



Ministry of Education & Science



Ministry of Agriculture



Empowered lives.
Resilient nations.

Project Document

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

- UNDAF Outcome:** 1. Inclusive development and poverty alleviation promotion through international, national and local economic policies, including in the area of trade and investment.
- Expected CPAP Outcome(s):** 1.2 Vulnerable populations enjoy greater access to decent work opportunities.
- Expected CPAP Output(s):**
- 1.2.1 Labour force competitiveness improved through vocational education, counseling and engagement of private sector, and responsible business practices are promoted.
 - 1.2.2 Increased capacities of national and local authorities in development and delivery of vocational education services
- Implementing Partner:** Ministry of Education and Sciences
- Responsible Parties:** Vocational colleges of Kachreti, Telavi, Akhaltsikhe, Ambrolauri, Kutaisi, Marneuli, Tsinamdzgvariantkari (Mtsketa Municipality), Zugdidi University, UNDP

Project summary

The agricultural sector plays an important role in social and economic development of Georgia as the agriculture is the dominating source of financial and non-financial incomes for the rural population. An important element in providing support to the farming world is the development of a high quality training and extension system that will provide farmers with the necessary knowledge to increase their productivity and income. In the past, UNDP with the support of SDC has assisted the Government in establishing a coherent re-training system throughout the country coupled with farmer advisory services and business counselling. This support will now be expanded.

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

The project will contribute to the development of such a system in 3 areas :

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

Programme Period:	2011-2015	Budget:	<u>5,900,000USD</u>
Key Result Area (Strategic Plan):	_____	Total resources required:	<u>5,900,000USD</u>
Atlas Award ID:	00063620/ 86728	Total allocated resources:	_____
Start date:	1-June-2013	• Regular (IRAC)	<u>100,000 USD</u>
End Date:	31-Dec-2018	• Other:	_____
LPAC Meeting Date:	30 May 2013	o Donor (SDC)	<u>5,800,000USD</u>
Management Arrangements: NIM		o Government	_____
		Unfunded budget:	_____
		In-kind Contributions:	_____

Agreed by MoES:
Giorgi Martvelashvili
Minister of Education & Science

Agreed by UNDP:
Jamie McGoldrick
UNDP Resident Representative

Agreed by the MoA:
Shalva Pipia
Minister of Agriculture

Date: 16 July 2013

Date:

Date:

1. SITUATION ANALYSIS

1.1. General overview of agriculture sector

The agricultural sector plays an important role in the social and economic development of Georgia. It is the dominating source of financial and non-financial income for the rural population. According to official statistics, 53% of the workforce is employed in agriculture but the sector only provides 8.39% of GDP in 2012 which declined steadily for the last decade. Farmers and rural communities have not benefited from Georgia's economic successes of recent years and so their competitive position is declining. Rural communities are significantly poorer than urban communities; therefore, improving agricultural productivity and income is one of the ways to help a large portion of society, alleviating poverty at the same time¹ as maintaining jobs.

The definition of employment used by GEOSTAT treats anyone who works more than 1 hour per week in productively active labour as 'employed'. As a result, one can assume that many, if not most, of the people working in agriculture are drastically under-employed. The role of the agriculture is bigger in terms of social assistance scheme, than in regard to economic aspects. The sector suffers from low productivity, high segmentation (average plot size is less than 0.8 ha), lack of finances (affordable credit resources and investments), underdeveloped value chains and food safety practice. The subsistence small scale farming still prevails over market oriented farming practice.

That is why, the rural economy maintains a low productivity outlook, and has not responded to the improved economic environment to same extent as the urban economy. There is growing inequality between rural and urban incomes. Paid labour in agriculture is employed at the wages that are less than 50% of average national wage (USD 385 in 2011). This is of particular concern given that almost 2/3 of the employed are in the rural economy, with a status of "self-employed", a synonym of subsistence farmer for a large part of this category (World Bank, 2009).

Neither the private nor the public sector played any significant role in the development of the farming sector in Georgia. The previous decline of public funding for agriculture development programs and weak Government's policy on application of good international practice based food safety regulations, agriculture extension services and supporting measures for small farmers caused a serious stagnation of the initially ill structured sector. At the same time, the sector was not attractive for national and foreign investors, leading to high informal employment and economically non-viable farming. Only 4% of foreign direct investments were attracted by the sector in 3 quarters of 2012 (GEOSTAT data).

In understanding the Georgian agricultural sector it is important to realize that there are two fundamentally different types of farmers:

- On one side there are the **small-scale farmers** that make up the overwhelming majority of agricultural production in Georgia and account for almost all agricultural 'employment'. These are farmers that plant different crops on 1-1.5 hectares, often broken into several plots. They use very few inputs and services such as fertilizer, pesticides, irrigation, veterinary services or animal feed. This results in low productivity and their production is susceptible to natural calamities like droughts, floods or animal diseases.
- On the other side, there is **market oriented investor-driven farming**. This currently makes up for a tiny proportion of Georgia's overall output, though anecdotal evidence and some expert statistics suggest that there is potential for its volume to grow fast.

This distinction is important because the problems the two types face are very different. Small scale farmers lack expertise and basic resources, have difficulty getting inputs and are severely affected by natural calamities like animal diseases and drought/floods. Larger investment-level farms have sufficient resources, expertise and the ability to protect themselves from the most obvious systemic risks. However, they generally have difficulty in identification and setting up their initial operation, securing finance at a reasonable cost and finding experienced managers.

Small scale farmers need better education, access to inputs (possibly through encouragement of cooperatives) and a range of incentives to encourage a shift in production to higher quality and higher value products, and late and early season production (when prices and import levels are highest).

¹ Comparative Analysis of Agriculture in the South Caucasus. George Welton, Armen Asatryan, David Jijelava. Tbilisi, 2013

1.2. The Government's new strategy for supporting the development of agriculture

The development of agriculture was named as a priority by the Government of Georgia and the Ministry of Agriculture has recently finalised its strategy 2012 - 2022. The strategy outlines the following main objectives:

- Increasing competitiveness of producers and farmers;
- Institutional development of the sector;
- Development of the production chain;
- Development of the regional and agricultural infrastructure;
- Ensuring food security.²

The development of extension services has been seen as effective mechanisms to for supporting the farm sector by the Government. The Agriculture Development Strategy² sets out the government's commitment to state supported extension, by setting up 54 municipal Information Consultancy Centres and 6 centres in Ajara AR in 2013 with limited farmers' service profile. In addition, the Ajarian Ministry of Agriculture has recently established a budgetary-funded non-profit entity to provide extension services to farmers. The skills development, information and technology application as the priorities for the new public system are named as the main functions of the new extension system to be developed in Georgia.

In regard to agricultural education the strategy states that "Human resources represent one of the most important factors of development of the agricultural sector in Georgia. Creation of western education systems in agriculture is one of the most important and result-oriented reform which will significantly contribute to the development of the sector." While the strategy puts a lot of emphasis on modernisation, entrepreneurship and infrastructure it pays little attention to structural issues related to modernisation, specific needs of small scale farmers that highly depend on agriculture for a living and have few alternatives outside the sector. A special attention is needed to environmental issues related to agriculture.

The priorities of the agriculture development policy are also set in the Basic Data and Directions 2013-2016 of the Government of Georgia³ which aims to create a modernized and commercialized primary and processing agriculture apart from the traditional, household land cultivation and harvesting. The Strategy envisages creation of Logistics Centres for facilitation of considerable employment potential and qualitative development of rural living standards.

The Information-Consultancy Centres that are established in 2013 will ensure implementation of a common agriculture strategy in the country. The Centres will be responsible for developing existing agriculture machinery Centres, dissemination of marketing information, attract investments and they will be responsible for the selection and application of new technologies by means of experimental and testing-demonstration farms. Agro-information data bases will be created to provide information to interested persons.

Finally, the Government has initiated a variety of new agriculture development programs such as the small landowner farmer's support project, projects related to access to agro-credits and other initiatives (please, see the overview of the state programs in agriculture in annex 1).

1.3. The role of vocational education and training in agriculture

One of the main aims of the VET reform is to provide the economy with a competitive work force and to adjust the education system to the demands of the changing labour market. Economic growth was mainly influenced by the growth in the sectors of industry, construction, and transport/communications qualifications while agriculture is one of the lowest performing activities. Development of vocational education in agriculture falls within the new strategic vision of the MoES with one of its specific objectives to enhance access to a diversified system of VET for low skilled workers and for vulnerable groups. In this category farmers are identified as a priority under the Action Plan for the VET Strategy 2013-2015⁴.

There are 14 state vocational colleges and 77 private vocational colleges in Georgia along with 4 Community Colleges delivering higher vocational education in Georgia. Table 1 shows participation in learning in agriculture related specialities in 2011-2012. Highest rate of employment in private and public

² 'Agriculture Development Strategy (2012-2022)', Ministry of Agriculture, 2012.

³ Source: Ministry of Finance, Basic Data and Direction for 2013-2016. Web: <http://www.mof.ge/en/4618>

⁴ MoES, 2013., Action Plan for 2013-2015 for the Draft National Strategy for VET System Development

learning in agriculture related specialities in 2011-2012. Highest rate of employment in private and public sector were observed among graduates in food processing (64%) and construction (46%). The results show lower shares of employment among the graduates from veterinary and animal husbandry⁵. At the same time, according to the jobs mismatch survey's findings⁶, there is a lack vocational training in basic horticulture and animal husbandry which could improve productivity of small farmers.

Table 1. Selections of agriculture related specialities in 2011-2012⁷

Name of the college	Qualification	Level	#of students 2011/12	# of graduates
LEPL - Vocational College "Opizari"	(Medicinal, aromatic) Plant processor	III	56	14
LEPL - Vocational College "Opizari"	Agriculture equipment mechanic	I,II	21	15
LEPL - Community College Aisi; LEPL - Community College "Iberia"	Apiarist	II,III	47	-
LEPL - Vocational College "Spektri"	Environment protection engineer	III	23	14
LEPL - Vocational College "Opizari"	Food production specialist	II, III	21	17
LEPL - Vocational College "Spektri"	Foodstuff ecology specialist (engineering)	III	70	15
LEPL - Community College "Iberia"	Plant grower	II,III	25	
LEPL - Community College Aisi; LEPL - Vocational College "Opizari"	Pre-processor of fruit and vegetables	II	24	
LEPL - Vocational College "Erkvani"	Tractor-driver	II	16	14
LEPL - Community College Aisi LEPL - Vocational College "Opizari"	Veterinary treatment specialist	III	42	8
LEPL - Community College Aisi	Viticulturist	II	15	
LEPL - Community College Aisi	Wine-maker	I	16	12

The Government paid much attention to the revision of previously adopted occupation standards, which is a basic component for high quality assurance in the VET system. The need for this was advocated by UNDP as the adopted standards did not match the requirement of the labour market and only had limited impact on the whole program cycle of vocational education. In 2012, the Government started revision of the structure, methodology and content of the occupation standards which will continue in the coming years and cover more and more sectors.

During the period of 2012-2013, the following changes were undertaken in the national vocational education and training (VET) system:

- Introduction of new financing schemes for colleges (service providers),
- Revision of the main quality assurance components (occupational standards, teachers skills development),
- Improvement of the methodology of teaching,
- Ensuring compliancy of the practice with good international practice,
- Drafting the new VET Development Strategy and relevant action plan.

The Government also showed strong commitment to developing infrastructure and establishing new VET providers in rural areas having lack of access to high quality VET.

The vocational education sector has been perceived as the main tool for decreasing skills mismatch and increasing employability of the population. The importance of agriculture is hard to assess from a VET point of view. While agriculture provides economic activity for a large number of the population, it does not formally employ many skilled labourers or technicians. At the same time, increasing farmers' productivity is strategically important, as this leads quickly to increased growth, employment and poverty alleviation. However, training for agricultural professions will generate relatively little formal employment.

⁵ ETF (2012). Strategy for reform of vocational education and training (2009-2012), Georgia. A report available on <http://mes.gov.ge/content.php?id=4336&lang=eng>

⁶ GIZ, George Welton, 2010.

⁷ Source: Education Quality Enhancement Centre, Ministry of Education and Science of Georgia.

Surprisingly, there are currently no formal training programmes for farmers in general, except for specialised farming professions. Farming in general is not considered a profession and no occupational standards have been set for this profession. The following are key challenges to offering formal training to farmers:

- Even if formal training for farmers was available within the educational system (VET college or university programmes), access would remain an issue due to the daily routine on a farm.
- Farmers will not participate in training if they do not see an immediate benefit for them in terms of improved practice and relevance. Therefore, elements of workplace learning related to their actual farming need to be considered when developing training programmes.
- One may also argue that farmers do not need formal education and training programs because most of them are self-employed, and informal, short-term training (modular training) would be sufficient for them.

At the same time for those who would eventually wish to acquire a qualification in farming, this learning path should also be accessible.

1.4. The role of agricultural extension

Better access to extension services and their development has become one of the priorities for the Government and has been major area of investment for donors (UNDP, SDC, USAID, IFAD and FAO).

Agricultural extension is a mix of public and private service provision and only recently the Government expressed its intention to increase provision of services by allocating own funding and creating new units that will implement Governmental policies in agriculture.

In accordance with new agricultural strategy Information – Consultancy Centres are being established in rural areas. 250 specialists are selected and employed in service centres in 54 municipalities throughout Georgia. They will provide consultation services to farmers to ensure effective fulfilment of the State Program and agricultural works.

The extension centres should become focal points of interaction between the scientists, researchers and farmers, and they should become able for effective provision of extension services. However, the newly established Centres will not be able to become fully capable to provide effective services during short period of time. In order to be effective, extension workers need to have up-to-date, valuable information and be knowledgeable on how to use this information effectively and convey it to farmers. Extension staff needs to be trained in new technologies and products and on how to convey them most effectively to farmers. They also need tools for doing so. The process of development of human resources is only starting.

Within the public and private sectors, there is a range of service providers that will continue to evolve. According to the recent assessment of the agriculture extension services⁸, their effectiveness is highly dependent on their link to research and the continuing education of their outreach staff. Both public and private extension providers have certain strengths and limitations. Table 2 presents major differences between public and private providers.

Table 2. Comparison of public and private extension services⁹

	Strengths	Weaknesses
Private sector	Well-paid, regularly retrained staff.	Emphasis on production and products sold rather than other knowledge areas and best product available.
	Access to experts, consultations, publications, latest technologies and information.	Limited focus on environmental and food safety considerations.
	Market driven, customer/farmer driven provision of extension.	Limited access when fee-based.
	Constant drive to find effective new products and technologies that can be sold to farmers.	Priority – larger farmers and those with access to capital.
Public sector	Not restricted by products sold or single-commodity.	Top down prioritization, planning and management.
	Generally free to farmers.	Limited technical backup to help solve problems.
	Can address new products before they become economically attractive input market.	

⁸ UNDP, Georgia (2012). National Agriculture Extension System: Assessment, Observations and Recommendations

⁹ Adapted from UNDP, Georgia (2012). National Agriculture Extension System: Assessment, Observations and Recommendations

1.5. Main Programs of International Organizations in VET and agricultural extension

The MoES has been supported in the implementation of VET reforms by multiple donor organizations such as USAID, UNDP, SDC, IOM, GIZ and others and assistance ranges from infrastructure development to the development of methodologies and quality related activities.

The EC delegation in Georgia is supporting the elaboration of the national VET development strategy 2013/20 and plans to provide the Government with budget support aimed at developing the VET system. GIZ has also assisted VET development with a focus on national level consultancy for the assessment and development in the system of financing. A Vocational Education Program has been implemented by USAID with a focus on VET in construction and tourism. The program 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 Government of Georgia and Millennium Challenge Georgia (MCG) focus on improving the quality of human capital, particularly to address a shortage of skilled technicians and professionals in key economic sectors as a constraint to the country's continued growth. The MCC launched a competitive grant facility of approximately USD \$12-15 million to co-finance investments in industry-led skills and workforce development programs.

1.5.1 SDC's Assistance to UNDP VET and Extension System Development Projects

The decision to enhance employability of the workforce and their skills development has been used for several years now to address the structural unemployment, not allowing the effects of economic growth to be felt by the vulnerable groups. Realizing the dire need for skills development, UNDP pursued with the programme for employability. Supported by SDC, UNDP advocated for policy reforms by finding the right balance between upstream policy streams and supporting on-the-ground activities demonstrating quick and sustainable gains to the most vulnerable people with a tailored mix of VET and other supporting measures, while continuing advocating and engaging stakeholders and the GoG.

In 2010-2012 (after 3 years of piloting), the MoES initiated an extensive revision of the VET legislation, and accommodated many UNDP recommendations in it. In 2012, as a result of long consultations, the MoA developed a new strategy which explicitly mentions farmer advisory services as the paramount tool for supporting agricultural development. The MoA already secured budget funding for it.

UNDP in partnership with donors, employers, VET Colleges and local authorities, has supported the Government in the establishment of a coherent re-training system throughout the country coupled with farmer advisory services and business counselling and in several cases coupled with value chain development components. The partnerships built under this formats have positioned the VET colleges (being providers of the learning component under the agriculture training/re-training and extension services) as service providers to farmers making them hubs of local development projects related to farming.

The experience showed that effective donor coordination is needed to ensure that the policies and programs supported by donors and development organizations in VET are coordinated with the Government and among each other. UNDP and EU initiated and co-chair a donor coordination mechanism in VET. UNDP chairs the capacity development sub-group under a different agriculture donor coordination format. These two formats serve as national level platforms for coordination of policies and programs among the main international organizations. The mechanisms also serve as advocacy forums for building new partnerships and creating an enabling environment for implementing reforms and cooperation with the Government.

SDC supported UNDP in the implementation of the project "Support to the Modernization of the VET System" which aimed "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 Colleges. Many of the initiatives had direct and indirect effects on national policies in VET, as well as leading to models and methodologies that were widely replicated by UNDP and other development partners in a number of VET Colleges.

At the end of Phase 2 of the project, UNDP and SDC undertook a joint evaluation of outcomes 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. The 3rd stage of UNDP's assistance supported teachers' professional skills development, sustainability of VET colleges and the delivery of vocational re-training by a larger number of vocational colleges. During the 3rd phase agriculture and food processing, construction, tourism and a recently developed sector – the garments industry - was included on the list of vocational education programs.

UNDP assisted the MoES in developing a National Strategy for Vocational Education System Development (2009-2012) and making it more oriented to labour market demand. The strategy is the main policy document and is a guiding document for the government and donors.

A comprehensive assessment of the VET system, institutions and the skills of teachers was performed with the aim of addressing the existing institutional capacities' and personal skills gaps in the system. There is no training system of VET teachers in place. Therefore, the concept on teachers' skills development was elaborated under a SIDA supported project for introducing an institutional system for professional development of teachers to ensure access to qualified human resources in VET and to raise the quality of training.

UNDP has been seeking synergies between vocational education services with various local and national initiatives in farming (i.e. related to introducing advanced agriculture practice and income generation in rural and urban areas). At the system level, UNDP has supported the development of capacities of staff of the initial 6 regional extension centres established in 2012 by the Government. Agronomists, consultants, business consultants and laboratory experts – the main staff of the mentioned centres benefited from re-training.

The extension centre affiliated with Kachreti College and the model of Akhmeta VET and Extension were piloted by UNDP with SDC's support and proved to have bigger potential (an overview of these models is presented in Annex 2).

UNDP, in addition to SDC supported projects, invested 3mln USD during the period of 2007-2012 in VET system development in various regional and local development projects.

1.6 Lessons Learnt

The analysis of the current situation and the process of the implementation of the SDC supported project 'Support to Modernization of the Vocational Education and Training System' showed the following lessons learnt:

- There is a **lack of cooperation at national, regional and local level** between the MoA and MoES in linking of VET and extension services in agriculture that leads to development of a consolidated service delivery systems. This results in low effectiveness of the farm development policy. The establishment of a **national coordination mechanisms** will be important to ensure that there is a common vision for training and extension and there is cooperation between all involved (public and private) stakeholders and service providers;
- It is essential to have a **holistic (national-regional-local level) support** for the development of a national system of VET and extension, which was piloted within the frame of the projects. The compilation of the policy at national level (institutional development of MoES and MoA, information consultancy centres, policy formulation, quality and methodology of VET) and parallel support at the level of service providers (colleges' and extension centres' capacities and sustainability) to achieve systemic change has proven to be successful.
- There is some evidence that a **pro-active approach to farmers' outreach and mobilisation and sensitization towards extension services** brings quicker results and helps overcome farmers' reluctance and mistrust. Therefore, piloting and transferring of models to other areas should be considered during the implementation of the further phases of the support;
- **Diversification of the types of models of VET and Extension System and cooperation models with private sector** can play an important role in positioning VET and extension as the catalyser for the new state policy in agriculture development;

- **Proper needs assessment** of the beneficiaries (skills need assessment, and farms baseline assessment) is essential to ensure proper planning of the VET program deployment schemes and shape adequate extension service packages;
- It is necessary to **fill the existing gaps in improving teaching materials and learning infrastructure** for vocational education. There is need to improve professional standards, syllabus, textbooks and practical exercises' manuals during provision of retraining service, and get more equipment and mobile units for extension provision.
- **Human resources development** is critical to ensure access to high quality VET and extension services; programs for training and re-training teachers and extension consultants need to be developed and a system of continuous professional development should be put in place; in parallel to national level institutions, the colleges' staff skills should be developed to ensure smooth application of new models;
- Due to the specific structure of the Georgian agriculture there is **no organised formal employment in place**. There is a need to diversify methods of interaction with the private sector, possibly involving other market institutions interested in development of the agriculture sector (insurance, banking and micro-finances, public extension service providers) and involving these stakeholders into the cooperation formats with the significant role of VET Colleges, extension service providers and new entities to be created by means of the new State programs in agriculture (processing facilities, cooperatives).
- During previous phases, **more attention was paid to the support of institutions involved in delivery of VET and extension services than in designing effective and client oriented models** linked with public and private sector and the academia. At the same time the integration of the flexible trainings and re-training models into the national system of VET is not yet ensured. There is a need to develop a VET system that recognises and incorporates more flexible methods of service delivery that are closely linked with coaching of farmers and developing demonstration projects at the farmers' level.
- The **role of local municipalities** for the development of colleges, coordination, information exchange and mediation between the employers and colleges and mobilization of farmers at this stage **is limited**. Despite the fact that municipalities are rather supportive (providing information on planned economic projects, education resource centres¹⁰) an even more 'proactive' role of municipalities should be encouraged.

2. STRATEGY

2.1.1 The rationale for the project

The agriculture and farming sector support became a priority area for the Georgian Government which is treated now as the driving force for rural poverty reduction and regional development. A strategic framework has been set in this regard by adopting the strategy of agriculture development of Georgia 2012 – 2020 and developing the Vocational Education and Training development Strategy for 2013-2020¹¹.

These intentions by the Government are in line with the UNDP, SDC national policy agenda, providing comprehensive support to national institutions, service providers, farmers and their associations in building new partnerships and applying effective models of VET and high quality extension services in agriculture as a measure for increasing productivity and income to support livelihood of the rural population.

UNDP and SDC have a long-standing experience of cooperation in implementing development projects in Georgia resulting in a common interest of developing income and employment opportunities in Georgia and being in line with United Nations Development Framework for Georgia which highlights the importance of poverty reduction and aims to advance inclusive development, employment creation and access to health, education and essential social services, especially for vulnerable groups. The SDC Cooperation Strategy for South Caucasus prioritizes the Economic Development and Employment as 'the

¹⁰ The local units of the Ministry of Education and Science, responsible for secondary education

¹¹ Draft version published.

second domain' of interventions in the South Caucasus region aiming at creating a 'conducive and risk conscious business environment, leading to improvement and diversification of the income base in selected rural districts¹².

VET coupled with farmer supporting services and value chain development is a natural area of cooperation between UNDP and SDC which proved to be successful. The knowledge component is essential for increasing productivity and incomes in agriculture. Transmission of information and training into practice will be supported by the proposed project.

2.1.2 Process of the elaboration of the project proposal

Based on the results of assessments, consultation processes with stakeholders and accumulated experience of previous phases, the team of UNDP and SDC consultants and project staff members elaborated this project proposal to further support the development of the national VET system and the agricultural sector in Georgia. The team proposes to put specific project structures and mechanisms in place that are acceptable to all stakeholders and amenable to participatory processes. A series of consultations took place to solicit views from different stakeholders to identify current trends, needs and challenges. A two-day national workshop was organized to confirm the validity of the proposed intervention with primary stakeholders: MoA, MoES, representatives of VET colleges, directors of extension centres, farmers' associations, private enterprises and agro-businesses, international NGOs and donors - altogether 58 participants (for detailed list of participants please see Annex 3). Participants expressed their satisfaction with the organization of the workshop and appreciated having an opportunity to share their opinion and their expectations in regard to VET and extension development in agriculture. The results of all consultations have been integrated into the project design.

2.1.3 Overall goal and strategy

The overall goal of the project is **to contribute to the development of a system of high quality vocational training and extension services in agriculture that results in improved livelihoods of the rural population.**

The Government has set priorities and allocated funds to stimulate investment in farming, food processing and agriculture supporting infrastructure (irrigation and amelioration). The accessibility to modern agriculture machinery is also improved through the Government's activities related to importing the machinery and providing services to farmers. However, farmers will only be able to benefit from this change in national policy if they have the necessary skills and knowledge to deal with these new opportunities. The intentions of the MoA go hand in hand with the MoES that has set priorities for VET as one of the key pillars for development of the skills of the labour force and stimulating the development of the labour market.

At the impact level, the project aims to improve livelihood by increasing productivity and incomes of farmers in rural areas. Farmers will be provided with the necessary training and advice to be able to increase productivity and income. This will allow them to acquire more personal assets and have more financial means at their disposal to satisfy basic needs in health and education.

The project foresees at intervening at *macro*, *meso* and *micro* level. At a *macro level*, the project intends to strengthen the national level policy planning and coordination in VET and extension services by facilitating the development of a platform that brings together all public and private stakeholders involved in vocational training and extension services provision. At *meso level*, the project will contribute to the development of public and private institutions and organizations directly or indirectly involved at the regional or local level in provision of VET and extension services to farmers by involving them in joint capacity development activities and improving their access to resources, infrastructure and best practices. At *micro level*, the project will facilitate the development of a system for training and professional development of vocational teachers, extension service consultants and specialists that provide services to farmers and assist in the elaboration of requirements and standards to be considered for designing of flexible models of VET for them.

The project will support the development of a system of a high quality VET and extension services in agriculture that includes:

¹² Cooperation Strategy South Caucasus 2008-2011. Swiss Agency for Development and Cooperation SDC, page 20
www.deza.admin.ch/ressources/resource_en_171020.pdf

- The innovative development and delivery of high quality training and extension services to farmers,
- Establishing and strengthening of an institutional set-up up that will be capable to take over responsibility for the delivery of these services, and
- the setting up of a system that ensures the availability of a high quality workforce to deliver these services to farmers.

It is expected that this threefold intervention will bring sustainable change at system level and will have a lasting impact on the livelihood of the farming community. The project will chose a flexible approach that will allow accommodating change in case of policy and priority change on the side of the government. Structural changes among the rural communities due to modernization of agriculture and improved productivity and the effect it has on the most vulnerable group of farmers will be closely monitored and appropriate measures proposed when necessary.

The assistance will contribute to the achievement of the United Nations Development Assistance Framework (UNDAF) 1st National Development Priority: Poverty Reduction and responds to the relevant outcome 1.2 'Vulnerable populations enjoy greater access to decent work opportunities' with the expected output '1.2.1 Labor Force Competitiveness is improved through vocational education counseling and engagement of the private sector, and responsible business practices' stated in the UNDP Country Program Action Plan 2011-2015¹³.

The overall goal set by the project is in line with the MDGs' Goal #1: 'Eradicate Extreme Poverty and Hunger', as the comprehensive support to be provided to development of an effective farming sector that will lead to growth of incomes of households in rural areas of Georgia.

2.1.4 Project Implementation Strategy

VET and extension services don't have a long history in Georgia and only few experiences exist in this field. The same applies for PPP models that are not common at all in Georgia. Systems, services and cooperation models have yet to be developed and tested to find out what actions will be most appropriate for the Georgian context. Keeping this in mind, the project has as an implementation strategy that is based on learning and testing during the first 3 years and stabilisation and consolidation during a further 3 to 5 years. The strategy is summarized thereafter.

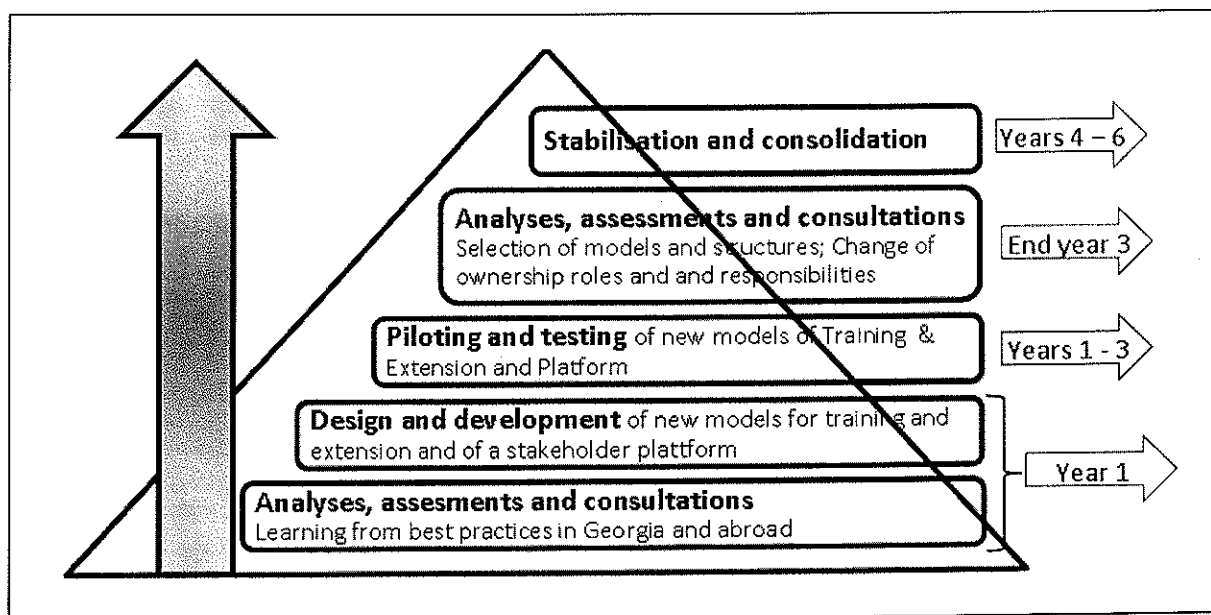
Project implementation in phases:

The project will be implemented in 5 phases that partly run parallel.

- ⇒ *During phase 1, studies, assessments and consultations* will be conducted to learn from best practices in Georgia and abroad and to collect information for implementation and monitoring.
- ⇒ *During phase 2, the design and development* of new models for training and extension will be facilitated. Key stakeholders will be assisted in setting up a platform for coordination and provision of training & extension services.
- ⇒ *During phase 3, piloting and testing* of newly developed models for training and extension and the PPP will be performed and further refined. Stakeholders will be strengthened and the institutional set-up of the platform formalised.
- ⇒ *During phase 4, another series of analyses, assessments and consultations* will take place to select the best training programmes and extension services for further consideration. At the end of phase 4, ownership is transferred to a national structure.
- ⇒ *During phase 5, Training programmes and extension services* will be **consolidated** under national ownership.

A midterm review with relevant road-map will be conducted during year 3 and is used to reconfirm the overall goal, outcomes and outputs. The following figure illustrates project implementation in phases.

¹³ Country Program Action Plan between the Government of Georgia and the United Nations Development Program 2011-2015. Tbilisi, 2011. Web-source: http://undp.org.ge/files/127_1443_503458_cpapGeorgia2011-2015.pdf



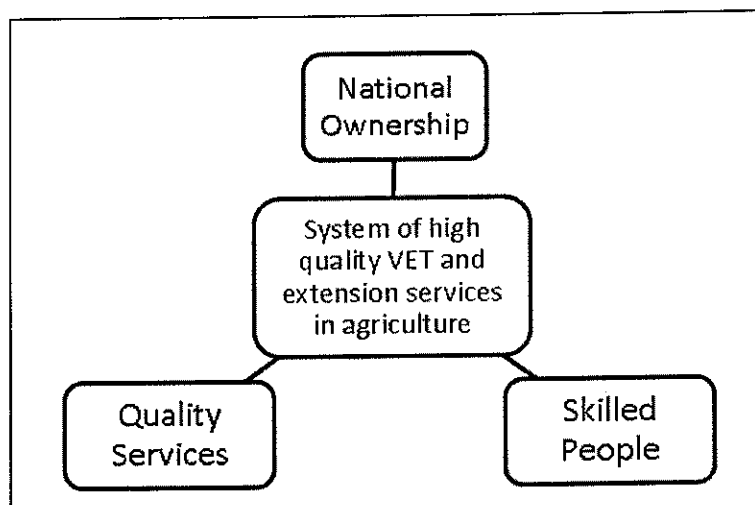
2.1.5 Interactions between people, institutions and services

The implementation strategy has been developed based on the assumption that there are three decisive factors for the successful and sustainable setting up of a system that provides high quality VET and extension services to farmers in Georgia:

National Ownership - Skilled People - Quality Services

Based on this assumption the project has formulated 3 outcomes for each one of these factors:

1. By bringing the strengths of the private and public sectors together the project will facilitate the **setting up of a public private partnership** model for coordination and provision of VET and extension services in agriculture. Public and private stakeholders will be strengthened, organised and then united on a platform. The exact legal format and operating structure of such a platform depends on interests, preferences and negotiations of its members and cannot be defined by the project.
2. Systems to produce qualified human resources (multipliers) that can offer various types of trainings and services and capacitate farmers with knowledge and practical skill will be set up in close collaboration with national partners and other SDC projects and people are trained.
3. Local VET colleges and extension centres will be assisted in the development and delivery of innovative, relevant and effective training programmes and advisory services.



Decisive factors of system for high quality VET and extension services

2.1.6 Knowledge management, exchange and learning

The design and development of innovative new models of training programmes, extension services and PPP is a key factor of the project. Mechanisms of learning and exchange among local and international specialists and institutions will be put in place. Some of the planned activities include: study of documents and models used in different contexts, joint workshops on themes of common interest, student and teacher

exchange programmes, partnerships between agricultural colleges, study tours, mentorship programmes and horizontal evaluations. International exchange will emphasise on partnerships with relevant institutions from Switzerland which has a highly developed and unique VET and extension system for agriculture. A number of its features are particular to the "Swiss environment" but others are very adequate for the Georgian context. SDC, the main donor of the project, will be able to facilitate some of the links with Swiss institutions for sharing good practice in delivery of VET and extension in agriculture.

Linkages with other initiatives that are currently on-going in the VET and the agricultural sector in Georgia and in particular links with projects along the agriculture value chain will not only create synergies but also be sources for inspiration and learning.

2.1.7 Collaboration with the private sector

Various forms of cooperation with the private sector will be put in place. Private sector representatives will be a valuable source for provision of relevant and up-to-date information on labor market requirements and occupational information and guidance. The project team will ensure that the private sector (farmers, their associations, agri-business enterprises) participates in the best appropriate way in the institutional framework for VET and extension delivery and in the platform policy format for designing and adjusting the content of VET, and determining the diversified models of training delivery in order to reflect labor market requirements.

The project team will ensure that this cooperation is established at the beginning and that the cooperation is a basis for dialogue and for the development of joint activities: on-the-job/farm-learning, internship models, cooperation in service delivery, etc. All these schemes will be assessed and utilized to strengthen cooperation between vocational and higher education institutions, the private sector, as well as trade unions and professional associations.

The project will support the development of PPPs for delivery of tailor made training and re-training activities and extension services in locations identified jointly by the project and its partners. The PPP format is treated as the tool for building stronger partnerships among local authorities and other public institutions with the private sector. It will ensure effective delivery of results; risk minimization and cost efficiency of the partnership based types of VET and extension and will contribute to sustainability of the cooperation formats.

2.1.8 Gender equality assurance

The proposed project will apply a non-discriminatory approach and ensure proactive participation of women in the proposed activities – training, consultancy and coaching in farming activities. In agriculture, distribution of roles and responsibilities between men and women is quite clear. The project will offer programmes addressed to both gender groups. At the same time, the project will promote equal opportunities at each stage of implementation and training modules on topics of special interest. Women headed households will be prioritised while selecting beneficiaries for the planned support.

The project management will ensure tracking of women's participation through maintaining of relevant statistics and monitoring methods.

2.1.9 Environmental impact

The project will be implemented with due consideration of possible negative impacts on the environment having in mind its institutional, political and operational aspects.

Policy institution will be provided with technical assistance on following good practice of implementing environmentally sustainable policies through incorporating these aspects in the development of training programmes and study tours proposed by this initiative.

Relevant trainings and capacity development measures will be offered for staff of implementing partners, farmers and their organisations with special emphasis on impact on environment of farming practices, equipment, inputs, etc. The proposed support will promote sustainable natural resources management in agriculture (soil, water) through relevant training of farmers and public entities' staff.

UNDP and implementing partners will ensure compliancy of the equipment and other inputs procured with the internationally recognised environmental standards.

2.10 Project Sustainability

In regard to project sustainability a first important step has been put in place by aligning the project objectives with the national strategies and priorities. Both, the Agriculture Development Strategy 2012-2022 and the draft VET development strategy 2013-2020 have been taken into consideration while developing this proposal and MoA and MOES have also confirmed that the project responds to priorities set by the GoG. The project will also build on existing capacity and initiatives that proved to have potential to become sustainable and effective during past project phases and collaborate with partners that have demonstrated a high level of service delivery. Project sustainability can be looked at from three angles.

Institutional sustainability

Involvement of national public and private stakeholders at all stages of the project has already started during the planning phase and will continue throughout the project. It is foreseen that, after three years, UNDP will hand over the responsibility for project implementation to a platform representing all major public and private stakeholders. Separate agreements will then be put in place between SDC and the national platform for implementation and between SDC and UNDP for coaching and support. The project will put special emphasis on setting up and strengthening the national platform to ensure a smooth handover of responsibility after 3 to 4 years.

In addition, the project will be steered by a Board with representatives from the two line ministries, farmers, donor agency and UNDP.

Technical sustainability

Training, re-training and extension services will then be sustainable when they respond to the needs of beneficiaries, when they have a direct impact on increase of productivity and income and when they are offered at an affordable cost. Therefore, it is important that training activities and services are farm based, practice oriented, holistic, modular and include a self-learning component and are delivered by skilled teachers and extension workers.

Financial sustainability

To increase financial sustainability is the most difficult of the three angles. It is unrealistic to expect that beneficiaries will be able to cover large parts of costs for training and extension services, except for a very small group of large scale farmers. The project will advocate that farmers are the backbone of the Georgian society and investing in their training will be of benefit for the whole country and should be put at a similar level like investing in road construction and other large scale infrastructure projects. The following

- Project funds will mainly be used for activities such as developing learning materials, improving learning infrastructures, strengthening institutions, training multipliers and developing of systems for service delivery. The project will develop capacities of the relevant institutions to enable them to assume costs occurred by training and extension to make it possible that the agriculture training and extension activities are borne by the Government or financed by private investors or through income generating activities.
- UNDP will put in place a funding plan with decreasing contributions by external donors and will try to advocate with the Government to steadily increase their contributions.

3. PROJECT OUTCOMES AND OUTPUTS

The project will provide support to the development of flexible models of vocational education and extension services in agriculture in response to needs of different groups of farmers.

Overall goal of the projects: **A system of high quality vocational training and extension services in agriculture is operational that results in improved livelihoods of the rural population**

This will be done by achieving the following three results:

- 1/ Farmers have access to high quality VET and extension services in agriculture.
- 2/ Professional and well trained VET teachers, agricultural extension workers and multipliers provide training and extension services to farmers.
- 3/ An institutional set-up that includes public and private stakeholders is in place that ensures delivery of relevant, efficient and effective extension services VET in agriculture.

ACTIVITY 1: AGRICULTURE VET/EXTENSION SERVICE QUALITY

Activity Result: Farmers have access to high quality VET and extension services in agriculture

Formal VET and re-training activities do not lead to employment of self-subsistence farmers and cannot provide support to all farmers' needs. At the same time, the more practice-orientated and accessible extension services will not be able to provide farmers with opportunities of formal vocational training, such as access to knowledge supported by research, demonstration infrastructure and technology. The project will support development of new models that will ensure the link between VET and extension and that benefit from the strengths and potential benefits resulting from both, training and extension.

3 sub-results have been formulated to achieve the first result, namely:

- 1.1: *Different types of vocational training and extension services in agriculture have been developed, supported and tested*
- 1.2: *The learning environment (infrastructure, training materials, and equipment) ensures delivery of high quality VET and extension services in agriculture*
- 1.3: *VET colleges and extension centers have the capacity to deliver VET and extension services in agriculture*

Different types of farmers have different needs. In order to best serve the farmers community the project will develop a typology of farmers and identify the types and modalities of the support/training is most appropriate for each type. Parallel to this study the project will conduct a comparative analysis of existing models and best practices of public and private initiatives in agricultural training and extension.

Based on these studies, the MoES will be supported in setting/reviewing occupational standards for farmers. A flexible and modular training programme for farmers will then be developed and tested taking the following into consideration:

- ⇒ Farmers need to spend maximum time on their farms and minimum time in the training center.
- ⇒ Education of farmers needs to be holistic and include aspects related to plant production, animal husbandry, agronomy and farm management. In addition, farmers need specific knowledge depending on particularities of their farm.
- ⇒ Immediate application of newly acquired knowledge will help keep motivation of farmers high.
- ⇒ Self-learning and practical work on the farm are important elements of the programme.
- ⇒ A modular approach will allow farmers to collect credits for training modules, practical work and self-learning components. Sufficient credits will lead to certification.

The project will support 8 government and 2 private colleges in testing training programmes for farmers. In addition the project will ensure that training modules that respond to specific needs of female farmers are offered too. After three years, all initiatives will be analysed and the ones that deserve further support are selected. In regard to extension services the project will collaborate with different service providers, namely:

- Information Consultancy Centres set up by the MoA;
- VET college affiliated extension centres;
- University affiliated extension centres;
- Farmers' association extension centres;
- Private sector extension centres.

This will allow comparing services offered by different providers and come up with conclusions on which services should best be offered by which provider and on how the different providers can collaborate and complement each other's.

VET and extension services offered will only be sustainable if delivered in a healthy learning environment and by highly professional local training and extension centres. 8 colleges and 7 extension centres will be supported in strengthening their management and teaching capacities and in the revision or development of their business and development plans. Depending on specific needs the project will contribute to the physical improvement of these institutions. Partnerships between colleges and centres will be developed and study tours and exchange visits organised. In addition, and in close collaboration with local structures, learning and information materials will be developed. Among others it is planned to develop materials that will support self-learning and consultation at farmers' level.

In order to be able to measure the impact of the project, indicators will be set and selected farmers will be followed during the whole project period of six years. These farmers will be compared with a control group of non-beneficiaries.

ACTIVITY 2: SKILLED HR FOR AGRICULTURE VET/EXTENSION

Activity Result: Professional and well trained VET teachers, agricultural extension workers and multipliers provide training and extension services to farmers.

Well qualified and motivated teachers are the back bone of any VET system. However, to find enough teachers will be a big challenge for the project. Therefore, the development of human resources capable of providing training and extension services to farmers is one of the project's main priorities. Support will be provided for the development of a system that produces high quality vocational teachers and extension workers, as well as other specialists (veterinary nurses, zoo-technicians, food processors, agriculture machinery operators, input suppliers and animal food producers) that provide direct services to farmers.

This will be done by achieving the following 2 sub-results:

- 2.1: *Systems for professional development of VET teachers and extension workers in agriculture are in place.*
- 2.2: *VET training for agricultural sector service providers (veterinarians, zoo-technicians, food processors, agriculture, Machinery operators, input suppliers and animal food producers) takes place.*

There is a need to develop a profile for agricultural teachers and extension workers and make these professions popular among young agronomists. The project will assist the MoA/MoES in revising qualification requirements for VET teacher trainers and teachers, and in elaborating professional standards for extension workers. New training programmes for teachers and extension workers will be developed and tested, focusing not only on vocational and training skills but also on skills necessary to provide effective advisory and information services to farmers. In addition, the project will also offer a training programme to train a pool of trainers (multipliers) who will then train teachers and extension workers.

The project will collaborate closely with Teachers Professional Development Centre (TPDC) and the Agrarian University to identify the role, it can play in the training of multipliers. In collaboration with MoA/MoES the project will identify a local institution that will carry the overall responsibility for the training of teachers and extension workers. In addition the project will support the development of learning materials for the training of teacher and extension workers.

Similar to outcome 1, partnerships between colleges and various types of extension centres will be developed and study tours and exchange visits organised (local and international). An important component of this outcome is to set-up a Georplan network of VET teachers and extension workers in agriculture. This will give them an opportunity to exchange know-how and experiences and learn from each other's practical experiences. The project will develop mechanisms that ensure that, on medium term, there will be a network of several dozens of VET teachers and extension workers available.

It is important that agriculture VET teachers are also involved in extension work. This will ensure that the teaching is more practice oriented and based on concrete examples experienced by farmers in the field. Experienced extension workers will act as teacher trainers or consultants and this requires an additional set of skills.

Opportunities of attracting young people to study and work in the agricultural sector or to start an agri-business will be explored. They will be offered internships in extension centres and colleges to get experience in provision of information and consultancy services not only in their narrow specialization but also in agri-business, in the use of data bases, and others.

In regard to the training of agricultural sector service providers the project will collaborate closely with other SDC projects that provide support along the agricultural value chain and with initiatives undertaken by donor and implementing agencies. This project component will perform analysis to ensure that the quality of the training offered is of high standard.

RESULT: An institutional set-up that includes public and private stakeholders and ensures delivery of relevant, efficient and effective VET and extension services in agriculture is in place

To ensure long term sustainability of the VET and extension system it is important to emphasise on the strengthening of involved institutions, namely public and private stakeholders and to set up close linkages between VET and extension services. Considering the limitations of capacity of existing farmers' organizations and low level of engagement of private vocational training and extension providers, the project will use the existing models of good practices in cooperation to motivate development of new partnerships and their piloting. Capacity building activities will be organized for the partners, such as dissemination of existing models, training in building and management of public-private partnerships, establishment of partnerships and supporting exchange visits(twinning programmes) with partnerships abroad that implement successful cooperation models in vocational training and extension in agriculture. This will be achieved through the following sub-results:

- 3.1: *Public stakeholders (MoA, MoES) further develop and implement national policies in VET in agriculture and agricultural extension*
- 3.2: *Private stakeholders actively contribute and cooperate in the provision of VET in agriculture and agricultural extension.*
- 3.3: *A platform that provides full and equal participation from public and private stakeholders and ensures coordination and provision of agricultural training and extension services is operational.*

Linking VET and extension services will require the development of new forms of collaboration and partnerships between MoA, MoES and with the private sector. To be able to put in place a fruitful and constructive public private partnership (PPP) it is important to first work individually with each stakeholder group before bringing them together on a platform for joint collaboration. It is important that link between the two ministries and with the private sector is established and recognized on a national level; therefore, the project will support the development of National Coordination Platform. The National Coordination Platform (NCP) will serve as the mechanism for cooperation between the main line ministries concerned: MoES, MoA and MRDI¹⁴ in assurance of the policy coordination in agriculture VET and extension provision.

To support the Ministry of Agriculture, the project will develop capacities of the MoA and the selected 7 state Information Consultancy Centres in planning and management of the practical research processes (such as a study tours and trainings in management of extension services, Monitoring and Evaluation and building cooperation with new organizations of farmers associations and cooperatives). Assistance will be provided to the Ministry of Agriculture to build a baseline data on extension services and application of methods of client farmers' performance analysis.

Consultations will be organized for MoA and MoES in conceptualizing the needs and opportunities for "professionalization" of the farmer's profession within the vocational training system in order to provide them with the complex set of the skills necessary for modern farm management and deal with relevant affiliated spheres. This will be ensured through application of credit system in VET, certification, formal re-training programmes for farmers considering the compliance with international/EU approaches.

In regard to collaboration with the MoA and MoES, the following activities are planned:

- To provide expertise to MoES in revision of occupational standards for farmers and agriculture related professions;
- Assist MoA and MoES in further development of national policies in VET in agriculture and agricultural extension;
- To initiate a dialogue on the importance and official recognition of re-training courses (credit system, compliance with NQF, ECVET, EQF) - to assist in revision of requirements to training programmes in agriculture;
- To engage MoA/MoES in a dialogue on how to link VET in agriculture and agricultural extension services;
- To sensitize the GoG to ensure appropriate funding for delivery of new flexible training in agriculture and extend VET sustainability;
- To facilitate trainings for MoES and MoA in social dialogue, PPP, and monitoring & evaluation.

¹⁴ Ministry of Regional Development and Infrastructure

Parallel to the work at government level the project will prepare the private sector stakeholders for joint collaboration. Currently, there are multiple farmers association in Georgia. Some of them are better organised and more professional, others are more informal associations with flexible structures. It will be important, to organise them in a way that they can represent the private sector with one voice on the planned National Coordination Platform. The following is planned in this regard:

- Assist private stakeholders in getting organized to contribute and cooperate in the provision of VET in agriculture and extension services. Assist them in setting up an umbrella organization responsible for education.
- Engage private stakeholders in a dialogue on their roles and responsibilities in VET in agriculture and in agricultural extension.
- Build capacity of private stakeholders to be involved in PPP.

In a second step, all stakeholders (MoA, MoES, VET colleges, institutions of higher education, extension centers, farmer associations, agro businesses, etc.) will be brought together on a platform that will have the following functions: planning and coordination of activities in education and extension, methodological leadership, research & innovation, quality assurance. By studying existing practice it is expected to identify areas where the cooperation will be most essential for the needs of farmers. The legal form of such a platform and its exact roles & responsibilities have to be defined by the stakeholders. The following is planned:

- To conduct a study on existing PPP models
- To support a national dialogue to set up a National Coordination platform (develop vision, objectives, structure and functions);
- To support the platform in effective implementation of its functions in VET and extension in agriculture;
- To support activities initiated by the platform in relation to VET and agriculture extension development.

Special attention will be paid to the role of municipalities and Information Consultancy Centres under MoA which should become able to utilise the potential of the partnership schemes in developing and implementing local actions to support the farming sector.

3.1 Stakeholders, target groups, target regions and beneficiaries

3.1.1 Public stakeholders:

The most important public stakeholders include the MoA, MoES, TPDC, NEQEC¹⁵, Municipalities, institutions of higher education, public VET colleges and the newly set up state Information Consultancy Centers for farmers.

Ministry of Education and Science

The MoE carries the overall responsibility for VET in agriculture in Georgia. The following are some of the challenges that have been identified during a recent VET review: ineffective and non-equitable system for distributing public finances; weak social partnerships with professional associations and employers that are not sufficiently involved in training; low awareness and lack of partners' motivation; difficulties in VET data collection that negatively impacts on decision making and very little applied research and policy analysis. It has emerged that the elements of VET (curriculum, qualifications, teachers), are not the real drivers of VET systems.¹⁶

The new VET strategy is likely to count on more predictable political support. Its design needs to take into account opinions and expectations from a variety of stakeholders. Important structuring elements of the VET system (quality assurance framework, national qualifications framework, multi-player governance) that have been put in place since 2010 need to be further enhanced. The design of the new strategy needs to embrace the work already done regarding the stabilisation of these structuring elements and solutions will require more than simple adjustments in legislation.

¹⁵ National Education Quality Enhancement Centre

¹⁶ ETF (2012). Strategy for reform of vocational education and training (2009-2012), Georgia. Report on main outputs and outstanding challenges.

The debate needs to have a wider perspective on the vision for VET, and address objectives and issues more systemically. More emphasis needs to be put on participative governance, on social partnership at various levels, and on investment in capacity and motivation to act jointly. The MoES and UNDP have long and successful cooperation in addressing critical issues in VET. Further cooperation in the areas that the project proposes, such as the development of flexible models of VET, stimulating public-private partnerships to build social dialogue and governance in VET, improving coordination among stakeholders and donors are in line with the MoES priorities and will support VET capacity development at national level. The VET Department as the main policy planning and management body is seen as an important stakeholder for the project together with other agencies under the Ministry such as TPDC and NEQEC.

Ministry of Agriculture

The MoE carries the overall responsibility for agricultural extension in Georgia. Recently, the MoA initiated the establishment of six government-funded and operated regional extension centres (RECs) and 54 Information Consultancy Centers (ICC) for farmers at municipality level and recruited 250 extension workers. To date, the extension priorities, management approach, and ultimate disposition of RECs and ICCs has not been fully defined. The MoA intends that this be done as part of the development of a series of Ministry Action Plans that will be prepared to support the implementation of the 2012-2022 Strategy of Agriculture Development of Georgia. The MoA's functions rather as a policy making body than an implementing and management organization. The MoA will participate in the design of the national agriculture information system and help monitor and evaluate its activities, but it is not structured to implement and manage such a system.

Municipalities

Involvement of municipalities as secondary stakeholders is of importance for the project in order to build effective PPP that can produce significant impact on farmers.

In 2010, a program started that placed district agronomists at municipalities. Their role is to work with farmers and public officials to develop the local agricultural sector. 30-50 of the country's 65 municipalities have these agricultural specialists that are often designated Deputy Heads of Municipality. They are not able to ensure comprehensive services in the region under their jurisdiction because they are isolated. They lack back up from the MoA in terms of upgrading their skills and expanding services; moreover, with the lack of coordination in extension, their functions overlap with other providers. While they provide some extension advice, their potential is more in being a link between farmers and government, and to advice on agricultural policy and initiatives in the municipality¹⁷. Their capacity to act as a link and a valuable information source can be strengthened by the project. In addition to this unit the MoA has established Information Consultancy Centres in each 54 municipality which are placed under the MoA's organisational umbrella and are supposed to support to smooth implementation of the state agriculture policy and provide information and consultancy to the interested parties.

According to the law, regional municipalities have the right to finance vocational programs in colleges. However, they rarely take part in co-financing of colleges. There were few cases when local municipalities paid for VET programs. There is no stimulus for municipalities to revive their VET colleges. The project will develop new cooperation models between local governments, VET and extension services in order to address the needs of farmers and the potential of new partnerships to contribute to local economic development. Their involvement as secondary stakeholders is important for the project also from the point of ensuring on-going development and financial sustainability of local VET providers.

3.1.2 Private stakeholders

The most important private stakeholders include farmers' associations, input suppliers, private service providers, food processing enterprises and other agri businesses, large scale farmers and private Universities, VET colleges and extension centres.

Associations of farmers

To build upon the social partnership agreement the ministries need to engage in a more creative way to encourage employers and social partners, by supporting the establishment of useful joint projects and initiatives in VET. International organisations supporting VET in Georgia are keen to contribute to the development of effective and innovative forms of social partnership, and UNDP has supported building

¹⁷ UNDP Georgia (2012). National Agriculture Extension System: Assessment, Observations and Recommendations.

effective partnerships between VET and farmers' associations by designing and piloting cooperation models (value and supply chain) in extension. Although it is not possible to access the current impact of farmers' association on knowledge transformation resulting in better productivity for farmers (because of the absence of data), their participation already demonstrates results in building trust between public and private partners and ownership over the relationship. It is of high importance to strengthen their role in shaping national policies and strategies in VET and extension for farmers since they are direct stakeholders in the process of formulating the needs for training and extension and may bring valuable insight on the effectiveness of interventions and at the same time mobilize participation of beneficiaries.

However, their role is not fully recognized and supported at national level. As the National Stakeholders Workshop (20-21 March, 2013) demonstrated, there is lack of social dialogue and involvement of association in governance of VET and extension, which also results in the low capacity of associations to participate in decision making and to cooperate with other stakeholders. Due to the new legislation on the cooperatives and governmental financial support programmes, it can be expected that the process of creating and developing associations will be stimulated and a more active involvement can be anticipated. This will require additional capacity development at associations' level. The project will provide these opportunities for associations through further developing and integrating various models of PPP. Associations may also be interested to learn from international experience and benefit from successful examples of cooperation. Their interest in the project has been clearly formulated during the national workshop in terms of recognition and strengthening of their role in identification and setting goals for VET and extension.

3.2 Donor community

A variety of international donors support the GoG in its efforts to strengthen the VET and agricultural sector. These are mainly the EC, USAID, FAO, GIZ and SDC. The project will seek collaboration and coordination with all of these initiatives as most of them also have components of training and extension.

In regard to collaboration with SDC the project will maximize the effects of the UNDP and SDC supported programs and the convergence of the activities. Institutional partnerships and synergies established with SDC supported project in rural areas and the SDC/ADA (Austrian Development Agency) supported program 'Fostering Regional and Local Development in Georgia' that is also implemented by UNDP.

The project will closely collaborate with other SDC projects in rural areas, namely:

- The Rural Economic Development (RED) project in the Southern Regions of Georgia, implemented by international Consortium led by NIRAS A/S with CNFA and Mercy Corps in Samtskhe Javakheti and Kvemo Kartli region,
- The Market Opportunities for Livelihood Improvement (MOLI) project, implemented by HEKS-EPER in Kakheti Region,
- The Rural Development in Kvemo Kartli (Alliances KK) project, implemented Mercy Corps Scotland, and
- The Rural Development project in Samtskhe-Javakheti phase II (Market Alliances against Poverty), implemented by Mercy Corps International and local sub-contracting partners.

These projects provide support to farmers along agricultural value chains development, increasing access to finances and improving farming practices creating pre-condition and opportunities for cooperation between the implementing partners and the project. The knowledge and skills development components will contribute to creating a conducive environment for supporting the application of more effective farming and agriculture related technologies, private investments and access to finance.

3.3 Target groups

The following institutions and groups are seen as target groups and important partners in achieving the intended impact on beneficiaries.

- **Public national institutions and their staff** responsible for VET and employment policy (MoES, and Science, Ministry of Labour, Health and Social Aid, Ministry of Economy and Sustainable Development), and for providing extension services (MoA).
- **The National Coordination Platform** that unites all stakeholders: Support will be provided to establish the Platform and strengthen it in a way it can take over project implementation from UNDP,
- **8 public VET colleges** (one with 2 locations) and 2 private training providers

- **7 MoA Information Consultancy Centers** will get intensive support while the other 47 will benefit from indirect (support such as information materials or training of their staff).
- **Agricultural University of Georgia**
- **8 college affiliated extension centres**
- **7 non-state extension service providers**
- **60 Extension workers** will receive re-training while 20 (per year) will participate in a new course for extension workers that will lead to certification
- Every year, **50 VET teachers** will benefit from re-training while 20 will participate in a comprehensive training programme (once it is developed),
- **Professionals along the agricultural value chain** (veterinary nurses, zoo-technicians, food processors, machinery operators, input suppliers and animal food producers). The exact number of these multipliers has yet to be established.
- **Local and national level farmers' associations** and agriculture cooperatives and private services providers will be actively involved into piloting of different models of cooperation in vocational training and extension services provision.

3.4 Target areas

The project's target areas are selected according to the following main criteria and are summarised in table 3 below:

- Convergence of SDC supported farming sector and regional development supporting projects;
- GoG priority for in deploying new VET services for farmers, especially with the gap in coverage of VET services in agriculture and consequently extension service provision to farmers;
- Presence of institutions capable to facilitate PPP based models of VET and Extension.

Table 3. Criteria for selection of the areas and locations

	Region and location	Criteria		
		Presence of SDC supported projects	Gov. priority in establishing new service providers	Capable institutions and previous SDC and UNDP support
1	Kakheti region Locations in Kachreti (regional coverage) and Telavi (local area coverage)	X		X
2	Kvemo Kartli Region Locations in Marneuli and Tsalka for neighbouring areas coverage	X		
3	Racha Lechkumi Region Location in Ambrolauri with local and neighbouring coverage	X		X
4	Samtskhe Javakheti Region Locations in Akhaltsikhe with neighbouring areas coverage	X		X
5	Mtskheta-Mtianeti Region Locations in Tsinamdzgvariantkari, being a subject of the commitment		X	
6	Samegrelo – Zemo Svaneti Region location in Senaki and neighbouring areas coverage		X	X
7	Imereti Region Location in Bagdadi for neighbouring areas coverage		X	X ¹⁸

It should be noted that in the case of Mtskheta-Mtianeti Region the project will only be able to support deployment of new models of VET and Extension if the Government will invest in infrastructure rehabilitation and establish a public VET college.

¹⁸The UNDP supported by SDC has developed capacities of the Kutaisi College to which the Bagdadi located facilities belongs to, meaning that there are high institutional capacities for deploying the new models of VET and Extension in agriculture. The locations in Bagdadi and Tsinamdzgvariantkari are tentative and conditioned by the Government's infrastructure development of the colleges.

3.5 Beneficiaries

The direct beneficiaries of the project are farmers, including potential farmers and already established ones that already run commercial or subsistence types of household farm. The project will ensure that the diverse needs of these groups are identified, considered and reflected in the project activities. Specifically, the needs of the adult and youth rural population, also unemployed population, will be considered through offering flexible models of formal and non-formal training that will ensure their employment or self-employment; this will include re-training in agriculture for those who are willing to start their own farming business.

Farmers will benefit from improved access to high quality extension services that should increase their capacities to improve effectiveness and efficiency of their farms and cooperatives. Special attention will be paid to farms headed by women by involving associations representing women farmers, (i.e. Association of Women Farmers in Kakheti Region), Finally, the project will ensure access for ethnic minorities to vocational training and extension services in Kvemo Kartli taking into consideration the language barrier related to ethnic minorities.

The following number of farmers will be supported:

- 400/farmers / year/college will benefit from re-training (Total 4,000 in 10 colleges)
- 500 farmers / year / center will benefit from extension (Total 10,000 in 20 extension centers)
- 20 farmers /year will participate in the newly designed modular training programme
- 25 specialized farmers / year /college →250

3.6 Risk analysis and Mitigation measures

Project implementation is related to various risks, related to political will, environmental issues and motivation of farmers. This means that a set of mitigation measures should be implemented to ensure strong commitments and well-designed new partnership models among the target institutions including the long-term sustainability aspects (for more detailed description of the risks please see annex 4).

Monitoring of risks will be the responsibility of the Project Manager and will be integrated in the work plan and relevant reporting procedures of UNDP to project partners and the donor.

The main risks that may affect the implementation of the project were identified as following:

a/ Political will to support VET and extension services in agriculture

The fact that priorities of the government might change during the project implementation and that differences in interests between MoA and MoES will affect cooperation negatively bares a number of risks because the Government is involved at critical moments during project implementation. It is assumed that:

- The Government will assume its financial responsibility and increase its financial contribution to VET and extension services;
- Newly developed training and re-training programmes are approved by the Government;
- Learning materials are approved by the Government;
- MoA and MoES coordinate their efforts in VET and extension, collaborate and share responsibilities;
- Improvement of the re-training system will attract additional resources
- Political will to transfer responsibilities to platform exist.
- VET Teacher professional development framework will be approved and funds are not allocated

Mitigation strategies include:

- Support for the elaboration of development and business plans of VET and extension providers and monitoring their implementation;
- Opportunities to attract additional funding by state budgeted programmes (i.e. agro-credits, re-training of unemployed) will be considered and integrated into the design of models of VET and extension.
- Sensitisation of Government to earmark more funding for VET and extension services.
- On-going dialogue and involvement of both ministries in project implementation.
- The setting up of a multi stakeholder platform will certainly also have positive effects on the above described risks.

b/ Structural and environmental risks

It is important to take into consideration it is hoped that increased knowledge will lead to increased productivity. However, this will have an impact on a structural and environmental level and can lead to environmental problems as well as crowding out of subsistent farmers. These aspects need to be inbuilt in training and extension work. Farmers need to become aware of and learn on how to deal with environmental threads and structural changes. The negative impact of both can be controlled and dealt with if taken into consideration at an early stage.

It also has to be mentioned that increase of farmers' income depends on the market capacity to absorb the increased productivity. To influence this will go beyond the scope of this project.

c/ Weak Stakeholder and farmer involvement

Project success depends on the interest of public and private stakeholders to collaborate with each other's and contribute towards building up the system. Commitment and unpaid inputs are needed by all of them.

Mitigation strategies include:

- establishment of National Coordination Mechanism will allow harmonizing institutional objectives and plans and will facilitate development of joint vision of extension, coordination and monitoring of stakeholders' interventions;
- representation of stakeholders in the Project Advisory Committee will ensure regular consultations with governmental institutions, associations and other umbrella organizations and will provide a platform for sharing information and problem solution;
- the road map for mainstreaming of project products will be developed as a joint effort of all the stakeholders based on the thorough analysis of their opportunities and capacities and will integrate their needs;
- capacity development activities will address the existing constraints to ensure that stakeholders are capable to take ownership over the project products;
- cooperation with local governments in joint training and extension provision will stimulate farmers' participation;
- linking training and extension services with obtaining information and learning how to obtain financial support from the financial institutions (i.e. agro-credits) will raise motivation of farmers to participate;
- mobilization strategies will use communication channels which proved to be effective under other UNDP projects (i.e. TV Farmer's Diary, public outreach events and others).

Detailed description of project risks is provided in the Risk Log (Annex 5).

5/ 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. 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 labor market; Baselines: 1.2.1. To be determined; 1.2.2. About 10 percent vocational programs respond to labor market needs; 1.2.3 To be determined; Targets: 1.2.1. At least 50 % of VET graduates get immediately employed; 1.2.2. At least 50 % vocational programmes respond to labour market needs; 1.2.3. Employment of vulnerable groups increased at least by 10% compared to baseline.</p> <p>Applicable focus/key result area: Poverty reduction & MDG achievement/ Promoting inclusive growth, gender equality and MDG achievement</p> <p>Partnership Strategy: The project will be implemented in close cooperation with the Ministry of Agriculture, Ministry of Regional Development and Infrastructure, vocational colleges and other partners. The project activities will be coordinated with relevant municipalities.</p> <p>Project title and ID (ATLAS Award ID): "Modernization of the Vocational Education and Training and Extension Systems related to Agriculture in Georgia" award 00063620/output 86728</p>		
<p>Intended Outputs</p> <p>Output: A system of high quality vocational training and extension services in agriculture is operational that results in improved productivity, incomes and livelihoods of the rural population</p> <p>Baselines and indicators: 1.1 Baseline: Lack of accessibility of flexible VET in agriculture and extension services. Indicator: # of students trained, re-trained in agriculture and farmers benefited from extension services 1.2 Baseline: Underdeveloped learning infrastructure. Indicator: Number of institutions where environment improved 1.3 Baseline: weak capacities of VET colleges and extension centres to deliver VET in agriculture and agricultural extension Indicator: # of institutions and staff members which capacities were developed</p>	<p>Output Targets for (years)</p> <p>Targets for 2013: 1.1 Target 5 specialized farmers trained /year/college; 550 farmers benefit from trainings; 1,500 farmers benefit from extension services 1 model of VET officially endorsed 1.2 Target: - 1.3 Target: 1 colleges & 1 Extension centres have developed plans & strategies;</p> <p>Targets for 2014: 1.1 Target 10 specialised farmers trained /year/college; 1,200 farmers benefit from trainings; 3,500 farmers benefit from extension services 1 model of VET officially endorsed 1.2 Target: infrastructure in 5 colleges & 7 extension centers developed 1.3 Target: 4 colleges & 4 Extension centres have developed plans & strategies; 3 staff/college staff trained</p> <p>Targets for 2015: 1.1 Target 7 specialised farmers trained /year/college; 1,200 farmers benefit from trainings; 3,500 farmers benefit from extension services 1 model of VET officially endorsed 1.2 Target: Infrastructure in 3 colleges & 7 extension centers developed 1.3 Target: 4 colleges & 4 Extension centres have developed plans & strategies; 2 staff/college staff trained</p>	<p>Indicative Activities</p> <p>Activity 1: Quality VET in Agriculture and Extension Activity Result. Farmers have access to high quality VET extension services in agriculture</p> <p>Sub-result 1.1: Different types of vocational training and extension services in agriculture have been developed, supported and tested</p> <p>Sub-activities: 1.1.1 Comparative analysis of existing models and best practices of public and private initiatives in Agricultural training and extension; 1.1.2 Development of a typology of farmers and specification on what support/training is most appropriate for which type; 1.1.3 Develop and test flexible, modular training programmes for farmers including theoretical and practical elements; 1.1.4 Offer specific modules that respond to needs of female farmers. 1.1.5 Develop test and support innovative agricultural extension and re-training activities (e.g. TV, internet, etc.); 1.1.6 Developing and testing of flexible types of partnership based vocational re-training and extension in selected locations 1.1.7 Analyses of initiatives, selection of best practices to be supported; 1.1.8 Set indicators and select beneficiaries to follow their developments and progress during 6 years.</p> <p>Sub-result 1.2: The learning environment (infrastructure, training</p>

Intended Outputs	Output Targets for (years)	Indicative Activities
<p>2.1 Baseline: The system of continuous VET teachers' skills development and extension workers does not exist Indicator: # of professional standards revised/developed, teaching materials for teachers trainers and teachers trained</p> <p>2.2 Baseline: The system of VET for agricultural sector service providers is underdeveloped Indicator: # of professions for which the VET teaching materials are developed, students and teachers trained</p>	<p>Targets for 2016:</p> <p>1.1 Target 3 specialised farmers trained /year/college; 250 farmers benefit from trainings; 1,500 farmers benefit from extension services1. model of VET officially endorsed</p> <p>1.2Target: Infrastructure in 2 colleges & 5 extension centers developed</p> <p>1.3 Target: 2 colleges & 5 Extension centres have developed plans & strategies</p>	<p>materials, equipment) ensures delivery of high quality VET and extension services in agriculture</p> <p>Sub-activities:</p> <p>1.2.1 Develop and support application of minimum standards and norms to the learning environment for new types of programs;</p> <p>1.2.2 Contribute to the physical improvement of the learning environment (infrastructure & equipment);</p> <p>1.2.3 Develop learning and information materials for training and extension.</p> <p>1.2.4 Initiate and procure mobile training and extension units.</p> <p>Sub-result 1.3: VET colleges and extension centres have the capacity to deliver VET and extension services in agriculture</p> <p>Sub-activities:</p> <p>1.3.1 Assist in the development of visions, missions, strategies, business plans, training programmes, training materials, etc.</p> <p>1.3.2 Develop partnerships between colleges, and organize trainings, study tours and exchange programmes for college and extension staff (local and international);</p> <p>1.3.3 Assist colleges in revising their development plans to ensure sustainability</p> <p>Activity 2: High quality HR in VET in Agriculture and Extension</p> <p>Activity Result: Professional and well trained VET teachers, agricultural extension workers and multipliers provide training and extension services to farmers</p> <p>Sub-result2.1:Systems for professional development of VET teachers and extension workers in agriculture are in place</p> <p>Sub-activities:</p> <p>2.1.1 Assist MoES/MoA to set professional standards for extension workers.</p> <p>2.1.2 Revision of qualification requirements for VET teachers;</p> <p>2.1.3 Develop learning materials and resources for teacher trainers, teachers and extension workers;</p> <p>2.1.4 Develop, test & deliver training programmes for teacher trainers, teachers, & extension workers;</p> <p>2.1.5 In collaboration with ministries engage universities in training of VET teachers in agriculture and extension workers;</p>
<p>2.1 Baseline: The system of continuous VET teachers' skills development and extension workers does not exist Indicator: # of professional standards revised/developed, teaching materials for teachers trainers and teachers trained</p> <p>2.2 Baseline: The system of VET for agricultural sector service providers is underdeveloped Indicator: # of professions for which the VET teaching materials are developed, students and teachers trained</p>	<p>Targets for 2013:</p> <p>2.1 Target: 8 professional standards for extension workers, 8 training program developed; 10 retrained teachers;</p> <p>2.2 Target: new VET training programs for agricultural sector service providers in 8 agriculture profession developed; 3 VET colleges offer courses in agriculture; 5 students/college/year trained;</p> <p>Targets for 2014:</p> <p>2.2 Target: 5 VET colleges offer courses in agriculture; 15 students/college/year trained; 20 retrained teachers;</p> <p>Targets for 2015:</p> <p>2.2 Target: 2 VET colleges offer courses in agriculture; 15 students/college/year engaged; 20 retrained teachers;</p> <p>Targets for 2016:</p>	<p>Activity 2: High quality HR in VET in Agriculture and Extension</p> <p>Activity Result: Professional and well trained VET teachers, agricultural extension workers and multipliers provide training and extension services to farmers</p> <p>Sub-result2.1:Systems for professional development of VET teachers and extension workers in agriculture are in place</p> <p>Sub-activities:</p> <p>2.1.1 Assist MoES/MoA to set professional standards for extension workers.</p> <p>2.1.2 Revision of qualification requirements for VET teachers;</p> <p>2.1.3 Develop learning materials and resources for teacher trainers, teachers and extension workers;</p> <p>2.1.4 Develop, test & deliver training programmes for teacher trainers, teachers, & extension workers;</p> <p>2.1.5 In collaboration with ministries engage universities in training of VET teachers in agriculture and extension workers;</p>

Intended Outputs	Output Targets for (years)	Indicative Activities
		<p>3.1.7 Facilitate trainings for MoES and MoA in social dialogue, PPP, and monitoring & evaluation.</p> <p>Sub-result 3.2: Private stakeholders actively contribute and cooperate in the provision of VET in agriculture and agricultural extension</p> <p>Sub-activities:</p> <ul style="list-style-type: none"> 3.2.1 Assist private stakeholders in getting organized to contribute and cooperate in the provision of VET in agriculture and extension services. 3.2.2 Engage private stakeholders in a dialogue on their roles and responsibilities in VET in agriculture and in agricultural extension. 3.2.3 Assist in setting up an umbrella organization responsible for education. 3.2.4 Build capacity of private stakeholders to be involved in PPP. <p>Sub-result 3.3: A platform that provides full and equal participation from public and private stakeholders and ensures coordination and provision of agricultural training and extension services is operational</p> <p>Sub-activities:</p> <ul style="list-style-type: none"> 3.3.1 Comparative Study on existing PPP models; 3.3.2 Support national dialogue to set up a platform (develop vision, objectives, structure and functions); 3.3.3 Support the platform in effective implementation of its functions in VET and extension in agriculture (coordination, methodological guidance, research and innovation, quality assurance and performance monitoring); 3.3.4 Support activities initiated by the platform in relation to VET and agricultural extension.
		<p>ACTIVITY 4: Management & M&E</p> <ul style="list-style-type: none"> 4.1/ Hiring project staff 4.2/ Setting up office 4.3/ Implementing project activities 4.4/ Monitoring, evaluating & reporting

4/ ANNUAL WORK PLAN*

Year 2013:

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	PLANNED BUDGET	
		Q1	Q2	Q3	Q4				Budget Description	Amount USD
									Different types of vocational training and extension services in agriculture have been developed, supported and tested	
			X	X	GOVT/000622	UNDP	71200/intl/Consit		Comparative analysis of existing models and best practices of public and private initiatives in Agricultural training and extension	20,000.00
		X	X	X	GOVT/000622	UNDP	71200/intl/Consit		Development of a typology of farmers and specification on what support/training is most appropriate for which type	5,000.00
		X	X	X	GOVT/000622	UNDP	72100/Contr-Compy		Develop flexible, modular training programmes for farmers including theoretical and practical elements	5,000.00
		X	X	X	Kachreti College/004246	SDC	72100/Contr-Compy		Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Kachreti college)	40,000.00
		X	X	X	Telavi College/004245	SDC	72100/Contr-Compy		Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Telavi college)	35,000.00
		X	X	X	Akhalsikhe College/004241	SDC	72100/Contr-Compy		Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Akhalsikhe college)	25,000.00
		X	X	X	Ambrolauri College/004240	SDC	72100/Contr-Compy		Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Ambrolauri college)	40,000.00
		X	X	X	Zugdidi University/005512	SDC	72100/Contr-Compy		Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Zugdidi University's Senaki Branch college)	25,000.00
		X	X	X	GOVT/000622	UNDP	72100/Contr-Compy		Offer specific modules that respond to needs of female farmers	5,000.00
		X	X	X	GOVT/000622	UNDP	72100/Contr-Compy		Develop test and support innovative agricultural extension and re-training activities (e.g. TV, internet, etc.)	10,000.00
		X	X	X	GOVT/000622	UNDP	72100/Contr-Compy		Set indicators and select beneficiaries to follow their developments and progress during 6 years. Compare them with a control group of non-beneficiaries (tracer study)	5,000.00
		X	X	X	GOVT/000622	UNDP	72100/Contr-Compy		VET colleges and extension centres have the capacity to deliver VET and extension services in agriculture	
		X	X	X	GOVT/000622	SDC	71305/Loc.Consit		Assist colleges in revising their development plans to ensure sustainability	15,000.00
TOTAL Activity 1										230,000.00
									Systems for professional development of VET teachers and extension workers in agriculture has been put in place context	
		X	X	X	GOVT/000622	SDC	71200/intl/Consit		Revision of qualification requirements for VET teachers	5,000.00
		X	X	X	GOVT/000622	SDC	71200/intl/Consit		Technical assistance in implementation VET teacher professional development conceptual	15,000.00
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy		Assist MoES/MoA to set professional standards for extension workers	5,000.00
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy		Develop, test & deliver training programmes for teacher trainers, teachers, & extension workers	5,000.00
									VET training for agricultural sector service providers (veterinary nurses, zoo-technicians, food processors, machinery operators, input suppliers and animal food producers)	

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	PLANNED BUDGET	
		Q1	Q2	Q3	Q4				Budget: Description	Amount USD
						SDC	72100/Contr-Compy	Develop&test new VET training programmes for agricultural sector service providers (veterinary, zoo-technicians, food processing, agricultural machinery operators, input suppliers)	10,000.00	
TOTAL Activity 2										
			X		GOVT/000622	SDC	71200/Intl Cnslt	Public stakeholders (MoA, MoES) further develop and implement national policies in VET in agriculture and agricultural extension	25,000.00	
		X			GOVT/000622	SDC	71200/Intl Cnslt	Provide expertise to MoES in revision of occupational standards for farmers and agriculture related professions needed	5,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Assist ministries in further developing national policies in VET in agriculture and agricultural extension	100,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Assist in developing a template for modularisation of training programmes	15,000.00	
			X		GOVT/000622	SDC	72100/Contr-Compy	Developing of the new agriculture programs related syllabuses and guidelines	20,000.00	
			X		GOVT/000622	SDC	72100/Contr-Compy	VET teachers' retraining to support the implementation of the new programmes	5,000.00	
			X		GOVT/000622	SDC	72100/Contr-Compy	Engage MoA/MoES in a dialogue on how to link VET in agriculture and agricultural extension services	5,000.00	
			X		GOVT/000622	SDC	72100/Contr-Compy	Facilitate trainings for MoES and MoA in social dialogue, PPP, and monitoring & evaluation	30,000.00	
			X		GOVT/000622	SDC	72100/Contr-Compy	Develop capacities of ICC staff in service delivery and management of extension process	5,000.00	
								A platform that provides full and equal participation from public and private stakeholders and ensures coordination and provision of agricultural training and extension services is operational		
		X	X		GOVT/000622	SDC	71200/Intl Cnslt	Provision of International Expertise in Agriculture	22,460.00	
			X		GOVT/000622	SDC	72100/Contr	Support national dialogue to set up a platform (develop vision, objectives, structure and functions)	5,000.00	
			X		GOVT/000622	SDC	72100/Contr	Support the platform in effective implementation of its functions in VET and extension in agriculture (coordination, methodological guidance, research and innovation, quality assurance and performance monitoring)	15,000.00	
			X		GOVT/000622	SDC	72100/Contr	Support activities initiated by the platform in relation to VET and agricultural extension	20,000.00	
TOTAL Activity 3										
		X	X		GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Programme Analyst UNDP (25%)	5,845.00	
		X	X		GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Skills Devnt Program Manager/VET Pr Policy Advisor/50%	14,499.00	
		X	X		GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Skills Development in Agriculture Component Leader	14,203.00	
		X	X		GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Agriculture and Extension Specialist	16,567.00	
		X	X		GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - VET Specialist	14,201.00	
		X	X		GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Adm/fin. assistant	11,830.00	
		X	X		GOVT/000622	SDC	71400/ServCon	Contractual services (Individual) - Adm/fin. assistant (maternity period replacement)	8,000.00	
		X	X		GOVT/000622	SDC	71400/ServCon	Driver (50%)	2,690.00	
		X	X		GOVT/000622	SDC	71400/ServCon	Cleaner (50%)	2,842.00	
		X	X		GOVT/000622	SDC	73100/Rent&Maint	Office rent	12,600.00	
		X	X		GOVT/000622	SDC	72400/Comm/audio eq	Communications (internet, telephone, etc.)	2,100.00	

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	Budget Description	Amount USD
		Q1	Q2	Q3	Q4					
		X	X	X	GOVT/000622	SDC	74500/Misc. Expenses	Utilities	2,100.00	
		X	X	X	GOVT/000622	SDC	72500/Supplies	Office operations (stationery, etc.)	4,200.00	
		X	X	X	GOVT/000622	SDC	72200/Equip&Furn	Office equipment	10,000.00	
		X	X	X	GOVT/000622	SDC	71600/Travel	Travel (field trips)	5,040.00	
		X			GOVT/000622	SDC	73400/MaintTrnsp	Car Maintenance	3,500.00	
					GOVT/000622	SDC	73400/MaintTrnsp	Fuel	10,711.11	
		X			GOVT/000622	SDC	74200/AudioVisi	Visibility costs	8,400.00	
TOTAL Activity 4										
TOTAL NET										
									686,788.11	
GMS										
									47,930.29	
TOTAL 2013										
									734,718.40	

Year 2014:

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	Budget Description	Amount USD
		Q1	Q2	Q3	Q4					
		PLANNED BUDGET								
								Different types of vocational training and extension services in agriculture have been developed, supported and tested		
		X	X	X	Kachreti College/004246	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Kachreti college)	80,000.00	
		X	X	X	Telavi College/004245	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Telavi college)	65,000.00	
		X	X	X	Akhalsikhe College/004241	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Akhalsikhe college)	90,000.00	
		X	X	X	Ambrolauri College/004240	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Ambrolauri college)	100,000.00	
		X	X	X	Kutaisi College/004287	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Kutaisi college's Baghdadi Branch college)	80,000.00	
		X	X	X	Zugdidi University/005512	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Zugdidi University's Senaki Branch college)	40,000.00	
		X	X	X	Marneuli College/000622	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Marneuli college)	100,000.00	
		X	X	X	Tsinamdzvriantkari college/TBD	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Tsinamdzvriantkari college)	100,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Test flexible models of extension at 7 selected ICCs	15,000.00	
		X	X	X	GOVT/000622	UNDP	72100/Contr-Compy	Develop test and support innovative agricultural extension and re-training activities (e.g. TV, internet, etc.)	10,000.00	
		X	X	X	GOVT/000622	UNDP	72100/Contr-Compy	Develop test and support innovative agricultural extension and re-training activities (e.g. TV, internet, etc.)	20,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Set indicators and select beneficiaries to follow their developments and progress during 6 years. Compare them with a control group of non-beneficiaries (tracer study)	5,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	The learning environment (infrastructure, training materials, equipment) ensures high quality delivery of VET and extension services in agriculture		
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Developing new textbooks in agriculture professions	30,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Developing of new and update of existing manuals for teaching practices in vocational teaching and re-training	15,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Develop learning and information materials for extension	30,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Develop and support application of minimum standards and norms to the learning environment for new types of programs	15,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Initiate and procure mobile training and extension units	40,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Contribute to the physical improvement of the learning environment (infrastructure & equipment)	200,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Support in application of simulation models for vocational training in agriculture and its supporting professions	50,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Introducing new technologies (teaching software, demonstration videos, imitations model) in agriculture professions	10,000.00	

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMERAME				RESPONSIBLE PARTY	Funding Source	account	Budget Description	Amount USD
		Q1	Q2	Q3	Q4					
								VET colleges and extension centres have the capacity to deliver VET and extension services in agriculture		
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist in the development of visions, missions, strategies, business plans, training programmes, training materials, etc.	25,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Develop partnerships between colleges, and organise trainings, study tours and exchange programmes for college and extension staff (local and international)	10,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist colleges in revising their development plans to ensure sustainability	30,000.00	
TOTAL Activity 1										
								Systems for professional development of VET teachers and extension workers in agriculture has been put in place		
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Develop, test & deliver training programmes for teacher trainers, teachers, & extension workers	40,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	In collaboration with ministries engage Universities in training of VET teachers in agriculture and extension workers	20,000.00	
	Activity 2: Skilled HR for Agriculture VET/extension							VET training for agricultural sector service providers (veterinary nurses, zoo-technicians, food processors, machinery operators, input suppliers and animal food producers) takes place		
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Develop & test new VET training programmes for agricultural sector service providers (veterinary, zoo-technicians, food processing, agricultural machinery operators, input suppliers)	20,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist in organizing internships for VET students in agriculture extension centres and enterprises	10,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Link activities to other SDC value chain projects and collaborate closely; monitor impact	5,000.00	
TOTAL Activity 2										
								Public stakeholders (MoA, MoES) further develop and implement national policies in VET in agriculture and agricultural extension		
		X	X		GOVT/000622	SDC	71200/Intl Cnslt	Assist ministries in further developing national policies in VET in agriculture and agricultural extension	5,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Initiate a dialogue on the importance and official recognition of re-training courses (credit extension)	10,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist in revision of requirements to training programmes in agriculture with the purpose of MoA/MoES in a dialogue on how to link VET in agriculture and agricultural	15,000.00	
				X	GOVT/000622	SDC	72100/Contr-Compy	Engage MoA/MoES in a dialogue on how to link VET in agriculture and agricultural	10,000.00	
				X	GOVT/000622	SDC	72100/Contr-Compy	Facilitate trainings for MoES and MoA in social dialogue, PPP, and monitoring & evaluation	15,000.00	
				X	GOVT/000622	SDC	72100/Contr-Compy	Develop capacities of ICC staff in service delivery and management of extension process	35,000.00	
								Private stakeholders actively contribute and cooperate in the provision of VET in agricultural and agricultural extension		
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist private stakeholders in getting organised to contribute and cooperate in the provision of VET in agriculture and extension services	10,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Engage private stakeholders in a dialogue on their roles and responsibilities in VET in agriculture and in agricultural extension	5,000.00	
TOTAL Activity 3										
	Activity 3: Agriculture VET/Extension National Coordination									

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	Budget Description	Amount USD
		Q1	Q2	Q3	Q4					
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist in setting up an umbrella organisation responsible for education	5,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Build capacity of private stakeholders to be involved in PPP	10,000.00	
								A platform that provides full and equal participation from public and private stakeholders and ensures coordination and provision of agricultural training and extension services is operational		
		X	X	X	GOVT/000622	SDC	71200/Intl Cnsit	Provision of International Expertise in Agriculture	67,380.00	
		X	X	X	GOVT/000622	SDC	72100/Contr	Support national dialogue to set up a platform (develop vision, objectives, structure and functions)	10,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr	Support the platform in effective implementation of its functions in VET and extension in agriculture (coordination, methodological guidance, research and innovation, quality assurance and performance monitoring)	50,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr	Support activities initiated by the platform in relation to VET and agricultural extension	90,000.00	
TOTAL Activity 3									337,380.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Programme Analyst UNDP (25%)	10,020.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Skills Devnt Program Manager/VET Pr Policy Advisor/50%	24,856.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Skills Development in Agriculture Component Leader	42,608.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Agriculture and Extension Specialist	28,401.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - VET Specialist	28,401.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Adm/fin. assistant	20,280.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon	Driver (50%)	6,456.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon	Cleaner (50%)	4,872.00	
		X	X	X	GOVT/000622	SDC	73100/Rent&Maint	Office rent	21,600.00	
		X	X	X	GOVT/000622	SDC	72400/Comm/Audio eq	Communications (Internet, telephone, etc.)	4,200.00	
		X	X	X	GOVT/000622	SDC	74500/Misc. Expenses	Utilities	3,000.00	
		X	X	X	GOVT/000622	SDC	72500/Supplies	Office operations (stationery, etc.)	7,200.00	
		X	X	X	GOVT/000622	SDC	71600/Travel	Travel (field trips)	17,360.00	
		X	X	X	GOVT/000622	SDC	73400/MaintTrnsp	Car Maintenance	6,000.00	
		X	X	X	GOVT/000622	SDC	73400/MaintTrnsp	Fuel	18,000.00	
		X	X	X	GOVT/000622	SDC	74200/AudioVisi	Visibility costs	14,400.00	
TOTAL Activity 4									257,654.00	
TOTAL NET									1,850,034.00	
GMS									137,744.49	
TOTAL 2014									1,987,778.49	

Year 2015:

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	Budget Description	Amount USD
		Q1	Q2	Q3	Q4					
								Different types of vocational training and extension services in agriculture have been developed, supported and tested		
		X	X	X	Kachreti College/004246	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Kachreti college)	60,000.00	
		X	X	X	Telavi College/004245	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Telavi college)	15,000.00	
		X	X	X	Akhaltsikhe College/004241	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Akhaltsikhe college)	70,000.00	
		X	X	X	Ambrolauri College/004240	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Ambrolauri college)	70,000.00	
		X	X	X	Kutaisi College/004287	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Kutaisi college's Baghdadi Branch college)	70,000.00	
		X	X	X	Zugdidi University/005512	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Zugdidi University's Senaki Branch college)	40,000.00	
		X	X	X	Marneuli College/TBD	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Marneuli college)	70,000.00	
		X	X	X	Tsinamdzvriantkari college /TBD	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Tsinamdzvriantkari college)	70,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Test flexible models of extension at 7 selected ICCs	10,000.00	
				X	GOVT/000622	UNDP	72100/Contr-Compy	Develop test and support innovative agricultural extension and re-training activities (e.g. TV, internet, etc.)	15,000.00	
					GOVT/000622	SDC	72100/Contr-Compy	Set indicators and select beneficiaries to follow their developments and progress during 6 years. Compare them with a control group of non-beneficiaries (tracer study)	5,000.00	
								The learning environment (infrastructure, training materials, equipment) ensures high quality delivery of VET and extension services in agriculture		
								Developing new textbooks in agriculture professions	25,000.00	
								Developing of new and update of existing manuals for teaching practices in vocational teaching and re-training	15,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Develop learning and information materials for extension	15,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Develop and support application of minimum standards and norms to the learning environment for new types of programs	5,000.00	
				X	GOVT/000622	SDC	72100/Contr-Compy	Initiate and procure mobile training and extension units	15,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Contribute to the physical improvement of the learning environment (infrastructure & equipment)	120,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Support in application of simulation models for vocational training in agriculture and its supporting professions	50,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Introducing new technologies (teaching software, demonstration videos, limitations model) in agriculture professions	10,000.00	
								VET colleges and extension centres have the capacity to deliver VET and extension services in agriculture		

Activity 1.
Agriculture
VET/extension
Service quality

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	Budget Description	Amount USD
		Q1	Q2	Q3	Q4					
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist in the development of visions, missions, strategies, business plans, training programmes, training materials, etc.	10,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Develop partnerships between colleges, and organise trainings, study tours and exchange programmes for college and extension staff (local and international)	25,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist colleges in revising their development plans to ensure sustainability	30,000.00	
TOTAL Activity 1										
								Systems for professional development of VET teachers and extension workers in agriculture has been put in place context		
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Develop, test & deliver training programmes for teacher trainers, teachers, & extension workers	20,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	In collaboration with ministries engage Universities in training of VET teachers in agriculture and extension workers	15,000.00	
			X	X				Create a network of VET teachers and extension workers; organise in-country exchange programmes and study tours abroad	10,000.00	
	Activity 2. Skilled HR for Agriculture VET/extension	X	X		GOVT/000622	SDC	72100/Contr-Compy	VET training for agricultural sector service providers (veterinary nurses, zoo-technicians, food processors, machinery operators, input suppliers and animal food producers)	10,000.00	
			X					Develop & test new VET training programmes for agricultural sector service providers (veterinary, zoo-technicians, food processing, agricultural machinery operators, input suppliers)	10,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist in organizing internships for VET students in agriculture extension centres and enterprises	15,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Link activities to other SDC value chain projects and collaborate closely; monitor impact	5,000.00	
TOTAL Activity 2										
								Public stakeholders (MoA, MoES) further develop and implement national policies in VET in agriculture and agricultural extension	95,000.00	
		X	X		GOVT/000622	SDC	71200/Intl Cnslt	Assist ministries in further developing national policies in VET in agriculture and agricultural extension	5,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Initiate a dialogue on the importance and official recognition of re-training courses (credit	10,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist in revision of requirements to training programmes in agriculture with the purpose of	15,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Engage MoA/MoES in a dialogue on how to link VET in agriculture and agricultural extension	10,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Facilitate trainings for MoES and MoA in social dialogue, PPP, and monitoring & evaluation	15,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Develop capacities of ICC staff in service delivery and management of extension process	35,000.00	
								Private stakeholders actively contribute and cooperate in the provision of VET in agricultural and agricultural extension		
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist private stakeholders in getting organised to contribute and cooperate in the provision of VET in agriculture and extension services	10,000.00	
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Engage private stakeholders in a dialogue on their roles and responsibilities in VET in agriculture and in agricultural extension	5,000.00	

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	Budget Description	Amount USD
		Q1	Q2	Q3	Q4					
			X	X	GOVT/000622	SDC	72100/Contr-Compy	Assist in setting up an umbrella organisation responsible for education	5,000.00	
								A platform that provides full and equal participation from public and private stakeholders and ensures coordination and provision of agricultural training and extension services is operational		
		X	X		GOVT/000622	SDC	71200/intl Cnslt	Comparative Study on existing PPP models	5,000.00	
		X	X		GOVT/000622	SDC	71200/intl Cnslt	Provision of International Expertise in Agriculture	67,380.00	
		X	X	X	GOVT/000622	SDC	72100/Contr	Support the platform in effective implementation of its functions in VET and extension in agriculture (coordination, methodological guidance, research and innovation, quality assurance and performance monitoring)	50,000.00	
		X	X	X	GOVT/000622	SDC	72100/Contr	Support activities initiated by the platform in relation to VET and agricultural extension	90,000.00	
TOTAL Activity 3									247,380.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Programme Analyst UNDP (25%)	10,020.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Skills Devnt Program Manager/VET Pr Policy Advisor/50%	24,856.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Skills Development in Agriculture Component Leader	42,608.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Agriculture and Extension Specialist	28,401.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon-In	Contractual services (Individual) - Adm/fin. assistant	20,280.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon	Driver (50%)	6,456.00	
		X	X	X	GOVT/000622	SDC	71400/ServCon	Cleaner (50%)	4,872.00	
		X	X	X	GOVT/000622	SDC	73100/Rent&Maint	Office rent	12,000.00	
		X	X	X	GOVT/000622	SDC	72400/CommAudio eq	Communications (internet, telephone, etc.)	2,000.00	
		X	X	X	GOVT/000622	SDC	74500/Misc. Expenses	Utilities	1,600.00	
		X	X	X	GOVT/000622	SDC	72500/Supplies	Office operations (stationery, etc.)	3,600.00	
		X	X	X	GOVT/000622	SDC	71600/Travel	Travel (field trips)	15,680.00	
		X	X	X	GOVT/000622	SDC	73400/MaintTrnsp	Car Maintenance	6,000.00	
		X	X	X	GOVT/000622	SDC	73400/MaintTrnsp	Fuel	18,000.00	
		X	X	X	GOVT/000622	SDC	74200/AudioVisl	Visibility costs	14,400.00	
TOTAL Activity 4									240,776.00	
TOTAL NET									1,348,153.00	
GMS									100,344.85	
TOTAL 2015									1,448,497.85	

Year 2016:

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	Budget Description	Amount USD
		Q1	Q2	Q3	Q4					
		X	X			SDC	72100/Contr-Compy	Different types of vocational training and extension services in agriculture have been developed, supported and tested	15,000.00	
		X	X		Kachreti College/004246	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Kachreti college)	15,000.00	
		X	X		Akhalsikhe College/004241	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Akhalsikhe college)	15,000.00	
		X	X		Ambrolauri College/004240	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Ambrolauri college)	15,000.00	
		X	X		Kutaisi College/004287	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Kutaisi college's Baghdadi Branch college)	15,000.00	
		X	X		Zugdidi University/005512	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Zugdidi University's Senaki Branch college)	15,000.00	
		X	X		Marneuli College/TBD	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Marneuli college)	15,000.00	
		X	X		Tsinamdzviantkari college /TBD	SDC	72100/Contr-Compy	Test flexible, modular training programmes for farmers including theoretical and practical elements. Support training initiatives (Tsinamdzviantkari college)	15,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Test flexible models of extension at 7 selected ICCs	10,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Offer specific modules that respond to needs of female farmers	10,000.00	
	Activity 1. Agriculture VET/extension Service quality	X	X		GOVT/000622	UNDP	72100/Contr-Compy	Develop test and support innovative agricultural extension and re-training activities (e.g. TV, internet, etc.)	5,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Analyses of initiatives, selection of best practices to be supported	5,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Set indicators and select beneficiaries to follow their developments and progress during 6 years. Compare them with a control group of non-beneficiaries (tracer study)	5,000.00	
								The learning environment (infrastructure, training materials, equipment) ensures high quality delivery of VET and extension services in agriculture		
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Developing new textbooks in agriculture professions	20,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Developing of new and update of existing manuals for teaching practices in vocational teaching and re-training	15,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Develop learning and information materials for extension	10,000.00	
								Initiate and procure mobile training and extension units	10,000.00	
								VET colleges and extension centres have the capacity to deliver VET and extension services in agriculture		
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Assist in the development of visions, missions, strategies, business plans, training programmes, training materials, etc.	10,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Develop partnerships between colleges, and organise trainings, study tours and exchange programmes for college and extension staff (local and international)	25,000.00	
		X	X		GOVT/000622	SDC	72100/Contr-Compy	Assist colleges in revising their development plans to ensure sustainability	15,000.00	
TOTAL Activity 1									255,000.00	

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	PLANNED BUDGET	
		Q1	Q2	Q3	Q4				Budget Description	Amount USD
	Activity 2: Skilled HR for Agriculture VET/extension	X	X		GOVT/000622	SDC	72100/Contr-Compy		Systems for professional development of VET teachers and extension workers in agriculture has been put in place context Develop, test & deliver training programmes for teacher trainers, teachers, & extension workers	10,000.00
					GOVT/000622	SDC	72100/Contr-Compy		Create a network of VET teachers and extension workers; organize in-country exchange programmes and study tours abroad	10,000.00
		X	X		GOVT/000622	SDC	72100/Contr-Compy		VET training for agricultural sector service providers (veterinary nurses, zoo-technicians, food processors, machinery operators, input suppliers and animal food producers)	
		X	X		GOVT/000622	SDC	72100/Contr-Compy		Develop & test new VET training programmes for agricultural sector service providers (veterinary, zoo-technicians, food processing, agr. machinery operators, input suppliers)	10,000.00
		X	X		GOVT/000622	SDC	72100/Contr-Compy		Assist in organizing internships for VET students in agriculture extension centres/enterprises	15,000.00
		X	X		GOVT/000622	SDC	72100/Contr-Compy		Link activities to other SDC value chain projects and collaborate closely; monitor impact	5,000.00
										50,000.00
									Public stakeholders (MoA, MoES) further develop and implement national policies in VET in agriculture and agricultural extension	
		X	X		GOVT/000622	SDC	72100/Contr-Compy		Facilitate trainings for MoES and MoA in social dialogue, PPP, and monitoring & evaluation	10,000.00
									Private stakeholders actively contribute and cooperate in the provision of VET in agricultural and agricultural extension	
	ACTIVITY 3: Agriculture VET/Extension National Coordination	X	X		GOVT/000622	SDC	72100/Contr-Compy		Engage private stakeholders in a dialogue on their roles and responsibilities in VET in agriculture and in agricultural extension	10,000.00
		X	X		GOVT/000622	SDC	72100/Contr-Compy		Assist in setting up an umbrella organisation responsible for education	15,000.00
		X	X		GOVT/000622	SDC	72100/Contr-Compy		Build capacity of private stakeholders to be involved in PPP	10,000.00
									A platform that provides full and equal participation from public and private stakeholders and ensures coordination and provision of agricultural training and extension services is operational	
		X	X		GOVT/000622	SDC	71200/Intl Cnsit		Comparative Study on existing PPP models	15,000.00
		X	X		GOVT/000622	SDC	71200/Intl Cnsit		Provision of International Expertise in Agriculture	28,075.00
		X	X		GOVT/000622	SDC	72100/Contr		Support activities initiated by the platform in relation to VET and agricultural extension	14,298.00
										102,572.00
		X	X		GOVT/000622	SDC	71400/ServCon-In		Contractual services (Individual) - Programme Analyst UNDP (25%)	4,175.00
		X	X		GOVT/000622	SDC	71400/ServCon-In		Contractual services (Individual) - Skills Devnt Program Manager/VET Pr Policy Advisor/(50%)	10,357.00
		X	X		GOVT/000622	SDC	71400/ServCon-In		Contractual services (Individual) - Skills Development in Agriculture Component Leader	17,753.00
		X	X		GOVT/000622	SDC	71400/ServCon-In		Contractual services (Individual) - Agriculture and Extension Specialist	11,834.00
		X	X		GOVT/000622	SDC	71400/ServCon-In		Contractual services (Individual) - Adm/fin. assistant	8,450.00
		X	X		GOVT/000622	SDC	71400/ServCon		Driver (50%)	2,690.00
		X	X		GOVT/000622	SDC	71400/ServCon		Cleaner (50%)	2,030.00
		X	X		GOVT/000622	SDC	73100/Rent&Maint		Office rent	5,000.00
		X	X		GOVT/000622	SDC	72400/CommAudioEq.		Communications (internet, telephone, etc.)	1,000.00
		X	X		GOVT/000622	SDC	74500/Misc. Expenses		Utilities	500.00

EXPECTED OUTPUTS	PLANNED ACTIVITIES	TIMEFRAME				RESPONSIBLE PARTY	Funding Source	account	Budget Description	Amount USD
		Q1	Q2	Q3	Q4					
		X	X	X	X	GOVT/000622	SDC	72500/Supplies	Office operations (stationery, etc.)	1,500.00
		X	X	X	X	GOVT/000622	SDC	71600/Travel	Travel (field trips)	4,760.00
		X	X	X		GOVT/000622	SDC	73400/MaintTrnsp	Car Maintenance	2,500.00
		X	X	X		GOVT/000622	SDC	73400/MaintTrnsp	Fuel	7,500.00
		X	X	X		GOVT/000622	SDC	74200/AudioVisl	Visibility costs	6,000.00
TOTAL Activity A									36,010.26	
TOTAL NET									493,422.00	
GMS									36,010.26	
TOTAL 2016									529,432.26	

FINANCIAL SUMMARY PER DONORS:

	2013	2014	2015	2016	TOTAL
SDC NET	636,788.11	1,830,034.00	1,333,153.00	478,422.00	4,278,397.11
SDC GMS	47,930.29	137,744.49	100,344.85	36,010.26	322,029.89
SDC GROSS	684,718.40	1,967,778.49	1,433,497.85	514,432.26	4,600,427.00
TRAC	50,000.00	20,000.00	15,000.00	15,000.00	100,000.00
TOTAL	734,718.40	1,987,778.49	1,448,497.85	529,432.26	4,700,427.00

FINANCIAL SUMMARY PER IMPLEMENTING PARTNERS:

	2013	2014	2015	2016	TOTAL
Kachreti College/004246	40,000.00	80,000.00	60,000.00	15,000.00	195,000.00
Telavi College/004245	35,000.00	65,000.00	15,000.00		115,000.00
Akhaltsikhe college/004241	25,000.00	90,000.00	70,000.00	15,000.00	200,000.00
Ambrolauri college/004240	40,000.00	100,000.00	70,000.00	15,000.00	225,000.00
Zugdidi Univ/005512		40,000.00	40,000.00	15,000.00	95,000.00
Kutaisi College/004287		80,000.00	70,000.00	15,000.00	165,000.00
Marneuli college/TBD		100,000.00	70,000.00	15,000.00	185,000.00
Tsinamdzgvariantkari/TBD		100,000.00	70,000.00	15,000.00	185,000.00
GOVT/000622	546,788.11	1,195,034.00	883,153.00	388,422.00	
TOTAL NET	686,788.11	1,850,034.00	1,348,153.00	493,422.00	4,378,397.11
GMS	47,930.29	137,744.49	100,344.85	36,010	322,029.89
GROSS TOTAL	734,718.40	1,987,778.49	1,448,497.85	529,432.26	4,700,427.00

* AWP covers first phase of the project. The detailed budget for the second phase of the project from June-2016 to Dec-2018 (budget 1,199,573USD) will be elaborated by the end of the first phase in Dec 2015 and agreed with the donor (SDC). Tentative breakdown by activities is provided in Annex 6.

7. MANAGEMENT ARRANGEMENTS

7.1. Project Institutional Set-up

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

Project Manager will be recruited by UNDP according to UNDP rules, regulations and procedures as part of UNDP support to manage the project on a day-to-day basis. His primary responsibility will be, jointly with the project team, to ensure that the project achieves results that are capable of delivering the outputs described in this document. The Project Manager will be in charge of requesting funds to cover project-related expenses. Project Manager will be reporting periodically to UNDP on the implementation of the project.

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 Colleges. Besides, close partnership will be established with the Ministry of Agriculture and Ministry of Regional Development and Infrastructure.

Day-to-day implementation of the project will be conducted by the project team consisting of Skills Development Program Manager/VET Principle Policy Advisor, to whom the Skills Development Component Leader will report. The project staff will also include VET Specialist and Agriculture and Extension Specialist. The project staff will be supported by International Agriculture advisor. The logistics staff will provide technical support to the project team.

In addition to permanent project staff, external consultants will be recruited to provide specific technical inputs and expertise for studies and assessments, evaluations and development of training programmes and others in case of need. In addition it is planned to offer internships to international students to conduct surveys and analyses and to develop partnership with international colleges that could result in teacher exchanges.

The project staff will assume the following functions:

- **Skills Development Program Manager/VET Principle Policy Advisor** will ensure implementation of the programme including activities of the project as outlined in this project proposal, budget and log frame. He/she will provide overall direction and guidance to the project staff in achievement of the project outputs. He/she will guide and manage the project staff, temporary consultants, and relations with implementing partners, for the smooth launch and implementation of the project. He/she will establish and maintain partnerships with national and international stakeholders and project partners.
- **Component Leader for Skills Development in Agriculture (CL)**. The CL will be responsible for administrative, financial and HR management of the project. The CL will coordinate the monitor of the performance of the contractors and implementing partners, overview implementation of various studies and assessments planned under the project. He/she will serve as a secretary on the Project Board and provide support to the Advisory Committee. The CL will have proven skills in agriculture, VET or organisational development.
- **International agriculture Advisor (IAA)** should have extensive expertise and knowledge in agriculture development policy related issues. The IAA will provide high level expertise to the project management of ENPARD Ajara¹⁹ and the proposed project, as well as UNDP management in formulation and assessment of the best practice approaches in VET and extension services for farmers, as well as assess the performance of existing partnerships models. The IAA will support to ensuring synergies between UNDP/SDC and UNDP/EU projects and support to strengthening of the cross-cutting issues application in the mentioned projects. The IAA will help the project team and UNDP in the process of consultations with national stakeholders related to the content, models of partnerships and strengthening synergy between VET and Extension development policies. IAA will provide support in planning of capacity development activities, twinning and building partnerships between national and foreign institutions.

¹⁹ ENPARD Ajara – Support to Agriculture Development of Ajara AR is the project which is implemented by UNDP with the support of EU and Ajara Government since May 2013 as a component of ENPARD Georgia Programme. The ENPARD Ajara will support to development of institutional capacities of the Ajara Agroservice Centre, farmers groups in Ajara and will develop institutional capacities of Ajara AR Ministry of Agriculture.

- **Agriculture and Extension Specialist (AES)** will have substantial knowledge and expertise in agriculture development issues, extension models, with knowledge of animal production, plant production, agronomy, and farm management. AES will support the Program Manager and Component Leader in planning and implementation of agriculture related activities. He/she provides expertise on reports, assessments and evaluations of external consultants. He/she will support the project team in planning and implementing activities, drafting ToR's for external consultants, check the quality and performance of the project implementing partners and contractors.
- **VET Specialist (VS)** will provide support related to vocational education issues, expertise of the reports, assessments and evaluations of external consultants. VS will support the project team in planning the activities, drafting ToRs for external consultants, check the quality and performance of the project implementing partners and contractors in VET. He/she will provide the project team with guidance and analysis of the effectiveness of the partnership models taking into consideration the macro level processes and trends.
- **Financial and Administrative Assistant** will deal with finances, procurements, recruitments, logistics, reporting and paperwork.
- A number of **international and local experts** will be recruited on temporary contracts on a needs basis to support the project activities.
- **Cleaner and Driver** will provide logistical support to the project staff.

UNDP will provide operational support to the project in the following areas: human resources management services, financial services, procurement and contracting services, as well as with logistics and administration. UNDP will be responsible for the provision of all project inputs upon a formal request from the Project Manager. The Project Manager will provide UNDP with the necessary documents authorizing payments to be made in connection with project activities. Official summary records of all transactions will be provided by UNDP to Project Manager who will in turn keep appropriate and complete records for future project auditing.

In accordance with standard UNDP procedures, all resources/equipment gained through project support remains the property of UNDP until project closure when a decision will be taken as to how to dispose of these resources. It is standard practice to leave resources with the implementing partner after project closure as a contribution to the development of national capacity.

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

As per UNDP internal procedures and requirements, project activities will be steered by the **Project Board**, which will be the ultimate decision-maker for it. It will ensure that the project remains on course to deliver the desired outcomes of the required quality. The Project Board will review and clear Annual Work Plans (AWP) and annual progress achieved by the project through Annual Project Reviews based on the approved annual work plans. The Project Board will meet on a bi-annual basis (more often if required). Prior to the meetings, the PM will duly submit the progress report on the previous period and the plan for the next one. The Board will evaluate submitted documents and be in charge of approving plans and budgets. In addition, the Project Manager will report regularly on an informal basis to the MoA and MoES to ensure that there is full transparency and effective liaison between the project and the Ministry.

The **Project Board** will contain the roles of executive, senior supplier and beneficiaries.

The Executive is ultimately responsible for the project, supported by the Senior Beneficiary and Senior Supplier. The Executive's role is to ensure that the project is focused throughout its life cycle on achieving its objectives and delivering outputs that will contribute to higher level outcomes. The Executive has to ensure that the project gives value for money, ensuring a cost-conscious approach to the project, balancing the demands of beneficiary and supplier. For the project purposes, the **Ministry of Education and Science** will assume the Executive Role in the Board.

The Senior Beneficiary is responsible for specification of the needs of all those who will be primarily using or benefiting from the project outputs, for user liaison with the project team and for monitoring that the solution will meet those needs. The Senior beneficiary role commits user resources and monitors project

outputs against agreed requirements. **The Ministry of Agriculture and the Ministry of Education and Science** and selected VET Colleges will be the main beneficiaries of the project under the Project Board. The consultations under the Project Board will provide a basis for facilitating taking over coordination of the new systems in VET and extension in agriculture by the Ministries. **Farmer representatives** will also be invited to the Project Board for consultations and discussions.

The Senior Supplier represents the interests of those committing resources either financial or human to the project. The Senior Supplier is accountable for the quality of the outputs delivered by the supplier(s). The Senior Supplier role must have the authority to commit or acquire supplier resources required. **SDC** together with **UNDP** will perform the role of the Senior Supplier representing the interests of the parties concerned, provides funding and technical expertise to the project, skills and guidance to produce the project output.

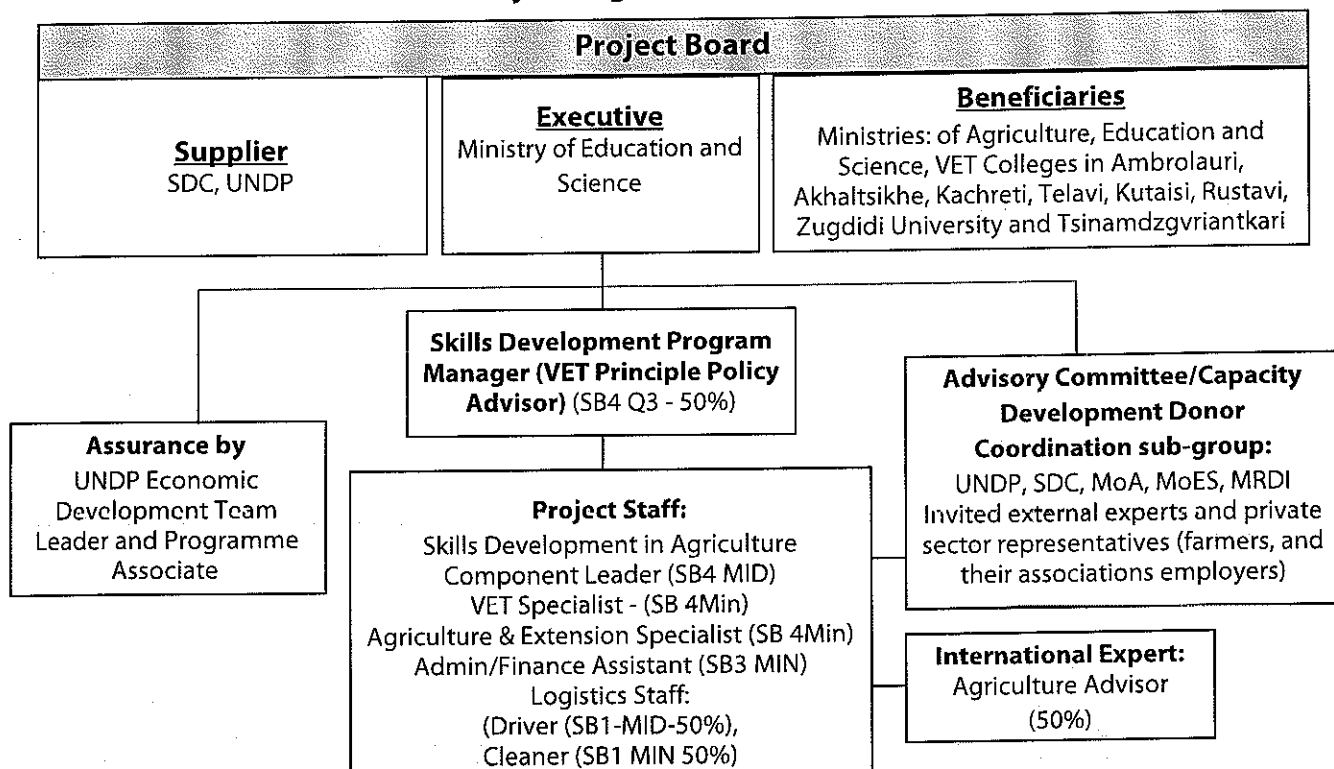
Project Assurance is one of the key roles in the project management structure. It supports the Project Board by carrying out objective and independent project oversight and monitoring functions. The Project Assurance will act as an objective quality monitoring agent, avoiding the potential "self-serving bias". In addition, the project assurance will verify the products' or outputs' quality. UNDP Economic Development Team Leader and Programme Associate will play the Project Assurance role.

The Project Board will also include the format of the **Project Advisory Committee** serving as a forum for discussing and consultations of specific issues related to VET and Extension in agriculture involving external expertise from academia and private sector, as long as the government institutions. The Project Advisory Committee will be merged with the UNDP led Capacity Development Sub-group under the format of UNDP and EU co-chaired Donor Coordination Group in Agriculture to ensure involvement and coordination of the international agencies working in agriculture.

The Project Advisory Committee will assume the function of involving a wider group of representatives and will support Project Board it by providing with information and expertise useful for the project strategic oversight and formulation of most effective strategies for exploitation of the products and long term sustainability of the project's achievements. UNDP, SDC, MoA, MoES, MRDI, invited external experts from the private sector and academia, private sector representatives (farmers and their associations, employers) and others. The Advisory Committee will meet at least once a year depending on the decision of the Project Board members.

Detailed organization structure is provided in the chart below:

Project Organisational Structure



7.2 Visibility

To promote agriculture as an interesting option for young people, to improve the reputation of agriculture in the Georgian society and to increase public support will be an important activity of the project. Therefore, sufficient media visibility is thought. From the very start of the implementation, an outreach plan will be worked out and agreed upon with SDC to plan outreach events and promote media coverage at important events. The project will also satisfy the visibility requirements of SDC supported activities and the necessary will be developed in close collaboration with relevant staff at the SDC office in Tbilisi.

Signing ceremonies of the project document, cooperation agreements with implementing partners, launching of trainings to farmers, etc. will be properly highlighted and communicated to local and national media.

Each entity and facility engaged into the implementation activities will have a sign naming the donor and implementer logos and names. Equipment bought by the project, as well as relevant teaching and training materials and training certificates for graduate students will have SDC insignias.

The project manager will be primarily responsible for ensuring the distribution of press statements to the media, organizing open days and other outreach activities, thus guaranteeing proper visibility of SDC as the main donor of this project. The project will also receive support from the UNDP communication officer in promotional activities.

8. MONITORING, REPORTING AND EVALUATION

Monitoring, evaluation and review processes represent an on-going effort 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 and along indicators set in the log frame. The focus of monitoring will be on quality of processes and deliverables and participation of beneficiaries.

As mentioned earlier, selected farmers will be followed during the whole project period of six years to know more about their increase of productivity and income and changes in their livelihoods. These farmers will be compared with a control group of non-beneficiaries (Tracer Study). For this, the project will seek collaboration with students from national and international universities.

Annual work plans will be used to set targets for the delivery of outputs and to develop a strategy for ensuring the achievement of project objectives. The work plan will be reviewed and updated on quarterly basis by the Program Manager and Component Leader in cooperation with his/her team. Indicators will be set to measure and evaluate progress and to assess effectiveness of the Project in promoting socio-economic development, rural revitalisation and poverty reduction.

Internal **quarterly progress reports** will be produced by the Program Manager and Component Leader while **Mid-year Reports** (including financial and programmatic reports) for submission to SDC and the Project Board. The Progress Reports will be drafted which will reflect progress towards results, factors contributing to or impeding achievement of results and lessons learnt.

The **external project evaluation** will be performed after three years period completion to reflect the progress and results toward achievement of the set outcome and outputs. The report will be submitted to the Project Board for discussion. Follow-up activities will be planned and reflected in the Road Map document which will be for planning the phase-out stage of the proposed project (2016-2019).

A **final project report** will include an assessment and analysis of project performance over the whole project period, including outputs produced, constraints, lessons learnt and recommendations for avoiding key problems in future projects.

The preparation of a **monitoring plan**, and an external mid-term after 3 years review and a final evaluation at the end of the project is the responsibility of the UNDP programme team. Sufficient resources will be allocated to this task. A relevant road map will be developed for mitigating the issues related to the sustainability of the project results.

IV. Legal Context

This document together with the CPAP signed by the Government and UNDP which is incorporated by reference constitute together a Project Document as referred to in the SBAA and all CPAP and CPD 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".

10. ANNEXES

Annex 1. Overview of the Government initiated Agriculture Development Programs

Annex 2: UNDP's support to public – private partnerships in VET and extension.

Annex 3: List of participants of national workshops

Annex 4: Log-frame in SDC format

Annex 5: Risk Analysis

Annex 6: TORs for Study tours and the Skill Needs Assessment/Mapping Exercise

Annex 7: Tentative Budget for Jun-2016 to Dec-2018.

Annex 1. Overview of the Government initiated Agriculture Development Programs

Small landowner farmer's supporting project will be implemented by the Agency of Agricultural Projects Management under the financial support of Agriculture and Rural Development Fund for supporting nearly 640,000 small farmers (having less than 5 ha size spots):

1. Farmers owning less than 0.25 ha land and facing difficulties while entering agricultural machinery will receive agricultural cards (of value of 100 GEL) for purchase of agricultural materials and equipment;
 2. Farmers owning 0.25-1.25 ha lands (largest group) will receive combined cards (GEL 510 per ha) for: land cultivation and purchase of agrochemicals and agricultural equipment (for GEL 300). Farmers owning perennial plants will receive nominal value cards to purchase agricultural materials and equipment;
 3. Third group of farmers with 1.25-5 ha of arable land or plots with perennial plants only will receive cards of GEL 640 nominal value to purchase agricultural materials and equipment from suppliers.
 4. Farmers with 1.25-5 ha of arable land with perennial plants only will receive cards (GEL 640 nominal value) to purchase agricultural materials and equipment from suppliers.
- **Preferential agro-credits project** will provide opportunity to farmers to use three types of credits:
 1. Up to GEL 5,000 interest free credit without collateral (straight loan) for small farmers who will be able to purchase all needed agricultural materials on the hire-purchase system within that sum in the beginning of the season, and pay back without additional interests by the end of agrarian season according to the retail prices recorded for the date of credit issue.
 2. Medium and large farmers will be granted credits from GEL 5,000 to GEL 100,000 with maximum annual interest rate of 7-8%. Assistance to medium and large farmers will be based on cheap loan, for those who need credits from GEL 5,000 to GEL 100,000 for a period of less than 1 year to finance working capital. This type of credit will be issued to medium and large farmers, who are not benefiting from Small Landowner Farmer's Supporting project. Effective rate for such loans will be up to 7-8%.
 3. Long-term preferential loans up to GEL 1 million with average 3% annual interest rate to support small agricultural enterprises.
 - **Preferential Agro-credits Project** will begin in March 2013. This project aims to finance agricultural enterprises that imply financial support for infrastructure development initiatives for value added activities (storage, packaging, refrigerating facilities) and other infrastructure projects (modern farms, greenhouses etc.) by long-term low interest loans. In 2013, at least 60 enterprises will be supported under this project. Effective rate for the farmers for this type of loans is up to 3%. In 2013 up to 60 agricultural processing enterprises will open.

New legislation on cooperatives development and negotiations on access of Georgian products to Russian market are under way. The development of food safety system and other reform related to European Neighbourhood Policy (ENP) policy and EU associate agreement will be activated.

The Government allocates much investment to stimulate development of farming, food processing and agriculture supporting infrastructure (irrigation and amelioration). The special government program is operational to provide the farmers with access to modern agriculture machinery.

Development of new 54 state Information Consultancy Centres in each district, development of irrigation infrastructure, supported by IFAD (USD 15 mln), WB (USD 50 mln) and state budget (GEL 54 mln) will be supported.

EU European Neighbourhood Policy Agriculture and Rural Development Program (ENPARD) on agricultural sector development has been elaborated in cooperation with EU and will be signed soon. The project budget is EUR 40 million, which represents grant. About 50% of this amount is a budgetary grant, and 15 million Euros will be spent for the development of agricultural cooperatives.

Annex 2: UNDP's support to public – private partnerships in VET and extension.

The UNDP supported initiatives included a pilot provision of agriculture extension services through the VET Colleges to support effectiveness of the farming, which is a dominating self-employment activity. The partnership with farmers' association, especially those which provide direct services to farmers (for example, veterinary) develops effective format of cooperation between these associations and farmers through the extension centres. The value chains and value add facilities are also important components of UNDP supported formats of the VET and extension, which play important role in attracting farmers and supporting the value chains and providing one of the alternative sources of the incomes for the extension supporting entities.

UNDP with SDC supported projects on vocational education modernization has promoted different models of extension services which were institutionally affiliated with the vocational colleges having good capacities of skills development and knowledge sharing management and were seen at that time the best option to outreach the rural community of farmers.

The extension services were developed in Kachreti (with regional coverage), Akhmeta (with local community coverage), in Ambrolauri (Racha Region, with limited format) and in Ajara with regional coverage²⁰. The following models represent the types cooperation of public and private partners developed in these regions.

1. Kachreti VET and Extension model. The Kachreti VET and extension model has regional coverage and includes vocational college, extension centre, income generation entities affiliated with the college and cooperation with individual farmers and farmers' associations. The model envisages a merged package of parallel package of vocational teaching and extension services geographically oriented on the whole region of Kakheti. The extension centre is linked with high level academic and research institutions and their staff who serve as consultant/researchers providing capacity development of the local extension consultants and extension agents (who support to practical application of the knowledge at farms) thus representing the 3-layer.

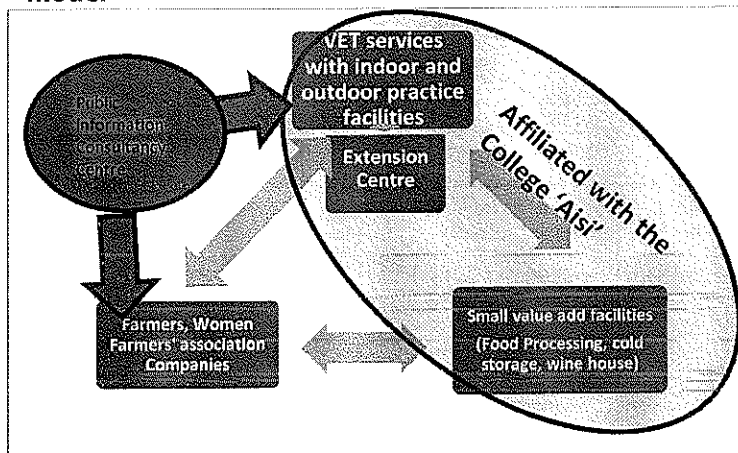
In addition to the extension services vocational education of farmers is provided in the farming related professions. The demonstration projects are implemented within the individual farms for supporting application and dissemination of new technologies, inputs and practices in wide range of activities in farming. The processing facilities' scale is small and oriented on local community members. The incomes from the food processing facilities is more, then the ones from wine house or cold storage, therefore the vocational retraining courses are subsidized from that incomes rather, then the whole extension service costs.

The extension centre provides assistance to farmers in farm management practice improvement as well; as a result the Women Farmers Association was established in Kakheti region which has direct ties with the extension centre and cooperates with it, potentially having additional outreach and farming supporting capabilities. The private food processing and wine-making companies have established partnership with the College providing professional practices of the students and, in many cases, employing them. This scheme cooperates with the regional public Information Consultancy Centre (affiliated with the state mechanization service providers – Chalaubani centre) in planning and implementing various state programs The model has big potential for provision of wide range of extension services in cooperation with new public municipal Information Consultancy Centres and

²⁰ The Ajara extension services were supported through the regional UNDP project 'Wider Europe - Aid for Trade' project with financial assistance of the Government of Finland. The model is not managed by the VET colleges, but represents a special legal entity established by the Government and supported by UNDP.

private sector (farmers, farmers associations and processing companies). The factors of sustainability of this format are: stable institutional affiliation with the college, regular affiliation with farmers' community interested in wide range of the services (VET, Extension with demonstration projects, value added facilities), and income generating facilities diversifying the sources of incomes of the scheme.

Figure 1. Scheme of Kachreti VET and Extension model



2. Akhmeta Extension VET and Extension model. The Akhmeta VET and extension model with high concentration on the area of one municipality (municipality of Akhmeta). The model is a merge of various components:

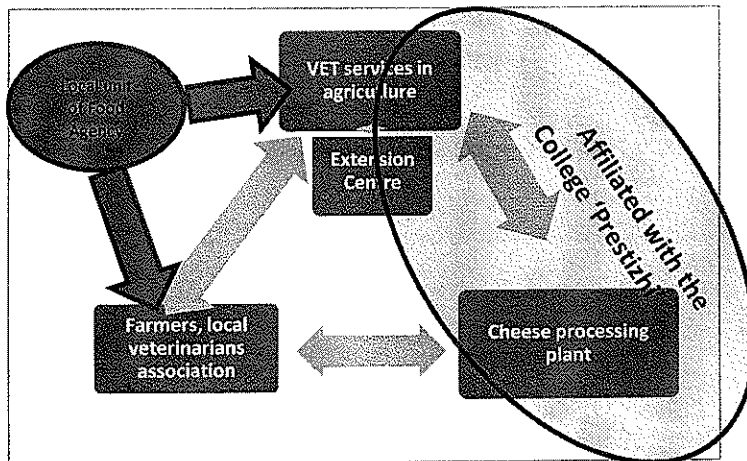
- Vocational education provided through the field office of the vocational college ('Prestizhi') and extension centre with focus on demonstration animal husbandry and milk producing.
- Support to cheese related value chain: cheese processing plant having dominated functions of value added facility for final shaping the whole value chain in cheese processing and farmers supporting services' development (local veterinarians association and development of breeds).

The goal of creation of the model of Akhmeta VET and extension services was support to development of the cheese value chain and making it inclusive for wider local community. The college affiliated vocational courses and extension services were deployed through the scheme of field offices located close to the beneficiaries. In addition, the capacities of the local providers of farmers supporting activities (veterinary and artificial insemination) were developed to ensure their own operational sustainability and creation of less risky environment for farmers to stimulate their investments and expansion. The demonstration projects' components together with the cheese processing plant were expanded in this case, playing a role of supporter of the value chain (milk collection centre, milk testing laboratory was developed) and stimulator (projects related to animal husbandry effectiveness).

The cheese processing mini-plant was designed to stimulate local production of raw milk and income of local farmers and provide VET teaching and practice infrastructure. The plant is oriented on production of high quality market niche having cheese (to ensure high profit margin) and in addition to purchasing raw materials (local milk) on subsidizing the vocational courses and extension Centre's services. After 12 months of operations the plant became sustainable (not taking into consideration investment cost recovery portion) allowing the college to support financial the delivery of VET and extension services to client farmers.

The sustainability of the model is based on built-in profitability of the plant (depending on high price and high demand) and farmers' service providers – Local Veterinarians Associations. The components of this model actively cooperated with the state Food Agency's local office in planning and developing joint activities and coordinating the state programs.

Figure 2. Scheme of Akhmeta VET and Extension and Value Chain model



3. Ambrolauri VET provider and farmers' cooperation model. The Ambrolauri is oriented on the services to local community of farmers providing VET and supporting services to the one of the dominating farm activity – beekeeping. Along with the VET services the model includes provision of the honey value chain supporting services for farmers and their association.

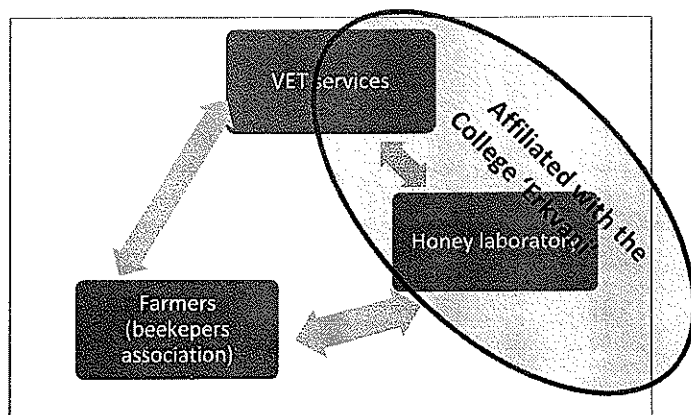
The common extension component is omitted in this case while the value chain supporting services (testing, packaging homogenization and others) are affiliated with the college, thus positioning it (the college) as a training and income and marketing supporting services' provider.

The affiliation of the honey laboratory to the college supports to the diversification of the incomes sources and financing the following cycles of the services. This model provides the private sector (farmers and their association) enabling environment for expanding the sales and improving the farming practice and quality of their products. The basic role in this model belongs to the college and farmers whereby the college provides the farmers with skills development and supply chain support for better marketing and quality assurance.

The sustainability of the model is based on the built in sustainability components – farmers associations' profitability and operational stability and profitability of the honey laboratory.

The extension centres services proved to be very demanded by the farmers, as they got high quality advice and information that led to growing of productivity, incomes and decreasing of risks (meaning decrease of unexpected recovery related costs). The evaluation of the Kachreti and Akhmeta models of extension showed that the gains of farmers were very high.

Figure 3. Scheme of Ambrolauri VET and Farmers Supply Chain Format



At average farmers increase the productivity level by 25 percent after becoming the member of the extension service. Apart from increase in the productivity another very important role of the extension service is the development of agribusiness skills among the member farmers. The knowledge of basic agribusiness skills helps the farmers to be more effective in value chain management process (relation with input suppliers, select the best period for selling the product, cash management process, relation with financial institutions)²¹.

The development of agriculture sector in rural areas represents one of the most effective tools to decrease the level of migration from the rural areas to the urban areas. The services received from the extension service are particularly important for the small scale farmers. The total majority of farmers in Georgia are small scale farmers (with 0.5-1.25 hectares of agricultural land) and the biggest portion of their income is from the agricultural activities.

The mentioned models envisage active involvement of private sector and linkage with vocational education, compiling these two elements and maximizing the effects of skills development and extension components.

The models of the VET and extension service can play even bigger role in farming sector development on the background of the new government loan programs and food processing enterprises development. The models can build new types of partnership with the reshaped value chain structures affiliated farms and better position the farmers to benefit more from the new opportunities to be established. The partnership with farms association, especially those which provide direct services to farmers (for example, veterinary) develops effective format of cooperation between these association and farmers through the extension centres.

²¹ External Assessment report of Project 'Support to the Modernization of the Vocational Education and Training System in Georgia Implemented by United Nations Development Programme with Financial Support of SDC UNDP, 2013

Annex 3: List of participants of national workshops

List of Participants of National Workshops

International Organizations:

	Name	Organization
1	Revaz Sakvarelidze	UNDP
2	Georgi Nanobashvili	UNDP
3	Tamar Sanikidze	UNDP
4	Mamuka Matiashvili	UNDP
5	Natia Natsvlishvili	UNDP
6	David Zirakishvili	UNDP
7	Zaza Mchedlishvili	UNDP
8	Elene Mikaberidze	UNDP
9	Marina Gurbo	UNDP Moderator
10	Thea Gulua	UNDP
11	Teona Kenkebashvili	UNDP
12	Gaga Nikabadze	UNDP
13	Beka Tagauri	SDC
14	Marc Bloch	SDC Moderator
15	Rubin	USAID
16	Roland Smith	USAID
17	Demna Dzirkvadze	USDA
18	Ana Kitiashvili	EU
19	Thomas Black	EU
20	Vanessa Valkel	GIZ
21	David Gvenetadze	GIZ
22	Nona Samkharadze	Mercy corps.
23	Andrew Wilson	Helvetas Swiss Inter-cooperation
24	Ia Mirazanashvili	UNFAO
25	David Jijelava	GEOWELL Research
26	Ia Mirazanashvili	FAO

Representatives of educational institutions:

	Name	Organization
1	David Bedoshvili	Agricultural University
2	David Mchedlishvili	LEPL - Community College "Akhali Talgha"
3	Kakha Erodze	Association for private colleges
4	Kote Dolidze	Head of 'Prestizhi' College
5	David Zirakishvili	Head of Kachreti Extension Centre

Governmental organizations:

	Name	Organization
1	Keti Natriashvili	MoES Deputy minister
2	Gvantsa Tabatadze	MoES
3	Ana Mchedlishvili	MoES
4	Thea Kvintradze	TPDC
5	Nino Elbakidze	TPDC
6	Lali Shaishmelashvili	NCEQE
7	Ketevan Panchulidze	NCEQE
8	Nino Kopaleishvili	NCEQE
9	Mariam Gelashvili	MoA, Deputy Head of Agrarian Policy Department

Private Sector:

	Name	Organization
1	Pridon Sanaia	Ltd. "Mechanizator"
2	Gela Nozadze	Ltd. "Mechanizator"
3	Beka Khrikadze	Ltd. "Mechanizator"
4	Elguja Sazishvili	Ltd. "Mechanizator"
5	David Lee	Magticom/Farmer
6	Erkin Zakiriaev	Monsonito
7	Nino Zambakhidze	Georgian Farmers association
8	Ekaterine Lominashvili	Georgian Farmers association
9	Kote Nanobashvili	Georgian Employers' association
10	Misha Kordzakhia	Head of the Social Partnership thematic group
11	Elguja Meladze	Georgian Employers' association
12	Pavle Ivanidze	Fruit Growers Association
13	Nino Siprashvili	Kakheti Livestock Growers Association
14	Marina Jorjadze	Biological Farming Association ELKANA
15	Irakli Merkvilishvili	Akhali Mamuli 2008" Ltd
16	David Mamukelashvili	Agriculture Cooperative 'Niqozi'
17	Giorgi Khatiashvili	Expert, Animal Husbandry
18	Giuli Gogoli	Scientist, Animal Husbandry

Annex 4: Project Logframe (SDC format)

Hierarchy of objectives Strategy of Intervention	Key Indicators	Data Sources Means of Verification	
<p>Impact (Overall Goal)</p> <p>A system of high quality vocational training and extension services in agriculture is operational that results in improved productivity, incomes and livelihoods of the rural population</p>	<p>Impact Indicators</p> <ul style="list-style-type: none"> - The system providing flexible VET and Extension service in agriculture is operational - Improved farming practices (Target: Productivity and incomes increased by 10%/year among 14'000 farmers) 	<ul style="list-style-type: none"> - Tracer study - Satisfaction survey - Impact assessment - Project reports 	
<p>Outcomes</p>	<p>Outcome Indicators</p>		<p>External Factors (Assumptions & Risks)</p>
<p>Outcome 1:</p> <p>Farmers have access to high quality VET extension services in agriculture</p>	<ul style="list-style-type: none"> - Various models of vocational training and extension are accessible to farmers - Capacities of VET colleges and extension service providers are increased for providing quality training and advisory services to farmers. Farmers benefit from vocational training and extension services 	<ul style="list-style-type: none"> - College and extension centre records, - project records - Satisfaction survey, - Evaluation reports - Tracer studies 	<ul style="list-style-type: none"> - A: Gov. maintains strategy and contributes to training costs - A: Farmers are motivated and participate in training
<p>Outcome 2:</p> <p>Professional and well trained VET teachers, agricultural extension workers and multipliers provide training and extension services to farmers</p>	<ul style="list-style-type: none"> - National system to produce qualified human resources is in place - Standards are established for teachers and their trainers - Professionals with advanced skills are available to provide services to farmers 	<ul style="list-style-type: none"> - Project records, - College records - TPDC training reports; - Certification database; - Evaluation reports 	<ul style="list-style-type: none"> - R: Teacher professional development framework is not approved and funds are not allocated
<p>Outcome 3:</p> <p>An institutional set-up that includes public and private stakeholders and ensures delivery of relevant, efficient and effective VET and extension services in agriculture is in place</p>	<ul style="list-style-type: none"> - Responsibilities on provision of VET and extension service is transferred to empowered national structures - Private sector is organised (umbrella organisation) to deliver teaching and extension services to farmers - MoA/MoES participate actively in the national platform format - Link between VET in agriculture and Extension service is established - National Coordination Platform is operational 	<ul style="list-style-type: none"> - Project records - NCM reports - Event reports - Evaluation reports - Minutes of platform meetings - MoA an MoES reports 	<ul style="list-style-type: none"> - A: Political will to transfer responsibilities to platform exist. - A: Interest of stakeholders to develop and sustain cooperation models. PPP formats are operational. - A: Governmental policies in place plus Gov. financial support

Hierarchy of objectives Strategy of intervention		Key Indicators		Data Sources Means of Verification	
Outputs (per outcome) and costs		Output Indicators			
Outcome 1: Farmers have access to high quality VET extension services in agriculture.					
Output 1.1	Different types of vocational training and extension services in agriculture have been developed, supported and tested	<ul style="list-style-type: none"> - Study on VET and Extension in Agriculture performed and farmers' typology identified - Different types of VET tested & compared - 25 specialised farmers trained/year/college - 3,200 farmers benefit from trainings - 10,000 farmers benefit from extension services - 1 model of VET officially endorsed - Different types of extension tested & compared - 5 outreach activities - Partnership with Swiss college established 	<ul style="list-style-type: none"> - Project records, - Studies - Curriculum - Piloting reports - Recommendations report 	R: Low interest of farmers	
Output 1.2	The learning environment (infrastructure, training materials, equipment) for VET and extension services in agriculture has improved	<ul style="list-style-type: none"> - Number of institutions where environment improved (Target: 10 colleges & 20 extension centers) - Number of textbooks and other teaching /learning Materials developed ; - Number of equipment, technology provided 	Project records	A: Teaching and learning Materials are approved by MoES	
Output 1.3	The capacity of VET colleges and extension centres to deliver VET in agriculture and agricultural extension services has improved	<ul style="list-style-type: none"> - 10 colleges & 20 Extension centres have developed plans & strategies - 5 staff/college trained - 3 exchange visits (local and international) - Financial sustainability of colleges enhanced 	<ul style="list-style-type: none"> - College records (business- & development plans) - Project records - Events reports - Institutions' sustainability plans 	R: Models are not sustainable A: Recognition of formal and non-formal types of VET and re-training approved by Government	
Costs of outputs for outcome 1: In case of joint projects: 1) amount of SDC contribution: 2) in % of total cost: 3) Total cost:					
Outcome 2: Professional and well trained VET teachers, agricultural extension workers and multipliers provide training and extension services to farmers					
Output 2.1	Systems for professional development of VET teachers and extension workers in agriculture are in place	<ul style="list-style-type: none"> - Professional standards for extension workers are set, requirements for teachers reviewed - Training programs & learning materials for training teachers and extension workers exist - Higher education and research institutions involved in development of teaching materials - 8 VET teachers' trainers trained 	<ul style="list-style-type: none"> - Professional standards - Regulations on VET teacher professional development - TPDC operational plans and training reports - Certification database 	A: VET teacher prof. development framework will be approved by MoES R: Disagreement MoA / MoES about the implementation body A: TPDC has a strong position as a national provider of teacher professional development	

Hierarchy of objectives Strategy of Intervention	Key Indicators	Data Sources Means of Verification	R: Participation not sufficient to ensure financial sustainability of offered programmes A: Improvement of the re-training system will attract additional resources
Output 2.2 VET training for agricultural sector service providers (veterinary nurses, zoo-technicians, food processors, machinery operators, input suppliers and animal food producers) takes place	<ul style="list-style-type: none"> - Occupational standards in 8 agriculture profession and relevant teaching materials developed - 8 VET colleges offer courses in agriculture - 40 students/college/year trained - Quarterly meetings with other SDC supported projects - 10 internships in extension centres - 50 retrained teachers; 	<ul style="list-style-type: none"> - Occupational standards - Project records - Minutes of meetings - College reports 	2) in % of total cost: 3) Total cost:
Costs of outputs for outcome 2: In case of joint projects: 1) amount of SDC contribution:			
Outcome 3: An institutional set-up that includes public and private stakeholders and ensures delivery of relevant, efficient and effective VET and extension services in agriculture is in place			
Output 3.1 Public stakeholders (MoA, MoES) further develop and implement national policies in VET in agriculture and agricultural extension	<ul style="list-style-type: none"> - Occupational standards for farmer and agriculture related professions revised. - Mid-term review for assessment of the performance of the developed schemes performed - Modular training programme introduced - Recognition mechanisms of re-training are designed - Cooperation mechanisms and agreement between MoA – MoES for AT/AES exist. - Trainings of MoA and MoES performed. 	<ul style="list-style-type: none"> - Project records - Mid-term review - Government law - Cooperation agreement - Training reports 	R: Differences in interests affect cooperation negatively. A: Government support to agriculture and development of extension services will stimulate cooperation and institutional and human capacity development
Output 3.2 Private stakeholders actively contribute and cooperate in the provision of VET in agriculture and agricultural extension.	<ul style="list-style-type: none"> - Umbrella organisation of farmers is established. - Private stakeholders are engaged in training. 	<ul style="list-style-type: none"> - Constitution of umbrella org. - Minutes of umbrella meetings - Project reports 	Capacity of some partners (associations, private providers) limited
Output 3.3 A platform that provides full and equal participation from public and private stakeholders and ensures coordination and provision of agricultural training and extension services is operational.	<ul style="list-style-type: none"> - National dialogue (Workshop) has taken place - Platform has been set up and is active - Study on mapping of existing models is performed. 	<ul style="list-style-type: none"> - Constitution platform - Minutes of platform meetings - Study - Project records 	
Costs of outputs for outcome 3: In case of joint projects: 1) amount of SDC contribution: 2) in % of total cost 3) Total cost:			

Activities (per output)	Inputs
Output 1.1: Different types of vocational training and extension services in agriculture have been developed, supported and tested	
1.1.1 Comparative analysis of existing models and best practices of public and private initiatives in Agricultural training and extension;	Expertise, technical assistance,
1.1.2 Development of a typology of farmers and specification on what support/training is most appropriate for which type;	
1.1.3 Develop and test flexible, modular training programmes for farmers including theoretical and practical elements;	
1.1.4 Offer specific modules that respond to needs of female farmers.	
1.1.5 Develop test and support innovative agricultural extension and re-training activities (e.g. TV, internet, etc.);	
1.1.6 Developing and testing of flexible types of partnership based vocational re-training and extension in selected locations	
1.1.7 Analyses of initiatives, selection of best practices to be supported;	
1.1.8 Set indicators and select beneficiaries to follow their developments and progress during 6 years. Compare them with a control group of non-beneficiaries (tracer study).	
Output 1.2: The learning environment (infrastructure, training materials, equipment) ensures delivery of high quality VET and extension services in agriculture	
1.2.1 Develop and support application of minimum standards and norms to the learning environment for new types of programs;	Expertise, technical assistance, equipment, fin. resources
1.2.2 Contribute to the physical improvement of the learning environment (infrastructure & equipment);	
1.2.3 Develop learning and information materials for training and extension.	
1.2.4 Initiate and procure mobile training and extension units.	
Output 1.3: VET colleges and extension centres have the capacity to deliver VET and extension services in agriculture	
1.3.1 Assist in the development of visions, missions, strategies, business plans, training programmes, training materials, etc.	Expertise, technical assistance, equipment, financial resources
1.3.2 Develop partnerships between colleges, and organise trainings, study tours and exchange programmes for college and extension staff (local and international);	
1.3.3 Assist colleges in revising their development plans to ensure sustainability	
Output 2.1: Systems for professional development of VET teachers and extension workers in agriculture has been put in place	
2.1.7 Assist MoES/MoA to set professional standards for extension workers.	Expertise, technical assistance, equipment, financial resources
2.1.8 Revision of qualification requirements for VET teachers;	
2.1.9 Develop learning materials and resources for teacher trainers, teachers and extension workers;	
2.1.10 Develop, test & deliver training programmes for teacher trainers, teachers, & extension workers;	
2.1.11 In collaboration with ministries engage universities in training of VET teachers in agriculture and extension workers;	
2.1.12 Create a network of VET teachers and extension workers; organise in-country exchange programmes and study tours abroad;	
Output 2.2: VET training for agricultural sector service providers (veterinary nurses, zoo-technicians, food processors, machinery operators, input suppliers and animal food producers) takes place.	
2.2.4 Develop & test new VET training programmes for agricultural sector service providers (veterinary, zoo-technicians, food processing, agricultural machinery operators, input suppliers);	Expertise, technical assistance, equipment, financial resources
2.2.5 Assist in organizing internships for VET students in agriculture extension centres and enterprises;	
2.2.6 Link activities to other SDC value chain projects and collaborate closely; perform monitor impact.	
Output 3.1: Public stakeholders (MoA, MoES) further develop and implement national policies in VET in agriculture and agricultural extension.	
3.1.8 Provide expertise to MoES in revision of occupational standards for farmers and agriculture related professions;	Expertise, technical assistance, equipment
3.1.9 Assist the MoA and MoES in further developing national policies in VET in agriculture and agricultural extension;	
3.1.10 Assist in developing a template for modularisation of training programmes;	
3.1.11 Initiate a dialogue on the importance and official recognition of re-training courses (credit system, compliance with NQF, EC/VET,	

Activities (per output)	Inputs
<p>EQF);</p> <p>3.1.12 To assist the ministries in revision of requirements to training programmes in agriculture Engage MoA/MoES in a dialogue on how to link VET in agriculture and agricultural extension services;</p> <p>3.1.13 To sensitize the GoG to ensure appropriate funding for delivery of new flexible training in agriculture and extend VET sustainability;</p> <p>3.1.14 Facilitate trainings for MoES and MoA in social dialogue, PPP, and monitoring & evaluation.</p>	<p>financial resources</p>
<p>Output 3.2: Private stakeholders actively contribute and cooperate in the provision of VET in agricultural and agricultural extension.</p>	
<p>3.2.5 Assist private stakeholders in getting organised to contribute and cooperate in the provision of VET in agriculture and extension services.</p>	<p>Expertise, technical assistance, equipment, financial resources</p>
<p>3.2.6 Engage private stakeholders in a dialogue on their roles and responsibilities in VET in agriculture and in agricultural extension.</p>	
<p>3.2.7 Assist in setting up an umbrella organisation responsible for education.</p>	
<p>3.2.8 Build capacity of private stakeholders to be involved in PPP.</p>	
<p>Output 3.3: A platform that provides full and equal participation from public and private stakeholders and ensures coordination and provision of agricultural training and extension services is operational.</p>	
<p>3.3.1 Comparative Study on existing PPP models ;</p>	
<p>3.3.2 Support national dialogue to set up a platform (develop vision, objectives, structure and functions);</p>	
<p>3.3.3 Support the platform in effective implementation of its functions in VET and extension in agriculture (coordination, methodological guidance, research and innovation, quality assurance and performance monitoring);</p>	
<p>3.3.4 Support activities initiated by the platform in relation to VET and agricultural extension.</p>	<p>Expertise, technical assistance, equipment, financial resources</p>

Annex 5: Risk Analysis

#	Description	Impact & Probability (1: lowest - 5: highest)	Date Identified	Type	Countermeasures / Mngt response	Owner
1	Financial sustainability of VET and extension models is not ensured	Impact: Farmers have poor access to vocational training and extension in long-term P: 2 I: 3	25-March-2013	Political	Mitigation measures: Project will support development of quality of sustainability and business plans and close monitoring of their implementation. Opportunities to attract additional funding by using set of facilities and state budgeted programmes (agro-credits, re-training of unemployed) will be considered when designing models of VET and extension	Project Staff
2	Low cooperation between governmental institutions results in poor coordination of VET and extension policies	Impact: VET and extension remain irrelevant for farmers P: 3 I: 3	25-March-2013	Environmental	Mitigation measures: cooperation through National Coordination Mechanism will allow harmonizing institutional objectives and plans; involvement into the Project Advisory Committee will provide a platform for sharing information and problem solution	Project Staff
3	The sustainability and ownership over the project results will not be achieved due to the capacity constraints	Impact: Reforms in VET and extensions are not sufficient to ensure access to high quality VET and extension P: 2 I: 4	25-March-2013	Environmental	Mitigation measures: the road map for mainstreaming of project products will be developed sufficient time before the project closure together with the stakeholders and will be based on the thorough analysis of their opportunities and capacities; capacity development activities will address the existing constraints to ensure that stakeholders are capable to take ownership over the products	Project Staff
4	Weak Stakeholder and farmer involvement	Impact: low participation in training and extension activities P: 2 I: 3	25-March-2013	Environmental	Mitigation measures: cooperation with local governments in joint training and extension provision will have impact on farmers' participation; linking training and extension services with obtaining information and learning how to obtain financial support from the financial institutions (agro-credit) will raise interest of farmers to participate; models will include work-place based learning (on a farm) to demonstrate relevance and productivity; mobilization strategies will use effective communication channels. Establishment of National Coordination Mechanism will allow harmonizing institutional objectives and plans and will facilitate development of joint vision of extension, coordination and monitoring of stakeholders' interventions. The road map for mainstreaming of project products will be developed as a joint effort of all the stakeholders based on the thorough analysis of their opportunities and capacities and will integrate their needs.	Project Staff
5	Differences of interests of public and private VET and extension providers result in poor cooperation	Impact: quality of training and extension is not sufficient and does not lead to increased productivity, P: 3 I: 3	25-March-2013	Environmental	Mitigation strategy: Project Advisory Committee will ensure regular consultations with association and other umbrella organizations; National Coordination Mechanism will facilitate development of joint vision of extension and coordination and monitoring of stakeholders' interventions	Project Staff

Annex 6: TORs for Study tours and the main Skills Assessment/Mapping Exercise

Terms of Reference

For study tour

Target groups: representatives of the project target groups working on the strategic or operational level in agriculture vocation training and extension

Group 1: comprised of staff from Ministry of Agriculture, Ministry of Education and Science, Teacher Professional development Center;

Group 2: staff of institutions providing vocational training in agriculture, extension centers, representatives of farmers' associations and private enterprises.

Objectives:

- To familiarize with existing models of vocational training and extensions for farmers and their implementation ;
- To learn about management of models, the role of government , public - private cooperation;
- To learn about teacher and consultant training for VET and extension for agriculture;
- To identify possible partners for Twinning projects or exchange programs.

Activities:

- Visits: to an agricultural school and a VET school, to a private company that has own VET college, visit a farmers cooperative and farmer associations, governmental institutions, the agricultural university, AGRIDEA.
- Meetings: with personnel from the above institutions, farmers, students.

Deliverables: a study tour report completed by participants, recommendations for development of VET and extension and private –public partnerships

Duration: 5 days

Location: Switzerland

Number of participants: no more than 10 people in one group

Timing: To be completed by December 2013

Terms of Reference

International consultant in training/skill needs assessment in agriculture

Rational: To support the Ministry of Agriculture and the Ministry of Education in development of new vocational training and extension services models for farmers

Target group of the assessment: small farmers (self-employed, running family farms)

Objectives of assignment:

- to build a baseline data on current skills of farmers;
- to identify needs and gaps in skills;
- to inform design of the models in order to address the identified needs and gaps;
- to inform the content of training programs organized by public and private vocational training providers to farmers;
- to raise the capacity of the Ministry of Agriculture and coordinators of Extension Centers and Informational- Consultancy Centers to apply skills/training needs assessment methodology

Envisaged tasks:

1. Conduct a field research (individual and group interviews with farmers, their associations, extension service specialists, and others) to map the areas where skills are needed and identify the priorities (demand) in skills depending on the type of farming;
2. Develop methodology to assess the current situation with these skills and identify the gaps;
3. Conduct a pilot assessment and analyse the data (methodology should include quantitative (assessment or self-assessment survey) and qualitative (target group interviews and interviews with public and private extension providers) methods;
4. Prepare the report (the report should include a detailed description of methodology and its application, target groups, results, recommendations on the methodologies and approaches to develop particular skills considering the characteristics of the target groups, assessment instruments);
5. Conduct a national level workshop to present the results and to train the staff of Ministry of Agriculture and coordinators of Extension Centers and Informational- Consultancy Centers to apply skills/training needs assessment methodology for identification and forecasting of the skills.

Terms of work: The consultant will be supported by the team of local consultants and will collaborate in the field with the staff of Extension Centers and Informational- Consultancy Centres

Deliverables: methodology, an assessment report, a national workshop

Duration: 20 days (including 15 days in Georgia)

Timing: till December 2013

Qualification and skills:

- Background in agriculture;
- Experience in training in vocational education in agriculture or in provision of training and consultancy services to farmers, preferably experience in designing of curriculum and content of training;
- Knowledge of training/ needs assessment methodologies;
- Extensive experience in needs assessment, design of training needs assessment tools (survey, interview, etc.);
- Advanced quantitative and qualitative research skills

Tentative Budget for Jun-2016 to Dec-2018

		2016	2017	2018	TOTAL
Activity 1: Farmers have access to high quality VET extension services in agriculture					
1.1.	Output 1.1: Different types of vocational training and extension services in agriculture have been developed, supported and tested	15,000.00	50,000.00	25,000.00	90,000.00
1.2	Output 1.2: The learning environment (infrastructure, training materials, equipment ensures high quality delivery of VET and extension services in agriculture	20,000.00	40,000.00	35,000.00	95,000.00
1.3.	Outputs 1.3: VET colleges and extension centres have the capacity to deliver VET and extension services in agriculture	20,000.00	30,000.00	25,000.00	75,000.00
Total Outcome 1		55,000.00	120,000.00	85,000.00	260,000.00
Activity 2: Professional and well trained VET teachers, agricultural extension workers and multipliers provide training and extension services to farmers					
2.1.	Output 2.1: Systems for professional development of VET teachers and extension workers in agriculture has been put in place	25,000.00	65,000.00	55,000.00	145,000.00
2.2	Output 2.2: VET training for agricultural sector service providers (veterinary nurses, zoo-technicians, food processors, machinery operators, input suppliers and animal food producers) takes place	25,000.00	45,000.00	40,000.00	110,000.00
Total Outcome 2		50,000.00	110,000.00	95,000.00	255,000.00
Activity 3: An institutional set-up that includes public and private stakeholders and ensures delivery of relevant, efficient and effective VET and extension services in agriculture is in place					
3.1.	Output 3.1: Public stakeholders (MoA, MoES) further develop and implement national policies in VET in agriculture and agricultural extension	20,000.00	30,000.00	25,000.00	75,000.00
3.2.	Output 3.2: Private stakeholders actively contribute and cooperate in the provision of VET in agricultural and agricultural extension	6,772.89	25,000.00	20,000.00	51,772.89
3.3.	Output 3.3: A platform that provides full and equal participation from public and private stakeholders and ensures coordination and provision of agricultural training and extension services is operational	15,000.00	40,000.00	40,000.00	95,000.00
Total Outcome 3		41,772.89	95,000.00	85,000.00	221,772.89
Activity 4: Management and M&E					
4.1.	Contractual services (Individual) - Programme Analyst UNDP (25%)	5,845.00	10,020.00	10,020.00	25,885.00
	Contractual services (Individual) - Skills Devnt Program Manager/VET Principle Policy Advisor	14,499.00	24,856.00	24,856.00	64,211.00
	Contractual services (Individual) - Skills Development in Agriculture Component Leader	24,855.00	42,608.00	42,608.00	110,071.00
	Contractual services (Individual) - Agriculture and Extension Specialist	16,567.00			16,567.00
	Contractual services (Individual) - Adm/fin. assistant	11,830.00	20,280.00	20,280.00	52,390.00
	Cleaner	2,842.00	4,872.00	4,872.00	12,586.00
4.2.	Office rent	7,000.00	12,000.00	12,000.00	31,000.00
4.3.	Communications (internet, telephone, etc.)	900.00	1,400.00	1,400.00	3,700.00
4.4.	Utilities	500.00	1,000.00	1,000.00	2,500.00
4.5.	Office operations (stationery, etc.)	1,050.00	1,800.00	1,800.00	4,650.00
4.6.	Travel (field trips)	3,080.00	6,720.00	6,720.00	16,520.00
4.7.	Car Maintenance	1,050.00	1,800.00	1,800.00	4,650.00
4.8.	Fuel	5,600.00	9,600.00	9,600.00	24,800.00
4.9.	Visibility costs	2,100.00	3,600.00	3,600.00	9,300.00
		97,718.00	140,556.00	140,556.00	378,830.00
TOTAL NET		244,490.89	465,556.00	405,556.00	1,115,602.89
GMS		18,402.54	35,041.85	30,525.72	83,970.11
GROSS TOTAL		262,893.43	500,597.85	436,081.72	1,199,573.00