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United Nations Development Programme

Country: Georgia

Project Document

INCOME GENERATION AND EMPLOYMENT THROUGH SKILLS DEVELOPMENT

Brief Description

This project will contribute to the achievement of the United Nations Development Assistance Framework (UNDAF) outcome related to reducing the number of households living in poverty through the realization of the economic potential and provision of social welfare. This is translated into the UNDP Country Program Action Plan (CPAP) outcome "Vulnerable groups of population enjoy greater access to decent work opportunities". On an output level, this involves support towards improving quality and accessibility of skills training demanded by the labour market to enhance employment opportunities of those unemployed or looking for advancement in their careers.

This phase builds on the achievements of phases 1, 2 and 3 of the project 'Support of the Modernization of the Vocational Education and Training (VET) System' in view of the new developments and needs in the field of VET. The overall objective of this project is to contribute to improving the quality of vocational education and training, increasing incomes and employment opportunities among the poor population.

This will be accomplished through focusing on four strategic directions:

1/Improving national vocational development policy planning and the quality of vocational education through linking policy development to the labour market development trends and increasing availability of advanced methodologies of teaching and training practices, teaching materials and improvement of teachers' professional skills.

2/ Increasing public awareness in vocational education and supporting the visibility of services and service providers through the development of new informative materials and encouraging public & private dialogue and cooperation.

3/ Enhancing sustainability of the VET Colleges through better positioning them not only as facilitators to employment and self-employment, but also as partners to local businesses and hubs for supporting small-scale economic activities in the region.

4/ Specialized programs through developing institutionalised links between vocational education and professional activities, developing connections between researchers, experts and vocational workers in agriculture, handicrafts and souvenirs and labour. Programs on national agriculture extension service system provision, national souvenirs and handicraft development, and labour safety in construction sector will be

Programme Period:	2011-2015
Key Result Area (Strategic Plan):	_____
Atlas Award ID:	00063620/ 00080612
Start date:	1-Jan-2012
End Date	31-Dec-2014
LPAC Meeting Date	5-Dec-2011
Management Arrangements	DIM

Budget:	2,485,500.00USD
Total resources required	<u>2,485,500.00USD</u>
Total allocated resources:	_____
• Regular (TRAC)	<u>350,000USD</u>
• Other:	_____
o Donor	_____
o Government	_____
Unfunded budget:	<u>2,135,500USD</u>
In-kind Contributions	

Agreed by UNDP:

Jamie McGoldrick

UNDP Resident Representative

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I. SITUATION ANALYSIS

VET system in the National Development Context. Impressive, economic growth in Georgia since 2004 has not resulted in a proportionate reduction in poverty, job creation or employment opportunities. On the contrary, recent research demonstrates that some reduction in poverty and extreme poverty is largely attributable to the targeted social assistance, rather than to new jobs or improved productivity. Indeed, labour-intensive sectors, such as agriculture, small trade or services that absorb the largest portion of the labour force, have seen little or no growth at all since 2004. Moreover, many have lost jobs as a result of massive public administration layoffs, most of them middle-aged, with virtually no opportunity to find a paid job other than self-employment.

The existing skill-sets normally do not offer any meaningful opportunity for most people to either find a job, or improve their productivity at their existing place and skills rarely match market demand, either in substance, or in quality; (i.e. the demanded skills are either non-existent, or they are not of high quality). This is an embedded failure in the Georgian labour market, largely of a Soviet heritage yet, luckily, is a challenge, where the state has a distinguished role to play and can remedy the shortcomings gradually.

It should also be mentioned that vocational education is a very effective tool for increasing efficiency of self-employment while self-employment is prevailing in rural areas, mostly in agriculture where a significant portion (more than 20%) of the population lives below the poverty line.

UNDP research demonstrates that a small investment in skills and counselling can increase private productivity, access to market and individual incomes and estimated studies concluded that "UNDP supported training led to a majority of graduates getting new jobs. "... not less than one third of graduates were employed at newly created jobs, 70% of those graduates who were unemployed before the training took new jobs; the productivity of all employed graduates increased by 8% after graduation."¹

National Strategy and Reforms in the VET system. Importance of Vocational Education and Training (VET) for economic growth, private sector development and social welfare has become increasingly acknowledged by the Government of Georgia (GoG) since 2005. The importance of the issue has also been reinforced by introducing the Concept "On Vocational Education" (Government Decree N150, August 31, 2005) and subsequently adopting the respective legislation in 2007. Along with the need to give professional opportunities to the population, reduce unemployment, poverty and migration tendencies, the reform process was further fostered by the urgency of introducing the life-long learning concept in Georgia, in line with the European Neighbourhood Action Plan (ENP), joined by Georgia in 2004. Provision of life-long learning opportunities for citizens is one of the priorities of ENP.

The reform of the Georgian VET system entered into an essentially new phase in 2009 when the National Strategy for Vocational Education Reform and Action Plan (2009-2012) were approved by the Prime Minister (Order N342, 24.11.2009) and amendments introduced in the Law "On Vocational Education" in September 2010.

The strategy aims to accomplish four key goals which are critical to the development of an effective job market and successful private sector:

- preparing competitive human resources for local and international labour markets,
- approximating and harmonizing the VET system with a common, international and European education system,
- creating opportunities for self-realization,
- ensuring social protection of Georgian citizens.

¹Analysis of the Costs And Benefits Of Retraining And Requalification Program, Georgia. UNDP Georgia, Bratislava Regional Centre. May, 2011.

The strategy/action plan has responded to problems raised through proposing activities aimed at (a) increasing access to VET and contributing to professional development of citizens; (b) ensuring quality of VET; and (c) the development of a VET management and efficient/fair financing model based on principles of social partnership. The Ministry implemented a set of activities to ensure *“increased access to VET and contribution to the professional development of citizens”* such as the improvement of infrastructure of colleges, launch of programs for vulnerable groups, etc.

Another important direction of the reform has been *“ensuring quality of VET”*. The Ministry has facilitated a number of activities in this regard. In particular, in 2010, the National Center for Education Quality Assurance (Legal Entity of Public Law (LEPL) was established as a primary body responsible for quality assurance, including authorization and accreditation. In 2010 the conceptual tools necessary for the actual implementation of authorization and accreditation functions of the Center were developed. In cooperation with sector councils, established in 2009, the National Center for Education Quality Assurance has since developed the professional qualifications framework and a list of qualifications and drafts of professional standards for 80 professions. Another development in ensuring the quality of VET has been the drafting of teachers’ standards by one of the key stakeholders, The Teachers Professional Development Center (LEPL).

The third priority direction of the strategy *“development of a VET management and efficient/fair financing model based on principles of social partnership”* has been addressed by an attempt to ensure better coordination among different stakeholders (public agencies, employers, trade unions, civil society organizations, and professional colleges) involved in the VET system through establishing the National Professional Council (Primer Minister’s order, December 2009).

The adoption of the Law on Professional Education in 2010 is marked as a launch of the implementation stage of the ambitious reform agenda in the vocational and educational training system to make it responsive to the labour market needs and demands. Compatibility with European VET standards, including the notion of lifelong learning, new regulation of qualifications frameworks of vocational education and the newly introduced regulations of qualifications of teachers, institutional arrangements of service providers (colleges), and their link with the labour market and companies’ skill needs, were central to the new approach to vocational education in Georgia.

There are growing efforts of the Government in the development of the relevant physical infrastructure of vocational colleges. The rehabilitation of colleges sits in line with the results of assessments of potential skills demand in regions.

Demand for Vocational Education. The recent national level study of the profile of the demand for vocational education shows that vocational education is becoming increasingly demanded and is associated with real benefits among the young and adult population². There is a growing pragmatic approach to education and its linkage with employability and demand for skills among trainees of vocational colleges. The study shows that duration, diversity and high profile of skills, employability and perspectives are the main factors attracting the unemployed to the system. The identification of professions and colleges are the most important factors for applicants, meaning that there is a large amount of opportunity for migration of applicants if the reputation of colleges and demand for a profession is high. Though at this stage the demand for a profession prevails more at the decision making stage than with the reputation of colleges as there is not a large number of colleges in the country and competition among them at a regional level is not high. The features that are most demanded by trainees are that of good organisation of the teaching process and discipline & orientation on practical teaching. According to this research the expectations of vocational education are very high, as good skills, employability and the possibility of entering Higher Education are named as the first among expected benefits. It should also be noted that when interviewing the trainees the existence of modern teaching programs and technologies and links with potential employers were ranked as low among the factors they were satisfied with.

² Satisfaction of trainees by vocational education. RCG Group. Georgia, 2011

International Donor Community Support to Vocational Education System. The Ministry has been supported in the implementation of the VET reform by multiple donor organizations such as USAID, UNDP, SDC, INWENT, IOM, GIZ, NRC, etc and assistance ranges from the rehabilitation of professional colleges to the elaboration of occupational and professional standards and policy development in the field of VET.

UNDP with the assistance of SDC and the EU has supported vocational education and training since 2006. The overall objective of "Support to the Modernization of the Vocational Education and Training (VET) System" project was "to develop a standard-based qualification and training system that responds to labour market needs and provides a trained workforce to meet skill requirements in the economy". The initiative also envisaged the piloting of provision of agriculture extension services through the VET Centers. Many of the initiatives had both direct and indirect effects on the National policies in VET, as well as developed models and methodologies which were widely replicated by UNDP and other development partners in a number of VET schools.

At the end of Phase 2 of the support Project to the Modernisation of Vocational Education and Training (VET) System, UNDP and SDC have undertaken a joint evaluation of outcomes of this intervention – to take stock of the accomplished results, assess the achievements against the dynamic environment and advise on the next steps. The findings have clearly shown the beneficial employment results of the intervention - in the period that course participants' employment outcomes were tracked, the employment rate had roughly doubled and, conversely, the unemployment rate nearly halved. This is because participants are now trained and have gained experience thus, in principle, making them more attractive to employers.

The 3rd stage of UNDP's assistance supported teachers' professional skills development, sustainability of partner colleges and the delivery of vocational retraining for expanded number of partner vocational colleges. Under the 3rd phase of the project the most dynamically developed sectors of the economy were addressed: agriculture and processing, construction, tourism and services and a recently developed sector – sewing - was included into the list of vocational education programs. These sectors were identified based on the local labour market surveys performed for each target area. The component of business skills development was actively utilised in each of the programs delivered. Even more, the Business Education Centre was established within Mew Partner College (Kutaisi) where graduates and external persons have benefited from business development consultancy and coaching in implementing business projects. Support was offered in financial management and implementation processes by consultants from the centre.

Various national and international organizations share the same conclusion and enthusiastically promote the system of a quality vocational education as a true engine for job-creation, private sector development and social protection of which more will be explained below. A Vocational Education Program has been implemented by USAID which has focused on the development of vocational education and training in construction and tourism. The program has provided short-term, intensive apprenticeship/training to Georgian workers to fill job opportunities that have been created by post-conflict reconstruction projects as well as secondary support industries through rapid courses that directly meet the needs of employers. Courses have been established in vocational colleges located in Tbilisi and Gori.

The EC delegation in Georgia supports the elaboration of national level policy in vocational Education and plans to provide the Government with budget support aimed at developing the VET system.

The German International Cooperation Agency (GIZ) has also assisted vocational education and training development with a regional program (Kakheti and other) and a teacher training project, which focuses on the modernization of teaching methods using participative active methods. At national level consultancy was provided for the assessment and development in the system of financing.

II. STRATEGY

This project will contribute to the achievement of the United Nations Development Assistance Framework (UNDAF) outcome related to reducing number of households living in poverty through the realization of the economic potential and provision of social welfare. This is translated into the UNDP Country Program Action Plan (CPAP) outcome “Equitable economic growth promoted through close cooperation with private sector entities within the overall framework of corporate social responsibility”. At an output level, this involves support towards improving quality and accessibility of skills training that is demanded by the labour market to enhance employment opportunities of those unemployed or looking for advancement in their careers.

Phase 4 builds on the achievements of phase 1 and 2 of this project in view of the new developments in the field of VET. The overall objective of phase 3 is to contribute to improving the quality of vocational education and training and increasing income & employment opportunities among the rural poor.

This will be accomplished through focusing on four dimensions:

- 1. Improving National Vocational Development Policy Planning and the Quality of the Vocational Education** through linking the policy formulation to the labour market development trends and introducing advanced methodologies of teaching and training practices, new teaching materials and improvement of teachers’ professional skills.
- 2. Increasing public awareness in vocational education and supporting the visibility of the services and service providers** through developing new informative materials and encouraging public private and social dialogue & cooperation among the main stakeholders of the process.
- 3. Enhancing sustainability of the VET Colleges** through better positioning them, not only as facilitators to employment and self-employment, but also as partners to local businesses and hubs for supporting small-scale economic activities in the region.
- 4. Specialized programs** through developing institutionalised links between vocational education and professional activities, developing connections between the researchers, experts and vocational workers in agriculture, handicrafts and souvenirs and labour. Programs on national agriculture extension service system provision, national souvenirs and handicraft development, and labour safety in the construction sector will be implemented.

Overall approach. The program will use a synergic approach to develop the VET system meaning that both national and local level institutions and development needs will be addressed during the program. All methodological and practice materials will become accessible and available for replication and will be introduced nation-wide within the vocational education system.

The program is focused on:

- supporting the advancement of teaching methods and effectiveness of methodology;
- ensuring that the public is informed of the ongoing process at national level and the benefits of services is locally provided by colleges;
- developing capacities of vocational education service providers at local level and better positioning them within the stakeholders’ landscape of vocational education service providers;
- supporting local economic development initiatives through linking vocational education with self-employment supporting activities (extension services to farmers and souvenirs’ mini-enterprises based production) and improving labour conditions for professional workers (labour safety in construction).

This program is treated as a supplementary instrument falling in line with the nationally acknowledged priorities of vocational education system development for the whole of UNDP program activities in Georgia. Due to the success of the first three phases of the project, vocational education and training

has been increasingly mainstreamed in all UNDP activities aimed at development in the regions (e.g., Ajara, Shida Kartli, Guria and Samegrelo). The same trend is noticed in the activities.

All activities will be implemented in close cooperation with national stakeholders and relevant institutions.

Improving National Vocational Development Policy Planning and the Quality of Vocational Education. The program will support the mid and long-term vocational education policy planning through developing the linkage between the labour market development trends and policy development planning. This program aims at ensuring the advancement of teaching methods for improving the quality of the teaching process. It is vitally important to introduce software based teaching practice and actively use modelling and imitation during the teaching practice per request for technologically advanced professions. Due to the introduction of modern technologies and the corresponding needs of an adequately trained work-force, this aspect has become important.

The program will also support the development of human resources involved in supporting a vocational educational workforce – teachers. UNDP will build this direction on its Strategy for Teachers Skills Development through operationalizing it through updating the teachers professional (thematic) skills development programs, delivery of the retraining of mentor teachers and teachers themselves in the area of agriculture, processing, construction and the tourism and service sectors which are the sectors with the highest demand for retraining. The accessibility of modern textbooks will be enlarged through this program as well in the vocations related to agriculture, construction and tourism sectors.

Enhancing sustainability of VET Colleges. Despite significant progress made by the Project during its three phases, there is still a long way to go to ensure high quality and accessibility of skills and education that is demanded by the labour market. Although the VET Colleges that have been supported throughout the project have improved their capacities for provision of standard based courses and have established themselves as credible partners for businesses, further work is still needed to work out and implement concrete steps to reach the required level of financial sustainability. Management capacities, teaching and practice infrastructure, as well as income generation facilities will be further developed in existing and new partner colleges. The program envisages the shift from initial steps (1st – 3rd steps) of vocational education to introducing the highest level (4th and 5th steps) programs at selected colleges which is also seen as a supporting tool for better positioning of colleges on the market.

Increasing public awareness in vocational education. There is also a clear need for the increase of public awareness through expansion of information coverage. This will be achieved through diversification of information provision tools and diversification of the information itself, provided to the public. This will positively affect the effectiveness of the reforms and development interventions, as it will help to develop adequate expectations and positive attitudes among potential beneficiaries. It will also facilitate the formation of steady demand for the products and services offered by vocational colleges.

Link with economic development initiatives and cross cutting aspects. The vocational education system is treated by UNDP as having the potential to address various development needs at local and national level. This system, and its institutional capacities, is well positioned for supporting local economic development, developing linkage between the vocational education system and various forms of support to self-employment in rural areas (dominantly in agriculture farming) and also the creation of enabling the environment to distribute work opportunities in vocations of high risk (construction sphere). In order to achieve these goals special programs will be implemented, such as:

- developing national coordination mechanisms for information and consultancy services in agriculture – Agriculture Extension Program (for developing a nation-wide unified and regular agriculture extension service provision mechanisms),
- Georgian Souvenirs (to support better positioning of Georgian Souvenirs at international markets, improvement of quality, developing of craftsmen's skills and shifting the production of souvenirs into mini enterprises in regions),

- Introducing labour safety in construction sector vocations through the development of trainers and their retraining, retraining construction workers in labour safety from construction companies at selected vocational colleges.

Sustainability. The sustainability issues will be addressed in the program in accordance to the specificities of activities performed. All innovations to national system activities will be implemented in close cooperation with partners and stakeholders. They will be involved at the planning and implementation stage.

Each entrepreneurship and, income generation facilities at vocational colleges will have a separate business plan which will serve as a reference document for the management of vocational colleges. The business plans will be equipped with scenario-based calculations of benchmarks for reaching concrete level financial sustainability, along with an operational action plan. Business plans will be discussed thoroughly with the management of vocational colleges and the operation and management teams.

The program will support the development of capacities of vocational colleges for the delivery of the highest (4th and 5th) steps vocational education program. Those vocational colleges which will deliver these programs will be re-established into community colleges that will ensure bigger financing from the state budget and their better positioning on the market.

All the methods applied and materials developed will become accessible for replication in other vocational colleges within the national VET system. Beneficiary colleges will then become more attractive for applicants due to developed teaching infrastructure and innovative methods of teaching practice being introduced by this program: software, modelling and imitation methods.

Each activity envisaged under this program is treated as supplementary action being in line with the national priorities of vocational education system development. Therefore ownership and participation is expected from national institutions.

III. PROGRAM'S OUTPUTS AND ACTIVITIES

Program's Output. The output of this program is improving the quality of vocational education, enhancing sustainability of the partner VET Colleges and expanding the VET system through linking it with innovative economic development and professional initiatives.

The latter will be achieved through linking the vocational education system to the provision of agriculture extension services in regions and coordinating it at national level, introducing labour safety programs in construction, developing the system of national souvenirs enterprise production and implementing gender programs for retraining and support of women's employment and self-employment.

The output of the program will be achieved through implementing the following activities:

1. Improving the quality of vocational education
2. Increasing public awareness in vocational education
3. Enhancing sustainability of VET Colleges
4. Agriculture Extension Program
5. Georgian Souvenir Program
6. Labour Safety Program

The program will support the introduction of the 4th and 5th steps of the vocational education programs and the need for this assistance comes from weak capacities of vocational colleges such as the introduction of the final level of professional education programs. Sufficient preparation of provision needs to be ensured, and the highest step programs to be introduced. The project also intends to provide methodological support in planning these programs.

Activity 1. Improving National Vocational Development Policy Planning and the Quality of the Vocational Education

Due to the economic restructuring and consequent trends in labour market development there is the need for regular surveys and guarantee of linkage between the national vocational system development policy and the results of the surveys.

The program will implement the labour force based on the developed methodology which will certify the regional & economic sectors and demographic specific representation of the labour force and its characteristics. Special attention will be paid to developing capacities of the policy units of the Ministry of Education in mid-term and long-term VET policy planning. The capacity development measures will cover the aspects of financial planning and budgeting, developing of adequate to the labour market, demand teaching materials, relevant human resource (teachers), equipment and infrastructure.

Labour Force Survey will be implemented with the aim of:

- Analysing the employment and unemployment status of the labour force with regional and economic sectors' breakdown, its demographic, regional and gender composition;
- Identifying the priority in professions and sectors;
- Identifying perspective labour force demand and (set of skills) demanded by employers.

Quality and credibility of teachers and instructors is one of the challenges faced by the VET system nation-wide, which obviously affects the overall teaching quality. There is the need for the development of the national system of teachers' professional skill's development system. UNDP actively supported teachers' skills development process in its partner vocational colleges and has experience of developing the retraining programs and managing teachers retraining process.

UNDP also has also performed an assessment of gaps in teaching skills in the VET system and has developed the concept for teachers' professional skills development, which was acknowledged by the Ministry and serves as the main policy document for teachers' development process at national level. At the same time, the Ministry of Education and Science already acknowledged the need for the teachers retraining and supports from its side the process of developing the pedagogical skill of teachers. Therefore, the present program will support developing the action plan for teachers' skills development, updating and agreeing relevant national authorities (Teachers Professional Development Centre under the Ministry of Education) and retraining of VET colleges' instructors in thematic skills in the most demanded professions.

The program intends to increase the quality of vocational education process through increasing the availability of advanced methodologies and has adapted it to Georgian context teaching materials, as well as through the support of teachers' professional skills development system.

There has also been recent acceptance and growing interest toward teachers' professional skills development from the Government where the Ministry of Education and its Centre for Enhancing Teachers Skills Development has started the delivery of training for vocational education teachers in pedagogic skills. Special working groups have developed the standard for teachers in the vocational education sphere which is a step forward in improving the quality of vocational education.

New textbooks will be developed in most demanded professions for which the teaching elements are already prepared under UNDP support. These are in areas such as construction, agriculture and agriculture processing professions. At this stage UNDP will develop the textbooks which will be applicable for the highest professional education level – 4th and 5th steps programs, thus facilitating advancement of the teaching programs and the level of skills of trainees.

However, there is a lack of available modern technologies during the teaching process applied in Georgian vocational colleges where the teaching materials, especially textbooks, do not exist in all highly demanded professions. It is a well known fact that the existence of model, imitation and software teaching materials significantly improves the quality of teaching processes which is especially important for the professions that are related to the use of modern technologies, equipment,

sophisticated and complex manipulations such as construction, manufacturing and processing industry, transportation and logistics sector related professions.

Sub-activities of this activity include:

1. The development of methodology for labour force survey
2. Developing capacities of professional colleges' and Ministry's staff in developing the survey results based VET policy planning
3. Implementing the Labour Force Survey
4. The improvement of Teachers Professional Skills Development Strategy Action Plan
5. Training of mentor teachers
6. Improving new programs for teacher training
7. The retraining of Vocational Colleges' teachers
8. The application of software in vocational education process
9. The application of Imitation models in vocational education process
10. Introducing demonstration videos in vocational education process
11. Developing new textbooks in agriculture, construction and tourism vocations
12. Developing new textbooks for 4th and 5th levels of vocational education

Activity 2. Increasing public awareness in vocational education

Vocational education was not popular among adults several years ago as public attention towards it was rather low and reforms and the development processes in the sphere was not covered by media intensively. Society lacks information and understanding of the importance of vocational education and it should be noted that vocational colleges are not able to spread information on their services among their target audience. Therefore the degree of trust and understanding of all types of benefits is rather low in the wider public.

The project aims at increasing public awareness in the vocational education system and disseminating information on the services provided by various vocational colleges. Special TV programs will also be produced promoting real success stories about graduates and their further employment.

Moreover, special events at national level will be organized in order to disseminate information regarding services provided by vocational colleges: local and national jobs fairs, exhibitions of products produced by colleges. The program also envisages the development of promotional and information materials like billboards, leaflets and posters.

In addition to this the program intends to hold open days at vocational colleges to demonstrate the college's programs and services to support to better understanding among the local population and better positioning of colleges on the local labour market and toward employers.

Sub-activities of this activity include:

1. Developing TV show and real success stories
2. Organizing public outreach events, e.g. open door / drop in events in vocational colleges
3. Organizing job fairs for the students/graduates of vocational courses
4. Organising national Jobs Fair

Activity 3. Enhancing Sustainability of VET Colleges

UNDP intends to ensure better positioning of vocational colleges on the local labour market and transform partner colleges, but also as partners to local businesses and hubs for supporting small-scale economic activities in regions. UNDP's assistance at this stage will be supporting the delivery of vocational education services, advancing toward better financial sustainability and supporting the enhancement of capabilities of the partner colleges in linking vocational education with local entrepreneurship.

The main focus in vocational education at colleges level will be oriented toward support of the introduction of the highest professional education system – 4th and 5th steps of vocational education. This program envisages further strengthening the capacity of partner vocational colleges in the

development of the methodological materials, planning of the teaching process at 4th and 5th steps and its management. Special attention will be paid to women to encourage their economic empowerment through their involvement into the training programs. The information campaign and professional orientation services schemes will be dedicated to this task. The introduction of the highest level steps of professional education will support better positioning of the colleges on the market as well enhancing financial sustainability of colleges, because of expanded financing from the state budget and their reestablishment as community colleges. Under this program the 4th and 5th steps will be introduced at Kachreti and Kutaisi colleges.

Another main direction of this activity is strengthening the teaching practice infrastructure at colleges which also has a supplementary effect of enhancing income generation facilities at colleges through developing new facilities and also the possibility of upgrading existing processing and service providing facilities. This is fully in line with the approach that the project has had for encouraging management pro-activity and medium-term financial sustainability plus enabling vocational colleges to co-finance retraining courses independently.

Under this direction small-scale investments will be provided for developing of Agronomy and Veterinarian Laboratories at Kachreti, Ambrolauri and Akhaltsikhe colleges which are under the agriculture sector. In addition to this, fodder processing facilities will be arranged at Akhaltsikhe College where animal husbandry is the leading sector in local economic profile and consequently, in the college's service profile. A fruit dryer will be developed at Ambrolauri College which is located in the mountainous area with limited field crops oriented activities. The fruit and vegetables processing facility at Kachreti College, which is based on Cooperative Kitchens format, will be further supported to increase production capabilities to make it able to serve bigger number of farmers and enhance its cost efficiency through reaching higher level of the economy on scale. All these facilities will serve teaching practice and income generation purposes as well and consequently, business plans will be developed and implemented for each facility that will serve proper management in the long-run and achieving sustainability.

Under the program further assistance will be offered to Kutaisi College Business Education Centre to expand its activities and support delivery of business development services to graduates of vocational college. At this stage the emphasis will be made on supporting start-ups and linking these business entities' employment opportunities with vocational retraining programs provided by all partner vocational colleges.

Sub-activities of this activity include:

1. Introducing training courses equivalent to 4th and 5th level of qualification in Kachreti Vocational College
2. The development of an agro and veterinary laboratory in Kachreti Vocational College
3. Developing model farms in animal husbandry in Kachreti Vocational College
4. Expanding the capacity of the Food and Vegetable Micro-processing Facility at Kachreti Vocational College
5. The development of a Joiner workshop at Ambrolauri College
6. Developing an agronomy and veterinary laboratory at Ambrolauri College
7. The creation of a fruit drying facility at Ambrolauri College
8. Delivering 3 vocational courses under improved facilities at Ambrolauri College
9. Developing an Agronomy and Veterinary Laboratory at Akhaltsikhe College
10. Making improvements to the fodder production facilities and attached business plans at Akhaltsikhe College
11. Improvement of a beekeeping farm at Akhaltsikhe College
12. Delivering 3 vocational courses in improved facilities at Akhaltsikhe College;
13. Introducing training courses equivalent to 4th and 5th level qualifications in Kutaisi Vocational College;
14. Conducting business education courses for retrained students at Kutaisi College Business Education Centre (BEC);
15. The provision of business consultations to the targeted groups at Kutaisi College BEC Centre;

16. Medium and Large business consultancy and support to employment of graduates at Kutaisi College BEC Centre;
17. Conducting surveys of labour market demand and skills shortage in new target areas (Rustavi);
18. Running assessments of trainer needs and re-training of trainers in Rustavi college professional college;
19. The delivery of adults retraining programs in newly selected vocational colleges;
20. Provision of specialized equipment and tools to enable specific types of training to be delivered within core areas;
21. The preparation of a medium-term business plan for Rustavi vocational college;
22. Conducting vocational courses in sewing and tailoring vocational course at Poti College;
23. Developing a mid-term business plan for sewing workshop at Poti College.

Activity 4. Agriculture Extension Program

Georgia has never had a nation wide comprehensive national agricultural extension service that provides information on production alternatives, markets and marketing, production economics, optimal input utilization, farm management, and other factors that are critical to a farmer's success in a market oriented economy. This is due to no need being required for such a system during the Soviet era when most decisions were made centrally and then conveyed to the managers of the various state farming entities. Since independence, there have been no *sustained* efforts to establish such a system nationwide.

Over the years donors and the Georgian government have grappled with the problem of how to address the information needs of small farmers. To date, none of these efforts have led to the development of a nationwide, state supported extension system even though there have been periodic expressions in support of this in various strategic and annual priority setting documents. The most significant efforts to develop extension capabilities have consisted of (a) scientific service and consulting centers established by the Georgian Academy of Agricultural Sciences, (b) informal and ad hoc linkages between research institutes/stations with farmers; (3) some training and consulting centers established by the Ministry of Agriculture; and (d) outreach activities supported by international donors (EU, DFID, World Bank, IFAD, USAID, SIDA), NGOs, and foreign and domestic investors/businesses. This has resulted in a delayed, disjointed, inequitable, and inefficient agricultural development process, sometimes even within the activities of a single country's assistance efforts.

The examination of policies in place in other countries during periods of rapid improvement of smallholder crop production suggests a set of necessary conditions for such change to occur: appropriate technologies, markets that provide reasonable returns, seasonal finance for input purchase, secure and equitable access to land, and supportive infrastructure - basically a holistic food chain approach. All of these need a knowledge and information conduit to make farmers aware of what exists, the alternatives and choices, with accessibility of such information and any advisory services being low-cost or no-cost to smallholders. If producers do not have money to buy adequate production inputs, they will not have the money to pay for information or advice as beneficial as it might be. Except perhaps for large farmers and producers of certain high value crops, an extension service paid for by farmers will not be sustainable at this stage of Georgia's development. Additionally, it should be understood that most studies of the agricultural development process reveal that farmers are often uncomfortable with changing what they know even if new information is provided. Thus, it often requires a combination of materials, personal contacts (extension), demonstration, and incentives to effect change. Yet, to date, funding a comprehensive extension service from the national budget has not yet become a government priority.

UNDP has experience in developing institutionalized agriculture extension services targeted at different levels: regional (Kakheti Region at Kakheti vocational college) and local (Pankisi Valley, Telavi Vocational College) has consistently developed local capacities for extensions service provision through the identification of local consultants and their capacity development. The extension centers developed by UNDP ensured effective linkages among agriculture research institutions, researches and innovations with farmers though mediation of local consultants and lead farmers/extension agents. At the same time UNDP has followed a comprehensive approach to extension services and has ensured

linkages to locally provided vocational education programs, thus supporting to growth of efficiency of self-employed and employed farmers, application of modern technologies and innovations. The format of demonstration spots development was also developed an upgraded and this has been applied to all sectors of agriculture.

UNDP has also performed impact assessment of its extension services based on NPV and gross margin trends analysis³ which shows that there was a significant increase of gross margins in all cases, with the gains for small farmers which are substantially higher than that of big farmers. The extension services mostly led to concentration and not diversification of crop varieties as the services supported the improvement of planning of farming through special business education components and marketing support. This was also in addition to the development of food and vegetable micro-processing facilities which enabled the farmers to add value to their products and reorient their farms toward the products that could be processed at those processing facilities.

The extension centres developed by UNDP and the affiliated institutions and farmers supporting mechanisms (veterinarians associations, artificial insemination centres, laboratories and processing and storage facilities) have become the main partners for Government agencies in implementing special programs for introducing modern varieties and supporting farmers.

As it was mentioned above, there are various players on the landscape of extension services in Georgia mostly performing rather fragmentary services which do not have a sector wide effect and are not coordinated well.

At this stage there is a need for the development of a national coordination mechanism and pool of resources for extension service provision. The resources for extension service provision are available in academic circles, as researchers who have proved their knowledge and skills over many years of research and practical testing and application works are the best available resource for:

- developing capacities of consultancy in agriculture at a local level,
- disseminating information regarding new technologies and practices, inputs and varieties among farmers;
- assessing feasibility of application of innovation and developing descriptions of innovation for their application.

The program envisages support in the creation of a national system of extension services coordination in cooperation with Agrarian University of Georgia and existing UNDP support and other extension service providers. The project will address the issues of coordination, consolidation of innovative ideas and knowledge and their dissemination and application at local farms. The center will support the introduction of energy-saving and innovative technologies, the creation of a bank of ideas and projects readily accessible and available for application. It will also ensure the effective allocation of human resource based services (expertise, consultancies, demonstration sessions, testing works) among the existing extension service providers and it will be an important instrumental tool for networking and exchange of information among the farmers, extensions service providers, and other important actors: the Ministry of Agriculture, Regional and local authorities, thus creating a network of interested parties and facilitating meaningful information exchange and knowledge in agriculture.

Under the framework of this program the training programs for training of extension consultants will be developed and training delivered to ensure availability of highly qualified consultants at local level. New advanced methods of extension provision will be developed at the National Centre and made available for all interested parties. Among these new methods media extension programs will be demonstrated at national and local TV channels and all products will be available for all interested through a unified information system. The market information system (the model for which is already developed by UNDP for Kachreti Extension Centre) will be developed in order to be consolidated and will make data concerning market conditions and trends for main agriculture crops for facilitation of profitable market sales available to farmers.

³ Impact analysis of extension services provided by Kachreti Extension Centre, Georgia. UNDP 7th March, 2011.

Also under this programme, the Kachreti Extension Centre will be further supported with the aim of shifting the existing model of extension toward the marketing component. New centers affiliated with Zugdidi University – Senaki Extension Centre will be established to serve as a basis for coordination of extension activities in western Georgia where there is no institutionalized extension service provider. Senaki was identified as the best suitable place for an extension center location due to its profitable geographical location (i.e. accessibility to farmers in Samegrelo Zemo Svaneti and surrounding regions) and existing physical infrastructure – which are good locations for offices and land for developing demonstration spots. The program will support the development of a business plan in order to determine the benchmarks for achieving financial sustainability and orientation to market demand.

Sub-activities of this activity include:

1. Establishing a National Coordination Center for Extension Services (Center)
2. Developing extension consultants training programs and training of local extension consultants by the Center
3. The creation of agricultural innovative, energy saving and demonstration projects directory at the Center
4. The Support of the application of innovative and energy saving technologies
5. The creation of unified information space on national agrarian market related information
6. The development of media extension services and information and outreach materials and organizing outreach events at the Center
7. Establishing a Senaki Extension Centre (within Zugdidi University) and the provision of agricultural extension services
8. Support in the development of 30 demonstration farms and applications of innovations at Senaki Extension Centre client farms
9. The development of model farming and processing infrastructure at Senaki Extension Center
10. The developing of a business plan to achieve financial sustainability of Senaki Extension Centre
11. Support of the provision of agricultural extension services within Kachreti College Extension Centre
12. Support of the development of 10 demonstration farms and application of innovations at Kachreti College Extension Centre client farms

Activity 5. Georgian Souvenir Program

The program will support enabling the environment to position Georgian souvenirs as a tourist product to be exported as a brand abroad. This special Georgian Souvenir Program is developed by UNDP under existing academic and practical knowledge and experience in the sector of souvenirs production which will be engaged in order to develop an institutionalised system of quality management. This will further develop the skills of craftsmen and will later shift the production of souvenirs to mini enterprises that are located in regions.

In this era of globalization it is becoming increasingly important for our country to get established in the international community. The International market, which drives the political direction of many countries, defines the level of countries' integration, globalization of the common problems and finding solutions to them. Cultural heritage and revival and maintenance of the national traditions are treated as high priority by the commonwealth of developed countries. National culture and unique identity is considered to be in the field of tourism as, due to its specifics, tourism serves as a communicator of domestic and foreign markets. It facilitates the production of a wide range of tourism products, including national products too and encourages growth of the domestic market, popularization of the economy and culture of that particular country.

There is big variety of Georgian culture and masterpieces with semantics and esoteric symbols in its ornament décor which is ultimately hand crafted in stone, wood, metal, cloth or ancient parchments by Georgian craftsmen. Georgia for centuries has been at the crossroads of European and Asian caravan roads and craftsmanship has been raised to the point of art and the revival of those traditions with its popularization will be one of the main areas of concern of the program.

The program intends, on the one hand, to revive the skills that are required in order to produce Georgian souvenirs and to also create a niche product for domestic and international markets. The Georgian Souvenir Program should gain a foothold in this segment and help towards national souvenirs establishing its unique image in the export structure.

The program will involve professional colleges retraining craftsmen and establishing souvenir production in mini-enterprises in regions (Svaneti region is among one of the priorities, together with other perspective areas identified through special surveys where the involvement of women will be specifically addressed). Special programs for the retraining of craftsmen will be developed and relevant training of trainers will be delivered for selected colleges for retraining and developing production mini-enterprises in regions. Under the program the analysis of the Georgian market will be performed.

The framework will also provide scope for the system of certification of Georgian souvenirs to be developed which will develop the standards for production of historical-cultural, traditional and contemporary souvenirs. This will involve The National Museum, The Museum of Archaeology and independent experts being the main make up of certification bodies which will assess compliancy of the souvenirs produced within the standards' parameters. Mandatory certification for historical-cultural souvenirs will also be introduced, while the traditional and contemporary souvenirs produced with this program will be subject to voluntary certification. The aim of developing this type of certification system is to support the improvement of quality and compliancy of souvenirs within the acknowledged expert parameters.

This program will encourage participation of women from vulnerable communities in the training and production components to support their economic empowerment and social and economic inclusion. The training, professional orientation and information campaign will be oriented to achieve this task.

Sub-activities of this activity include:

1. The analysis of souvenirs from local and international market;
2. Identification of vocational colleges to start the production of souvenirs;
3. Establishing a national certifying body for the production of souvenirs;
4. Determining the list of vocations needed for the production of Georgian souvenirs;
5. Developing vocational and educational programs in craftsmanship;
6. The training of trainers in vocations of craftsmanship;
7. The development of enterprises producing Georgian craftsmanship products;
8. The selection of craftsmen of Georgian souvenir for established enterprises;
9. Developing the standards for Georgian souvenirs by a group of experts and approving them with a Certification Body;
10. Introducing mandatory certification of historical-cultural souvenirs produced in the 5 newly established enterprises;
11. Introducing voluntary certification for traditional and contemporary souvenirs;
12. Supporting employment of craftsmen at the 5 newly established souvenir enterprises;
13. Supporting employment of craftsmen at the souvenirs producing workshops at vocational colleges in regions;
14. Supporting management and operations of created souvenirs producing enterprises and workshops in vocational colleges in regions;
15. Supporting export of the souvenirs produced at created 5 mini-enterprises.

Activity 6: Labour Safety

The Labour Safety Program addresses the need for the development of training programs, trained trainers and specialists in labour safety issues in construction sector. This sector is especially dangerous due to specifics, diversity of various infrastructure work and the manipulations and scale of work in mining, metallurgy and construction. The development of modern production technologies and their introduction in Georgia predetermine the need to develop human resources with the specific knowledge of safety issues during the industrial process related to high risk of workers and third persons also.

There is no institutionalized system of the training of instructors and workers in labour safety in the construction sector and there is growing statistics of the number of injuries during construction work which is usually caused by lack of knowledge of management and safety regulations not falling in line with modern construction technologies. In rare cases the private construction companies deal with the requalification of their workers health and safety through irregular and superficial training which does not usually satisfy the existing needs and standards of health and safety. At the same time there is lack of incentives for the private sector companies for cooperation in this area either with public or private sector players.

It should be noted that there is no enabling environment, both in institutional and methodological terms for the delivery of regular high quality skills development system in labour safety. The vocational education system is best positioned to become the main service provider of training in labour safety issues, especially in the construction sector as UNDP (and other donors: USAID for example) have developed managerial, human resource and methodological capabilities of many vocational colleges for the delivery of retraining in construction vocations.

This program aims to develop institutional capacities, methodology and human resources for the delivery of modern technology adequate trainings in labour safety. The program envisages the development of labour safety standards and teaching programs and also to be the text book for the vocational education level in cooperation with the Ministry of Education. Labour standards will be introduced at selected partner construction companies and selected partner vocational colleges retrain construction companies' workers in labour safety.

The program will support to achieving a consensus and raising awareness of the private sector representatives in labour safety issues in order to consolidate wider public attention and action for ensuring safe and decent working conditions. Cooperation with ILO and the national bodies (Ministry of Economy and Sustainable Development, Ministry of Education and Sciences and State Technical Inspectorate) will be developed in order to ensure wider public dialogue in relation to labour safety issues. The Georgian Employers Association (GEA), with which UNDP has long-standing experience in developing professional standards, teaching materials and training and retraining program in various fields. The GEA is well positioned because of its connections with private sector companies and its active participation in social dialogue formats, related to vocational education and employment issues.

Sub-activities of this activity include:

1. Developing the labour safety standard for the construction field and its registration by the Employers' Association/Business Association and/or Trade Unions;
2. Developing labour safety teaching programs for vocational education and its approval by the Ministry of Education;
3. Creating labour safety teaching textbook for the construction field and its approval by the corresponding field committees;
4. Training and certification of teachers according to the labour safety teaching program for the construction field;
5. Introduction of labour safety standards in partner construction companies;
6. Training of the construction companies workers in accordance with labour safety standards.

IV. RESULTS AND RESOURCES FRAMEWORK

<p>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.</p> <p>Outcome indicators as stated in the Country/ Regional/ Global Programme Results and Resources Framework, including baseline and targets.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Applicable MYFF Service Line: 1.5 Private-sector development</p> <p>Partnership Strategy: implemented in close collaboration with the Ministry of Education and Science and Regional authorities. Ministry of Agriculture, Georgian Employers' Association. The project will have also liaison with the Ministry of Agriculture, SDC and respective projects.</p> <p>Project title and ID (ATLAS Award ID): Income generation and employment through skills development (00063620/ 00080612)</p>

Intended Outputs	Output Targets for (years)	Indicative Activities	Responsible parties	Inputs
<p>Output: Quality of vocational education improved, sustainability of the partner VET Colleges enhanced and the VET system expanded through linking it with innovative economic development and professional initiatives.</p> <p>Baselines/Indicators:</p> <p>1.1/ Vocational education teachers professional skills long and mid-term skills development plan does not exist/Developed plan for skills development exist</p> <p>1.2/ No teachers' trainer trained based on international practice /# of trained teachers' trainers for agriculture, construction and processing industry vocational courses</p> <p>1.3/ No acknowledged and agreed with the MoES model structure of teachers training programs exist and no structured training programs exist / # of agreed with MoES teachers training programs</p> <p>1.4/ No Vocational Colleges teachers trained according to international practice based training programs/AT least 70% of teachers delivering vocational courses in mentioned 17 vocations throughout Georgia trained</p> <p>1.5/ No software teaching methods exist in vocational education teaching process/# of vocational courses, where software teaching methods were introduced.</p> <p>1.6/ No or lack of imitation modelling exists in the professions</p>	<p>Targets for 2012:</p> <p>1.1/Mid- and long-term plan is developed</p> <p>1.2/ 7 teachers' trainers trained in the vocations of agriculture, processing and construction</p> <p>1.3/ Teachers' training programs for 17 vocations developed</p> <p>1.4/ 40 teachers delivering above-mentioned 17 vocational courses trained according to the developed programmes.</p> <p>1.5/ Software programs introduced in teaching process of at least 6 vocational course</p> <p>1.6/ Imitation models introduced in at least 2 vocational course</p> <p>1.7/ Demonstration videos introduced in at least 5 vocational courses.</p> <p>1.8/ Textbooks developed for at least 4 most demanded vocations of agriculture, construction and tourism</p> <p>1.9/ At least 2 new textbooks developed for 4th and 5th levels of vocational education (1-construction, 1-agriculture).</p> <p>1.10/Methodology of the national labor force survey is developed</p> <p>1.11/ 12 members of the Ministry's policy units and Professional Colleges staff is trained in applying in policy planning process the Labor force survey results</p>	<p>Activity 1: VET quality</p> <p>Purpose: improving quality of the vocational education through increasing the availability of the advanced methodologies and teaching materials and retraining programmes for the teachers</p> <p>1.1 The development of methodology for labour force survey</p> <p>1.2 Developing capacities of professional colleges' and Ministry's staff in developing the survey results based VET policy planning</p> <p>1.3 Implementing the Labour Force Survey</p> <p>1.4 The improvement of Teachers Professional Skills Development Strategy Action Plan</p> <p>1.5 Training of mentor teachers</p> <p>1.6 Improving new programs for teacher training</p> <p>1.7 The retraining of Vocational Colleges' teachers</p> <p>1.8 The application of software in vocational education process</p> <p>1.9 The application of imitation models in vocational education process</p> <p>1.10 Introducing demonstration videos in vocational education process</p>	<p>Ministry of Education and Science</p> <p>Teachers Professional Development Centre</p> <p>Vocational colleges</p>	

Intended Outputs	Output Targets for (years)	Indicative Activities	Responsible parties	Inputs
<p>where it is needed /# of vocational courses, where imitation models were introduced</p> <p>1.7/ No demonstration videos in vocational teaching process /# vocational courses, where demonstration videos were introduced</p> <p>1.8/ No textbooks exist in many of the most demanded professions in agriculture, tourism and construction/# of textbooks developed</p> <p>1.9/ No textbooks in 4th and 5th stages of professional education exist/ # of textbooks developed</p> <p>1.10/ No proper methodology for national level labour force surveys exist / Methodology for national level labour market survey is developed and ready for application</p> <p>1.11/ Weak capacities of the Ministry policy planning units in developing VET policy based on Labor Force Survey / # of trained staff of the college and Ministry</p> <p>1.12/ Support in implementing Labor force survey / Labor Force Survey is implemented and national and regional coverage and representation and priority sectors is ensured</p>	<p>Targets for 2013:</p> <p>1.3/ 13 teachers' trainers trained in the vocations of agriculture, processing and construction</p> <p>1.5/ 16 teachers of Voc. Colleges trained according to the developed programs</p> <p>1.6/ Software programs applied in teaching process of at least 6 vocational course</p> <p>1.7/ Imitation models applied in at least 2 vocational course</p> <p>1.8/ 5 movies applied</p> <p>1.12/ The National Labor Force Survey is implemented in accordance with defined priority sectors and regions</p>	<p>1.11 Developing new textbooks in agriculture, construction and tourism vocations</p> <p>1.12 Developing new textbooks for 4th and 5th levels of vocational education</p>		
<p>2/ Limited information on vocational education system components and reforms processes/# of information products and events</p>	<p>Targets for 2012:</p> <p>2.1/ TV and video success stories developed</p> <p>2.2/ Conducting at least one open door day per partner vocational college</p> <p>2.3/ At least 2 job fairs conducted</p> <p>Targets for 2013:</p> <p>2.1/ TV show launched</p> <p>2.2/ Conducting at least one open door days per partner vocational college</p> <p>2.3/ At least 2 job fairs conducted</p> <p>2.4/ 1 national job fair conducted</p>	<p>Activity 2. Public awareness</p> <p>Purpose: Increasing public awareness in vocational education</p> <p>2.1 Developing TV show and real success stories</p> <p>2.2 Organizing public outreach events, e.g. open door / drop in events in vocational colleges</p> <p>2.3 Organizing job fairs for the students/graduates of vocational courses</p> <p>2.4 Organising national Job Fair</p>	<p>Ministry of Education and Science</p> <p>Vocational colleges</p>	
<p>3.1/ No 4th and 5th step compliant vocational retraining system exists in agriculture professions at Kachreti College/# of adults retrained at eth equivalent of 4th and 5th step</p> <p>3.2/ No agriculture and veterinary laboratory exists at Kachreti College/Veterinary and agronomy laboratory equipped at Kachreti College</p> <p>3.3/ No animal husbandry farm exist at Kachreti College/Functioning animal husbandry farm exists at Kachreti College</p> <p>3.4/ Need for further support in marketing and equipment upgrade of fruit and vegetables micro-processing facility/New</p>	<p>Targets for 2012:</p> <p>3.1/ 24 adults retrained at the equivalent of 4th and 5th step in agriculture vocations in Kachreti Vocational college (at least 30% women)</p> <p>3.2/ Agricultural and Veterinarian laboratory equipped</p> <p>3.3/ Animal Husbandry farm equipped at Kachreti College</p> <p>3.4/ The facility equipped with new processing equipment</p> <p>3.5/ Joiner's workshop infrastructure developed at Ambrolauri College</p> <p>3.6/ Agronomy and Veterinary laboratory developed at Ambrolauri College</p> <p>3.7/ 10% profit margin reached at fruit dryer facility at</p>	<p>Activity 3. VET sustainability</p> <p>Purpose: Enhancing sustainability of the VET Colleges</p> <p>3.1 Introducing training courses equivalent to 4th and 5th level of qualification in Kachreti Vocational College</p> <p>3.2 Developing of agro and veterinary laboratory in Kachreti Vocational College</p> <p>3.3 Developing of model farm in animal husbandry in Kachreti Vocational College</p> <p>3.4 Expanding capacity of Cooperative Food and Vegetables micro-processing Facility at Kachreti Vocational College</p>	<p>UNDP Project Team</p> <p>Ministry of Education and Science</p> <p>VET colleges</p>	

Intended Outputs	Output Targets for (years)	Indicative Activities	Responsible parties	Inputs
<p>processing equipment installed at the facility</p> <p>3.5/ No equipped model workshop in demanded professions (joiner)/ Functioning Joiner workshop exist at Ambrolauri College</p> <p>3.6/ No equipped facilities for practice in demanded vocations (veterinarian and agronomist)/laboratories in agronomy and veterinary laboratories exist at Ambrolauri College</p> <p>3.7/ No equipped facilities for practice in fruit processor's profession/Functioning fruit drying facility exist at Ambrolauri College</p> <p>3.8/ Some of training courses conducted in Ambrolauri college lack demonstration facilities/# of retrained graduates in improved facilities</p> <p>3.9 No equipped facilities for practice in demanded professions (veterinarian and agronomist)/laboratories in agronomy and veterinary laboratories exist at Akhaltsikhe College</p> <p>3.10 No equipped facilities and practice in demanded for retraining professions (feed production) / Functioning fodder producing facility at Akhaltsikhe College</p> <p>3.11 No equipped facilities and practice in demanded profession (beekeeper's vocation) exist in Akhaltsikhe/ Infrastructure of beekeeping farm is upgraded at Akhaltsikhe College</p> <p>3.12/ Some of training courses conducted in Akhaltsikhe college lack demonstration facilities/# of retrained graduates in improved facilities at Akhaltsikhe College</p> <p>3.13/ No 4th and 5th step vocational retraining system exists in construction professions at Kutaisi College/# of adults retrained at 4th and 5th step</p> <p>3.14/ Vocational retraining students do not have business skills/# of adults attending business education courses in Kutaisi BEC</p> <p>3.15/ Weak capacities of vocational course graduates to start entrepreneurial activity/# of graduates started businesses</p> <p>3.16/ No business consultancy services provided to Medium and Large partner employers/# of graduates at BEC and employed graduates at newly created job places</p> <p>3.17/No local labour market surveys implemented in the newly selected region and professional skills needs assessed/Existence of assessment of local labour market demand and skills</p> <p>3.18/ There is no trainers retraining needs assessment and retraining performed in thematic skills/# of retrained trainers in</p>	<p>Ambrolauri College</p> <p>3.8/ At least 36 adults retrained at Ambrolauri College in improved facilities (at least 30% women)</p> <p>3.9/ Agriculture and veterinary laboratory equipped at Akhaltsikhe College</p> <p>3.10/ 10% profit margin reached in Akhaltsikhe College fodder processing facility</p> <p>3.11/ 10% profit margin reached at beekeeping farm at Akhaltsikhe College</p> <p>3.12/ AT least 36 adults retrained at Akhaltsikhe College in improved facilities (at least 30% women)</p> <p>3.13/ 50 adults retrained at 4th and 5th steps in construction professions at Kutaisi College (at least 30% women)</p> <p>3.14/ 150 adults attend business education courses in Kutaisi BEC</p> <p>3.15/15 persons started business,</p> <p>3.16/ 20 graduates employed at newly created jobs</p> <p>3.22/ At least 45 adults trained in the vocation of sewing and tailoring at Poti College (at least 30% women)</p> <p>3.23/ Mid-term business plan for sewing workshop developed and financial sustainability achieved at Poti College</p> <p>Targets for 2013</p> <p>3.17/ Labour market survey performed and the demand is identified for newly selected area</p> <p>3.18/ 8 trainers retrained at newly selected college</p> <p>3.19/ 100 adults retrained in demanded professions (at least 30% women)</p> <p>3.20/ Specialised tools and equipment for retraining purposes is provided to newly selected college</p> <p>3.21/ Newly selected college mid-term development plan is developed</p> <p>Targets for 2014</p> <p>3.19/ 100 adults retrained in demanded professions (at least 30% women)</p> <p>3.21/ Mid-term business plan implementation is started</p>	<p>3.5 Developing of Joiner workshop Ambrolauri College</p> <p>3.6 Developing of agronomy and veterinary laboratory at Ambrolauri College</p> <p>3.7 Creation of fruit drying facility at Ambrolauri College</p> <p>3.8 Delivering 3 vocational courses in improved facilities at Ambrolauri College</p> <p>3.9 Developing Agronomy and Veterinary Laboratory at Akhaltsikhe College</p> <p>3.10 Developing fodder production facility and its business plan at Akhaltsikhe College</p> <p>3.11 Development of beekeeping farm at Akhaltsikhe College</p> <p>3.12 Delivering 3 vocational courses in improved facilities at Akhaltsikhe college.</p> <p>3.13 Introducing training courses equivalent to 4th and 5th level of qualification in Kutaisi Vocational College</p> <p>3.14 Conducting business education courses for retrained students at Kutaisi College Business Education Center (BEC)</p> <p>3.15 Provision of business consultations to the targeted groups at Kutaisi College BEC Centre</p> <p>3.16 Medium and Large business consultancy and support to employment of graduates at Kutaisi College BEC Centre</p> <p>3.17 Surveys of labour market demand and skills shortage conducted in newly selected area</p> <p>3.18 Assessment of trainer needs and re-training of trainers for newly selected vocational college</p> <p>3.19 Delivery of adults retraining programs in newly selected vocational college</p> <p>3.20 Provision of specialized equipment and tools to enable specific types of training to be delivered within the core areas;</p>		

Intended Outputs	Output Targets for (years)	Indicative Activities	Responsible parties	Inputs
<p>thematic skills</p> <p>3.19/ No adults vocational retraining courses provided in newly selected region/# of retrained adults</p> <p>3.20/ Lack of specialised tools and equipment in newly selected College/# of specialized tools and reaching equipment is available for retraining purposes</p> <p>3.21/ No mid-term development vision exist at newly selected College/Mid-term development business plan developed</p> <p>3.22/No certified training in the vocation of sewing and tailoring at Poti College/# of adults retrained in the vocation of sewing and tailoring</p> <p>3.23/ No business plan for sewing workshop exists in Poti College/ Financial sustainability of sewing workshop achieved</p>		<p>3.21 Preparation of a medium-term business plan for newly selected vocational college.</p> <p>3.22 Conducting vocational courses in sewing and tailoring vocational course at Poti Vocational College</p> <p>3.23 Developing mid-term business plan for sewing workshop at Poti Vocational College</p>		
<p>4.1/No national extension coordination format exist at national level/National coordination centre for extension services is established</p> <p>4.2/ No local extension consultants training program exists and no regular and structured system of extension consultants system /Existence of national extension consultants program and # of trained local extension consultants</p> <p>4.3/ Weak level of innovative and energy saving technologies application in agriculture sector/Project directory established</p> <p>4.4/ No availability of innovative projects is available for farmers/</p> <p># of innovative and/or energy saving technologies applied</p> <p>4.5/ No unified agrarian market information sharing is available for farmers/ Availability to farmers of a unified information system on agrarian market</p> <p>4.6/ Weak and non-unified media extension products available for farmers/Media extension service products are developed</p> <p>4.7/ Zugdidi University does not have capacities for delivery of demanded extension services/# of group and individual consultancies to farmers</p> <p>4.8/ No experience and institutional capacities for developing of demonstration projects /# of developed demonstration projects</p> <p>4.9/ No infrastructure for delivery of extension services in Senaki (Zugdidi University)/# of infrastructure units</p> <p>4.10/ Senaki Extension Centre will not have stable incomes for ensuring financial sustainability/Gross margin level of Senaki Extension Centre</p> <p>4.11/Need for shift to expanded market access oriented consultation and linking to marketing at Kachreti College Extension Centre</p> <p># of modified consultancies delivered</p> <p>4.12/ Need for additional innovation demonstration projects implementations/# of developed innovative demonstration</p>	<p>Targets 2012</p> <p>4.1/ The national center for coordination of agro-extension services created</p> <p>4.2/ 6 programs for training of local extension consultants developed and 10 local extension consultants trained</p> <p>4.3/ Project directory created for at least 40 innovation and demonstration projects</p> <p>4.4/ At least 12 innovative and energy saving technologies applied</p> <p>4.5/ Unified information system on agrarian market is operational and available for farmers</p> <p>4.6/ Media extension service products are available at national level</p> <p>4.7/ Senaki Extension Centre established and 100 group and 300 individual consultancies provided at Senaki Extension Centre</p> <p>4.8/ 15 demonstration farms and innovations at Senaki Extension Centre</p> <p>4.9/ 7 units of infrastructure facilities provided to Senaki Extension Centre</p> <p>4.10/ Senaki Extension Centre Business plan for planning the process of reaching financial sustainability is developed and agreed with stakeholders</p> <p>4.11/ 200 group consultancies and 600 individual consultancies provided by Kachreti College Extension Centre</p> <p>4.12/ 10 innovative demonstration projects implemented at Kachreti College Extension Centre</p> <p>2013</p> <p>4.2/ 10 local extension consultants trained by the Center</p>	<p>Activity 4. Agriculture Extension Program</p> <p>4.1 Establishing a National Coordination Center for Extension Services (Center)</p> <p>4.2 Developing local extension consultants training programs and training of local extension consultants by the Center</p> <p>4.3 Creation of agriculture innovative, energy saving and demonstration projects directory at the Center</p> <p>4.4 Support to application of innovative and energy saving technologies</p> <p>4.5 Creation of unified information space on national agrarian market related information sharing at the Center</p> <p>4.6 Developing of media extension services and information and outreach materials and organizing outreach events at the Center</p> <p>4.7 Establishing Senaki Extension Centre within Zugdidi University) and provision of agricultural extension services</p> <p>4.8 Support to development of 30 demonstration farms and innovations at Senaki Extension Centre client farms</p> <p>4.9 Developing of model farming and processing infrastructure at Senaki Extension Centre</p> <p>4.10 Developing of business plan for achieving financial sustainability of Senaki Extension Centre</p> <p>4.11 Support to provision of agricultural extension services within Kachreti College Extension Centre</p>	<p>UNDP Project Team</p> <p>Georgian Agrarian University</p> <p>Senaki, Kachreti, Ajara, Akhmeta Extension Centres</p>	

Intended Outputs	Output Targets for (years)	Indicative Activities	Responsible parties	Inputs
<p>projects</p> <p>5.1./ No available souvenirs local and international market analyses / market analysis Y/N</p> <p>5.2./ Vocational colleges not identified for producing national souvenirs / # of vocational colleges identified for the production of souvenirs</p> <p>5.3./ No institutionalized system of quality assessment of national souvenirs and certifying body exist at national level / existence of certification body</p> <p>5.4 No list of vocations needed for production of Georgian national souvenirs according to the types of souvenirs is identified and no relevant vocational standard exist / number of vocational education standards developed in the field of craftsmanship</p> <p>5.5/ No vocational education programs are developed for the professions related to production of Georgian national souvenirs / # of developed education programs in the field of craftsmanship</p> <p>5.6/ No retrained trainers for the professions related to craftsmanship at vocational colleges / # of trained trainers in professions related to craftsmanship</p> <p>5.7/ No enterprises for producing Georgian craftsmanship in regions / # enterprises for producing Georgian craftsmanship established</p> <p>5.8/ No identified craftsmen identified and acknowledged / # of identified craftsmen (1 per each established enterprise)</p> <p>5.9/ No standard for production of Georgian national souvenirs exist / # of developed and approved by Certification Body crafts' standards</p> <p>5.10/ No certification mechanisms exist in the area of national historical-cultural souvenirs production / # of certified units of souvenirs produced by the newly established 5 enterprises</p> <p>5.11/ No voluntary certification mechanisms exist in the area of national traditional and contemporary souvenirs production / # of voluntary certified units of traditional and contemporary souvenirs</p> <p>5.12/ No employment possibilities for craftsmen at souvenirs enterprises in regions / # of craftsmen employed in souvenirs producing mini enterprises in regions</p>	<p>4.4./ At least 13 innovative and energy saving technologies introduced by the Center</p> <p>4.7/ 300 group and 1000 individual consultancies provided at Senaki Extension Centre</p> <p>4.8/ 15 demonstration farms and innovations introduced at Senaki College extension Centre</p> <p>4.10/ At least 12% of gross margin level achieved at Senaki Extension Centre</p> <p>2012</p> <p>5.1/ Local and international market for souvenirs is performed</p> <p>5.2/ 5 vocational colleges identified for souvenir production</p> <p>5.3/ Certification Body of National Souvenirs is established</p> <p>2013</p> <p>5.4/ List of vocations according to the types of souvenirs is identified and 10 professional standard in craftsmanship is developed</p> <p>5.5/ 10 vocational education programs developed in craftsmanship</p> <p>5.6/ 20 trainers trained to deliver craftsmanship courses in 5 selected vocational colleges</p> <p>5.7/ 5 enterprises for producing Georgian craftsmanship is established</p> <p>5.8/ 5 craftsmen of Georgian national souvenirs are identified (1 per each established enterprise)</p> <p>5.9/ 30 craft standards developed and approved by Certification Body</p> <p>5.10/ 15 types of certified of historical-cultural souvenirs</p> <p>5.11/ 15 voluntary certified units of traditional and contemporary souvenirs</p> <p>10 craftsman employed at local</p> <p>5.12/ 10 craftsmen employed at souvenirs producing enterprises</p> <p>5.13/ 10 craftsmen employed at souvenirs producing workshops at vocational colleges in regions</p> <p>5.14/ 5% of gross margin achieved in created 5 souvenirs producing enterprises and vocational colleges in regions</p>	<p>4.12 Support to development of 10 demonstration farms and innovations at Kachreti College Extension Centre client farms</p> <p>Activity 5. Georgian Souvenir Program</p> <p>5.1 Analysis of souvenirs local and international market</p> <p>5.2 Identifying of vocational colleges to start production of souvenirs</p> <p>5.3 Establishing of national certifying body for production of souvenirs</p> <p>5.4 Determining of the list of vocations needed for production of Georgian souvenirs</p> <p>5.5 Developing of vocational education programs in craftsmanship</p> <p>5.6 Training of trainers in vocations of craftsmanship</p> <p>5.7 Developing of enterprises producing Georgian craftsmanship products</p> <p>5.8 Selection of craftsmen of Georgian souvenir for established enterprises</p> <p>5.9 Developing standards for Georgian souvenirs by group of experts and approving them with Certification Body</p> <p>5.10 Introducing mandatory certification historical-cultural souvenirs produced in the newly established 5 enterprises</p> <p>5.11 Introducing voluntary certification for traditional and contemporary souvenirs</p> <p>5.12 Supporting employment of craftsmen at newly established 5 souvenir enterprises</p> <p>5.13 Supporting employment of craftsmen at souvenirs producing workshops at vocational colleges in regions</p>	<p>Ministry of Education and Science</p> <p>Ministry of Economy and Sustainable Development</p> <p>Ministry of Culture</p> <p>National museum</p> <p>Archaeology Institute</p> <p>Regional authorities</p> <p>Vocational colleges</p>	

Intended Outputs	Output Targets for (years)	Indicative Activities	Responsible parties	Inputs
<p>5.1.3/ No employment possibilities for craftsmen in souvenirs producing sector in regions / # of craftsmen employed in souvenirs producing workshops at vocational colleges in regions</p> <p>5.1.4/ No enterprises for producing souvenirs operational in regions / Level of gross margin of created enterprises and workshops at vocational colleges</p> <p>5.1.5/ Weak export orientation and possibilities for exporting the Georgian souvenirs / % share of exported Georgian souvenirs produced in created 5 mini-enterprises</p>	<p>2014</p> <p>5.9/ 20 souvenirs' standards developed</p> <p>5.10/ 10 mandatory certified types of historical-cultural souvenirs</p> <p>5.11/ 10 voluntary certified units of traditional and contemporary souvenirs</p> <p>5.14/ 10% of gross margin achieved in created souvenirs producing enterprises in regions</p> <p>5.15/ At least 10% of the souvenirs produced in created mini-enterprises are exported</p>	<p>5.14 Supporting management and operations of created souvenirs producing enterprises and workshops in vocational colleges in regions</p> <p>5.15 Supporting export of the souvenirs produced at created 5 mini-enterprises</p>		
<p>6.1. Absence of recognized labour safety standard for the construction field/ Labour safety standard for the construction field is developed and registered</p> <p>6.2. Absence of labour safety teaching program for vocational education/ Labour safety teaching program for vocational education is developed and approved by the Ministry of Education and Science</p> <p>6.3. Absence of labour safety teaching textbooks for the construction field/ Labour safety teaching textbooks Y/N</p> <p>6.4. Absence of vocational education teachers trained in accordance with labour safety teaching program for the construction field/number of teachers certified in accordance with labour safety teaching</p> <p>6.5 Absence of labours safety standards in local construction companies/ # of partner construction companies introducing labour safety standards in their companies</p> <p>6.6 No training of construction workers in labour safety standards exist/ # of workers receiving training in labour safety standards</p>	<p>Targets for 2013:</p> <p>6.1. Labour safety standard for the construction field is developed and registered by the Employers' Association/Business Association and/or Trade Unions</p> <p>6.2. Vocational education teaching program complying with international labour safety standards is developed and approved by the Ministry of Education and Science</p> <p>6.3. Teaching textbook of labour safety in the construction field is developed and approved by corresponding field committees.</p> <p>6.4. 25 teachers from 5 vocational colleges are trained and certified in accordance with labour safety teaching program for the construction field</p> <p>Targets for 2014:</p> <p>6.5. Labour safety standard is introduced in at least 3 partner construction companies</p> <p>6.6. 100 workers of the partner construction companies are trained in accordance with the labour safety standard</p>	<p>Activity 6: Labour Safety</p> <p>6.1. Developing of the labour safety standard for the construction field and its registration by the Employers' Association/Business Association and/or Trade Unions</p> <p>6.2. Developing labour safety teaching program for the vocational education and its approval by the Ministry of Education</p> <p>6.3. Developing of the labour safety teaching textbook for the construction field and its approving by the corresponding field committees</p> <p>6.4. Training and certification of teachers according to the labour safety teaching program for construction field</p> <p>6.5. Introducing labour safety standard in the partner construction companies</p> <p>6.6. Training of the construction companies workers in accordance with labour safety standard</p>	<p>MoEconomy MoHLS MoEducation</p> <p>Georgian Employers Association/ Business Federation</p> <p>Trade unions</p> <p>Vocational colleges</p> <p>Construction companies</p>	
		<p>Activity 7: Project Management & M&E</p> <p>7.1: Recruit project staff</p> <p>7.2: Mobilize the office</p> <p>7.3: Implement project activities</p> <p>7.4: Mobilise external expertise as required</p>		

IV. ANNUAL WORK PLAN

Year: 2012

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESP. PARTY	PLANNED BUDGET/USD			
		Q1	Q2	Q3	Q4		Fund	Budget Description	Amount	
Activity 1: VET quality	Development of Teachers Professional Skills Development Strategy Action Plan	X	X	X	X	UNDP/1981	UNDP	72100 Contractual services-companies	1,500	
	Developing of new programs for teachers retraining (13)	X	X	X	X	UNDP/1981	UNDP	72100 Contractual services-companies	9,000	
	Retraining of Vocational Colleges' teachers	X	X	X	X	UNDP/1981	UNDP	72100 Contractual services-companies	9,000	
	Developing new textbooks in agriculture, construction and tourism vocations	X	X	X	X	UNDP/1981	UNDP	72100 Contractual services-companies	23,500	
Activity 3. VET sustainability	Introducing training courses equivalent to 4th and 5th level of qualification in Kachreti Vocational College	X	X	X	X	Kachreti Vocational College "AISJ"/4246	UNDP	72100 Contractual Services Companies	6,000	
	Delivering 3 vocational courses in improved facilities at Akhaltsikhe College	X	X	X	X	Akhaltsikhe College "OPIZAR"/4241	UNDP	72100 Contractual Services Companies	5,000	
	Introducing training courses equivalent to 4th and 5th level of qualification in Kutaisi Vocational College	X	X	X	X	Kutaisi College "IBERIA"/4287	UNDP	72100 Contractual Services Companies	8,000	
	Conducting business education courses for retrained students at Kutaisi Vocational College Business Education Center (BEC)	X	X	X	X	Kutaisi College "IBERIA"/4287	UNDP	72100 Contractual Services Companies - Kutaisi College "IBERIA"	9,000	
	Support to provision of agricultural extension services within Kachreti College Extension Centre	X	X	X	X	Kachreti Vocational College "AISJ"/4246	UNDP	72100 Contractual Services Companies	14,000	
ACTIVITY 7: Management	Support to dev-nt of 10 demonstr. farms & innovations at Kachreti College Extension Centre client farms	X	X	X	X	Kachreti Vocational College "AISJ"/4246	UNDP	72100 Contractual Services Companies - Kachreti Vocational College "AISJ"	11,000	
	Project staff (Manager, Deputy, Fin-Adm assist)	X	X	X	X	UNDP	UNDP	71400 Contractual services-individual	82,000	
	Office rent, security, cleaning	X	X	X	X	UNDP	UNDP	73100 Rental and maintenance-Premises	9,000	
	Communications (internet, telephone, etc)	X	X	X	X	UNDP	UNDP	72400 Communic and Audio visual equipment	1,000	
	Utilities	X	X	X	X	UNDP	UNDP	73100 Rental and maintenance-Premises	500	
	Office stationery, etc	X	X	X	X	UNDP	UNDP	72500 Supplies	1,000	
	Travel (field trips)	X	X	X	X	UNDP	UNDP	71600 Travel	2,000	
	Car Maintenance	X	X	X	X	UNDP	UNDP	73400 Rental and maint of other equipment	1,500	
	Fuel	X	X	X	X	UNDP	UNDP	73400 Rental and maint of other equipment	5,000	
	Communication budget	X	X	X	X	UNDP	UNDP	72135 SCV Co - Communications service	2,000	
	TOTAL									200,000.00

Year: 2013

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESP. PARTY	PLANNED BUDGET/USD		
		Q 1	Q 2	Q 3	Q 4		Fund	Budget Description	Amount
		X	X	X	X				
ACTIVITY 7: Management	Project staff (Manager, Deputy, Fin-Adm assist)	X	X	X	X	UNDP	71400	Contractual services-individual	60,000
	Office rent, security, cleaning	X	X	X	X	UNDP	73100	Rental and maintenance-Premises	4,000
	Communications (internet, telephone, etc)	X	X	X	X	UNDP	72400	Communic and Audio visual equipment	1,000
	Utilities	X	X	X	X	UNDP	73100	Rental and maintenance-Premises	750
	Office stationery, etc	X	X	X	X	UNDP	72500	Supplies	1,000
	Travel (field trips)	X	X	X	X	UNDP	71600	Travel	1,500
	Car Maintenance	X	X	X	X	UNDP	73400	Rental and maint of other equipment	2,000
	Fuel	X	X	X	X	UNDP	73400	Rental and maint of other equipment	4,000
	Communication budget		X	X	X	UNDP	72135	SCV Co – Communications service	750
	TOTAL								

Year: 2014

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESP. PARTY	PLANNED BUDGET/USD		
		Q 1	Q 2	Q 3	Q 4		Fund	Budget Description	Amount
		X	X	X	X				
ACTIVITY 7: Management	Project staff (Manager, Deputy, Fin-Adm assist)	X	X	X	X	UNDP	71400	Contractual services-individual	60,000
	Office rent, security, cleaning	X	X	X	X	UNDP	73100	Rental and maintenance-Premises	4,000
	Communications (internet, telephone, etc)	X	X	X	X	UNDP	72400	Communic and Audio visual equipment	1,000
	Utilities	X	X	X	X	UNDP	73100	Rental and maintenance-Premises	750
	Office stationery, etc	X	X	X	X	UNDP	72500	Supplies	1,000
	Travel (field trips)	X	X	X	X	UNDP	71600	Travel	1,500
	Car Maintenance	X	X	X	X	UNDP	73400	Rental and maint of other equipment	2,000
	Fuel	X	X	X	X	UNDP	73400	Rental and maint of other equipment	4,000
	Communication budget		X	X	X	UNDP	72135	SCV Co – Communications service	750
	TOTAL								

Work Plan 2012

Description	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Activity 1 : Improving the quality of the vocational education												
Developing methodology for labour force survey methodology												
Developing capacities of vocational colleges and MoES's staff in application of the labor force survey results in VET policy planning												
Development of Teacher Professional Skills Development Strategy Action Plan												
Training of teacher trainers.												
Development of new programs for teachers retraining (17)												
Retraining of Vocational College teachers												
Application of software in vocational education process												
Application of Imitation models in vocational education process												
Introduction of demonstration videos in vocational education process												
Development of new textbooks in agriculture, construction and tourism vocations												
Development of new textbooks for 4th and 5th levels of vocational education												
Activity 2. Increasing public awareness in vocational education												
Developing TV show, video and photo contests												
Organizing public outreach events, e.g. open door events in vocational colleges												
Organizing job fairs for the students/graduates of vocational courses												
Activity 3. Enhancing sustainability of the VET Colleges												
Introducing training courses equivalent to 4th and 5th level of qualification in Kachreti Vocational College												
Development of agro and veterinary laboratory in Kachreti Vocational College												
Improvement of model farm in animal husbandry in Kachreti Vocational College												
Expanding the capacity of Cooperative Food and Vegetables micro-processing Facility at Kachreti Vocational College												
Enhancement of Joiner workshop Ambrolauri College												
Development of agronomy and veterinary laboratory at Ambrolauri College												
Creation of fruit drying facility at Ambrolauri College												
Delivering 3 vocational courses in improved facilities at Ambrolauri College												
Developing Agronomy and Veterinary Laboratory at Akhaltsikhe College												
Improving fodder production facility and its business plan at Akhaltsikhe College												
Development of beekeeping farm at Akhaltsikhe College												

Description	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Delivering 3 vocational courses in improved facilities at Akhaltsikhe College												
Introducing training courses equivalent to 4th and 5th level of qualification at Kutaisi Vocational College												
Conducting business education courses for retrained students at Kutaisi Vocational College Business Education Center (BEC)												
Provision of business consultations to targeted groups at Kutaisi Vocational College BEC Centre												
Medium and Large business consultancy and support to employment of graduates at Kutaisi Vocational College BEC												
Developing mid-term business plan for sewing workshop at Poti Vocational College												
Conducting vocational courses in sewing and tailoring vocational course at Poti College												
Activity 4. Agriculture Extension Program												
Establishing a National Coordination Center for Extension Services (Center)												
Developing local extension consultants training programs and training of local extension consultants by the Center												
Creation of agriculture innovative, energy saving and demonstration projects directory at the Center												
Support application of innovative and energy saving technologies												
Creation of unified information space on national agrarian market related information sharing at the Center												
Development of media extension services and information and outreach materials and organizing outreach events at the Center												
Establishing Senaki Extension Centre within Zugdidi University) and provision of agricultural extension services												
Improvement of model farming and processing infrastructure at Senaki Extension Center												
Developing of business plan for achieving financial sustainability of Senaki Extension Centre												
Support development of 15 demonstration farms and innovations at Senaki Extension Centre client farms												
Provision of agricultural extension services in Senaki Extension Centre (within Zugdidi University)												
Support provision of agricultural extension services within Kachreti College Extension Centre												
Support development of 10 demonstration farms and innovations at Kachreti College Extension Centre client farms												
Activity 5. Georgian Souvenir Program												
Analysis of souvenirs local and international market												
Establishing national certifying body for production of souvenirs												
Identifying museum and archaeological samples (by regions) by the group of experts with the purpose of production of historical-cultural souvenir												

WORK PLAN 2013

Description	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Activity 1 : Improving the quality of the vocational education												
Implementing Labor Force Survey												
Training of teacher trainers.												
Retraining of Vocational Colleges' teachers												
Application of software in vocational education process												
Introduction of demonstration videos in vocational education process												
Developing new textbooks in agriculture, construction and tourism vocations												
Activity 2. Increasing public awareness in vocational education												
Developing TV show, video and photo contests												
Organizing public outreach events, e.g. open door events in vocational colleges												
Organizing job fairs for the students/graduates of vocational courses												
Activity 3. Enhancing sustainability of the VET Colleges												
Introducing training courses equivalent to 4th and 5th level of qualification in Kachreti Vocational College												
Development of agro and veterinary laboratory in Kachreti Vocational College												
Development of agronomy and veterinary laboratory at Ambrolauri College												
Delivering 3 vocational courses in improved facilities at Ambrolauri College												
Improvement of Agronomy and Veterinary Laboratory at Akhaltsikhe College												
Developing fodder production facility and its business plan at Akhaltsikhe College												
Enhancement of beekeeping farm at Akhaltsikhe College												
Delivering 3 vocational courses in improved facilities at Akhaltsikhe College												
Surveys of labour market demand and skills shortage conducted in newly selected area												
Assessment of trainer needs and re-training of trainers for newly selected vocational college												
Delivery of adults retraining programs in newly selected vocational college												
Provision of specialized equipment and tools to enable specific types of training to be delivered within the core areas												
Preparation of a medium-term business plan for newly selected vocational college												
Conducting vocational courses in sewing and tailoring vocational course at Poti College												

Description	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Activity 4. Agriculture Extension Program												
Support to application of innovative and energy saving technologies												
Creation of unified information space on national agrarian market related information sharing at the Center												
Developing media extension services and information and outreach materials and organizing outreach events at the Center												
Developing of model farming and processing infrastructure at Senaki Extension Center												
Support to development of 30 demonstration farms and innovations at Senaki Extension Centre client farms												
Provision of agricultural extension services in Senaki Extension Centre (within Zugdidi University)												
Activity 5. Georgian Souvenir Program												
Identifying museum and archaeological samples (by regions) by the group of experts with the purpose of production of historical-cultural souvenir												
Determination of the list of vocations needed for production of Georgian souvenirs. Developing vocational standards and vocational education programs in craftsmanship												
Identifying vocational colleges to start production of souvenirs, forming appropriate infrastructure with the purpose of teaching craftsmanship vocations in the Vocational Colleges												
Training of trainers in vocations of craftsmanship												
Vocational retraining of adults in craftsmanship vocations												
Development of enterprises producing Georgian craftsmanship products												
Selection of craftsmen of Georgian souvenir for established enterprises												
Developing standards for Georgian souvenirs by group of experts and approving them with Certification Body												
Introducing mandatory certification historical-cultural souvenirs produced in the newly established 5 enterprises												
Introducing voluntary certification for traditional and contemporary souvenirs												
Production of Georgian souvenir in mini-plant conditions												
Production of Georgian souvenir in Vocational Colleges conditions												
Facilitating production of Georgian souvenir through creating a business consultation mechanism												
Activity 6: Labour Safety												
Developing labour safety standards for the construction field and its registration by the Employers' Association/Business Association and/or Trade Unions												
Developing labour safety teaching program for the vocational education and its approval by the Ministry of Education												
Implementing pilot expertise, developing recommendations, analyzing and preventing risks on the												

Description	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
construction site												
Developing labour safety teaching textbook for the construction field and its approval by the corresponding field committees												
Training and certification of teachers according to the labour safety teaching program for construction field												

WORK PLAN 2014

Description	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII
Activity 3. Enhancing sustainability of the VET Colleges												
Delivery of adults retraining programs in newly selected vocational college												
Provision of specialized equipment and tools to enable specific types of training to be delivered within the core areas												
Activity 5. Georgian Souvenir Program												
Vocational retraining of adults in craftsmanship vocations												
Selection of craftsmen of Georgian souvenir for established enterprises												
Developing standards for Georgian souvenirs by group of experts and approving them with Certification Body												
Introducing mandatory certification historical-cultural souvenirs produced in the newly established 5 enterprises												
Introducing voluntary certification for traditional and contemporary souvenirs												
Production of Georgian souvenir in the mini-plant conditions												
Production of Georgian souvenir in the Vocational Colleges conditions												
Facilitating production of Georgian souvenir through creating a business consultation mechanism												
Activity 6: Labour Safety												
Introducing labour safety standards in partner construction companies												
Training of the construction companies workers in accordance with labour safety standard												

V. IMPLEMENTATION ARRANGEMENTS

This initiative builds on the existing structure of the SDC/UNDP Vocational Education Project. As in phase 2, the project will be implemented under the Direct Execution modality (DEX) by the UNDP Country Office in Tbilisi. This involves UNDP taking full responsibility for the administration of financial and human resources. The management of project funds will be carried out according to UNDP financial regulations.

As per new 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.

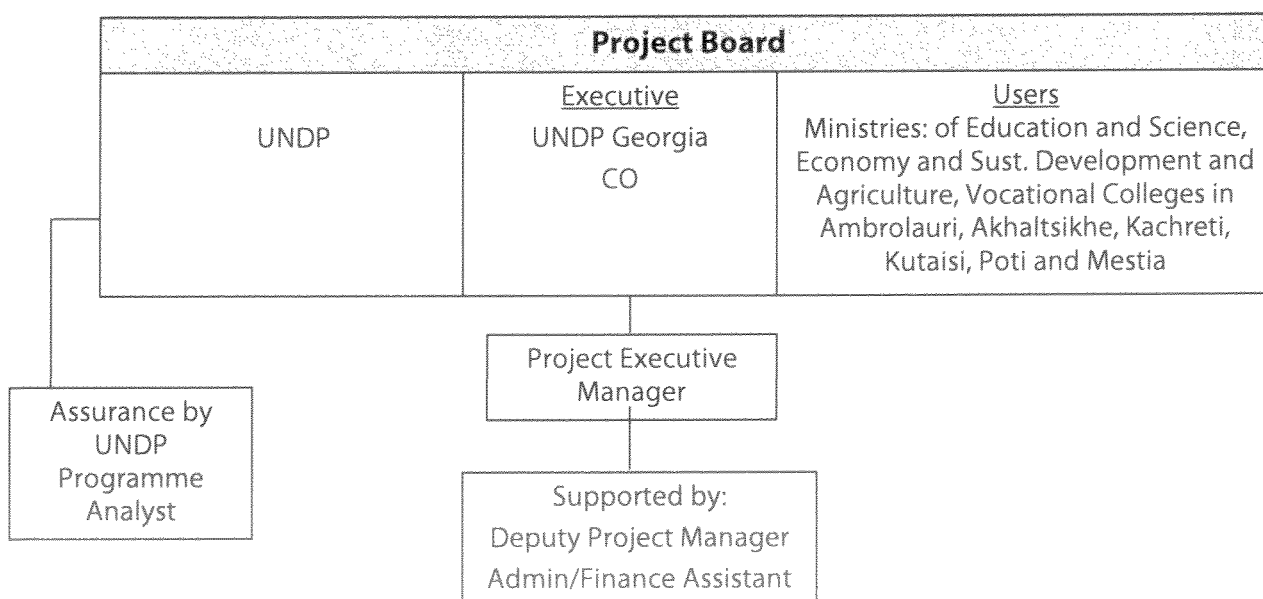
- UNDP will represent the Project Executive for this project, and will ensure effective and efficient use of available funds;
- The Ministry of Education and Science, together with UNDP, will assume the role of the Senior Supplier and provide resources, skills and guidance to produce the project output. SDC is also considered to share the role of the Senior Supplier with the MoES and UNDP subject to financial support they provide to the project.
- The Ministry of Education and Science and selected VET Centers will be the Senior Beneficiaries of the project. The project will also benefit Regional Governments, the Ministry of Agriculture (agriculture education and extension components) and the Ministry of Economic Development (Business Education Centre component).

Board meetings will take place on a quarterly basis during the project implementation period. In addition, the Programme 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.

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

Staffing. The project staff will remain the same as during phase 2 and will comprise of a Project Manager, Deputy Project Manager, Administrative Assistant, driver, and cleaner. Consultants will be recruited as required in the fields of in the labour market needs forecasting, VET programme development and provision of agricultural extension through VET Centres.

Project activities will be managed as close to the grass root level as is feasibly possible, in close cooperation with the regional/local administration and the selected VET Centres.



VII. 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 Project 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 objectives of promoting socio-economic development, rural revitalisation and poverty reduction.

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

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

Preparation of the monitoring, evaluation and review is the responsibility of the UNDP Programme Team. The Programme Team will devise the system for project 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.

Quality Management for Project Activity Results

Replicate the table for each activity result of the AWP to provide information on monitoring actions based on quality criteria. To be completed during the process "Defining a Project" if the information is available. This table shall be further refined during the process "Initiating a Project".

OUTPUT 1:		
Activity Result 1 (Atlas Activity ID)	Short title to be used for Atlas Activity ID	Start Date: End Date:
Purpose	What is the purpose of the activity?	
Description	Planned actions to produce the activity result.	
Quality Criteria	Quality Method	Date of Assessment
How/with what indicators the quality of the activity result will be measured?	Means of verification. What method will be used to determine if quality criteria has been met?	When will the assessment of quality be performed?

VIII. LEGAL CONTEXT

If the country has signed the *Standard Basic Assistance Agreement (SBAA)*, the following standard text must be quoted:

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 SBAA [or other appropriate governing 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".

ANNEXES:

1/ Budget

2/ Risk Analysis

BUDGET (USD)

Project: INCOME GENERATION AND EMPLOYMENT THROUGH SKILLS DEVELOPMENT

#	Output/Activity Budget Item Description	Impl. Ag.	Account	2012	2013	2014	TOTAL
Activity 1: Improving the quality of the vocational education							
1.1.	Development of Teachers Professional Skills Development Strategy Action Plan	1981	72100	5,000			5,000
1.2.	Training of teachers' trainers.	1981	72100	18,000	12,000		30,000
1.3.	Developing of new programs for teachers retraining (17)	1981	72100	25,000			25,000
1.4.	Retraining of Vocational Colleges' teachers	1981	72100	15,000	10,000		25,000
1.5.	Application of software in vocational education process	1981	72100	20,000	5,000		25,000
1.6.	Application of Imitation models in vocational education process	1981	72100	50,000	0	0	50,000
1.7.	Introduction of demonstration videos in vocational education process	1981	72100	10,000	5,000		15,000
1.8.	Developing new textbooks in agriculture, construction and tourism vocations	1981	72100	25,000	15,000		40,000
1.9.	Developing new textbooks for 4th and 5th levels of vocational education	1981	72100	15,000	0	0	15,000
1.1	Developing methodology for labor force survey for Georgia	1981	71305	60,000	0	0	60,000
1.11	Capacity developing of the MoES and Professional Colleges staff	1981	71305	10,000	0	0	10,000
1.12	Implementing the labor force survey	1981	72100	0	0	100,000	100,000
Total Activity 1				253,000	47,000		300,000
Activity 2: Increasing public awareness in vocational education							
2.1.	Developing TV show, video and photo contests	1981	72100	70,000	30,000		100,000
2.2.	Organizing public outreach events, e.g. open door events in vocational colleges	1981	72100	10,000	10,000		20,000
2.3.	Organizing job fairs for the students/graduates of vocational courses	1981	72100	10,000	10,000		20,000
Total Activity 2				90,000	50,000		140,000
Activity 3: Enhancing sustainability of the VET Colleges							
3.1.	Introducing training courses equivalent to 4th and 5th level of qualification in Kachreti Vocational College	4246	72100	15,000	15,000		30,000
3.2.	Developing of agro and veterinary laboratory in Kachreti Vocational College	4246	72100	15,000	5,000		20,000
3.3.	Developing of model farm in animal husbandry in Kachreti Vocational College	4246	72100	70,000			70,000
3.4.	Expanding capacity of Cooperative Food and Vegetables micro-processing Facility at Kachreti Vocational College	4246	72100	20,000			20,000
3.5.	Developing of Joiner workshop Ambrolauri College	4240	72100	15,000	2,000		17,000
3.6.	Developing of agronomy and veterinary laboratory at Ambrolauri College	4240	72100	15,000	3,000		18,000
3.7.	Creation of fruit drying facility at Ambrolauri College	4240	72100	15,000			15,000
3.8.	Delivering 3 vocational courses in improved facilities at Ambrolauri College	4240	72100	15,000	5,000		20,000
3.9.	Developing Agronomy and Veterinary Laboratory at Akhaltsikhe College	4241	72100	12,000	3,000		15,000
3.10.	Developing fodder production facility and its business plan at Akhaltsikhe College	4241	72100	12,000	3,000		15,000
3.11.	Development of beekeeping farm at Akhaltsikhe College	4241	72100	12,000	3,000		15,000
3.12.	Delivering 3 vocational courses in improved facilities at Akhaltsikhe College	4241	72100	10,000	5,000		15,000
3.13.	Introducing training courses equivalent to 4th and 5th level of qualification in Kutaisi Vocational College	4287	72100	20,000			20,000
3.14.	Conducting business education courses for retrained students at Kutaisi Vocational College Business Education Center (BEC)	4287	72100	15,000			15,000
3.15.	Provision of business consultations to the targeted groups at Kutaisi Vocational College BEC Centre	4287	72100	10,000			10,000
3.16.	Medium and Large business consultancy and support to employment of graduates at Kutaisi Vocational College BEC	4287	72100	15,000			15,000
3.17.	Surveys of labour market demand and skills shortage conducted in newly selected area	1981	72100		5,000		5,000
3.18.	Assessment of trainer needs and re-training of trainers for newly selected vocational college	1981	72100		15,000		15,000
3.19.	Delivery of adults retraining programs in newly selected vocational college	1981	72100		18,000	17,000	35,000
3.20.	Provision of specialized equipment and tools to enable specific types of training to be delivered within the core areas	1981	72100		35,000	5,000	40,000
3.21.	Preparation of a medium-term business plan for newly selected vocational college	1981	72100		5,000		5,000
3.22.	Developing mid-term business plan for sewing workshop at Poti Vocational College	1981	71300	7,000			7,000
3.23.	Conducting vocational courses in sewing and tailoring vocational course at Poti College	5741	72100	30,000	13,000		43,000
Total Activity 3				323,000	135,000	22,000	480,000

#	Output/Activity Budget Item Description	Impl. Ag.	Account	2012	2013	2014	TOTAL
Activity 4: Agriculture Extension Program							
4.1.	Establishing a National Referral Center for Extension Services (Center)	Agr-Univ	72100	6,000			6,000
4.2.	Developing local extension consultants training programs and training of local extension consultants by the Center	Agr-Univ	72100	7,000			7,000
4.3.	Creation of agriculture innovative, energy saving and demonstration projects directory at the Center	Agr-Univ	72100	8,000			8,000
4.4.	Support to application of innovative and energy saving technologies	Agr-Univ	72100	25,000	27,000		52,000
4.5.	Creation of unified information space on national agrarian market related information sharing at the Center	Agr-Univ	72100	30,000	4,000		34,000
4.6.	Developing of media extension services and information and outreach materials and organizing outreach events at the Center	1981	72100	9,000	9,000		18,000
4.7.	Establishing Senaki Extension Centre within Zugdidi University) and provision of agricultural extension services	5512	72100	7,000			7,000
4.8.	Developing of model farming and processing infrastructure at Senaki Extension Center	5512	72100	68,000	18,000		86,000
4.9.	Developing of business plan for achieving financial sustainability of Senaki Extension Centre	5512	72100	3,000			3,000
4.10.	Support to development of 30 demonstration farms and innovations at Senaki Extension Centre client farms	5512	72100	12,000	24,000		36,000
4.11.	Provision of agricultural extension services in Senaki Extension Centre (within Zugdidi University)	5512	72100	31,000	36,000		67,000
4.12.	Support to provision of agricultural extension services within Kachreti College Extension Centre	4246	72100	14,000			14,000
4.13.	Support to development of 10 demonstration farms and innovations at Kachreti College Extension Centre client farms	4246	72100	11,000			11,000
Total Activity 4				231,000	118,000		349,000
Activity 5: Georgian Souvenir Program							
5.1.	Analysis of souvenirs local and international market	1981	72100	20,000			20,000
5.2.	Establishing of national certifying body for production of souvenirs	1981	72100	5,000			5,000
5.3.	Identifying museum and archeological samples (by regions) by the group of experts with the purpose of production of historical-cultural souvenir	1981	72100		25,000		
5.4.	Determining of the list of vocations needed for production of Georgian souvenirs. Developing vocational standards and vocational education programs in craftsmanship	1981	72100		10,000		10,000
5.5.	Identifying of vocational colleges to start production of souvenirs, forming appropriate infrastructure with the purpose of teaching craftsmanship vocations in the Vocational Colleges	1981	72100		41,000		41,000
5.6.	Training of trainers in vocations of craftsmanship	1981	72100		10,000		10,000
5.7.	Vocational retraining of adults in craftsmanship vocations				54,000		54,000
5.8.	Developing of enterprises producing Georgian craftsmanship products	1981	72100		62,000		62,000
5.9.	Selection of craftsmen of Georgian souvenir for established enterprises	1981	72100		3,000		3,000
5.10.	Developing standards for Georgian souvenirs by group of experts and approving them with Certification Body	1981	72100		40,000	16,000	56,000
5.11.	Introducing mandatory certification historical-cultural souvenirs produced in the newly established 5 enterprises	1981	72100			2,000	2,000
5.12.	Introducing voluntary certification for traditional and contemporary souvenirs	1981	72100			5,000	5,000
5.13.	Production of Georgian souvenir in the mini-plant conditions	1981	72100			78,000	78,000
5.14.	Production of Georgian souvenir in the Vocational Colleges conditions	1981	72100			64,000	64,000
5.15.	Facilitating production of Georgian souvenir through creating a business consultation mechanism	1981	72100		65,000		65,000
Total Activity 5				25,000	310,000	165,000	500,000
Activity 6: Labour Safety							
6.1.	Developing of the labour safety standard for the construction field and its registration by the Employers' Association/Business Association and/or Trade Unions	1981	72100		8,000		8,000
6.2.	Developing labour safety teaching program for the vocational education and its approval by the Ministry of Education	1981	72100		6,000		6,000
6.3.	Implementing pilot expertise, developing recommendations, analyzing and preventing risks on the construction site	1981	72100		9,000		9,000
6.4.	Developing of the labour safety teaching textbook for the construction field and its approving by the corresponding field committees	1981	72100		10,000		10,000
6.5.	Training and certification of teachers according to the labour safety teaching program for construction field	1981	72100		7,000		7,000
6.6.	Introducing labour safety standard in the partner construction companies	1981	72100			11,000	11,000

#	Output/Activity Budget Item Description	Impl. Ag.	Account	2012	2013	2014	TOTAL
6.7.	Training of the construction companies workers in accordance with labour safety standard	1981	72100			33,000	33,000
6.8.	Creating labour safety monitoring system on base of the Field Vocational Association	1981	72100			9,015	9,015
Total Activity 6					0	42,015	42,015
Activity 7: Project Management & M&E							
7.1.	Contractual services (Individual)	1981	71400	100,000	125,000	125,000	350,000
7.2.	Office rent	1981	73100	9,000	9,000	9,000	27,000
7.3.	Communications (internet, telephone, etc)	1981	72400	1,500	1,500	1,500	4,500
7.4.	Utilities	1981	73100	1,000	1,000	1,000	3,000
7.5.	Office operations (stationery, etc)	1981	72500	2,000	2,000	2,000	6,000
7.6.	Travel (field trips)	1981	71600	3,000	3,000	3,000	9,000
7.7.	Car Maintenance	1981	73400	2,000	2,000	2,000	6,000
7.8.	Fuel	1981	73400	6,000	8,000	8,000	22,000
7.9.	Communication budget	1981	72135	15,500	15,500	15,500	46,500
Total Activity 7				140,000	167,000	167,000	474,000
TOTAL NET				1,062,000.00	867,000.00	407,015.00	2,336,015.00
o/w TRAC				200,000.00	75,000.00	75,000.00	350,000.00
o/w cost-sharing				862,000.00	792,000.00	332,015.00	1,986,015.00
General Administration Fee 7%				64,881.72	59,612.90	24,990.38	149,485.00
Grand TOTAL				1,126,881.72	926,612.90	432,005.38	2,485,500.00

Risk Analysis

Project Title: Income Generation and Employment through Skills Development			Award ID: 00063620	Date: 30 Dec 11		
#	Description	Date Identified	Type	Impact & Probability	Countermeasures / Mngt response	Owner
1	Teachers skills Development plan is not acknowledged and recognized by the MoES	30-Dec-11	Political	Impact: Inefficient system of teachers skills development P: 2 I: 3	Mitigation measures: involvement of relevant units in the MoES form initial phase, wide dialogue during the process of elaboration of the action plan, advocacy.	Project Manager
2	The capacities of the national partner are not sufficient for effective management of complex activities related to referral national extension centre	30-Dec-11	Environmental	Impact: ineffective management of the National Referral Extension Centre P: 2 I: 4	Mitigation measures: capacity assessment of the national partner's staff, capacity development measures of the staff and consultants involved	Project Manager
3	Partner VET centers are not able to achieve financial sustainability targets	30-Dec-11	Environmental	Impact: the VET Centers are not able to ensure continuity in delivering of adequately high quality VET courses P: 2 I: 3	Mitigation measures: ensuring high quality of business plans and close monitoring of their implementation. Ensuring adequate financial management of the resources obtained by means of VET income generation activities	Project Manager
4	No readiness of private companies (included into the Labour Safety Program) to apply safety standards in their work	30-Dec-11	Environmental	Impact: Low level of safety during the working process at the selected beneficiaries P: 2 I: 4	Mitigation measures: active advocacy and capacity development of the companies' staff, monitoring of the initial phase of the standards application	Project Manager