation to 1 USD/EUR can be considered as the limiting case, implying total loss of 61 950 USD. The mitigation strategy will be based on the expectation of the EUR depreciation within the suggested limits and taking special precautions during the project implementation (interim financial balance, continuous update and projection of the expenditures) by the project managers to make sure that the activities would not be stalled by any financial losses incurred due to the exchange rate differences.

Finally, there are no direct social risks embedded in the proposed action. Likewise, there are no clear environmental risks associated with the action.

Sustainability of the action

Financial sustainability

Financial sustainability will be achieved by both public and private resources. The Government will fund the implementation of training for the VET curricula that have been accredited for the VET colleges by the NCEQE. Thus the curricula adapted and introduced under the project will be institutionalized with the government funding. Furthermore, the rehabilitation and refurbishment of the VET colleges in pilot regions have been already underway in both Jvari and Mestia. In the private sector further means will be invested in the training activities by the employers and companies that

will continue to benefit from the skilled workers retrained at their premises or for their production activities.

Municipalities also pledged continued financial support to the project activities when the retrained staff will be employed by the municipality and municipal companies (for example, the Jvari village of (Tsalenkikha Municipality) is a site of a large-scale construction in the area of energy transmission and expressed urgent need in retrained workers in several related professions – welders, plumbers, etc.).

Institutional stability

Institutional sustainability will be achieved through the direct involvement of VET colleges and employers (companies) in the training process. In this regard the capacity building of employers will play a major role. The institutional sustainability will be further strengthened through local ownership of the municipalities and other local actors and stakeholders (described in the previous sections) that will establish closer ties with each other in the format resembling LED forum (in Jvari) or LED agency (in Mestia)

Policy level sustainability

Sustainability at the policy level will be achieved mainly due to the conceptual work planned under the Specific Objective 2 of the proposed action. In particular, the development of Concept Note aimed at non-formal training and its conceptualisation within a broader LLL framework, as well as the related Action Plan would provide policy anchors that would guarantee further follow up at the national level. Major elements of the proposed policies will involve the accreditation process (by NCEQE) and certification process (by training providers). The activities could eventually result also in improved legislation in the LLL field (Act on Employment, Act on VET, Act on LLL).

Environmental sustainability

The action is environmentally neutral as it does not have direct impact on the environment. However, in a smaller scale the impact can be possibly positive due to the effect of the quality standards for the training process that is directly related to quality and safety.

1.1.4 Logical Framework

Filled in **Annex C**¹ to the Guidelines for Applicants is attached.

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

Total proposed budget is **€555,555**, of which €500,000 is requested from the Contracting Authority (EU) and €55,555 will be contributed by UNDP.

Detailed budget with justification is provided in filled in **Annex B** to the Guidelines for Applicants.

¹ Explanations can be found in Chapter 5 of the *Project Cycle Management Guidelines* here: https://ec.europa.eu/europeaid/aid-delivery-methods-project-cycle-management-guidelines-vol-1_en.

1.2 Applicant's experience

This 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) For similar actions.

Please provide a detailed description of actions in the same sector and of a comparable scale to the one for which a grant is being requested managed by your organisation in the past three years. (Maximum 1 page per action)

Name of the applicant: United Nations Development Program					
Project title: Modernization of the Vocational Education and Training and Extension Systems Related to Agriculture in Georgia		Support to Modernisation of Vocational Education and Extension Systems Related to Agriculture in Georgia 11120 Education Facilities And Training 11130 Teachers Training 31166 Agricultural Extension 31191 Agricultural Services			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name) ²	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia	6,643,482	Coordinator	Swiss Agency for Development and Cooperation (SDC)	6,543,482	01/06/2013 to 31/12/2018
Objectives and results of the action		<p>Overall objective: A system of high quality vocational training and extension services in agriculture is operational that results in improved productivity, incomes and livelihoods of the rural population.</p> <p>Interim results: The project has supported a nation-wide application of the new model of VET– modular teaching approach in agriculture. Currently the MoES and the public vocational colleges deliver the modular programmes in 8 most demanded professions in agriculture. In addition to the support in the elaboration of the methodological and supplementary guidance documents, the project addressed the capacity development needs of the colleges and relevant staff of MoES. It (the Project) ensured creation of monitoring mechanisms for testing and upscaling the modular teaching approach.</p> <p>The adopted draft of VET Teachers Skills Development Concept approved by MoES is a result of the advocacy and assistance of the project. The adopted Concept will lay down the ground and priorities for the development of the system of VET teachers training. Qualifications framework and relevant supporting and guideline materials for extension workers' skills development were elaborated in partnership with the higher education institution (Agrarian University of Georgia, AUG). New etaching materials (some of them adopted from the Swiss system) for VET students filled the gap of learning materials for newly introduced profession of Farmer and advanced the ones for the existing professions. This can be treated as the initial step toward introducing the system for developing high quality teaching materials. The learning infrastructure in 5 target VET colleges was adapted to the needs of the newly introduced modular programmes to ensure high quality of teaching in target colleges.</p>			

² 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 applicant: United Nations Development Program					
Project title:		Skills for Employment Program- phase 2 11120 Education Facilities And Training 11130 Teachers Training			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)³	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia (Samegrelo – College Phazisi, Imereti College Iberia)	185,270	Coordinator	UNDP	185,270	1/06/2014 – 31/12/2015
Objectives and results of the action	<p>Overall Objective: The overall objective of the project is to contribute to incorporating/formalising the VET re-training system into the formal VET system as an additional impetus for improving employability of the labour force.</p> <p>Results:</p> <ol style="list-style-type: none"> 1. The Draft Concept on Formalisation Retraining within Life-Long-Learning is elaborated within the context of supporting to the Ministry of Labour, Health and Social Affairs and Ministry of Education and Science in incorporating retraining into the formal VET system to support unemployed in rural and urban areas. 2. New teaching software was developed for complimenting VET programmes in processing and industry related professions related to heavy use of equipment for upgrading methodologies of teaching and skills development for further application in different colleges. Currently for dairy processing and electrician' profession and agriculture machinery operator and food processor related professions softs are on in the process. 3. Application of internal quality management systems is on the way in two pilot colleges (Poti and Kutaisi) for improving internal quality management systems for better positioning colleges on the market of VET service providers. 4. Schemes of employment support is piloted in Poti and Kutaisi linked to employment skills as a part of support to the Ministry of Labour, Health and Social Affairs in implementing high quality of state employment programmes. 				

ii) Other actions

³ 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 co-applicant: United Nations Development Programme					
Project title: Strengthening the System of Parliamentary Democracy in Georgia		Strengthening Parliamentary Democracy in Georgia 15130 Legal and judicial development			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)⁴	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Tbilisi, Georgia	€1,650,000.00	Coordinator	EU, Government of Georgia	€1,500,000 €150,000	19/02/2014- 31/08/2016
Objectives and results of the action	<p>Overall Objective: Georgian parliament established as a credible institution with an essentially greater role in national policy-making and European integration in the framework of the newly enforced constitutional system.</p> <p>Specific Objectives:</p> <ol style="list-style-type: none"> 1. Effectiveness of the parliament, as an institution, improved; 2. Parliament's policy making and oversight capacities strengthened; 3. Parliament's role in the European integration process enhanced. <p>Results</p> <ol style="list-style-type: none"> 1/ Parliament's institutional management capacities strengthened including through developing and enacting an essentially revised Institutional Reform Plan (IRP) and Rules of Procedure (RoP) in a participatory and inclusive manner; 2/ Parliamentary leadership, members and staff acquire greater awareness, experience and capacities to assume policy-making and oversight function more effectively; 3/ Parliament enhances its coordination with the government and other stakeholders to promote Georgia's European integration agenda; Parliament plays key role in legal approximation process towards EU as well as promotes greater public awareness about the approximation process. 4/ These are the estimated results for the first phase (30 months) of the project 				

⁴ 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 co-applicant: United Nations Development Programme					
Project title:		Sector (see Section 3.2.2 of Section 3):			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name) ⁵	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia	€3,300,000	UNDP	EU	€3,000,000	1/06/2013-01/06/2016
Objectives and results of the action		<p>There are three main goals of the ENPARD Ajara Project:</p> <ol style="list-style-type: none"> 1. Increasing and Improving services to the Farmers; 2. Support to the Development of Farmers Cooperatives; 3. Capacity strengthening of Ministry of Agriculture of Ajara; <p>Increasing and Improving Services to the Farmers.</p> <ul style="list-style-type: none"> - Six farmers' extension centres has been refurbished and equipped with all the means of working conditions as well as by transport, and various sector related specific tools (such as: tools for artificial insemination of cattle; portable soil laboratories and etc); - Extension service packages have been developed and are regularly delivered to the more than 6,000 famers' households directly; - SMS farming has been introduced and is regularly delivered to the more than 6,000 farmers database; - Various demonstration projects have been implemented all over Ajara on the more than 16,000 square meter space. Demonstration projects mainly cover plants with high yield products, such as: blueberry, walnuts, table grapes, greenhouses for tomato and strawberries and etc; - More than 1,500 farmers are counted for 1.5 year period as individual visitors of demo sites. 4 large group tours have been organized for farmers not only at Ajara based demo sites but in other regions of Georgia too for introduction to the best farming practices; - Various agriculture textbooks have been developed and published along with regular newsletters and brochures; - Weekly 20 minute TV Program "Agriculture Advices" and more than 40 video podcasts has been developed; - Agriculture web portal has been created and is run by agro service Centre at address: http://www.agrosc.ge/; - New vocational professions have been introduced and according study programs have been implemented for of: a) Nurseries Specialist b) Chemical and Pesticides Specialist and c) Beekeepers professions <p>Support to the Development of Farmers Cooperatives.</p> <ul style="list-style-type: none"> - 36 farmers` cooperatives (169 farmers o/w 24 are woman) have been awarded grants of 265,000 Euro. Support of additional 20 cooperatives is planned by the end of the project; - Total grant support program amounts up to 1,000,000 GEL; - Agribusiness support services have been developed and delivered to the more than 500 individual farmers as well as to their profit oriented unions; <p>Capacity strengthening of Ministry of Agriculture of Ajara.</p> <p>Ministry of Agriculture of Ajara and its sub agencies are regularly supported in terms of capacity improvement and strengthening. Capacity need assessment has been performed on the initial stage and according action plan was designed and implemented with various divisions within Ministry of Agriculture of Ajara. Various assessments have been developed, such as:</p> <ul style="list-style-type: none"> - Export promotion and Import competitiveness study; - Structural Issues of Agriculture; - Investment profile and investment promotion; - Value Chain assessments; - Investment models and perspectives for Agriculture sector in Ajara; - Technical service package and ASC Development Strategy; - Development Strategy of Ministry of Agriculture of Ajara 			

⁵ 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 applicant: United Nations Development Programme					
Project title:		Sector (see Section 3.2.2 of Section 3):			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name) ⁶	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia	€2,214,000	Coordinator	Swedish Government	€2,214,000	1/12/2011-15/11/2015
Objectives and results of the action		<p>The main goal of the Joint Program is to enhance gender equality in Georgia. The objective of the UNDP component is to attain women's political and economic empowerment.</p> <p>The Joint Programme provides support to public institutions across the executive, legislative and judicial branches, as well as local self-governance authorities to strengthen their capacity, stimulate policy change and establish gender sensitive service delivery at central and local levels. Moreover, recognizing that women's economic empowerment is a prerequisite for sustainable growth and an enabling factor for increased equality, self-respect and civic participation, the UNJP facilitates women's engagement in economic activities through enhancement of their employability and income generating skills. The programme activities are complemented by a large-scale public awareness and communication campaign to increase general understanding of gender equality issues, challenge the established gender stereotypes about woman's role in the society and encourage women to take an active part in political and economic life. The campaign aims at showcasing successful examples of women empowerment within the frames of the UNJP to motivate and inspire other women to pursue similar activities.</p> <p>The programme interventions are designed in a way to establish an effective and sustainable partnership among three levels (central government, local self-government and community) to support each other and advance gender equality by integrating top-down and bottom up approaches. To achieve this, the UNJP facilitates greater cooperation between national policy-making institutions (Human Rights Inter-Agency Council, Gender Equality Council), representative and executive bodies of the local self-government and women's grassroots organizations to join forces and establish lasting partnership for sustainable change.</p>			

⁶ 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 applicant: United Nations Development Programme					
Project title:	Sector (see Section 3.2.2 of Section 3):				
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)⁷	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia/Shida Kartli (Kaspi, Kareli and Gori Municipalities)	€620,000	Coordinator	UNHCR, UNDP	€544,250	01.01.2013-31.12.2015
Objectives and results of the action	<p>Overall Objective:</p> <p>Develop rural livelihoods of the vulnerable Communities of IDPs, and other communities affected by the recent fencing process through increasing the productivity of returns to the main economic activity (small scale farming).</p> <p>Results achieved:</p> <ul style="list-style-type: none"> • Format of Extension services was developed in Kaspi extension delivering services in 6 settlements of populated by conflict affected persons. • About 40 participants from Kaspi and Gori municipalities graduated and were certified in the field of milk processing • 10 units of small greenhouses (60 m2) were established. Small backyard greenhouses are used for the purpose of cultivation of salad crops, herbs and seedling for demonstration plots and other purpose. • 60,000 units of yearly yield tomato seed were pulled in 10 small and 1 big greenhouses. Approximately 56,000 units seedlings have been produced from above mentioned 60,000 and all seedlings were delivered between extension center clients for the implementation of the project activities. • 1,500 units of tomato seedlings have pulled in big (500 sq.m) greenhouse, which is operated by the Kaspi extension center. • 14 units of demonstration plots (each of them 500 sq. /m), with usage of intensive agriculture technologies and harvest consolidation elements, have been set up. • 2 nurseries (table grapes and berries, 4,000 sq.m each) were established for the demonstration purpose. 1,800 units of table grapes and 3,500 units of berries were imported and planted in above mentioned demonstration nurseries. • 24,000 units of yearly yield tomato seedlings have planted in demonstration plots in open area. • Kindergarten in village Dvani of Kareli Municipality rehabilitated including water well rehabilitation and new water pipeline system; • Drinking water systems (wells, drainage, pipeline systems, reservoirs, local tips and other related works) were arranged in 3 villages (Karafila, Saribari, Zadiaantkari) of Kaspi Municipality; • More than 150,000 seedlings (tomato, pepper and eggplants) delivered to beneficiaries of 6 villages (Karafila, Saribari, Zadiaantkari, Sakorintlo, Tvaurebi and Kodistskaro); • 8 units of household farming supported with 8 demonstration plots of tomato and eggplant; • 4-month vocational training in beekeeping was provided to 20 beneficiary families (20 students). 				

⁷ 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 applicant: United Nations Development Programme					
Project title:		Sector (see Section 3.2.2 of Section 3):			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name) ⁸	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia	€5,200,000	Coordinator	EU, Netherlands	EU: €5,000,000 Netherlands: €200.000	13/05/2012 - 12/05/2015
Objectives and results of the action	<p><i>Objective:</i> To support confidence building opportunities seeking to prevent and transform conflicts in Georgia through the provision of a rapid response mechanism, as well as strengthening those actors positively influencing these dynamics.</p> <p>1/ Increased direct people-to-people contacts across conflict divides to reduce myths/prejudices and foster the culture of tolerance between and within communities affected and/or at risk of a violent conflict.</p> <p>2/ Local and national peace building initiatives strengthened to provide direct peace dividends to communities affected and/or at risk of a violent conflict.</p> <p>3/ Peace enabling environment enhanced through increased capacities within communities, civil society and media to mediate political differences through peaceful and constructive ways.</p> <p>4/ Civil society further enabled to implement confidence building initiatives through capacity strengthening and improving capabilities of local civil society organisations.</p> <p><i>Results:</i> 1/ Empowerment of civil society representatives to address peace and security issues by implementing local initiatives. COBERM supported 75 initiatives that responded to 8 different sectors during 2012-2015. 51 out of 75 initiatives ensured communication across the divides</p> <p>2/ Involvement of new stakeholders in the peacebuilding field; 37 out of 75 initiatives were undertaken by newcomers to the confidence building field.</p> <p>3/ Better programming in the area of confidence building, including application of innovative approaches were noted thanks to 19 separate capacity building organized in Tbilisi, Zugdidi, and Sukhumi. Cumulative capacity building benefitted 150 NGOs, during the duration of COBERM II.</p> <p>4/ Increased public awareness on the role of NGOs in peacebuilding processes, due to a large number of TV shows featuring concrete contributions in the area of health, youth education, culture, improved livelihoods, public diplomacy, etc. and thanks to increased number of publications and media products related to peaceful resolution of conflict.</p> <p>5/ People-to-people communication and confidence building between communities living in conflict affected areas and across dividing lines increased: about 90,000 direct beneficiaries and over 1 million beneficiaries (including the media projects with a larger outreach).</p>				

1.3. Co-applicants' experience

Co-applicant #1: Georgian Employers' Association

- i) For similar actions:

⁸ 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 co-applicant: Georgian Employers Association					
Project title: GE-165 "Integration of Georgian Migrants into Labour Market", ECUJMDI			Sector (see Section 3.2.2 of Section 3):		
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)⁹	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia	€198,010	Coordinator	EU, JMDI	€ 94 812	2009 - 2012
Objectives and results of the action	<p>Objectives of the project: Development of Georgian economics know-how and designing of the integration instruments and methods for the returned high-qualified migrants and IDPs into the labour market. To enhance labour skills of highly qualified migrants and IDPs through vocational and inter-cultural trainings and their support in employment and starting their own businesses; Development of methodology of integration of IDPs and returned migrants into the labour market of Georgia.</p> <p>Main target groups: IDPs and Returned Migrants, GEA member companies;</p>				

Name of the co-applicant: Georgian Employers Association	
Project title: " Partnership Project Bildungswerk der WirtschaftMecklenburg-Vorpommern (Germany) and the Employers' Association of Georgia	Sector (see Section 3.2.2 of Section 3):

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

Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name) ¹⁰	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia	€79,000	Coordinator	German Federal Ministry of Economic Cooperation and Development (BMZ).	79 000 EUR	2012-2015 (continued)
Objectives and results of the action	<p>Objectives of the project:</p> <p>A major focus of SEQUA's projects is on the promotion of small and medium-sized enterprises (SMEs) by developing business membership organisations (BMOs) like chambers and associations. Those projects are part of the Partnership Programme for Chambers and Associations funded by the German Federal Ministry of Economic Cooperation and Development (BMZ).</p> <p>The partnership projects are based on a twinning approach: A German BMO cooperates with similar organizations in the partner country. Aim of the cooperation is to promote SMEs in the partner country by strengthening their business organizations. This includes especially support in:</p> <ul style="list-style-type: none"> • Institution building, • Developing lobbying activities; <p>Results of the project:</p> <ul style="list-style-type: none"> • Survey of GEA member companies on marketing with the adequate recommendations; • Seminars on Occupational Safety and Health; • Seminars on Marketing survey conducted and discussions of its results for further recommendations; <p>Main target groups:</p> <ul style="list-style-type: none"> • GEA member companies; • Social partners; • Entrepreneurs; 				

Name of the co-applicant: Georgian Employers Association	
<ul style="list-style-type: none"> • Project title: "Survey on membership needs on labor law and respective services and the impact of new LL legislation in Georgia on business environment for the development of GEA LL related services" • „Terms of reference for the analysis and survey of national environment for women entrepreneurship development in Georgia" 	Sector (see Section 3.2.2 of Section 3):

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

Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name) ¹¹	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia	€31,735	Coordinator	ILO	€31,735	2013 - 2014
Objectives and results of the action	Objectives of the project: 1/ Preliminary study including mapping exercise 2/ Survey implementation among business in Tbilisi and regions 3/ Data analysis, development of survey report and strategy for development of LL services 4/ Preparation of recommendations in LL Main Activities: 1/ Survey in 170 companies; 2/ Survey in Tbilisi and 10 regions; 3/ Survey analysis; 4/ Recommendations development for amendments into the Labour Code Target Groups: Small, medium and large business in Tbilisi and regions;				

i) Other actions

Please provide a detailed description of other actions managed by your organisation in the past three years. Maximum 1 page per action and maximum 10 actions.

Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia	€8,500 EUR	Coordinator	ILO	€8,500 EUR	Year 2014 - 2015
Objectives and results of the action	Objectives of the project: 1/ Preparation of trainers 2/ Translate and publish training materials/tools (BIZUP and HOW TO) 3/ Preparation of training programs on We/Gender issues 4/ developed and provided info tools by GEA Main Activities: 1. Develop training materials for ToT; 2. Organize ToT Training WED for 6 participants in Tbilisi; 3. Translate and adapt BIZUP materials in Georgian. Print adapted BIZUP materials; 4. Organize and conduct trainings in Tbilisi, Kutaisi and Batumi;				

Co-applicant #2: Vocational College 'Lakada'

i) For similar actions.

ii) Name of the co-applicant: VET College Lakada	
Project title: Vocational Programs to IDPs from Abkhazia and Local Vulnerable People (Contract)	11330 Vocational Training

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

Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Georgia, Samegrelo Region	€6,400	Sub-contractor (affiliated entity)	NRC through Education of Democracy'	€6,400	2011
Objectives and results of the action		<p>The main objective: Support to training of IDP population.</p> <p>Results: Successful training of representatives of local vulnerable communities in professions of engine Repairman (17 students), Felting (17 students). The graduates got equipment for starting their own business.</p>			

Name of the co-applicant: VET College Lakada					
Project title: USAID, Chemonics International		Short-term training courses for IDP and local vulnerable people 11330 Vocational Training			
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name) ¹²	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Samegrelo Region	€8,480	Sub-contractor (affiliated entity)	USAID through Chemonics International	€8,480	05.07.2012 – 15.10.2012
Objectives and results of the action		<p>The main objective: Support to training of IDP population.</p> <p>Results: trainings were provided to 32 students in Tile Settlers and tailor professions with the aim of skills development and self-employment support. The successful graduates got support by the equipment for initiating their own businesses.</p>			

Name of the co-applicant: VET College Lakada					
Project title: Socio-Economic Integration of local and internally displaced persons Community Representatives in Samegrelo Zemo Svaneti Region			Training of socially vulnerable population 11330 Vocational Training		
Location of the action	Cost of the action (EUR)	Role in the action: Coordinator, co-applicant, affiliated entity	Donors to the action (name)	Amount contributed (by donor)	Dates (from dd/mm/yyyy to dd/mm/yyyy)
Samegrelo Region	8,480	Sub-contractor (affiliated entity)	Education for Democracy financed through EU	8,480	10.03.2015 – 30.06.2015
Objectives and results of the action		<p>The main objective: Support to training of IDP population.</p> <p>Results: Successful training of .53 students in the professions of Welder, Bricklayer-Plaster and Stylist.</p>			

2 The applicant

¹² If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State.

Europe Aid ID number¹³	US-2008-FIB-2702949105
<i>Name of the organisation</i>	United Nations Development Program

2.1 Identity

The applicant's contact details for the purpose of this action	Giorgi Nanobashvili, giorgi.nanobashvili@undp.org Phone + 995 32 2251126, Fax + 995 32 2250271 UN House, 9 Eristavi Street, Tbilisi 0179 Georgia
Legal Entity File number	6000055554
Abbreviation	UNDP
Registration number (or equivalent)	-
Date of registration	-
Place of registration	New York, USA
Official address of registration	New York, United National Plaza 1
Country of registration Nationality	International Organization with headquarters in new York with Country Office in Tbilisi (Georgia)
Website and E-mail address of the organisation	www.ge.undp.org
Telephone number: Country code + city code + number	+ 995 32 2251126
Fax number: Country code + city code + number	+ 995 32 2250271

2.2 Profile

Is provided through PADOR

2.2.1 Category

Is provided through PADOR

2.2.2 Sector(s)¹⁴

Is provided through PADOR

2.2.3 Target group(s)

Is provided through PADOR

¹³ This number is available to an organisation which registers its data in PADOR. For more information and to register, please visit http://ec.europa.eu/europeaid/work/onlineservices/pador/index_en.htm. This information does not need to be provided in case of calls where the European Commission is not the Contracting Authority.

¹⁴ Please tick the box for each sector your organisation has been active in the past 7 years. The sectors come from the DAC list set up by the OECD.

2.3 Capacity to manage and implement actions

2.3.1 Experience by sector

Is provided through PADOR

2.3.2 Experience by geographical area

Is provided through PADOR

2.3.3 Resources

Is provided through PADOR

3 The Co-applicant(s)

	Co-applicant no.1
Europe Aid ID number ¹⁵	GE-2009-GTL-1501871395
Name of the organisation	Georgian Employers' Association
The co-applicant's contact details for the purpose of this action	Mrs. Elene Makharashvili E: International @employer.ge T: (+995 32) 2 14 73 73 M: (+995) 599 74 71 07
Legal Entity File number	NA
Abbreviation	GEA
Registration number (or equivalent)	06/9 - 205
Date of registration	December 1, 2000
Place of registration	Tbilisi, Georgia
Official address of registration	Nikoladze str: 5a, Floor 4, Tbilisi, Georgia
Country of registration Nationality	Georgia
Website and E-mail address of the organisation	international@employer.ge ; employer@employer.ge www.employer.ge
Telephone number: Country code + city code + number	(+995 32) 2 14 73 73
Fax number: Country code + city code + number	(+995 32) 2 14 73 73
Legal status	Profit-Making <input type="checkbox"/> Yes <input type="checkbox"/> No. NGO <input type="checkbox"/> Yes <input type="checkbox"/> No.
Value based	<input type="checkbox"/> Political <input type="checkbox"/> Religious <input type="checkbox"/> Humanistic <input type="checkbox"/> Neutral
Is your organisation linked with another entity?	<input type="checkbox"/> Yes, parent entity: (please specify its EuropeAid ID:.....) <input type="checkbox"/> Yes, controlled entity(ies) <input type="checkbox"/> Yes, family organisation / network entity ¹⁶ <input type="checkbox"/> No, independent
History of cooperation with the applicant	Information is provided in PADOR
Category (Refer to Section 3.2.1)	Information is provided in PADOR

¹⁵ This number is available to an organisation which registers its data in PADOR. For more information and to register, please visit https://ec.europa.eu/europeaid/pador_en. This information does not need to be provided in case of calls where the European Commission is not the Contracting Authority.

Sector(s) (Refer to Section 3.2.2)	Information is provided in PADOR
Target group(s) (Refer to Section 3.2.3)	Information is provided in PADOR

	Co-applicant no.2
Europe Aid ID number	GE-2015-FUR-1705890924
Name of the organisation	Vocational College Lakada
The co-applicant's contact details for the purpose of this action	Ms. Darejan Pipia E-mail: International @employer.ge T: (+995 32) 2 14 73 73 M: (+995) 599 74 71 07
Legal Entity File number	NA
Abbreviation	VCL
Registration number (or equivalent)	0403000022022008322
Date of registration	06. 05 2011 (date of the latest registration)
Place of registration	Tbilisi, Georgia
Official address of registration	#2, Kazbegi str, Village Jvari
Country of registration Nationality	Georgia
Website and E-mail address of the organisation	www.lakda.edu.ge darejan.pipia@gmail.com
Telephone number: Country code + city code + number	+995 595 73 03 25/+995 577 31 56 77
Fax number: Country code + city code + number	-
Legal status	Profit-Making <input type="checkbox"/> Yes <input type="checkbox"/> No. NGO <input type="checkbox"/> Yes <input type="checkbox"/> No.
Value based	<input type="checkbox"/> Political <input type="checkbox"/> Religious <input type="checkbox"/> Humanistic <input type="checkbox"/> Neutral
Is your organisation linked with another entity?	<input type="checkbox"/> Yes, parent entity: (please specify its EuropeAid ID:.....) <input type="checkbox"/> Yes, controlled entity(ies) <input type="checkbox"/> Yes, family organisation / network entity ¹⁷ <input type="checkbox"/> No, independent
History of cooperation with the applicant	Information is provided in PADOR
Category (Refer to Section 3.2.1)	Information is provided in PADOR

Sector(s) (Refer to Section 3.2.2)	Information is provided in PADOR
Target group(s) (Refer to Section 3.2.3)	Information is provided in PADOR

3.1 Capacity to manage and implement actions

3.2 Experience by sector

Information is provided in PADOR

Checklist for the full application form

Budget line: **BGUE-B2014-21.035100-C8-DEVCO**
Reference: **Europe Aid/136395/DD/ACT/GE**

ADMINISTRATIVE DATA	To be filled in by the applicant
<u>Name of the Applicant</u>	UNDP – United Nations Development Programme (Georgia Country Office)
Europe Aid ID number	US-2008-FIB-2702949105
Nationality/Country and date of registration	United Nations Plaza #1, United States (1966) (Georgia Country Office, 1993)
Legal Entity File number	6000055554
Legal status	International Organization
<u>Co-applicant</u>	
Name of the co-applicant	Georgian Employers Association
Europe Aid ID number	GE-2009-GTL-1501871395
Nationality/Country and date of registration	Georgia/December 1, 2000
Legal Entity File number	-
Legal status	Not for profit making
<u>Co-applicant</u>	
Name of the co-applicant	Vocational College 'Lakada'
Europe Aid ID number	GE-2015-FUR-1705890924
Nationality/Country and date of registration	Georgia/ May 06 2011
Legal Entity File number	NA
Legal status	Legal Entity of Public Law

I/ RESULTS AND RESOURCES FRAMEWORK

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

OUTCOME 2 (1.2): Vulnerable populations enjoy greater access to decent work opportunities.

Outcome indicators as stated in the Country/ Regional/ Global Programme Results and Resources Framework, including baseline and targets.

Indicators: 1.2.1 Share of people who get immediately employed as a result of UNDP vocational education training/retraining. 1.2.2 Responsiveness of the Vocational Programs offered by public Vocational schools to the labour market. 1.2.3 Availability of special measures for facilitating employment of vulnerable groups of population.

Baseline: 1.2.1. To be determined. 1.2.2. About 10 per cent vocational programs respond to labour market needs. 1.2.3 To be determined.

Targets: 1.2.1. At least 50 % of VET graduates get immediately employed. 1.2.2. At least 50 % vocational programmes respond to labour market needs. 1.2.3. Employment of vulnerable groups increased at least by 10% compared to baseline.

Applicable MYFF Service Line: 1.5 Private-sector development

Partnership Strategy: implemented in close collaboration with the Ministry of Labour, Health and Social Aid, vocational colleges and other partners, as well as close coordination with EU Delegation. The project activities will be coordinated with relevant municipalities. Project implementing partners are: Agara and Khashuri Secondary Schools, Mestia VET college "Tetnaldi"; Jvari VET college "Lakada" and Georgian Employer's Association (GEA).

Project title and ID (ATLAS Award ID): "Deepening linkages between formal/non-formal VET system and the labour market needs in the context of lifelong learning in Georgia" (EU VET/Employment) –(00089753/00095869)

Intended Outcomes	Output Targets for (years)	Indicative Activities	Resp. parties	Inputs
<p>Output: Quality of the formal VET education is improved and it responds more effectively to labour market needs; non-formal VET learning is introduced and recognized in Georgia</p> <p>Baseline 1.1/ Tools (guidelines for teachers; assessment tools, practical training materials, learning plan) necessary for introducing modular teaching programs in non-agricultural vocations is not delivered</p> <p>Indicator 1.1.1/# of teachers trained in methodology and management of modular teaching program</p> <p>Indicator 1.1.2/# of vocations with tools necessary for introducing modular teaching program developed</p> <p>Indicator 1.1.3/# of modular teaching programs where above instruments are applied</p>	<p>Target 2015:</p> <p>1.1.1./ Teachers (at least 5 persons) and managers (at least 8 persons) of Tetnaldi college (Mestia municipality) and Lakada college (Tsalenjiha municipality) trained in methodology and management of modular teaching program</p> <p>Target 2015:</p> <p>1.1.2/ Guidelines for teachers; assessment tools for modular teaching programs of 1 most demanded vocation developed</p> <p>Target 2016:</p> <p>1.1.2./ Guidelines for teachers; assessment tools and practical training materials for modular teaching programs of 3 most demanded vocations developed</p> <p>Target 2016:</p> <p>1.1.3/ Application of above-mentioned instruments in at least 4 modular teaching programs (Tetnaldi and Lakada colleges) monitored</p> <p>Target 2016:</p> <p>1.2.1/ Needs assessment of potential stakeholders in vocational education and employment in the Government, Parliament and selected municipalities conducted</p>	<p>Sub-activity 1.1: Modular teaching effectiveness</p> <p>Result: Introduction and monitoring of effectiveness of modular teaching in VET</p> <p>1.1.1 Training of college teachers and managers of Tetnaldi college (Mestia municipality) and Lakada college (Tsalenjiha municipality) in methodology and management of modular teaching program</p> <p>1.1.2 Developing guidelines for teachers; assessment tools and practical training materials for modular teaching programs of 4 most demanded vocations</p> <p>1.1.3 Monitoring application of above-mentioned instruments in modular teaching programs (Tetnaldi and Lakada colleges)</p>	<p>UNDP, Georgian Employers' Association (GEA)</p> <p>Grant agreement</p>	
<p>Baseline 1.2/ Stakeholders in vocational education and employment for selected municipalities of Shida Kartli and Samegrelo-Zemo Svaneti (Tsalenjiha, Mestia, Kareli, Khashuri, Nikozi) has never been identified and consequently no capacity building programmes have been conducted.</p> <p>Indicator 1.2.1/ Needs assessment of potential stakeholders in vocational education and employment in the Government, Parliament and selected municipalities conducted (y/n)</p>		<p>Sub-activity 1.2: VET stakeholder capacity building</p> <p>Result: Capacity-building program for the involved stakeholders elaborated and implemented</p> <p>1.2.1. Building partnership between identified stakeholders in vocational education and employment at central level (Government, Parliament) and municipality level in selected municipalities (Tsalenjiha, Mestia, Kareli, Khashuri, Nikozi)</p>	<p>UNDP, Georgian Employers' Association (GEA)</p> <p>Grant agreement</p>	

Intended Outputs	Output Targets for (years)	Indicative Activities	Resp. parties	Inputs
<p>Indicator 1.2.2/ # of capacity-building programs developed based on identified institutional needs of the target stakeholders in vocational education and employment</p> <p>Indicator 1.2.3/ # of stakeholders trained from central and municipal levels in managing vocational education and employment programs</p>	<p>Target 2016: 1.2.2/ At least 2 capacity-building program developed based on identified institutional needs of stakeholders in vocational education and employment</p> <p>Target 2016: 1.2.3/ At least 2/3 of stakeholders from central and municipal levels trained in managing vocational education and employment programs</p>	<p>municipalities)</p> <p>1.2.2 Identifying institutional needs and potential of stakeholders with regard to vocational education and employment</p> <p>1.2.3 Developing capacity-building program for stakeholders</p> <p>1.2.4 Training of stakeholders in managing vocational education and employment programs</p>		
<p>Baseline 2.1.1/ Concept of mobile VET unit has never been implemented in Georgia, despite existence of remote mountainous areas with limited access to VET services.</p> <p>Indicator 2.1.1/ Mobile VET centre for mountainous municipality of Mestia operational (Y/N)</p>	<p>Targets 2016: 2.1.1a/ Mobile VET centre for mountainous municipality of Mestia is established/operational 2.1.1b/ At least 60 people retrained and 100 people consulted by Mestia mobile VET unit</p> <p>Targets 2017: 2.1.1b/ At least 60 people retrained and 100 people consulted by Mestia mobile VET center</p> <p>2.1.2/ Schemes of distance learning and e-learning implemented in selected vocational colleges and secondary schools (Tetnuli and Lakada colleges, Agara and Khashuri schools)</p>	<p>Activity 2: Sub-activity 2.1: VET innovations Result: Innovative ways for accessing VET introduced 2.1.1 Establishing and operationalizing mobile VET unit for mountainous municipality of Mestia</p> <p>2.1.2 Implementing concept of distance learning and e-learning in selected vocational colleges and secondary schools (Tetnuli and Lakada colleges, Agara and Khashuri schools)</p> <p>2.1.3 Developing concept of on-the-job training and implementing in private enterprises of 4 municipalities (Mestia, Tsalenjiha, Kareli and Khashuri) covering regions of Shida Kartli and Samegrelo-Zemo Svaneti.</p>	Tetnuli college	LOA
<p>Baseline 2.1.2/ Concept of distance learning and e-learning elements is not applied in vocational education in Georgia neither at the legislature nor at the college level.</p> <p>Indicator 2.1.2/ Concept of distance learning and e-learning is implemented in selected vocational colleges and secondary schools (Tetnuli and Lakada colleges, Agara and Khashuri schools) (Y/N)</p>	<p>Targets 2016: 2.1.3a/ Organisational Schemes of on-the-job training developed 2.1.3b/ Organisational schemes of on-the-job training implementing in private enterprises of 4 municipalities (Mestia, Tsalenjiha, Kareli and Khashuri) covering regions of Shida Kartli and Samegrelo-Zemo Svaneti</p>	<p>2.1.4 Developing concept of international mobility of vocational education students; Based on the concept elaborating training programs in international mobility of students for teachers and management personnel separately; conducting respective training of selected college teachers and management personnel</p>	UNDP sub-contractor	Inst contract
<p>Baseline 2.1.3/ On-the-job training is not applied in Georgia</p> <p>Indicator 2.1.3/ Organizational Schemes of on-the-job training developed (Y/N) and implemented in private enterprises of 4 municipalities (Mestia, Tsalenjiha, Kareli and Khashuri) covering regions of Shida Kartli and Samegrelo-Zemo Svaneti (Y/N)</p>	<p>Targets 2016: 2.1.4a/ Concept of international mobility of vocational education students developed 2.1.4b/ Training programs in international mobility of students for teachers and management personnel elaborated 2.1.4c/ Training in international mobility of students conducted for teachers and management personnel of at least 2 vocational colleges</p>	<p>Sub-activity 2.2 : VET provider capacity-building Result: institutional capacity of VET providers increased 2.2.1 introducing VET education in secondary schools of Shida Kartli (Agara and Khashuri) (Retraining of teachers, conducting vocational training courses; preparing selected schools for acquiring status of vocational education institution; acquiring of mentioned status; supporting schools in conducting modular teaching programs</p>	GEA	Grant agreement
<p>Baseline 2.1.4/ Concept of international mobility of vocational education students is not developed for Georgia and consequently, no training programs exist in international mobility of vocational students for teachers and management</p> <p>Indicator 2.1.4a/ Concept of international mobility of vocational education students developed (Y/n)</p> <p>Indicator 2.1.4b/ Training programs in international mobility of vocational students for teachers and management personnel elaborated (Y/N)</p> <p>Indicator 2.1.4c/ # of vocational colleges, whose teachers and management personnel were trained in international mobility of vocational students</p>	<p>Targets 2016: 2.2.1a/ Teachers of Agara and Khashuri secondary schools trained in delivering retraining courses in 4 most demanded vocations locally and in modular teaching 2.2.1b/ Management personnel of Agara and Khashuri secondary schools trained in vocational education management 2.2.1c/ At least 100 people trained in Agara and Khashuri secondary schools in most demanded vocations with at least 80% of trainees acquiring graduation certificates</p>	<p>Sub-activity 2.2 : VET provider capacity-building Result: institutional capacity of VET providers increased 2.2.1 introducing VET education in secondary schools of Shida Kartli (Agara and Khashuri) (Retraining of teachers, conducting vocational training courses; preparing selected schools for acquiring status of vocational education institution; acquiring of mentioned status; supporting schools in conducting modular teaching programs</p>	UNDP	Int, local consultant 5
<p>Baseline 2.2.1/ Considering that greater majority of municipalities of Georgia currently are not covered by vocational education institutions, National Strategy of Vocational Education development envisages introduction of vocational education programs in secondary schools. Currently there are no secondary schools in Georgia which conduct vocational education programs.</p> <p>Indicator 2.2.1a/ #of vocations in which teachers of Agara and Khashuri secondary schools were trained in delivering retraining courses and in modular teaching</p>			Agara and Khashuri Secondary Schools,	LOAs

Intended Outputs	Output Targets for (years)	Indicative Activities	Resp. parties	Inputs
<p>Indicator 2.2.1b/ Management personnel of Agara and Khashuri secondary schools trained in vocational education management (Y/N)</p> <p>Indicator 2.2.1c/ # of adults trained in Agara and Khashuri secondary schools in most demanded vocations;</p> <p>0% of trainees acquiring graduation certificates</p> <p>Indicator 2.2.1d/ Teacher's guidelines, assessment tools and learning plans developed for Agara and Khashuri secondary schools (Y/N).</p> <p>Indicator 2.2.1e/ Agara and Khashuri secondary schools acquired status of vocational education institution (Y/N)</p>	<p>2.2.1d/ Agara and Khashuri secondary schools prepared for acquiring status of vocational education institution through developing teacher's guidelines, assessment tools and learning plans.</p> <p>2.2.1e/ Agara and Khashuri secondary schools acquired status of vocational education institution</p> <p>Targets for 2017:</p> <p>2.2.1f/ Monitoring of modular teachings programs conducted in Agara and Khashuri secondary schools (at least 2 programs per school) and relevant recommendations produced</p>	<p>2.2.2 Developing platform for partnership with private sector and piloting in selected municipalities of Samegrelo-Zemo Svaneti and Shida Kartli regions (Tsalenjha, Mestia, Kareli, Khashuri, Nikozi municipalities) through studying potential of employers; elaborating training program for employers in developing partnerships with vocational education institutions and other stakeholders dealing with vocational education and employment; conducting training of employers with mentioned program</p>	GEA	Grant agreement
<p>Baseline 2.2.2/ Formalized platform for partnership between vocational education institutions and private sector is non-existent in Georgia.</p> <p>Indicator 2.2.2a/ Platform for partnership with private sector developed (Y/N)</p> <p>Indicator 2.2.2b/ Platform for partnership with private sector piloted in selected municipalities (Tsalenjha, Mestia, Kareli, Khashuri, Nikozi) (Y/N)</p>	<p>Targets for 2016:</p> <p>2.2.2a/ Platform for partnership with private sector developed</p> <p>2.2.2b/ Platform for partnership with private sector piloted in selected municipalities (Tsalenjha, Mestia, Kareli, Khashuri, Nikozi) with following targets: potential of employers studied; training program developed for employers in developing partnerships with vocational education institutions and other stakeholders dealing with vocational education and employment; employers trained with mentioned program</p> <p>Targets for 2016:</p> <p>3.1/ Concept of non-formal LLL learning in Georgia</p>	<p>Activity 3: Non-formal LLL learning</p> <p>Result: Concept and action plan for introducing non-formal Life Long Learning (LLL) in Georgia developed</p> <p>3.1 Develop the concept of non-formal LLL learning in Georgia</p> <p>3.2 Identify legal, regulatory and institutional gaps and elaborate action plan to tackle the most pressing problems in introducing LLL in Georgia</p>	UNDP	Int. consultant
<p>Indicator 3.2/ Action plan addressing the primary needs for VET LLL adoption in Georgia is developed (Y/N)</p>	<p>Target 2016:</p> <p>3.2/ Action plan to tackle the most pressing problems in introducing LLL in Georgia developed</p>	<p>Activity 4: Private-oriented non-formal VET</p> <p>Result: Private sector oriented non-formal VET fostered</p> <p>4.1/ Developing employment scheme involving job seeker, employment service, service (training) provider and employer</p> <p>4.2/ Based on VET training/re-training of adults implementing the scheme in selected municipalities of Shida Kartli conflict zone (Nikozi municipality) and Samegrelo-Zemo-Svaneti (Mestia, Tsalenjha)</p> <p>4.3/ Developing minimum standards for teaching environment (workshop/teaching plant) and educational environment</p> <p>4.4 Transform VET training and retraining programs for 8 vocations into modular format</p> <p>4.5 Conducting VET retraining/training courses in Mestia and Jvari Vocational colleges introducing new elements of learning (module of practical work experience, etc) and testing mechanisms for certifying partial qualification;</p>	UNDP sub-contractor	local consultant
<p>Baseline 4.1.4.2/ Currently existing Government employment schemes deal with only job seekers and employers ignoring such important players as Government employment services and service providers, which negatively affects employability and productivity of labour force. Besides, existing employment programs do not envisage skills assessment and career planning of job seekers, as well as mechanism of validation of certified trainees from joint commission of labour market institution (employment agencies, employers, etc) and service provider representatives.</p> <p>Indicator 4.1/ Employment supporting organizational scheme involving job seeker, employment service, service (training) provider and employer developed and handed over to the MolHSA (Y/N)</p>	<p>Target 2016:</p> <p>4.1/ Employment scheme involving job seeker, employment service, service (training) provider and employer developed and handed over to the MolHSA</p>			Inst contract
<p>Indicator 4.2/ Employment supporting organisational scheme piloted in selected municipalities of Shida Kartli conflict zone (Nikozi municipality) and Samegrelo-Zemo-Svaneti (Mestia, Tsalenjha) (Y/N)</p> <p>Indicators of achievement:</p> <p># of adults trained</p> <p>% trainees acquiring graduation certificates</p> <p>% of certified trainees receiving validation</p>	<p>Target 2016:</p> <p>4.2/ Employment supporting scheme piloted in selected municipalities of Shida Kartli conflict zone (Nikozi municipality) and Samegrelo-Zemo-Svaneti (Mestia, Tsalenjha)</p> <p>Indicators of achievement:</p> <p>At least 60 people trained o/w</p> <p>at least 90% trainees acquiring graduation certificates</p> <p>from joint commission of</p>		Mestia VET college "Lakada"; Jvari VET college "Tetnudi"; Nikozi (TBI)	LOAS

Intended Outputs	Output Targets for (years)	Indicative Activities	Resp. parties	Inputs
<p>from joint commission of labour market institution (employment agencies, employers, etc) and service provider representatives; % of certified trainees finding long-term employment.</p>	<p>labour market institution (employment agencies, employers, etc) and service provider representatives; at least 60% of certified trainees finding long-term employment. Target 2017: 4.2/ Employment supporting organizational scheme piloted in selected municipalities of Shida Kartli conflict zone (Nikoz municipality) and Samegrelo-Zemo-Svaneti (Mestia, Tsalerjiha) Indicators of achievement: At least 100 people trained o/w at least 90% trainees acquiring graduation certificates at least 90% of certified trainees receiving validation from joint commission of labour market institution (employment agencies, employers, etc) and service provider representatives; at least 60% of certified trainees finding long-term employment. Target 2016: 4.3/ Minimum standards for teaching environment (workshop/teaching plant) and educational environment developed for most demanded 3 vocations</p>		GEA	Grant agreement
<p>Baseline 4.3/ Newly adopted legislature on authorisation of vocational teaching programs has introduced additional criteria for granting authorization: compliance with teaching/educational environment standards. However, teaching/educational standards for particular vocations (including standards for workshop/teaching) are not yet developed. Indicator 4.3/ # of most demanded vocations for which teaching/educational standards were developed</p>	<p>Target 2016: 4.4/ VET training and retraining programs for 8 vocations transformed into modular format</p>		GEA	Grant agreement
<p>Baseline 4.4/ Modular programs for vocational education developed per EU guidelines proved to more efficient than modular programme developed earlier. In order to increase qualification and productivity of trainees, the EU methodology should be applied for modular programs of vocational training and retraining as well. Indicator 4.4/ # of VET training and retraining programs transformed to modular program per EU methodology</p>	<p>Target 2016: 4.5a/ Mechanism for certifying partial qualification developed and tested in Mestia and Jvari Vocational colleges 4.5b/ Trainers of Mestia and Jvari Vocational colleges trained in delivering retraining courses in 6 vocations 4.5c/ At least 55 adults retrained in Mestia and Jvari Vocational colleges introducing new elements of learning (module of practical work experience, etc) with at least 90% of trainees acquiring graduation certificates Target 2017: 4.5c/ At least 75 adults retrained in Mestia and Jvari Vocational colleges introducing new elements of learning (module of practical work experience, etc) with at least 90% of trainees acquiring graduation certificates</p>		Mestia VET college "Lakada"; Jvari VET college "Tetnudi"	LOAS
<p>Baseline 4.5/ Concept of partial qualification is not yet introduced in Georgian vocational legislature, let alone mechanism for granting partial qualification. However, concept of partial qualification is already reflected in the draft amendment to the Law on Vocation Education. Indicator 4.5a/ Mechanism for certifying partial qualification developed and tested in Mestia and Jvari vocational colleges (Y/N) Indicator 4.5b/ # of vocations in which trainers of Mestia and Jvari Vocational colleges are trained in delivering retraining courses Indicator 4.5c/ # of adults retrained in Mestia and Jvari Vocational colleges introducing new elements of learning (module of practical work experience, etc) % trainees acquiring graduation certificates</p>	<p>Terminology used: "Retraining" – refers to short-term (duration from 2 weeks to 2 months) vocational courses, aiming at refreshing/acquiring new skills. Currently in Georgia qualified as non-formal education. UNDP's current project is one of the efforts to make it part of formal education. "Training" – refers to short-term (duration up to 3.5 months) vocational courses, aiming at acquiring competences. Currently in Georgia qualified as non-formal education. UNDP's current project is one of the efforts to make it part of formal education. "Modular teaching programs" – refer to long-term (duration from 1.5 to 2 years) vocational education aiming at acquiring knowledge and skills of particular vocation and certified professional qualification. Currently in Georgia qualified as formal education.</p>	<p>Activity 5: Project Management & M&E 5.1/ Hire project staff 5.2/ Plan and monitor the activities implementation 5.3/ Build relevant partnerships, new contacts and communication and outreach activities</p>		

II/ IMPLEMENTATION ARRANGEMENTS

The project will be implemented under the National Implementation (NIM) modality under which the Ministry of Education and Science will serve as implementing partner, while UNDP will provide support for the execution of project activities and provision of inputs.

As per UNDP internal procedures and requirements, project activities will be steered by the Project Board. The Project Board will assume the roles of executive, senior supplier and senior user.

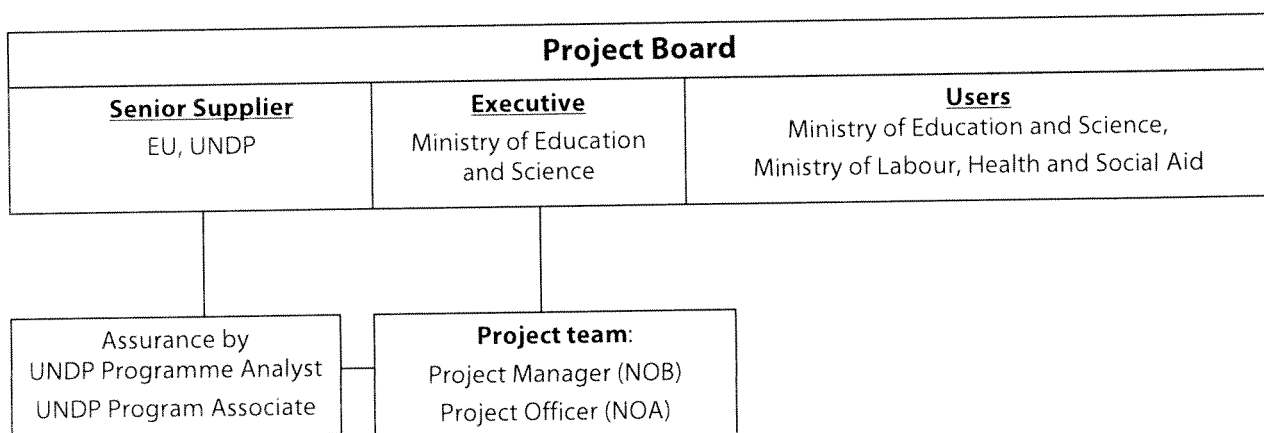
- Ministry of Education and Science will represent the Project Executive for this project, and will ensure that the project ensures high value for money, balancing the demands of beneficiary and supplier.;
- UNDP and European Union will assume the role of the Senior Supplier and provide resources, skills and guidance to produce the project output.
- The Ministries of Education and Science and Labour, Health and Social Aid and selected VET colleges will be the Senior Beneficiaries of the project.

The Project Board will review and clear Annual Work Plans (AWP) and annual progress achieved by the project through Annual Project Reviews based on the approved annual work plans. The Project Board will meet on a bi-annual basis (more often if required). Prior to the meetings, the PM will duly submit the progress report on the previous period and the plan for the next one. The Board will evaluate submitted documents and be in charge of approving plans and budgets. In addition, the Program Manager will report regularly on an informal basis to the MoES to ensure that there is full transparency and effective liaison between the project and the Ministry.

By the closure of each financial year, UNDP will present to the MoES Combined Delivery Report (CDR) reflecting expenditures incurred in the previous year by UNDP for implementation of the project according to the work-plans preliminary agreed with the project board members. The CDR is signed by UNDP confirming the incurred costs and the MoES confirming that it is informed about the costs incurred by UNDP.

UNDP will ensure the project assurance at mid-management level together with relevant programme support staff.

Staffing. The project staff will consist of a Project Manager and Project Officer. Consultants will be recruited as required in the fields of in vocational education policy, quality management systems, modern methodologies of teaching, and others.



Following standard UNDP procedures, an internationally recognized auditing firm, contracted by the UNDP will carry out annual auditing of the project. The purpose of the audit is to certify that disbursements were made by UNDP in accordance with the activities specified in the project document; disbursements by UNDP are supported by adequate documentation; appropriate management structure, internal controls and record keeping within UNDP is maintained.

III/ MONITORING AND EVALUATION

The monitoring, evaluation and review processes represent an on-going effort in order to answer the questions: "How are we doing?" and "What can we do better?" Monitoring will be carried out on a regular basis by the UNDP Programme Team.

Work Plan: the project work plan will be used to set targets for the delivery of outputs and to develop a strategy for ensuring the achievement of project objectives and the work plan will be reviewed and updated regularly by the Programme Manager in cooperation with key stakeholders. Performance measures will be identified to evaluate progress in implementing the project and measures will assess the effectiveness of the Project in meeting the set objectives.

Quarterly Progress Reports will be produced by the Programme Manager for presentation to the UNDP Country Office and the Project Board. The Progress Reports will be drafted which will reflect progress towards results, factors contributing to or impeding achievement of results and lessons learnt.

Terminal Programme Report: the report will be prepared at the end of the period of implementation and will include an assessment and analysis of programme performance over the reporting period, including outputs produced, constraints, lessons learnt and recommendations for avoiding key problems in future programmes.

Preparation of the monitoring, evaluation and review is the responsibility of the UNDP Programme Team. The Programme Team will devise the system for programme monitoring, review and evaluation. They will also allocate sufficient resources to this task and will invite outside parties to conduct the mid-term review and final evaluation.

IV/ LEGAL CONTEXT

This document together with the CPAP signed by the Government and UNDP which is incorporated by reference constitute together a Project Document as referred to in the Standard Basic Assistance Agreement and all CPAP provisions apply to this document.

Consistent with Article III of the Standard Basic Assistance Agreement, the responsibility for 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.

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 full implementation of the security plan.

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 this agreement.

The implementing partner agrees to undertake all reasonable efforts to ensure that none of the 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/Docs/sc/committees/1267/1267ListEng.htm>. This provision must be included in all sub-contracts or sub-agreements entered into under this Project Document".

VI/ Risk Analysis

Project Title: “Deepening linkages between formal/non-formal VET system and the labour market needs in the context of lifelong learning in Georgia”	Award ID: 00089753
Date: 1 Aug 2015	

#	Description	Date Identified	Type	Impact & Probability	Countermeasures / Mngt response	Owner
1	New Law on Vocational Education, which will regulate “training” and “retraining”, recognition of partial competences is not adopted	1-Aug-2015	Political	<p>Impact: 1/ Partner colleges will not be eligible to implement 4th and 5th level vocational education courses for most demanded vocations.</p> <p>2/ Since current law does not define notion of “training” and “retraining” and misses recognition of partial qualification and competences, implementation of LLL will be problematic without adoption of the new Law.</p> <p>3/ Retraining and training courses will not lead to granting partial qualification to trainees, as planned.</p> <p>Probability: 1 (low) to 5 (high); P = 3</p> <p>Impact: 1 (low) to 5 (high); I = 2</p>	<p>Mitigation measures: UNDP is actively participating in working group of new VET Law. Successful piloting of activities envisaged by the project will demonstrate necessity and importance of certain provisions of the new law.</p>	
2	Government does not introduce LLL legally in Georgia	1-Aug-2015	Political	<p>Impact: LLL concept, developed by the project, will not be operationalized.</p> <p>Probability: 1 (low) to 5 (high); P = 3</p> <p>Impact: 1 (low) to 5 (high); I = 1</p>	<p>Mitigation measures: Active consultation with the relevant Government institutions (MoLHS, MoES, Prime-Minister’s office) to raise their awareness on the importance of introducing LLL in Georgia</p>	
3	Employment Support Service (ESS) fails to participate in the implementation of employment scheme	1-Aug-2015	Political	<p>Impact: With ESS missing in employment scheme, institutional aspect of the scheme could not be fully implemented.</p> <p>Probability: 1 (low) to 5 (high); P = 2</p> <p>Impact: 1 (low) to 5 (high); I = 1</p>	<p>Mitigation measures: Intensive consultations with the MoLHSA, Social Service Agency and Employment Support Service to sensitize them on the importance of ESS involvement in employment schemes</p>	
4	MoES, private sector and municipality authorities do not get involved in creating education environment in Agara and Khashuri secondary	1-Aug-2015	Political	<p>Impact: inability to involve private sector, municipality authorities and MoES will result in the failure to create education environment in Agara and Khashuri schools, which in its turn will imply inability to receive authorization to conduct vocational education.</p> <p>Probability: 1 (low) to 5 (high); P = 4</p> <p>Impact: 1 (low) to 5 (high); I = 3</p>	<p>Mitigation measures: Active consultations with MoES on granting authorization to the secondary schools of Agara and Khashuri; establishing contacts with private companies and raising their interest in receiving qualified human resources; raising awareness of the authorities of Kareli and Khashuri municipalities on the perspectives of opening public vocational education institution in their municipality, which is currently non-existent in these municipalities.</p>	
5	Failure to identify and eligible management personnel and trainers among local population of Agara and Khashuri	1-Aug-2015	Environmental	<p>Impact: Materialization of this risk will undermine implementation of the activity envisaging VET education introduction in secondary schools of Khashuri and Agara (sub-activity 2.2)</p> <p>Probability: 1 (low) to 5 (high); P = 4</p> <p>Impact: 1 (low) to 5 (high); I = 3</p>	<p>Mitigation measures: Establishing public private partnerships (PPP) for identifying relevant human resources; information campaigns in both areas</p>	
6	EUR exchange rate deterioration	1-Aug-2015	Operational	<p>Impact: Considering that 90% of the budget is financed by EU, deterioration of EUR and consequent decrease of USD budget will force the project to reduce funding for some of its activities.</p> <p>Probability: 1 (low) to 5 (high); P = 4</p> <p>Impact: 1 (low) to 5 (high); I = 2</p>	<p>Mitigation measures: Developing alternate scenarios of project implementation considering possible decrease of available budget.</p>	

STANDARD LETTER OF AGREEMENT BETWEEN UNDP AND THE GOVERNMENT FOR THE PROVISION OF SUPPORT SERVICES

Dear Ms. Sanikidze,

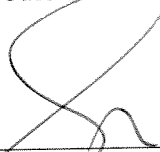
1. Reference is made to consultations between officials of the Government of Georgia (hereinafter referred to as “MoES” (Ministry of Education and Science) and officials of UNDP with respect to the provision of support services by the UNDP country office for nationally managed programmes and projects. UNDP and the MoES hereby agree that the UNDP country office will provide such support services at the request of the MoES as described below.
2. The UNDP country office will provide support services for assistance with the project document implementation related 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 will provide the following support services for the activities of the project:
 - (a) Identification and/or recruitment of project personnel;
 - (b) Identification and facilitation of training activities;
 - © 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 is 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 MoES.
5. The relevant provisions of the *UNDP standard basic assistance agreement with the Government of Georgia* (the “SBAA”) signed on 1-Jul-1994, including the provisions on liability and privileges and immunities, shall apply to the provision of such support services. The MoES and UNDP retain overall responsibility for the nationally managed programme or project.. 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 annex to the programme support document or 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 programme support document or 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 by the MoES.

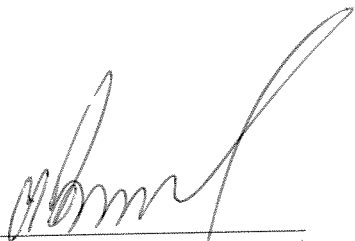
9. Any modification of the present arrangements shall be effected by mutual written agreement of the parties hereto.

10. If you are in agreement with the provisions set forth above, please sign and return to this office two signed copies of this letter. Upon your signature, this letter shall constitute an agreement between the MoES and UNDP on the terms and conditions for the provision of support services by the UNDP country office for nationally managed programmes and projects.

Yours sincerely,



Signed on behalf of UNDP
Niels Scott
Resident Representative



For the MoES:

Tamar Sanikidze
Minister of Education and Science
of Georgia

Date: 27-Oct-2015

Attachment

DESCRIPTION OF UNDP COUNTRY OFFICE SUPPORT SERVICES

1. Reference is made to consultations between the Ministry of Education and Science, the institution designated by the Government of Georgia and officials of UNDP with respect to the provision of support services by the UNDP country office for the nationally managed project “Deepening linkages between formal/non-formal VET system and the labour market needs in the context of lifelong learning in Georgia” (award (0008975//output 00095869),
2. In accordance with the provisions of the signed letter of agreement and the project document, the UNDP country office shall provide support services for the Project as described below.
3. Support services to be provided:

Support services (insert description)	Schedule for the provision of the support services	Amount and method of reimbursement of UNDP (where appropriate)
1. Payments, disbursements and other financial transactions	2015-2017	Cost-recovery for ISS based on UNDP Universal Price List
2. Recruitment of staff, project personnel and consultants	2015-2017	Cost-recovery for ISS based on UNDP Universal Price List
3. Procurement of services and goods, including disposal	2015-2017	Cost-recovery for ISS based on UNDP Universal Price List
4. Organization of training activities, conferences and workshops, including fellowships	2015-2017	Cost-recovery for ISS based on UNDP Universal Price List
5. Travel authorization, visa requests, ticketing, and travel arrangements	2015-2017	Cost-recovery for ISS based on UNDP Universal Price List
6. Shipment, custom clearance, vehicle registration, and accreditation	2015-2017	Cost-recovery for ISS based on UNDP Universal Price List
7. Shipment, custom clearance, vehicle registration, and accreditation	2015-2017	Cost-recovery for ISS based on UNDP Universal Price List
8. Supervision of project implementation, monitoring and assistance in project evaluations	2015-2017	Cost-recovery for ISS based on UNDP Universal Price List

4. Description of functions and responsibilities of the parties involved:

UNDP will provide support services to the Ministry of Education and Science as described in the paragraph 3 above in accordance with UNDP rules and procedures; it retains ultimate accountability for the effective implementation of the project;

UNDP will be responsible for the provision of all project inputs upon a formal request from the Project Manager. It will be responsible for administering resources in accordance with the specific objectives defined in the Project Document, and in keeping with the key principles of transparency, competitiveness, efficiency and economy. The financial management and accountability for the resources allocated, as well as other activities related to the execution of programme activities will be undertaken under the direct supervision of the UNDP Country Office.

The Ministry of Education and Science will review and clear Annual Work Plans (AWP) and annual progress achieved by the project through Annual Project Reviews based on the approved annual work plans and sign Combined Delivery Reports (CDRs) by the end of each year.

