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**PROJECT DOCUMENT**

**UNDP Georgia**

**Project Title:** Modernization of Vocational Education and Training (VET) system related to agriculture in Georgia (VET Phase 2)

**Project Number:** 00102163 **Output number:** 00104316

**Implementing Partner:** Ministry of Education, Science, Culture and Sport of Georgia

**Start Date:** 10 September 2018

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**Brief Description**

The "Modernization of Vocational Education and Training (VET) system related to agriculture in Georgia (VET Phase 2)" project will provide support to further development and strengthening effective public private partnerships and well-developed A-VET and extension systems that ensure improved delivery of relevant, high quality A-VET and extension services.

Upgrading the skills and technical capabilities of farmers and rural entrepreneurs to improve productivity and overall farm management and competitiveness is a fundamental objective of both, the Ministry for Environmental Protection and Agriculture and the Ministry for Education and Sciences. Currently, most farmers are using outdated technologies and old varieties. They have limited access to quality information on modern technologies, training and advisory services. The UNDP/SDC collaboration on VET and Agricultural Extension (AE) started in 2008. Support was provided for effective policy making, developing capacities of VET service providers, and improving quality of VET services and Extension with the aim of increasing (self)employability VET graduates and effectiveness of self-employed farmers. In 2013 the SDC and UNDP cooperation intensified, and, together with MoESCS and MEPA, the four partners emphasised more on systemic change and focused on the biggest community of rural population – the farmers. An extensive 5-year project started to contribute to the development of a system of high quality VET and AE services in agriculture that results in improved livelihoods of the rural population.

During a 2<sup>nd</sup> phase of 4 year, and with a budget of USD 6'152'000, the project at impact level will continue to contribute to improving agricultural knowledge and skills of female and male secondary school leavers and farmers that will result in higher productivity, increased incomes and enhanced self-employment.

The project will emphasise on institution building and system development on one hand and on improving service provision on the other hand. It will work closely with and support public and private sector partners intervening at national as well as regional level and support the development of a system of high quality VET and extension services in agriculture. The project will achieve three outcomes:

1. A coherent coordination in A-VET and extension services is established and working.
2. Public-private partnerships of A-VET and extension providers ensure delivery of relevant and high-quality services.
3. Men and women farmers and A-VET graduates learn and apply need-based agricultural knowledge and skills.

The Project will ensure setting up and strengthening of an institutional set-up up that will be capable delivery high quality A-VET and Extension services. It is expected that this intervention will bring sustainable change at system level and will have a lasting impact on the livelihood of the farm community.

The project will provide support for the strengthening of existing and the setting up of new VET and extension structures. These include the MoESCS and MEPA, their staff and their respective sub-agencies; the Georgian Farmers Association as the private sector representative for education in the agricultural sector; 8 public A-VET colleges in 7 regions, 16 MEPA Information Consultancy Centers in 3 regions; the Technical University of Georgia and Akhaltsikhe University; and 3 – 5 non-state extension service providers (NGOs) at regional level and target 8,000 farmers and several hundred A-VET graduates. The project will put special emphasis on consolidating and scaling Work Based Learning (WBL) models and the development of short term training programs and on aspect related to farm management and entrepreneurship and elaboration and implementation of extension services.

The project contributes to:  
UNPSD 2016-2020 Outcome 3: By 2020 poor and excluded population groups have better employment and livelihood opportunities as a result of inclusive and sustainable growth and development policies; CPD 2016-2020 Outcome 2: Growth and development are inclusive and sustainable, creating employment and livelihoods for the poor and excluded; Output 2.3 By 2020, skills and knowledge development systems promote competitive labor force.  
UNDP Strategic Plan 2018-2021: Outcome 1. Advance poverty eradication in all its forms and dimensions/Output 1.1.2. Marginalized groups, particularly the poor, women, people with disabilities and displaced are empowered to gain universal access to basic services and financial and non-financial assets to build productive capacities and benefit from sustainable livelihoods and jobs  
Indicative Output with gender marker:  
Output 00104316: GEN2(Gender equality as a significant objective)

Total resources required:	USD 6,152,000	
Total resources allocated:	USD 6,152,000	
	UNDP (TRAC):	USD 100,000
	Donor (SDC):	USD 6,052,000
	Government:	0
Unfunded:	0	

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### **List of Abbreviations & Acronyms**

AE	Agricultural Extension
AKIS	Agricultural Knowledge and Innovation System
ASC	Agricultural Sector Committee
A-VET	Vocational Education and Training in Agriculture
AUG	Agrarian University Georgia
EIEC	Environmental Information and Education Centre
EO	Extension Officer
GDP	Gross Domestic Product
GEOSTAT	National Statistics Office of Georgia
GFA	Georgian Farmers Association
GMS	General Management Support
GoG	Government of Georgia
HAFL	Bern University of Applied Sciences, School of Agriculture, Forest and Food Sciences
ICC	Information and Consultation Centre
IPM	International Project Manager
ISET	International School of Economics at Tbilisi State University
KM	Knowledge Management
LEPL	Legal Entities of Public Law
M & E	Monitoring & Evaluation
MEPA	Ministry of Environmental Protection and Agriculture
MoESCS	Ministry of Education, Science, Culture and Sport
NCEQE	National Center for Educational Quality Enhancement
NPO	National Program Officer
NVETC	National VET Council
PIFA	Project Implementation using a Facilitation Approach
PM	Project Manager
PPP	Public Private Partnership
RIA	Review of Institutional Arrangements
(R)ICC	(Regional) Information and Consultation Centre
SDC	Swiss Development Cooperation
SIAP	Strategy Implementation Action Plan
TABCO	Triesdorf Agribusiness Consulting
TPDC	Teacher Professional Development Centre
UNDP	United Nations Development Programme
VET	Vocational Education and Training
WP	Work plan

## 1. DEVELOPMENT CHALLENGE

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### 1.1. General overview of the agriculture sector in Georgia

Georgia's agricultural sector remains critical to ensure national food security, for the Georgian economy and for the social and cultural fabric of the country. According to preliminary information from GEOSTAT, agricultural production accounted for 9.3 percent of the national GDP in 2016. Out of it, animal and plant production contributed 56 percent and 38 percent respectively. For more than 40 percent of the economically active population and more than 90 percent of economically active rural residents' agriculture is the main economic activity. However, only less than 1 percent of the economically active population is formally employed in the sector.

The income derived from hired farm work has been increasing during the last years but is still small. Income derived from the selling of agricultural produce constituted only 11.6% of the total income in 2016, which indicates that agricultural production in Georgia is largely oriented towards self-consumption. The definition of employment treats anyone who works more than 1hr per week in productive 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 agriculture is bigger in terms of social safety than regarding to economic aspects. The small-scale and fragmented nature of agricultural production, the chronic lack of technology and expertise, the poor state of rural infrastructure and the difficulties in access to markets and to finance needed to upgrade productive capacities calls for further comprehensive reforms. In addition, there is a lack of skills among small and medium scale farmers. This makes them even weaker in the high competitive market environment.

That is why productivity in agriculture remains low and has not responded to the improved economic environment like other sectors. There is also growing inequality between rural and urban incomes. Paid labour in agriculture is employed at wages that are less than 59% of the average national wage (USD 409 in 2016 GEOSTAT). This is of concern given that almost 2/3 of the so-called employees in rural areas have a status of "self-employed", a synonym of subsistence farmer for a large part of this category (World Bank, 2009). It is noteworthy that the rural population does not have many alternative employment opportunities.

In understanding the Georgian agricultural sector, it is important to distinguish between different types of farmers that have very different needs<sup>1</sup>:

- **Small-scale farmers** make up the overwhelming majority in Georgia and account for almost all agricultural 'employment'. These are farmers that have 1 – 2 cows and cultivate crops on 1-1.25 hectares, often broken into several plots. They use 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. Many of these farmers are already old and succession of their farms is not guaranteed.
- **Medium scale farmers** that have 5 – 10 cows and cultivate crops on 3 – 10 ha are a new group of farmers that is steadily growing. They are normally younger than the small-scale farmers and make better use of newly acquired skills and modern technologies. If they had better access to knowledge, skills and inputs they would be able to rapidly increase their productivity.
- **Professional investor-driven large-scale farms** make up for a tiny proportion of Georgia's overall output, though anecdotal evidence and some expert statistics suggest the volume is growing fast. Farm managers are normally very well trained and have their own channels to access necessary knowledge and skills.

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

The three types have different needs in terms of education (farm management), access to inputs (possibly through encouragement of cooperatives) and a range of incentives to encourage a shift in production to higher quality products, higher value products, and late and early season production (when prices and import levels are highest).

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<sup>1</sup> See also: ISET/UNDP 2016, "Knowledge Needs in Georgian Agriculture: The case of farming households"; <http://www.ge.undp.org/content/georgia/en/home/library/poverty/knowledge-needs-in-georgian-agriculture-2016.html>

## 1.2. Government's strategy for supporting development of agriculture

Even though the Ministry of Agriculture has merged with the Ministry of Environment and is now called Ministry of Environmental Protection and Agriculture (MEPA), the development of agriculture remains one of the most important priorities for the Government of Georgia. Main objectives of the Agriculture Development Strategy 2015 – 2020 include:

- Enhanced competitiveness of rural entrepreneurs;
- Institutional development;
- Amelioration and Soil Fertility;
- Regional and sectorial development - value chain development;
- Ensuring food security.

Upgrading the skills and technical capabilities of farmers and rural entrepreneurs to improve productivity and overall farm management and competitiveness is a fundamental objective of the new strategy. Currently, most of farmers are using outdated technologies and old varieties. They have limited access to the quality information on modern technologies.

Previously, agricultural education was organized as a multi-step system. It included vocational schools, higher education and research institutions, which trained specialists. This system is no longer operational and there is an acute shortage of agrarian experts. A thorough re-examination of VET, education and research in Georgian agriculture must be undertaken. Priorities need to be set, and special curricula developed to shape a retraining system both, in theory and practice. Special incentives shall be created to promote young people towards specializations where currently there is a shortage of technical skills.

MEPA will closely cooperate with the MoESCS, the Georgian National and Agricultural Academies of Sciences, vocational education institutions, and Georgian and international education and research service providers, including relevant NGO-s for strengthening A-VET, AE, research and science both within Georgia, regionally and internationally.

The development of extension services is an effective mechanism for supporting the farm sector by the Government. The Agriculture Development Strategy sets out the government's commitment to support public extension. Public extension services offered by RICCs and ICCs aim at improving communication with farmers, defining priorities and providing support services. Currently, (R)ICCs conduct two main tasks: provide extension services to farmers and data collection on behalf of MEPA. MEPA covers salary and transport costs for staff working at the (R)ICCs but the centres have no budget to run activities except for visiting farms. Currently, the state extension service consists of 45 municipal ICCs and 9 regional Units (RICC). In December 2017, MEPA approved the 2018/19 Extension Strategy that defines the roles and functions of the municipal and regional ICCs and identifies the needs for the creation of an independent institution that will coordinate and oversee the public extension services.

## 1.3. The role of A-VET

One of the main aims of the VET reform is to ensure skills matching on the labour market through a modern and inclusive system of VET provision, which ensures access to high-quality education and training for all. The economic growth of the country in the last years was mainly influenced by the growth in the fields of industry, construction, and transport/communications while agriculture is the lowest-performing sector. The importance of human capital development, especially skills development, has been highlighted in all strategic documents of the GoG, including the economic development strategy 2020. Due to its labour intensity and productivity gap in the sector, agriculture deserves to be a priority and is reflected in the strategic vision of the MoESCS with one of its specific objectives to enhance the access to a diversified system of VET for low-skilled workers and for vulnerable groups.

There are 24 state vocational colleges and up to 60 private vocational colleges in Georgia along with 15 Universities delivering vocational education programs. During phase 1, the project partnered with 7 public colleges that offer courses in agriculture or agriculture related professions. In addition, another 11 colleges and universities offering A-VET courses. Enrolment, both in target and non-target institutions has increased from 479 in 2013 to 1070 in 2017 (see table in annex 3 for more details). The employment/self-employment rate among A-VET students has also increased over last 5 years (average rates in 2013-48%, 2017 -69%).

The Government paid much attention to the optimisation of previously adopted educational standards, supported by UNDP. Optimisation will assure the alignment of educational standards to the European qualifications and ISCO and ISCED classifiers.

During 2015-2017, the following changes were undertaken in the national vocational education and training (VET) system:

- Revision of the VET Law;
- Piloting of WBL schemes;

- Teachers' Pre- and In-service development programs;
- Introduction of a new quality assurance system including new mechanisms;
- Optimisation of modular programs;
- Development of the agricultural textbooks based on international standard;
- Non-formal education validation piloting;
- Working skills (career orientation) program implementation;
- General education integration into the VET programs.

VET is a priority area within the MoESCS and its importance is continuously increasing.<sup>2</sup> The MoESCS also showed commitment by developing infrastructure and establishing new locations for VET provision in rural areas. Total investment for the seven partner colleges in 2013-2017 was GEL 5,361,344.

The VET sector has been perceived as the main tool for decreasing skills mismatch and for increasing employability of the population. The discussion among international and national stakeholders on employability prospects goes beyond wage-employment measures. Entrepreneurship as a main driver for the small and micro business development has been supported by the GoG by creating two designated agencies (GITA, Enterprise Georgia) and various budget-funded or co-funded programs. VET and university education are key providers for the most important modern employability skill – **entrepreneurship**, which is crucial in the agriculture sector. While agriculture provides economic activity for many the population, there are very few employment opportunities for skilled labourers or technicians. At the same time, increasing farmers' productivity is strategically important, as this quickly leads to increased growth, employment and poverty alleviation. A-VET will not enhance significantly employment, but it will have a significant impact on productivity of existing farms and for the setting up of new farms.

The number of A-VET students has increased over the last 5 years and the image of A-VET is also improving. However, there are many challenges that need to be addressed to enhance the quality of A-VET. Quality improvement requires a complex and systemic approach that involves the introduction of new frameworks and mechanisms of quality assurance in the process of teaching-evaluation and assigning qualification. Despite the implemented activities, there are challenges in terms of access to vocational education. The VET system should be adapted to the needs of all age and social groups. The system is less flexible to meet the adults' educational needs, training and retraining services are limited. The same VET programs are offered to all age groups that ranges from 15 to 65 years, not distinguishing between initial VET and continuous VET. The new draft VET law envisages the introduction of modular, program-based, short-term training programs, which would address farmers' needs and possibly reduce the number of farmers enrolling in formal A-VET programs.

The popularity of vocational education in society is hindered by the fact that there are no structural and contextual links between vocational education and other levels of education that creates a so-called "Educational dead end". Involvement in professional education of persons without formal education remains a challenge for the system; the opportunities of remote and e-learning are less used. All the above-mentioned factors are having an impact on the popularity of vocational education among the population. There are different measures implemented by GoG and donors but however, activities aimed at raising awareness about vocational education are often non-systematic.

#### **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 a major area of investment for donors (UNDP, SDC, USAID, IFAD and FAO).

To date, extension is mainly based on direct contacts with farmers, individually and in groups, without developed systems for mass dissemination or for on-farm trials and demonstrations. The MEPA regional department coordinates the work of (R)ICCs. The new extension strategy envisages the creation of an independent central public extension entity that will prepare extension packages, train and support advisors, deliver advice through the TV and internet, and monitor the uptake and impact of advice. The new entity will also coordinate and oversee (R)ICCs. The new strategy will serve as a basis to increase efforts to improve the capacities of farmers to meet market demands and to improve linkages with other actors along agricultural value chains.

The general goal of the strategy is to transform the existing advisory system into an efficient extension structure that responds to farmers' needs. Resources for AE will be allocated at central, regional and municipal levels. A key component of the new

<sup>2</sup> The MoES budget for VET has increased from GEL 30,987,000 in 2013 to GEL 38,750,000 in 2017.



strategy is the creation and support of Farmers' Extension Boards that should drive the bottom up approach in the knowledge transfer system and identify "real needs" of the small and medium scale farmers in the regions.

The State extension service will be established as an independent legal entity, under MEPA with relevant financing from the state budget. Important additional objectives of the strategy are poverty reduction in rural areas, environmental protection and promotion of integration into the EU, which will depend on the support for farmers to improve farming practices.

While the strategy puts a lot of emphasis on the creation of the independent legal entity and the farmers Boards, it pays little attention to the mechanism of knowledge transfer and nothing tangible is mentioned about the involvement of the private sector. There is a need for further advocacy from the donors and private sector on this.

Extension staff needs to be trained in modern 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 are a range of service providers that will continue to evolve. According to the assessment of the agriculture extension services, 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 1 presents major differences between public and private providers.

**Table 1. Comparison of public and private extension services in Georgia**

	<b>Strengths</b>	<b>Weaknesses</b>
<b>Private sector</b>	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.
<b>Public sector</b>	Not restricted by products sold or single-commodity	Challenges with providing competitive staff compensation and motivation.
	Generally free to farmers	Top down prioritization, planning and management.
	Can address new products before they become economically attractive input market.	Limited technical backup to help solve problems.
	Emphasis not only on economic but also on social aspects (e.g. farm succession, integration)	Staff capacity development and training opportunities
	Fully territorial coverage	

### **1.5. Main Programs of International Organizations in VET and AE**

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

The EC delegation in Georgia is providing technical assistance to implement VET reforms and provides the Government with budget support aimed at developing the VET system in general. GIZ is also assisting, among others, in the development of a

dual VET program for wine production and wine making. The Government of Georgia and MCC 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. MCC implements the project "VET for economic development" that develops VET in line with labour market requirements.

In general, all donors work closely with the MoESCS and support the implementation of the SIAP (annex 4). Various donor projects are summarised in annex 5.

In agriculture, main donors include the FAO, UNDP, USAID, SDC and EBRD. The EU provides technical support to MEPA under the ENPARD program. SDC, FAO and ADA jointly aim at increasing the competitiveness of the livestock sector through improved animal health, reduced food risks and facilitated access to regional and international markets. All projects have a capacity building component and are described in more details in annex 5. The action plan for the implementation of the agricultural extension strategy finally is added in annex 7.

### **1.6 UNDP's interventions in VET and agricultural extension and rural development**

The decision to enhance employability of the workforce and their skills development has been used for several years now by UNDP to address the structural unemployment, not allowing the effects of economic growth to be felt by the vulnerable groups. Realizing the 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 for the most vulnerable people with a tailored mix of VET and other supporting measures, while continuing to advocate and to engage stakeholders and the GoG.

In 2010, the MoESCS initiated an extensive revision of the VET legislation and accommodated many UNDP recommendations in it. This revision cumulated in the VET development strategy 2013 – 2020. 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.

UNDP has also been actively engaged in supporting agriculture sector development in line with the Agriculture Sector Development Strategy 2015-2020. In 2013-2016 UNDP implemented the ENPARD Ajara project within the framework of the European Neighbourhood Programme for Agriculture and Rural Development for Georgia funded by the EU and the Government of Ajara.

The ENPARD project provided support for:

- The establishment of a farmers needs based public extension system implemented by "Agroservice Centre" which is established by the Ajara Government;
- The strategic development planning of Agroservice Centre, identification of farmers' needs and planning and delivery of relevant services;
- Trainings of various specialists (e.g. plant protection, beekeeping, etc.).
- The development of infrastructure for 4 Agroservice Centre offices that serve 6,000 farmers.
- The establishment of 77 cooperatives and the strengthening of capacities of the Ajara Ministry of Agriculture.

In 2016 UNDP within EU ENPARD Programme extended support to cover policy on rural development (in cooperation with FAO which leads agriculture sector). Under ENPARD 2 (2016-2018) UNDP provides technical assistance to MEPA and Ajara Ministry of Agriculture and other national and sub-national institutions in implementing rural development policy, testing new approaches and further improving the policy implementation mechanisms: action plans, M&E system, institutional capacities, needs identification and design of state interventions.

Under ENPARD 3 (2018-2022) UNDP will expand support to rural development policy implementation by targeted interventions for economic diversification of rural economy and improving sustainable management of natural resources in rural areas. As ENPARD 3 will improve VET services in non-farm sectors in rural areas, this project and ENPARD 3 will be implemented in close coordination and cooperation to develop quality VET services in rural areas.

One of the most important part of the project activities is related to the synergies with other donors, such as EU 's ENPARD and USAID projects. Project will effectively collaborate with these donors and FAO to build the capacities of the extension officers and farmers in the targeted regions. Project will also collaborate with the EU VET support program to leverage the

activities and increase the coverage of the institutions and regions. The previous phase of the Project has established effective cooperation in the both directions and it will be continued in this phase.

From 2012 to 2017, in the framework of the UN Joint Programme For Gender Equality, 1824 women successfully completed UNDP supported short-term vocational training courses in agricultural and non-agricultural professions and 1628 small and medium-sized women farmers have received information-consultation services (extension services) at three education institutions in Kakheti, and Samegrelo-Zemo Svaneti regions. Training courses and extension services enabled local women to become more competitive at local labour market and/or promote successful development of an already existing or planned businesses. The average employment rate of 2012-2017 graduates has been varied around 60%. Very often, after successful completion of short-term vocational training courses, women choose enrolling state funded vocational educational programs at the same education institutions.

## 1.7 The UNDP/SDC collaboration in VET and extension

The UNDP/SDC collaboration on VET and AE started in 2008. Support was provided for effective policy making, developing capacities of VET service providers, and improving quality of VET services with the aim of increasing employability and effectiveness of self-employed VET graduates. SDC provided funding for the UNDP implemented project "Support to the Modernization of the VET System".

The major results achieved between 2008 – 2017 included:

1. Improved access to the modern agriculture production practices and farm management skills among the small and medium scale farmers, that resulted in the improved productivity and increased income from agriculture
2. Improved quality of VET through labour market needs assessment-based planning;
3. Increased availability of the new programmes, new teaching materials and relevant support to skills development of teachers (national and local level);
4. Enhanced sustainability of 7 partner VET Colleges in Kakheti, Samegrelo-Zemo Svaneti, Imereti, Racha, Samtskhe Javakheti regions;

In 2013 the SDC and UNDP cooperation emphasised on systemic change and focused on the biggest community of rural population – the farmers. UNDP and SDC started an extensive 5-year project to *contribute to the development of a system of high quality VET and AE services in agriculture that results in improved livelihoods of the rural population*. The project has gained an excellent reputation and serves as a model for other sectors on how VET could be institutionalized in Georgia. Various concepts that have been piloted in the agricultural sector are now applied in VET in general. In close collaboration with the MoESCS and in line with the MoESCS SIAP, the project has taken a leading role in implementing the Government VET reform in the agricultural sector and beyond.

The project has been summarized in the Chart "*Agricultural Skills Development along the Skills Development Value Chain*" (see annex 8). The chart shows the Skills Development Value Chain that trains secondary school leavers and farmers to become qualified farmers. All project activities that contributed to this transformation process are listed along the SD VC together with activities that have not been part of the project but are equally important in this process (white cards). Main emphasis of the project has been on activities related to the design and quality assurance of training programs and services while aspects related to labor market integration or self-employment of VET graduates got less attention.

Highlights of the last five years of collaboration can be summarized as follows:

- **800 graduates** of A-VET courses are applying improved agriculture practices and **2'500 trained farmers** are applying the gained knowledge (in 2017). **6'000 clients of extension services** supported by the Project applying the suggested technologies.
- **8 modular programs** have been developed and implemented in 2013-2017. The project has been the first to pilot modular programs in Georgia creating good preconditions for replication of modular approach in other professions too. Starting in 2017, all agriculture programs have been optimized and as a result new 24 modular training programs have been developed covering all agriculture and food and beverage processing professions, including those, which have never existed before (horse breeding, rabbit farming, grain processing, bread production, bread and bakery production non-alcoholic beverages etc.). The methodology introduced by the project for the optimization of VET programs has been mainstreamed for other VET professions too.

- Development of the **national WBL concept** and piloting of **different WBL models** in the agricultural sector in collaboration with the GFA. WBL models are now ready to be scaled up. Through this and other activities (such as growing diversity of projects' portfolio, services and strengthening institutional capacities), GFA is emerging as national private sector representative for vocational education in agriculture.
- Development of the **methodology package for the national General Education component** integration in VET programs; piloting for A-VET programs. The methodology is now under the observation and, after the new VET-Law introduction, it will be used for all level 4 VET programs. System permeability will be improved.
- Development of VET teacher and extension officer profiles and of a **pre-service training program for A-VET teachers and extension officers**; the program can now be adapted to be also used as an in-service program. Development of an in-service teacher training guide book.
- Support to development of the **extension systems and short-term training opportunities** in Racha Lechkumi, Kvemo Svaneti, Samegrelo, Zemo Svaneti and Samtskhe Javakheti. Project strengthened capacities of the local service providers (including public and private extension workers), developed comprehensive modular training programs in several agriculture directions and developed learning resources for these programs. As a result, database of qualified extension officers, standardized modular short-term training programs and published learning resources are available and the public and private sector can use these resources to assist local farmers.

The project also encountered some challenges. Examples are:

- **Short-term training courses** for farmers could not be institutionalized (lack of legal basis and consequently public funding).
- The **increase of VET students** in agricultural professions is still slow because of low attractiveness of agricultural profession in general.
- Key competences and **employability of students is still low** (there is a lack of entrepreneurial and other skills).
- Results of some of the studies conducted by the project have not been used as expected by key stakeholders and the project (e.g. farmers typology and needs assessment).
- The lack of a clear direction for AE has been an obstacle until now (December 2017 strategy AE strategy approval).
- **Private sector involvement** for both, VET and extension, has been low.

## 1.8 Lessons Learnt

The last 5 years of collaboration provided an excellent environment to know more on how the Georgian Government can best be supported to further institutionalize and scale up quality VET and extension services. The following lessons have been learnt:

- **Flexibility:** The VET and extension sectors are young, dynamic and have fast changing needs; the same applies to VET institutions. Long term planning is not always possible if the project should respond to needs and priorities formulated by national partners. Therefore, a more flexible project approach will allow to better respond to emerging needs.
- **Sectorial approach:** Taking into consideration the diversity of different professions and economic sectors, it is advisable to have a sectorial approach in VET. Different professions and sectors have different needs and challenges and the private sector is represented by different professional organizations, and social partners. Some sectors are more fragmented than others and different sectors are structured differently. As for the agricultural sector aspects must be taken into consideration in relation to VET and extension:
  - Most companies (in this case farms) are family based;
  - Up to 90 % of farmers are self-employed and do not seek employment. At the same time there is a need for access to finance for them to be able to invest in their own farms;
  - The labor market is limited, and the workforce is mostly employed as unskilled seasonal workers. Nevertheless, there is a lack of qualified specialists in agriculture;
  - There is a bigger need for start-up support of VET graduates than in other sectors as it is not possible to set up its own farm without financial support and management advise;
  - Most farmers live in rural and isolated areas, and, especially animal holders, are not mobile. They have long journeys to VET colleges or extension centers, and they cannot be absent from their farms for longer periods; they are more interested in short term modular trainings.
  - Farmers are often more conservative and traditional than workers in other sectors;

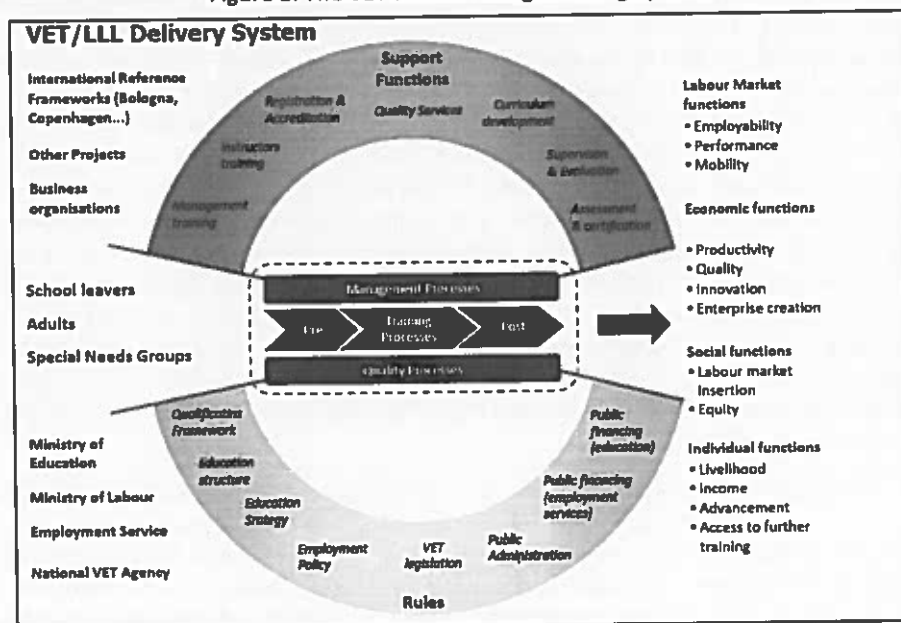
- The AE component is an important element of VET and it is critical to closely interlink or merge the two components, a specific model is required for VET & extension in agriculture.

Professions included in the agricultural sector include not only farmer but also specialized professions such as vegetable or fruit growers and professions in food processing such as wine processing or cheese making (see annex 9 for a list of all professions).

- **Focus beyond agriculture:** While it is important to have a sector approach, there is also a trend that agriculture becomes more and more a part time occupation. Farmers often have additional jobs and farms diversify their activities. They need additional skills that go beyond typical agricultural skills to earn a living. Among others, this includes skills in agro-tourism, in direct sales of agricultural products or in food processing.
- **Step by step approach:** The application of a “*Step by Step approach*” responding to a specific need while having a clear view on the final target has been very useful: The following aspects are important:
  1. It is critical that project activities respond to a specific need identified by a key partner and that they are in line with an officially approved strategy;
  2. Studies & surveys need to be conducted and strategies developed to ensure that key partners are guided in the right direction;
  3. Tool kits need to be developed including implementation schemes & investments;
  4. Capacity of key partners need to be built to ensure they will be able to conduct the activity independently;
  5. Financial sustainability and ownership must be ensured.
- **Holistic approach at different levels:** Systemic Change is only possible with interventions along the entire VET Value Chain, and at macro, meso and micro level. Isolated interventions will not have an impact. Interventions include continuous and innovative activities in the following four categories:
  1. Development of a comprehensive institutional set-up and policy framework;
  2. Design and quality assurance of training programs and services;
  3. Strengthening of skills development service providers; and
  4. Aspects related to labor market integration and self-employment of VET graduates.

The “*VET and Life-Long-Learning system*” in figure 1 gives another view of the VET Value Chain and the holistic approach needed: School leavers, adults and special needs groups benefit from training processes to become qualified farmers. Support functions and rules are accompanying guiding the process.

Figure 1: The VET and Live Long Learning System



- **Digital learning,** if well introduced, will open a wealth of new opportunities and increase the scale of intervention significantly. More beneficiaries can be reached, the quality of skills transfer can be improved, and training costs will reduce. However, digital learning also has its down sides as learner’s study in isolation and learning becomes more theoretical compared to WBL. Especially in skills development it is important that training programs also include

practical components and WBL. There is also a possibility to put in place learning centers where students have access to computers and internet, learn independently, and where there is a tutor available. This would also allow peer to peer exchange among students.

When introducing digital learning (e.g. information & resource platforms) it is important to have service providers that are officially recognized by all the key stakeholders in the sector.

- **Private sector support:** It is well known that private sector involvement in VET and Extension is a key factor for success. Therefore, it is important to closely work with the private sector, help the sector to get organized and to grow, and to transfer tasks and responsibilities. Weak private sector representation is no justification for not working with the private sector or for not transferring responsibilities and funds. The sector will learn and grow by taking up responsibilities and managing funds. Often, it is easier to fully transfer certain tasks and responsibilities than sharing responsibility for certain tasks.

Gaining farmers trust is important if transfer of knowledge and skills should have an impact. Gaining trust is only possible if MEPA and MoESCS apply a "bottom up approach" and involve farmers and farmer representatives in the knowledge and skills transfer process. It is important that private sector ownership on A-VET is encouraged at all Macro, Meso and Micro levels of cooperation. Public private cooperation in the VET System was growing constantly during last 5 years and the system is already mature enough for partners to discuss the new set-up of more intensive and higher-level cooperation with clearly outlined responsibilities of private sector for governance and implementation of the VET reform.

- **Trust, empowerment & ownership:** Bigger achievements are possible with more trust in national partners. Trust will lead to empowerment and includes handing over of responsibilities, tasks and finances. Empowerment will result in increased ownership.
- **Monitoring progress:** Improved planning and budgeting will lead to better implementation and monitoring and, therefore, better reporting. Monitoring will improve with clearly distributed responsibilities and it is only useful if there is a follow up on monitoring statements and results. Monitoring results must be used for strategic planning and decision making. While monitoring progress it is important to keep the aim of VET and Extension in mind, to increase productivity and income. Project will conduct independent evaluation of results of the activities on the annual bases. In addition project plans to conduct impact assessment after the two years (mid-term) of the project implementation and for the end of the phase2. Mid-term impact assessment will help the project to measure the quantitative progress and in case of negative results fine-tune the work-plan and budget.
- **Professional public and private VET & Extension service provider are the backbone of the Georgian knowledge system in agriculture:** Public and private institutions and in particular the public VET colleges RICCs and ICCs will only be able to offer high quality services if they are empowered (e.g. have their own budget), if technical know-how of staff is upgraded and if proper management and performance systems are in place to increase accountability and ensure efficient running of activities and use of resources. It is critical to remove administrative hurdles and bureaucratic obstacles and develop a more supportive approach for these service providers to grow and develop individually. This also includes the improvement of individual knowledge and skills of staff as well as employment conditions. Currently regional and district level ICCs are under the Ministry of Environment Protection and Agriculture and they do not have separate entity and management schemes. They do not have their own budget and income source rather than state budget allocations. Project cannot directly fund them. For this reason, in three target regions the project supports RICCs and ICCs through the capable and well-known regional NGOs that are involved in agriculture activities and have extensive experience of donors' fund management. These NGOs channel all the resources to the RICCs and ICCs taking only small portion of funds (maximum 10%) for the management costs. They do procurement and contracting of different portable equipment and experts for RICCs and ICCs. They have also high-quality reporting skills and support project during the external monitoring activities.
- **Coordination** has been mentioned again and again as a critical factor for strengthening VET and extension in Georgia. Coordination does not only mean sharing information among stakeholders. It is equally important to ensure (and enforce) that everyone is working towards the same shared goals and with the same designated structures. This is only possible if VET and AE stakeholders are guided and directed by a strong structure, if the structure enforces that international and national partners work within the strategic framework and with officially recognized VET partners, and if corrective actions are taken in case the official strategic framework is not respected and followed.
- **Awareness raising, including of incentives and motivators for VET students and graduates:** VET is still recognized in Georgia as a "second class education" compared to university education. The project will promote civil society's

awareness and understanding that VET is an alternative and not a worse choice. Awareness raising activities and the introduction of incentive and motivators for VET students and graduates but also for VET teachers and extension officers will improve the reputation of VET and make it more attractive. Special attention must be made for the women students in order to increase their participation in the A-VET programs. To add an international dimension to VET (internships in western Europe, partnerships, study tours, etc.) will contribute to the attractiveness of VET and extension.

## 2. STRATEGY

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### 2.1 The rationale for the project

Enhancing knowledge and skills has never been so vital for the creation of inclusive and sustainable societies as in today's globalized, knowledge-oriented world. It is a key to eradicating poverty, promoting equitable economic and social development, human rights, creating global citizens, combating inequality and sustaining our environment. This statement by UNESCO is also valid for the agricultural sector where the acquisition of modern knowledge, skills and technologies is vital for increasing productivity and income and for creating inclusive societies. Indigenous knowledge, skills and technology are an important basis for farmers but are insufficient today to meet the current challenges of generating an agricultural rural livelihood. For farmers to be able to invest in their agricultural enterprises, modern knowledge and skills are crucial.

The agriculture and farming sector support has become a priority area for the Georgian Government and is one of the driving forces for rural poverty reduction and regional development. A strategic framework has been set in this regard by adopting the *Strategy for Agriculture Development in Georgia 2015 – 2020*<sup>3</sup> that has defined improved farmer knowledge and information and improved A-VET among its main strategic directions for creating an environment that will increase competitiveness in the agro food sector, promote stable growth of high quality agricultural production, ensure food safety and security, and eliminate rural poverty through sustainable development of agriculture and rural areas. This has been reinforced by the newly adopted *Strategy for Agricultural Extension 2018/19* and is also in line with the *VET Development Strategy 2013-2020*, and the *Unified Strategy for Education and Science 2017 – 2021*. These intentions by the Government are in line with the UNDP and SDC national policy agendas, that aim at 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 inclusive and sustainable economic development and employment are in line with the intentions of the Georgian Government.

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 under the UN Development Framework for Georgia that 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 inclusive and sustainable economic development 'as one of its main domains of intervention aiming at an increase in productivity, trade turnover and employment, especially in rural areas, contributing to the reduction of rural poverty and unemployment.'<sup>4</sup> VET coupled with AE, farmer supporting services and value chain development is a natural area of cooperation between UNDP and SDC which proved to be successful. In 2013, UNDP and SDC started an extensive project, together with the MoECS and MEPA, to modernize A-VET and Extension systems in Georgia. This intervention is a continuation of that project that has achieved remarkable results during the last 5 years

The intervention strategy and approaches used during phase one have proven to be relevant and effective and will be further refined and followed during phase two. Key elements of the project theory of change can be summarized by the chart below:

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<sup>3</sup> <http://moa.gov.ge/Download/Files/227>

<sup>4</sup> Swiss Cooperation Strategy South Caucasus 2017-2020. <https://www.eda.admin.ch/dam/countries/countries-content/georgia/en/Strategie%20South-Caucasus%202017%20170511%20Web.pdf>

Improved agricultural knowledge and skills contribute to higher productivity, increased incomes and enhanced job creation (self-employment) of farmers

**Assumptions:**

Agricultural development remains a priority for the GoG  
Political commitments are not changed  
The funding from State Budget is not reduced

**Outcome 1: A**  
A coherent coordination in A-VET and extension services is established and working

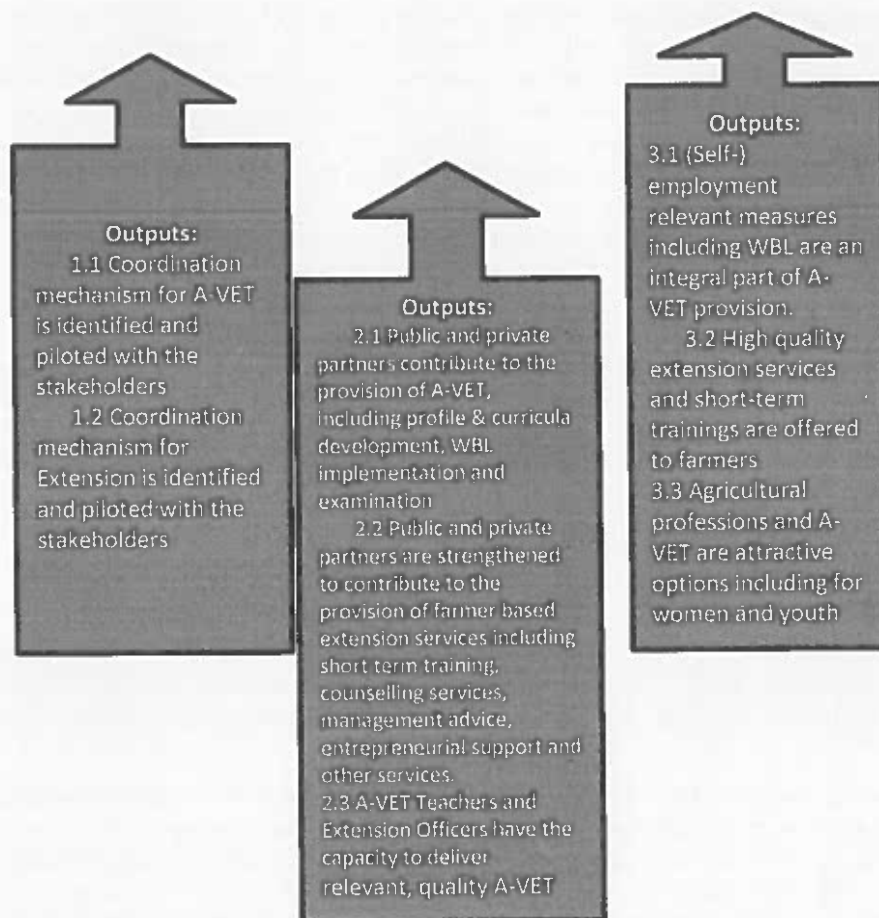
**Outcome 2:**  
Public-private partnerships of A-VET and extension providers ensure delivery of relevant and high-quality services

**Outcome 3:**  
Male and female farmers and A-VET graduates learn and apply need-based agricultural knowledge and skills

**Risks:**

Adoption of the VET law will delay  
New PPP under the MoES and MEPA are not in place  
Financial sustainability of WBL and extension models is not ensured  
Low cooperation between A-VET colleges and ICCs results in poor linkages of VET and AE  
Low cooperation between the main project partners  
The sustainability and ownership over the project results will not be achieved  
Farmers don't make use of training and extension  
Differences of interests of public and private extension service providers result in poor cooperation.  
Increased agricultural productivity will have a negative impact on the environment





This project proposal is elaborated based on the results of an inclusive internal review conducted in November 2017, consultation with stakeholders and within the teams. Views and opinions of all key stakeholders have been taken into consideration and a participative 3-day planning workshop constituted a major milestone in the development of this proposal (see participant list in annex 13). The log frame developed during that process (and further described below) has been validated by the key partners of the project, MEPA, MoESCS, GFA, SDC and UNDP. Results of all these consultations have been integrated into the project design.

As a result, the project strategy bases on the following principles:

## 2.2 Macro, Meso and Micro level interventions

The project intervenes at macro (national), meso (regional/intermediate) and micro (organization) level:

- **At macro level**, the project will contribute to system & policy development and institutional strengthening and coordination at national level. The project will continue to work hand in hand with the two-line ministries in strengthen the institutional set-up of the VET and extension sector by providing support to putting in place new governing and coordinating structures for VET and AE. Special emphasis will be put on strengthening the private sector representation in A-VET and AE, for instance by integrating sector organisations for all agriculture and food processing professions under one umbrella organisation. In addition, the project will assist in the development and operationalisation of concepts and measures to make A-VET more attractive and to strengthen aspects of short term training, entrepreneurship education, and digitalisation. Project will actively support organizational development activities of the key partners including GFA,

TABCO and other institutions. These organizations work on the national level and should have enough capacity in place to provide high quality service to the farmers and agribusinesses. Project will set the indicators to measure organizational development of the key partners and institutions. It will identify best possible service provider for the organizational development program and outsource coaching and capacity building activities to them.

- **At meso level**, the project will continue to intervene at regional approach by linking up and supporting regional partners and by networking at regional level. The project will emphasize on strengthening public and private service providers on piloting the new extension strategy in Racha Lechkumi Kvemo Svaneti and on the linking VET and Extension in Racha Lechkumi Kvemo Svaneti, Samegrelo Zemo Svaneti, and Samtskhe-Javakheti. Strengthening and organizational development of the regional players including private input suppliers and NGOs will guarantee continuation of the farmers support and the sustainability of the programs after the project completion. These organizations are the ones that remain on the regional level and assist farmers on the daily bases. They have strong recognition among the farm community. Project will announce a call for qualified regional NGOs to create the database of local service providers and training institutions. Later, project will announce call for the proposals among the NGOs that are in the database. Project will select NGOs for the cooperation on the regional level using standard selection procedures and criteria related to the experience, management capacities and technical skills. It will also work closely with NCEQE, TPDC, EIEC, the scientific research center, and with GFA.
- **At micro level**, the project will provide institutional & technical and management support to selected partners and to selected colleges, RICCs/ICCs and farmer extension boards in three regions; Even RICCs/ICCs do not have central independent structure right now, project will continue their support through the competitively selected NGOs and regional stakeholders. Project will also strengthen capacities of the farmers consulting boards both on the district and regional levels. Project will help them to consolidate problematic ideas and issues that should be discussed on the national level.

Private sector development will take place at all three (national, regional and farm) levels.

### 2.3 National Ownership and Leadership

First, and most importantly, working in line with the ministries (MoESCS and MEPA) strategic documents and action plans (such is VET Strategy Implementation Action Plan – SIAP, Strategy for Extension System Development Strategy and its Action Plan) will ensure ownership and commitment of the ministries and ensure that their strategic objectives are followed by the project.

During the last 5 years the project team did not only develop an excellent relationship with the MoESCS and worked hand in hand with the Ministry and its Agencies, it also contributed to the development, update and implementation of the MoESCS's SIAP. All project activities related to VET have been fully in line with the SIAP and responded to a clearly expressed need by one of the VET partners. The project will continue to work in line with the SIAP. Some of the SIAP outcomes are already integrated in the project log frame. In addition, there are un-earmarked amounts in the budget to support the MoESCS in implementing the SIAP, the branding strategy that is currently being developed and the new VET law once it is approved.

Working in line with MEPA strategies has been more difficult in the past because the finalization of its Agricultural Extension Strategy took much time and finished in December 2017. After the Approval of the Extension Strategy Ministry came up with an action plan and has indicated strong interest in working closely together with the projects in piloting the extension strategy in Racha Lechkumi and Kvemo Svaneti and in strengthening the EAIEC. Consequently, the Project launched support in implementation of new Extension Strategy in the first phase and will expand this support in the second phase. It is also, expected that, in future, the project and MEPA will work more closely on a strategic policy level to ensure MEPA's strong positioning and ownership in A-VET and its linkage to Extension system.

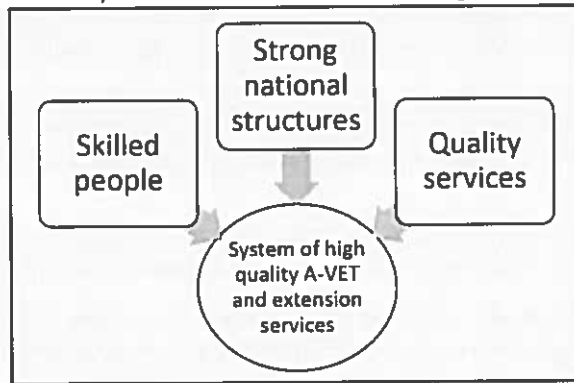
### 2.4 Interactions between people and links among institutions and services

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 A-VET and extension services to secondary school leavers and farmers in Georgia.

#### Strong national structures – Skilled People – Quality Services

By bringing the strengths of the public and the private sector together the project will facilitate the **setting up of public private partnership models** for the coordination and provision of VET and extension services in agriculture. Public and private stakeholders and their staff will be strengthened and organised, as well as systems to provide and oversee VET and extension. In close collaboration with national partners 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 further developed. Finally, A-VET colleges and extension service providers will be assisted in the development and delivery of innovative, relevant and effective training programmes and advisory services. This is visualised in the figure below.



Decisive factors for successful system development.

## 2.5 Private sector development

Private sector development has already started during phase one and GFA has emerged as the private sector representative in A-VET (specifically in WBL). During phase 2, it will be important to ensure that the GFA legitimacy to represent farmers in A-VET further grows by increasing the GFA capacities, membership base and financial sustainability and independence. Project will monitor the organizational development and assist GFA with the internal capacity building activities. One of the most important directions that GFA should strengthen is the representativeness of the association that is directly linked with the number of member farmers involved and membership fee that associations consolidates from them. Project will introduce a set of indicators, agree them with the GFA and monitor their development.

Project will also work with other private sector representatives, regional and national NGOs and service provider to strengthen their capacities. Project will identify the well qualified service provider to strengthen the private sector representatives and coach them in organizational development directions.

To standardize private sector involvement and representation for all agricultural and food processing professions will be an important aspect of phase 2. Therefore, the strengthening of the sector committee for agriculture (under the leadership of the NVETC) will be important. Finally, the project will also support the strengthening of individual farms to become hosts for apprentices in the various WBL programs.

Project, together with GFA will advocate special incentives for the farms and food processing companies involved in the provision of the WBL program. Project will also monitor the awareness raising campaign related to the promotion of the private sector participation in the WBL program. Private companies should insure the accountability and the long-term commitment (like the Swiss model) to the WBL program.

## 2.6 Institutionalisation

It is critical for the project to ensure that all interventions (project components or activities) initiated by the project will be institutionalized later. In the context of this project institutionalization means:

- The initiative is embedded within a national public or private structure;
- Technical know-how among institutions and/or resource people exist to continue with the initiative and to ensure maintenance (in case of hardware) without the project being involved;
- Costs for the initiative are fully covered by the Government or the private sector;
- The initiative is fully in line with national strategies;

The project is using a comprehensive "Step by Step" approach that leads to the institutionalization of an initiative:

- Step 1: The initiative enjoys a strong national ownership and leadership. It has been identified in line with the SIAP, Extension Development Strategy and other strategic documents and is in line with a specific need expressed by a key partner or a beneficiary;

- Step 2: The Project will ensure collection of evidence and data critically needed for facilitating both: strategic level policy decisions and local and field level support. The evidence-based policy support will be a cornerstone of the Project's support to VET and Extension system development for effective targeting the final beneficiaries needs;
- Step 3: The project contributes to the development of a "tool kit" (guidelines, policies, materials, etc.) for the implementation of the initiative or towards capital investments (e.g. language labs) needed to implement the initiative;
- Step 4: A national institution is identified and selected to eventually own and implement the initiative. Such an institution must be recognized by the Government and other stakeholders and have the legitimacy to own and implement the initiative.
- Step 5: Key partners are being trained (ToT) in using the tool kit (materials modules, guidelines, etc.) or maintaining the investment and to be able to implement the initiative. They are also coached and guided during implementation.
- Step 6: The new initiative is piloted/tested. It is possible that the project covers some of the costs for piloting. The piloting is jointly observed and analyzed, and lessons learnt are shared with national partners.
- Step 7: The initiative is officially handed over and continues without the involvement of the project. Coaching and punctual support may continue as necessary.

The step by step approach needs to be a process and the time frame for the entire 7-step process varies from initiative to initiative. Monitoring takes place during the entire 7-step approach.

## 2.7 Holistic intervention along the entire VET Value Chain

The "Modernization of Vocational Education and Training (VET) system related to agriculture in Georgia VET Phase 2)" project has well been visualized in the Chart "*Agricultural Skills Development along the Skills Development Value Chain*" (Annex 8). The chart shows the SD VC that trains secondary school leavers and farmers to become qualified farmers. All project activities that contribute to this transformation process are listed along the VC together with activities that are important but are not covered by phase 2. The SD VC has been subdivided into the four categories:

1. Development of a comprehensive institutional set-up and policy framework for A-VET;
2. Design and quality assurance of training programs and services;
3. Strengthening of skills development service providers; and
4. Aspects related to labor market integration and self-employment of VET graduates.

Accompanying measures that are cross cutting along the SD VC are listed on the right side of the chart and include knowledge management, learning, studies & research, (international) networking and coordination. The chart demonstrates that the project applies a holistic approach and that the project design included interventions along the entire SD VC. While the project emphasis during phase 1 has rather been on the design and quality assurance of training programs and services, phase two will now emphasize more on the other 3 categories.

## 2.8 Balance between the agricultural sector and support towards VET in general

Project support will go towards VET in general and A-VET. Various activities undertaken under outcome 1 (e.g. developing the new PPP set-up/platform for the efficient and participatory implementation of the VET reform, implementation VET law, increase attractiveness and permeability) will emphasize on VET in general.

However, taking into consideration that VET challenges are very different from sector to sector and that there are different stakeholder and private sector representatives in each sector, the project will concentrate on interventions in the agricultural sector. One particularity in the agricultural sector is for instance that 90% or more of the people working in the agricultural sector are self-employed and do not seek employment (see also lessons learnt). Another special aspect is that agricultural extension is a crucial element for knowledge and skills transfer and needs to be closely linked with A-VET.

While emphasizing on the interventions in the agricultural sector, various interventions will serve as model for other sectors or will have a snow ball effect on VET in general. Examples here are the organization of the private sector in agriculture or the introduction of WBL for agriculture.

### 3. RESULTS AND PARTNERSHIPS

#### 3.1 Overall goal

The overall goal of the project is the following:

**Improved agricultural knowledge and skills contribute to higher productivity, increased incomes and enhanced (self)-employment of men and women farmers.**

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 and technology 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, knowledge and competences to deal with these new opportunities. Moreover, farmers need access to information and advisory services to be able to take informed decisions that will impact on the productivity of their farms.

In its new strategy, the MEPA formulates the purpose of extension "to provide farmers with knowledge and information they need, to farm better and to enhance their competitiveness". Additional knowledge and information that does not translate into higher productivity and increased income will not bring change to the farmers lives and to rural communities. It is, therefore, important that, at the impact level, the project aims at: *improving lives of rural communities with a focus on young people, women and farmers to enable them to increase productivity and income*. As for secondary school leavers it is critical that they do not only acquire new technical skills but that they will also skills in entrepreneurship, be integrated into the farming world, either by working on their own farms or by finding a job in a commercial enterprise. This will allow them to acquire more personal assets and have more financial means at their disposal to satisfy basic needs for themselves and their families.

The project will emphasise on **institution building and system development** on one hand and on **improving service provision** on the other hand. It will work closely with and support public and private sector partners intervening at national as well as regional level and support the development of a system of high quality VET and extension services in agriculture that includes:

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

It is expected that this twofold intervention will bring sustainable change at system level and will have a lasting impact on the livelihood of the farming community. The project will choose 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 where necessary.

The assistance will directly contribute to the achievement of the United Nations Sustainable Development Goals number 4 to ensure inclusive and quality education for all and promote lifelong learning, to number 8 to promote inclusive and sustainable economic growth, employment and decent work for all, it will also have an indirect impact on goals number 1 (no poverty), 2 (zero hunger) and 16 (just, peaceful and inclusive societies).

#### 3.2 Expected Results (Outcomes and Outputs)

The project will provide support for the development of flexible extension services in response to needs of different farmer groups and modern A-VET services with a strong emphasis on dual VET. This will be done by achieving the following two outcomes:

Overall Goal	Outcomes
<b>Improved agricultural knowledge and skills contribute to higher productivity, increased incomes and enhanced (self)-employment of men and women farmers.</b>	<b>1. A coherent coordination in A-VET and extension services is established and working</b>
	<b>2. Public-private partnerships of A-VET and extension providers ensure delivery of relevant and high-quality services</b>
	<b>3. Men and women farmers and A-VET graduates learn and apply need-based agricultural knowledge and skills</b>

**Outcome 1: A coherent coordination in A-VET and extension services is established and working.**

Coordination between the main stakeholder is one of the most key factors for the success. Project will support coordination both in A-VET and extension on the national and regional levels. Project will present different options of coordination to the ministries and other beneficiaries and support the approved coordination mechanisms with the available resources. Outcome 1 will be achieved by emphasising on the following 2 outputs:

<b>Output 1.1: Coordination mechanism for A-VET is identified and presented to the stakeholders</b>	
1.1.1.	Provide support to the sectorial committee on A-VET to further emerge and grow as the private sector representative for agricultural professions (currently GFA);
1.1.2.	Participate in and contribute to various working groups in line with the SIAP;
1.1.3.	Provide support towards the implementation of the new VET law
<b>Output 1.2: Coordination mechanism for Extension is identified and presented to the stakeholders</b>	
1.2.1	Initiate and facilitate a steering group for the implementation of the extension strategy in pilot regions.
1.2.2	Provide support for the operationalisation of municipal, regional & national Farmers' Boards;
1.2.3	Communicate and share experience gained on the regional level with national level players and implementers

The Project will support consolidation of all institutional partners (public, non-Government and private sector, including farmers community) to regular dialogue on the development of the vision for effective PPPs to deliver consolidated A-VET and extension driven by the farmers and private sector feedback and voluntarism principle. The Project will provide facilitation, technical assistance (feasibility studies, consultancies and others) and initial funding for institutionalisation or the national level coordination mechanisms. The Project will ensure relevant institutional capacity development to empower national and sub regional and local actors to effectively contribute to the setting of new coordination mechanisms.

During the first phase the project supported an *Agricultural Sector Committee*<sup>5</sup> under NVETC including sector organisations for pilot sectors (hazelnut). This model ensured inclusion of private sector in the delivery of A-VET (trainings to hazelnut producers, elaboration of teaching materials) and relevant extension services. Such a mechanism (probably under the lead of GFA) would emerge and grow as the private sector representative for the agricultural sector in A-VET. GFA is well positioned for leading this partnership taking into the account the experience and character of the organization that coordinates the farmers from different sectors and directions.

Project supports the idea of bottom up approach mentioned in the extension strategy and will closely work with the district and regional level "Farm Consulting Boards" (Farmers Boards) those that are represented by the private and public players from the industry. Farmers Boards will help to identify the real needs existing in the field among farm communities and groups. A system of Farmers Boards at municipal, regional and national level will ensure involvement of farmers within the process of extension service delivery. This platform will be used by the project for the coordination of the activities both on the national, regional and district levels. The Project will consider other players for the partnership like farmer service centres, input suppliers vocational educational schools, local universities, and local NGOs with relevant experience.

**Outcome 2: Public-private partnerships of A-VET and extension providers ensure delivery of relevant and high-quality services.**

To ensure long term sustainability of the A-VET and extension systems it is important to emphasise on the institutional strengthening of involved public and private partners and to further develop and strengthen systems that ensure access and delivery of high quality services as well as increased interest from young people and farmers.

Considering the sharp increase of VET students during the last 10 years<sup>6</sup> it is important to increase system capacities and review roles and responsibilities of various actors involved in VET and AE. Based on past experiences and existing models of good practices in Georgia and other countries the project will provide support for an effective public private mix in service delivery and system expansion. Support will be provided for the capacity strengthening of existing structures and the setting up of new structures needed to ensure increased quality delivery of services. Capacity of partners will be strengthened for

<sup>5</sup> This could be an agricultural sector committee under GFA.

<sup>6</sup> The number of VET students enrolled in agricultural and food processing professions raised from 479 in 2013 to 1070 in 2017.

the dissemination of existing models, the setting up and management of public-private partnerships and for digitalisation of services. International partnerships (twinning programmes) will be established and exchange visits organised. Outcome 2 will be achieved by emphasising on the following 3 outputs and actions:

<b>Output 2.1: Public and private partners contribute to the provision of A-VET, including profile &amp; curricula development, WBL implementation and examination.</b>	
2.1.1	Provide support to the MoESCS for SIAP implementation;
2.1.2	Contribute to the development of a unified system for A-VET learning resources;
2.1.3	International study visits;
2.1.4	Develop a concept for a national Agricultural Knowledge and Innovation System (AKIS);
<b>Output 2.2: Public and private partners contribute to the provision of farmer-based extension services including short term training, counselling services, management advise, entrepreneurial support and other services.</b>	
2.2.1	Introduce a regional monitoring and tracking system for extension activities;
2.2.2	Conduct a needs survey for STT, a concept including funding scheme, and provide support to institutionalise STT;
2.2.3	Conduct an analysis of the agricultural development potential in the beneficiary regions incl. of the Blauenstein impact to contribute to the piloting the extension strategy.
<b>Output 2.3: Public and private service providers have the institutional and management capacity to deliver relevant, quality A-VET and extension services.</b>	
2.3.1	Put in place and run a college capacity development fund;
2.3.2	Further develop, promote and consolidate pre- and in-service training for VET teachers and EOs;
2.3.3	Introduce entrepreneurial thinking among service providers and train staff accordingly;
2.3.4	Support the establishment of international partnerships for VET and extension institutions;
2.3.5	Strengthen extension service providers with extension tools and equipment;
2.3.6	Support the development of private training and extension centres including the "Blauenstein EDU";
2.3.7	Provide support for the restructuring and strengthening of the MEPA training Centre (EIEC);
2.3.8	Institutional strengthening of RICCs and ICCs in Racha-Lechkumi Kvemo Svaneti, Samegrelo Zemo-Svaneti and Samtskhe-Javakheti regions;
2.3.9	Support institutional development of partner institutions (NGO's) active in agricultural skills development;

Because of the special circumstances in the agricultural sector with up to 90 % of farmers being self-employed and where most farmers live far away from VET colleges in rural and isolated areas AE is an important element of knowledge and skills transfer. It is important that the MoESCS and MEPA have a coordinated and harmonised approach on VET and AE. As a basis for further collaboration between the two ministries and with other stakeholders and to work more strategically the project will commission a study to come up with a concept for a national **Agricultural Knowledge and Innovation System (AKIS)**. The aim of this study is to propose and develop practical ideas to support innovation, knowledge transfer and information exchange in Georgia and to have an instrument that will help in strategic decisions making. The study will include three steps. In a first step a mapping will be done of all agricultural organizations and/or persons engaged in the generation, transformation, transmission, storage, retrieval, integration, diffusion and utilization of knowledge and information, with the purpose of working synergistically to support decision making, problem solving and innovation in agriculture. The mapping will include links and interactions between these actors. In a second step, the mapping will be analysed to identify gaps and weaknesses. Finally, the study will come up with recommendations on how the Georgian AKIS can be improved to better serve the sector.

The project will provide support for the strengthening of existing and the setting up of new VET and extension structures as proposed in various strategic documents, feasibility studies, action plans and face to face discussions with senior Government officials and the private sector. Over the next 4 years it is planned to assist the government in creating or formalising the following structures;

- The **new independent PPP** set-up will be developed with an overall responsibility to manage the development of VET qualification/skills and the provision of VET and VET support services.<sup>7</sup> The project will contribute actively for the setting up of this new format of PPP by conducting a feasibility study, by implementing the recommendation of the study and by contributing towards the functioning of this cooperation format at the beginning.

Special emphasis will be put on strengthening the private sector. During phase one GFA has emerged to be able to outreach, support and coordinate the private sector regarding A-VET, and collaboration with GFA on WBL has been excellent. Their

<sup>7</sup> Review of Institutional Arrangements (RIA) for delivery of SIAP in Georgia conducted by the EU, Dec. 2015

membership is growing<sup>8</sup> and a newly set up farmers council ensures inclusive representation from all municipalities. The project will continue to support GFA as the private sector representative and umbrella organisation and will help the organisation grow, among others by introducing a system for membership and services fees. It will be critical that GFA increases their legitimacy and financial sustainability by increasing its membership base and by introducing a membership fee.

The project will continue to collaborate closely with the MoESCS in the implementation of the new VET law and the SIAP and in developing a unified system for A-VET learning resources.

In collaboration with MEPA the project will continue piloting the new extension strategy in Racha Lechkumi-Kvemo Svaneti region, set-up a monitoring and tracking system for extension activities, and develop a system for the provision of Short Term Trainings for farmers. The results of the pilot activities will be shared and successful practices adopted in Samtskhe Javakheti and Samegrelo Zemo Svaneti regions.

Finally, the project will again focus on strengthening the capacity of teachers and extension officers (EO) by providing support for in-service training and scale up pre-service training.

Activities on internationalization, digitalization, entrepreneurship, environment and gender will be integrated under all outputs with the aim to make services more attractive, reach a wider audience become more sustainable and business oriented. These and additional activities are further listed and described in the project log frame included in annex 1 of this proposal.

To be able to measure the impact of the project, indicators will be set and selected WBL farmers and graduates will be followed during the whole project period of four years. The farmers will be compared with a control group of non-beneficiaries

**Outcome 3: Men and women farmers and A-VET graduates learn and apply need-based agricultural knowledge and skills.**

The empowerment of Human Capital is a pre-requisite for the increase of productivity and higher incomes in the agricultural sector. Better education and training constitutes the foundation for farmers to increase yields of their crops, running their farms more efficiently and applying a sustainable approach wards long term development of their farms. Indeed, knowledge as "human capital" has always been central to economic development. Recent evidences from the emerging countries clearly demonstrated the fact that knowledge-based economy is liable to bring innovation, create new jobs, generate income and catalyze an inclusive growth and a sustainable development.

Access to quality A-VET and AE is critical for secondary school leavers and farmers if they want to settle down as a farmer or would like to modernise and expand their farms, and, therefore, increase their productivity and income. It is important for them to have access to formal A-VET programs that will allow them to build a foundation of knowledge to be able to compete in the sector. However, access to AE and to lifelong learning is as well critical to solve imminent problems, adopt new techniques or skills and to become more management oriented and entrepreneurial.

Building on the experiences gained and initiatives started during phase one the project will support development of new models of knowledge transfer that will also ensure the link between VET and extension and that benefit from the strengths and potential benefits resulting from both, training and extension. In parallel, service providers will be strengthened to ensure professional delivery of high quality and relevant services. Outcome 3 will be achieved by achieving the following 3 outputs and actions:

**Output 3.1 (Self)-employment relevant measures including WBL are an integral part of A-VET provision.**

- 3.1.1 Conduct an analysis on actual costs and financial sustainability of piloted WBL models (GFA)
- 3.1.2 Scale up of WBL including new WBL models and inter-company trainings (GFA);
- 3.1.3 Provide support to train and certify farms and enterprises to become WBL providers (GFA);
- 3.1.4 Support A-VET graduates on their education to work transition (GFA);
- 3.1.5 Support revision of entrepreneurship module and streamlining entrepreneurship in all A VET related modules;
- 3.1.6 Develop teachers guide book for entrepreneurial learning;

<sup>8</sup> The GFA membership has grown from 731 individual members and 102 cooperatives in 2015 to 1134 individual members and 182 cooperatives end of 2017. In addition, 11 sector association are members of GFA.



3.1.7	Streamline environmental aspects in all existing training modules;
3.1.8	Put in place an entrepreneurship fund to provide support for successful A-VET graduates;
3.1.9	Support introduction of e-learning for A-VET;
3.1.10	Conduct a tracer study on WBL with A-VET, graduates and WBL farms;
<b>Output 3.2: High quality extension services and short-term trainings are offered to men and women farmers (emphasis on private sector is important)</b>	
3.2.1	Pilot the new extension strategy in Racha and share lessons learnt with other beneficiary regions and stakeholders;
3.2.2	Upscale linkages and support joint activities of A-VET and extension public and private stakeholders in selected regions;
3.2.3	Provide methodological support for the development of STT courses and development of STT on farm management topics;
3.2.4	Develop different extension models and extension packages;
3.2.5	Introduce new e-extension tools including digital agro business management tools;
3.2.6	Provide support for the GFA digital information platform;
3.2.7	Introduce a farmer to farmer support approach in agricultural extension;
<b>Output 3.3: Agricultural professions and A-VET are attractive options for youth.</b>	
3.3.1	Conduct a survey on awareness and perceptions about VET and A-VET;
3.3.2	Provide support to the MoESCS in the implementation of the VET branding strategy;
3.3.3	Promote A-VET professions among the youth and women (skills contests, job fairs, open days, etc.);
3.3.4	Contribute to introduction of the general education program in VET;
3.3.5	Contribute to link VET with higher education programs (bachelor);
3.3.6	Contribute to make the profession of VET teacher and EO more attractive (internat. Exchange)
3.3.7	Contribute to internationalisation of A-VET;
3.3.8	Contribute to the development of new specialised A-VET skills packages (e.g. agro-tourism);
3.3.9	Support the Enlargement of the national network of public/private A-VET providers to extend coverage of services;
3.3.10	Design a digital learning concept together with practical instruments;

The project will put special emphasis on consolidating and scaling up experiences made in WBL and develop and pilot new models of WBL. Supported by the project, GFA will conduct an analysis on actual costs and financial sustainability of piloted WBL models, develop new models and train and certify farms and enterprises to become WBL providers. Models of inter-company training will be developed for the use of machinery and equipment that are not widely available on WBL farms and A-VET graduates will be supported on their transition journey from the learning to the working world. Project will develop a set of indicators to measure the development and integration of the private sector in WBL scheme. It is important to increase awareness in WBL among the private sector and coach them in the topics related to the accountability and incentives etc. The project will also provide support for the further development of the GFA digital information platform.

Special emphasis will also be put on aspect related to farm management and entrepreneurship. In collaboration with GFA and TABCO short term training courses on business management and agribusiness digital management tools will be developed.

The entrepreneurship module, as well as entrepreneurship teaching approach for VET students will be revised. The main objective of the new module will be the creation of the entrepreneurial mind-set and practicing of problem solving and business generation by designing and prototyping the real ideas and projects to be implemented by the students. The new module will include the prototyping activities. Some of them will be funded as the part of the practical learning process by the project. This new approach of teaching will be piloted with the selected partner colleges, observed and monitored. After the result analyses, based on recommendations, the project will support MoESCS and stakeholders to institutionalize the new, innovative entrepreneurship teaching approach.

In collaboration with existing NGO partners, RICCs and ICC the project will continue to link A-VET and extension activities at regional levels, to develop different extension models and packages, and to pilot the new extension strategy in the three regions, Racha Lechkumi Kvemo Svaneti, Samtskhe Javakheti and Samegrelo Zemo Svaneti. For the implementation of the extension strategy the project will also take up a coordinating role by linking pilots in different regions and by sharing lessons learnt with all stakeholders. An important element is also the introduction of a farmer to farmer support approach in AE. One of the most important directions in AE is introduction of the mass (group) and digital extension packages to increase the coverage of small and medium scale farmers.

The project will make a special effort to strengthen VET and extension service providers and their staff to ensure that they have the institutional, technical and management capacity to provide high quality services. In 2017-2018 NCEQE under the donor support developed the new VET provider authorization standards, which will be set in place after the approval of the new VET law. All VET providers will have time of 2-3 years to align their institutional capacities to the new standards, which are focusing on different aspects of institutional development including strategies, management and administration, HR, quality management, in-house teacher development, etc. Project will allocate the capacity development fund to support A-VET providers to get aligned to the new national standards by developing and implementing innovative ideas and best practices.

The Project will use competitively selected regional NGO to channel funds to the RICCs and ICCs. This NGOs will get organizational development support to improve quality of service and increase capacities. This will guarantee the sustainability of the regional programs after the project completion. A provision has also been put in place to support new A-VET colleges in new region if the ministry is taking the initiative to set up such colleges. Capacity strengthening support will also be provided to the MEPA based Environmental Information and Education Centre that intends to extend its services to also include farmers training.

To make agricultural professions and A-VET more attractive has been identified as a key area of intervention by the project. A survey on awareness and perceptions about VET and A-VET will be conducted. The results of the survey will, together with the MoECS branding strategy, help to select key interventions to increase attractiveness. Among others, the project will also contribute to the organisation of skills contests, job fairs and open days and the production of promotional materials, moreover support will be provided to make the VET system more permeable by introducing general education in VET and link the system with higher education programs. New specialised A-VET skills packages (e.g. for agro-tourism and for direct sales), a digital learning concept together with practical instruments and an internationalisation component for teachers and students will also contribute to make the system more attractive.

Finally, the project will reflect together with the MoECS on how the national network of public and private A-VET providers can be enlarged to extend the coverage of services. In case new A-VET colleges will emerge, the project will include them in its plans to strengthen service providers.

### **3.3 Stakeholders, target groups, target regions and beneficiaries**

#### **3.3.1. Public stakeholders**

The most important public stakeholders include the MEPA, MoECS, TPDC, NEQEC, Ministry of Labor Health and Social Affairs, as well as public service providers, institutions of higher education, public A-VET colleges, RICCs and ICCs.

**Ministry of Education, Science, Culture and Sport.** The MoECS carries the overall responsibility for VET, including A-VET. The VET Development Strategy 2013-2020 together with the Unified Strategy for Education and Sciences 2017-2021 provides the framework for the reform implementation. Key functions of system governance are delegated to the VET department and MoECS agencies – NCEQE, TPDC, NAEC, EMIS. However, various national and international reports (incl. RIA conclusions conducted by EC/ETF in 2016), point out the urgent need to rearrange the VET governance system. The functional directions of NCEQE, (qualification development & implementation support and quality assurance) should be separated, because of a clear conflict of interest. TPDC on the other hand, implements teacher development in-service program, incl. consultations, which is done by NCEQE consultants as well. In 2012-2014 significant changes have been made at system level to improve VET governance through social partnership strengthening and private sector involvement. The NVETC has been reactivated but its mandate is only advisory. Sector Councils have been set up, the concept of PPP was developed, employers were directly involved in the development of professional standards, and sectoral councils composed of employers have started validation of professional standards and programs. Finally, WBL started, within which private companies and educational institutions jointly implement educational programs. However, the lack of private sector participation in the system remains a challenge for the management and quality at all levels of the vocational education system.

The idea to set up a new cooperation platform came up to separate certain roles and to ensure inclusion of private sector participation in VET Governance. The project will actively support the setting up of the new platform for PP cooperation to increase the efficiency and relevance of the VET reform.

MoESCS is a founder and owner of the public colleges/VET providers network. Unfortunately, this network is quite limited because colleges are not present at half of Georgia's municipalities. To increase VET coverage in Georgia the MoESCS has put in place and implements a "New college /location introduction plan" step by step.

**Ministry of Environmental Protection and Agriculture.** The MEPA carries the overall responsibility for agricultural extension in Georgia. In December 2017, MEPA finalised and approved the national strategy for AE that will form the basis for the collaboration within the framework of this project. MEPA is supported by 9 RICCs and 59 ICCs in AE. Additional structures to be set-up as part of the new strategy are a Farmers Board at municipal, regional and national level and a State Agricultural Extension Service as an independent structure<sup>9</sup>. The creation of the Farmers Board will ensure that involvement of farmers within AE is ensured. The role of the new agency for AE is to ensure strategic planning and management of the national extension service, including identifying overall extension needs and priorities, and then preparing an Action Plan, Training Plan and budget to meet them and to provide specialist support to the regional and municipal level and to oversee and monitor the provision of extension services in Georgia. MEPA is an important stakeholder in A-VET. The farmers' needs continuously identified by RICCs and ICCs should be addressed by Agriculture VET system, including short-term trainings expected to be introduced by MoESCS after adoption of the new VET Law. MEPA already deploys the agriculture cooperatives training schemes which is outsourced to private sector. By expanding of the Environmental Information and Education Centre's mandate into agriculture MEPA will better mainstream its positioning in A-VET and Extension.

**Municipalities** The municipalities will be an important stakeholder for two reasons, both related to the new AE strategy. As part of the strategy it is foreseen that data collection, currently under the responsibility of the ICCs, will be transferred to the municipalities to free capacities within the ICCs for extension works. In addition, municipalities will also be members of the planned farmers boards at municipality level.

### 3.3.2. Private stakeholders

The most important private stakeholders include farmers' associations, large scale farmers, input suppliers, food processing enterprises and other agribusinesses, and private learning institutions and extension centers (mainly NGOs). The project will emphasize on collaboration with sector associations and with VET and extension providers.

**Associations of farmers.** The agricultural sector is a very fragmented one with thousands of small scale farmers. This makes it impossible to collaborate with individual farmers in the provision of A-VET. It is important that farmers are organised and represented by sector organisations or farmers union.

The GFA has managed to continuously increase its membership base and currently includes 1134 individual members and 182 farmer cooperatives. Sector organisations have also started to join GFA. The association has increased its legitimacy to represent the sector in agricultural education and knowledge transfer. It is important for GFA to continue to grow and to ensure that other sector organisations, especially the ones that represent agricultural professions (such as in the wine sector) will join GFA. Annex 10 provides additional information about GFA.

**Private Service providers.** Private service providers can be subdivided into two groups:

- Currently there are no private A-VET colleges in place that are recognised by the MoESCS. MoESCS does not finance or subsidise VET programs offered by private colleges, and, therefore, there is no market for private A-VET colleges because interest among young people in agricultural education is low compared to other professions. Young people or farmers are not willing to pay for agricultural training. The MoESCS plans to change the funding scheme for VET and, in future, private colleges might have access to funding. This has triggered reflections on the creation of private A-VET colleges, and the project is open to establish collaboration models here. There are some initiatives related to the creation of the training centres and project will support them taking in account available resources.
- Main private extension providers are the NGOs that receive funding from international donors and private input suppliers that are self-funded and supply farmers with the different production materials starting from seed and finishing with mechanization. Even though these funding model is not sustainable NGOs often play an important role in providing services to farmers because they have closer links to farmers than the ICCs and work at a relatively low cost. They have built trust among farmers helping them in different directions starting with the business plans' development and ending with legal help for the coops registry and other things. **Input providers are the second important group of private extension service providers.** They have a wide range of farm clients in their portfolio starting from the micro ones and ending with large scale commercial farms. In their input supply shops, they mainly service micro, small and medium scale farmers. For the large-scale ones they have special VIP service available on the site. They play a key role in increasing

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<sup>9</sup> FAO will provide support for the setting up of this independent entity on the national level.

knowledge and skills among farmers. Staff of the private extension providers need to be strengthened. Their involvement in the farmers extension boards are also crucial and should be considered while working with these boards. In addition, project will support joint activities between the public and private extension providers. These joint activities might cover directions related to the mass and digital extension provision to farmers, short-term trainings for farmers, demonstration plots, field days etc.

- **Professional public and private VET & extension service provider are the backbone of the Georgian knowledge system in agriculture:** Public and private institutions and in particular the public VET colleges RICCs and ICCs will only be able to offer high quality services if they are empowered (e.g. have their own budget), if technical know-how of staff is upgraded and if proper management and performance systems are in place to increase accountability and ensure efficient running of activities and use of resources. It is critical to remove administrative hurdles and bureaucratic obstacles and develop a more supportive approach for these service providers to grow and develop individually. This also includes the improvement of individual knowledge and skills of staff as well as employment conditions. Currently regional and district level ICCs are under the Ministry of Environment Protection and Agriculture and they do not have separate entity and management schemes. They do not have their own budget and income source rather than state budget allocations. Project cannot directly give them financial resources. For this reason, in three regional activities project supports RICCs and ICCs through the well-known regional NGOs that are involved in agriculture activities and have big experience of donors' fund management. These NGOs channel all the resources to the RICCs and ICCs taking only small portion of funds (maximum 10%) for the management costs. They do procurement and contracting of different portable equipment and experts for RICCs and ICCs. They have also high-quality reporting skills and support project during the external monitoring activities.

### 3.3.3. Donor community

A variety of international donors support the GoG in its efforts to strengthen the VET and agricultural extension sector. These are mainly the EU, MCC, USAID, FAO, GIZ and SDC. A detailed list of these donors and their programs is added in annexes 4 and 5. The project will seek collaboration and coordination with these initiatives as most of them also work within the SIAS and the national extension strategy.

Regarding collaboration with SDC the project will maximize synergies between UNDP and SDC supported programs and the convergence of the activities.

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

- The Rural Development project in Kakheti (MOLI) Phase 2, implemented by HEKS/EPER;
- The National Animal Identification and Traceability Systems (NAITS) Project, implemented by FAO;
- The Alliances Caucasus Program (ALCP), implemented by Mercy Corps;
- SDC is currently preparing a project to increase access to finance;

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.

### 3.4. Target groups

The following institutions and groups are direct target groups and important partners in achieving the intended project impact.

#### Main Partners:

- **The Ministries of Education and Sciences (MoESCS) and for Environmental Protection and Agriculture (MEPA)**, their staff responsible for A-VET and extension services, and their respective sub-agencies TPDC, NECQE, Environmental and Agriculture Information and Education Centre (EAIEC), Scientific Research Centre (SCR), Agricultural Project Management Agency (APMA), and the Georgia Agricultural Cooperative Agency;

**The Georgian Farmers Association** as the private sector representative and umbrella organisation for vocational education in the agricultural sector. This includes also various sector representatives that are united under GFA and private farms that accommodate learners during the WBL programs. Currently, GFA has large membership base covering whole country: it unites 3,600 farmers in Georgia and its membership base is continuously growing covering also 182 cooperatives and 12 agriculture sector organisations. GFA provides valuable services to its members by guidance on governmental programs; links to service providers and sources of funding, markets and technical support. It is a growing advocacy actor on farm and food

sector development issues using its Farmers' Council. GFA promotes national consultation on policy issues representing its members' interests. GFA cooperates with different donors: EU, USAID, UNDP, SDC, ADA. GFA has organisational development plan and its growing expertise in supporting, protecting and representing interests of farmers, cooperatives and sector organisations represents the best available platform for its positioning as private sector umbrella organisation for contributing to and representing private sector in A-VET system. Moreover, GFA has been a partner organization in introducing WBL in the first phase of the project and demonstrated solid basis for accomplishing commitments successfully, as well as potential for expanding cooperation.

#### Service Providers:

**8 public A-VET colleges**<sup>10</sup> in 7 regions, the MEPA Environmental Information and Education Centre (EAIEC) and the Blauenstein EDU training centre;<sup>11</sup> (STT providers might be added depending on the approval and implementation of the new VET law).

- **16 MEPA Information Consultancy Centers** in 3 regions (including the 3 regional Centers).
- **Technical University of Georgia and Akhaltsikhe University;**
- **3–5 non-state extension service providers (NGOs)** at regional level. Currently, these are Apkhazintercont in Racha, Union Samkaro in Samtskhe-Javakheti and AFAD in Samegrelo. The partners in the new phase of the project will be selected in line with UNDP rules and regulations.
- **TABCO** as a think tank and service provider for the development of short term courses on farm management, internet-based farm management tools and on entrepreneurship.

#### Emerging partners

- In collaboration with the MoESCS and the National VET Council, the new platform for cooperation and VET governance, is proposed to be set up. This new set-up will ensure that MoESCS and Private sector share the leading role to manage the development of VET qualification and the provision of VET and VET support services. The exact form of such platform will depend on a feasibility study conducted by the project and interests of various stakeholders.
- An **Agricultural Sector Committee** including sector organisations for all agriculture and food processing professions will ensure inclusive private sector involvement in the delivery of VET and extension services. The Agricultural Sector Committee already exists under the NVETC and might further develop and grow as the private sector representative for the agricultural sector in A-VET (probably under the lead of GFA).
- A system of **Farmers Extension Boards** at municipal, regional and national level is proposed to be set up and will ensure involvement of farmers within the process of extension service delivery.

The project will provide support for the setting up new institutions that will eventually become additional main partners or replace existing main partners.

#### Indirect target groups (or staff from target groups)

- **Up to 60 Extension workers** (employed by the ICCs) will receive re-training while 10 will participate in a new course for extension workers that will lead to certification
- **Up to 10 Multipliers (ToT)** will be trained on providing farm management and entrepreneurship courses;
- Every year, up to **50 A-VET teachers and trainers** will benefit directly or indirectly from capacity strengthening activities (training and others);
- **Up to 12,000 farmers** will benefit from face-to-face, group consultations/extension and short-term trainings;
- **Up to 20 VET students, teachers and extension officers** will benefit from international internships (5 per year);
- **Up to 1,850 A-VET Student** that should be enrolled during the 4 years period (including WBL students);<sup>12</sup>
- **Up to 350 WBL students** that should be enrolled during the project period.<sup>13</sup>
- **Local and national level sectorial farmers associations, The GFA farmers Council** and agriculture cooperatives and private services providers will be actively involved into coordinating activities and piloting of different models of cooperation in vocational training and extension services provision.

### **3.5. Beneficiaries**

<sup>10</sup> This includes Universities that offer VET programs.

<sup>11</sup> There are currently 18 public A-VET providers in Georgia (see annex 3), 10 are not directly targeted by the project.

<sup>12</sup> Currently average 350 students a year are enrolled. The project aims at an annual increase of 10%.

<sup>13</sup> Currently 54 students are enrolled. The project aims at an annual increase of 20%.

The beneficiaries of the project are farmers, including potential farmers (secondary school leavers that enrol in A-VET programs) and already established ones that 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 and advise that will ensure their employment or self-employment. This will also include rural advisory services, participation during information and demonstration events, short term training courses and access to information for those who have their own farm or 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 should result in increased productivity and income of their farms and cooperatives. Special attention will be paid to farms headed by women by involving associations representing women farmers.

The following number of farmers will be supported:

- 500 farmers/center will benefit from extension and 140 farmers/center will benefit from STT (Total 12,000 in 16 extension centers);
- 350 students (potential farmers) benefit from WBL training programs during the 4 years;
- An average of 470<sup>14</sup> students (potential farmers) will benefit from ordinary A-VET training programs per year.

### 3.6. Target region and target colleges

As for **outcome 1** the project will work at national level and has not identified a specific target region. The institutional and system strengthening will benefit the entire country.

As for **outcome 2** the project will continue to support 8 public colleges and 1 private training centre in 6 target regions that have been supported during phase 1 (see table below). In addition, the Kobuleti College will be added to the list that offers bee keeping, fruit production and animal production courses. In case agricultural professions will be added to new or existing colleges these can be added to the target group.

Regional activities to link A-VET and extension and to pilot the new MEPA extension strategy will continue in 3 regions, jointly identified with the ministries during phase one. These are Racha Lechkumi Kvemo Svaneti, Samegrelo Zemo Svaneti and Samtskhe-Javakheti.

Table 2 shows summarises target regions and target colleges and shows regional presence of other SDC projects.

**Table 2: Target regions and target colleges**

	Region and location	Criteria		
		Presence of SDC supported projects	Gov. priority in establishing new service providers	Existence of an A-VET College
1	<b>Kakheti region</b> Locations in Kachreti (regional coverage) and Telavi (local area coverage)	X		Aisi (Kachreti) Prestige (Telavi)
2	<b>Kvemo Kartli Region</b> Locations in Marneuli and Tsalka for neighbouring areas coverage	X	X	
3	<b>Racha Lechkumi Region</b> Location in Ambrolauri with local and neighbouring coverage			Erkavani Blauenstein EDU
4	<b>Samtskhe Javakheti Region</b> Locations in Akhaltsikhe with neighbouring areas coverage	X		Opizari
5	<b>Mtskheta-Mtianeti Region</b> Locations in Tsinamdzgvriantkari, being a subject of the commitment			Tsinamdzghvriantkari College

<sup>14</sup> In 2017, 350 students have been enrolled. It is expected to have a 10% increase per year.

	Region and location	Criteria		
		Presence of SDC supported projects	Gov. priority in establishing new service providers	Existence of an A-VET College
6	Samegrelo – Zemo Svaneti Region location in Senaki and neighbouring areas coverage			Zugdidi University
7	Imereti Region Location in Bagdadi for neighbouring areas coverage			Iberia College
8	Ajara AR Kobuleti college			Kobuleti College

It should be noted that in the case new colleges will join the group the project focus on capacity strengthening of these colleges while the Government will invest in infrastructure rehabilitation and the implementation of training programs.

### 3.7 Project implementation using a facilitation approach

The project team will use a facilitation project approach during project implementation delegating implementation of various project components to national structures. Among others, key elements of this approach include:

- *Coordination*: The team will contribute actively to a coordinated approach among all involved actors.
- *Knowledge management*: The team will activate and share knowledge among stakeholders. Various knowledge management events will be organized.
- *Networking*: The team will connect relevant partners, stakeholders and information sources and facilitate the sharing of information;
- *Advocacy & neutrality*: The team will advocate for the interests of the various stakeholders while being neutral and impartial.
- *Decision making*: The decision making around key strategy directions of the project will be responsibility of the project board. Operational decisions will be delegated to the project partners and contractors under the obligations set forth within the individual contractual frameworks with UNDP.
- *Capacity Development*: The team will contribute to the capacity development of all partners.
- *Innovation*: The team will contribute to the continuous innovation process.

It is expected that this approach will strengthened empowerment and ownership among national partners.

## 3. CROSS CUTTING ISSUES

Six cross-cutting issues have been identified that are relevant to all aspects of the project. Activities under various outputs are directly or indirectly related to these cross-cutting issues and they have been designed in a way that many of them will have a positive effect on them. The following issues have been identified:

**Entrepreneurship.** Entrepreneurship skills are increasingly important to help the labor force adjust to the changing needs of the economy. VET and AE systems can play a significant role in helping youth acquire these skills. These skills refer to both, an entrepreneurial mind-set as well as a set of skills that are needed to start and successfully run a business. Entrepreneurship skills will be beneficial for all, particularly students and existing farmers regardless of whether they go on to start a business or not because entrepreneurial behavior can be an asset in any workplace. Taking into consideration that in agriculture, most farmers are self-employed entrepreneurial thinking is particularly important. In VET, entrepreneurial programs and modules offer students the tools to think creatively and to become an effective problem solver. In AE farm management and other non-technical modules will help farmers to become competitive and profitable in the long run.

Entrepreneurial thinking will be one of the key priorities for the project. Most importantly the project will facilitate the review of the entrepreneurship module, as well as entrepreneurship teaching approach for VET students. The main objective of the new module will be the creation of the entrepreneurial mind-set and practicing of problem solving and business generation by designing and prototyping the real ideas and projects to be implemented by the students. The new module will include the prototyping activities. Some of them will be funded as the part of the practical learning process by the project. Entrepreneurship will also be streamlined within all subjects of training.

**Digitalisation.** Digitalization is fascinating: just as we've been spellbound by our smartphones in recent years, in the future young farmers are likely to put on their digital glasses or consult other devices that will help them analyze their work and make decisions. Digital technologies can support Georgian farmers in providing safe, sustainable and quality food. Today, many farmers are already using digital technologies such as smartphones, tablets, in-field sensors, drones and satellites. These technologies provide a range of farming solutions such as remote measurement of soil conditions, better water management and livestock and crop monitoring. However, these technologies are not yet common in Georgia. As for A-Vet and extension, digitalization opens new ways of learning and helps to multiply the number of beneficiaries. Aspects of digital agriculture also need to be integrated in training modules and can be used in demonstration plots.

At the beginning of phase 2, the project will facilitate the development of a digital learning concept together with some practical instruments and it will also support the introduction of e-learning in A-VET and AE. Digital agribusiness management tools will be developed and introduced and GFA will be supported in the introduction of a digital information platform. More activities might be defined based on the outcome of the digital learning concept.

**Internationalisation.** In today's age of global knowledge and technology, an interconnected network and global awareness are increasingly viewed as major and sought-after assets. With the current labor market requiring graduates to have international, foreign language and intercultural skills to be able to interact in a global setting, institutions are placing more importance on internationalization.

As for the agricultural sector and for A-VET and AE a lot can be learned from international exposure, not only in terms of education management and consultancy but also regarding organizing the private sector or new agricultural techniques. It will bring a global dimension to the project and foster international exchange and learning. In addition, international exposure will contribute to innovation and make A-VET and extension more attractive. It is a social and cultural development contribution.

The project will provide support in the setting up of international partnerships to enhance exchange, learning and sharing of best practices between likeminded organizations (e.g. between GFA and farmers' unions abroad or between VET colleges). Moreover, study tours, exchange visits between peers (e.g. teachers) and international internships for A-VET students and farmers will be organized and farmers will be given the opportunity to participate in international skills competitions.

**Environment.** Agriculture and livestock production are closely interlinked with environmental aspects. Therefore, the sector can either positively or negatively contribute to the protection of the environment. Integrating environmental concerns into A-VET and AE aims to head off the risks of environmental degradation and enhances the sustainability of agro-ecosystems. Therefore, environmental aspects need to be integrated in all training modules and extension packages.

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.

Project assistance will include capacity building of ICCs and A-VET colleges in environmental protection and related subjects like Integrated Pest Management (IPM) and safety usage of chemicals and pesticides. In addition, environmental aspects will be streamlined into various training modules and extension packages as well as within stakeholders and target groups. Training and sensitisation of partner institutions will be important. Each grantee and project contractor will be responsible to integrate the environmental mitigation plan in the proposal and action plan.

Project assistance will also include the preparation of environmental compliance reports on its activities, which have potential impact on biodiversity, land, water, air, and human health to ensure that environmental considerations are considered, and policy recommendation are tested against environmental best practices.

Farmers will be informed about existing and forthcoming EC and other regulations related to environmental compliance and includes environmental mitigation measures and best practices on how to comply with these regulations.

**Gender Equality.** Between 2013 – 2017, the average participation of girls in VET has been 43%, which is quite commendable. However, the situation for A-VET professions is more dramatic with only 20% of female students. In other professions the discrepancy between men and women students is even more dramatic. In the construction sector, for instance, participation of female students is only at 2%.



The Project will regularly track and analyze the incentives and disincentives of each gender group for different A-VET profession. The gender participation tracking will be applied at different stages of the VET process: application, graduation and (self)employment, to (including social and cultural aspects) analyze the gender gaps in VET and Extension. The project will then advocate for increased female participation.

High share of women beneficiaries will be ensured through promoting equal opportunities at each stage of implementation, and training modules on topics of special interest for women will be offered. Special skills packages will be developed that mainly target female farmers (floriculture, agro-tourism, direct farm sales).

During career guidance and information campaigns awareness will be raised among the target population to help women and men to make informed decisions related to A-VET. At the same time the project will further explore feasible options for using VET and extension services for economic empowerment of women in rural areas. The project will actively cooperate with MEPA and MoESCS gender focal points to contribute to the Ministries and Government's National Gender Equality Action Plan. GFA – as a representative and umbrella organization for the private sector will also be encouraged to promote equal participation of women and men in the A- VET.

The project will apply a non-discriminatory approach and ensure proactive participation of women in the proposed activities – training, consultancy and coaching in farming activities.

**Inclusiveness.** Inclusiveness is of high priority for the Georgian Government and there are policies in place that promote inclusion as an important aspect of the Georgian education system. The VET development strategy 2013-2020 embodies the principles of inclusive education. It considers access to education and the opportunities of VET to be a right of all segments of the population, regardless of social or economic grouping, or geographic location within the state of Georgia. To achieve this goal the VET system has developed overall policies considering the needs of different target groups and to offer specialized services for vulnerable groups, including ethnical minorities, students with special education needs etc. However, access to the system for different target groups is still not assured, for instance for people from remote areas and mountainous people, for IDPs, for people leaving in conflict or border zones and for ethnic minorities.

Key activities implemented during phase 1, including general education integration in VET programs, WBL, or career orientation programs have contributed to strengthening the VET system inclusiveness and have created new opportunities and better access to VET. The project will further support the GoG in the implementation of the policies that enable better access, full integration and equal participation of all people to the high-quality VET.

**South-South and Triangular Cooperation.** The topics of this project – VET and Extension system modernisation and their different aspects, such as WBL, permeability and popularisation of VET in general, private sector involvement, PPPs, quality of services and institutional strengthening of involved parties is of very high interest in South Caucasus and Central Asia (one of the target area of SDC) and Eastern Europe. The countries of these regions put these topics very high in development agenda. This project will generate a very specific and useful experience, knowledge and expertise that can be useful for policy makers, donors, national experts and non-government actors. The project will further extend relations with Armenia Government actors and Albania UNDP to share the generated experience and support them in better planning and implementation of their reforms.

Albania is identified as the initial priorities for South-South Cooperation format. The Project already established relations with Albania's UNDP Country Office and made initial enquiry of the needs and of the VET reform which also sets as a target implementation of dual systems in VET.

At the initial stage the Project will identify the scope of the needs of the partners and agree the timeline and content of the support. The Project will provide advice to the VET and Extension stakeholders for the identified topics (critical and urgent). The support can be provided through virtual workshops, visits, sharing consultants, consultations and sharing of lessons learned documents, reports and studies. Joint elaboration of various action plans and workshops for solution of selected issues are also considered as the instruments for support.

The North-South cooperation dimension is another vector of international cooperation. The Project will support extension of already built partnerships among Swiss and Georgian institutions (such as LMZ and NCEQE cooperation and TPDC and HAFL). The Project will ensure building new partnerships at institutional level among Georgian and Swiss professional networks and organisation related to farmers education and services (such as Swiss Butchers Association and others).

**Knowledge.** The major knowledge product of the Project is Agricultural Knowledge and Innovation System (AKIS) paper. This product is a strategic paper will be used for strengthening collaboration between MoESCS and MEPA and with other stakeholders and will help them to enhance strategic cooperation. The Paper will be based on research to inform about the most critical issues and feed the paper with stakeholders' attitudes. The paper will include ideas to support innovation, knowledge transfer and information exchange in agriculture and will cover secondary education, vocational, higher education and research systems. This paper will serve as an instrument for helping Government and other stakeholders in strategic decisions making and influence relevant policy and reform agenda.

The project will implement numerous studies and surveys and assessments, such as:

1. Survey on public awareness and perceptions about VET.
2. Feasibility Study on setting up the new platform for the PPP cooperation for the VET reform implementation.
3. Concept for Digital Learning in A-VET.
4. Study on financial sustainability of WBL.
5. Various farmers need surveys in target locations.
6. Study on Racha Agricultural Potential.
7. Needs Survey for Short-Term Trainings in agriculture and farm management.
8. Tracer study on WBL with A-VET, graduates and WBL farms.

## **5. RISK ANALYSIS AND MITIGATION MEASURES**

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Project implementation is related to various risks, related to political issues, the economic situation in Georgia, 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 11).

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:

### **Political will to increase government funding for A-VET and AE**

Various strategic documents from both ministries confirm the importance of interest in A-VET and AE for the development of the agricultural sector. The fact that priorities of the government might change during the project implementation and that differences in interests between MEPA and MoESCS will affect cooperation negatively exist and bares some risks. A bigger risk is that the Government does not allocate sufficient funds to implement action planes related to strategies. It is assumed that:

- The Government will assume its financial responsibility and increase its financial contribution to A-VET and extension services;
- MEPA and MoESCS coordinate their efforts in VET and extension, collaborate and share responsibilities;
- The new VET law (once approved) and a concept for STT will attract additional resources;
- Political will to transfer responsibilities to emerging institutions exist;
- VET Teacher professional development framework will be approved, and funds are allocated;

### **Mitigation strategies include:**

- Continuation to advocate for A-VET and AE and run activities to make VET more popular;
- Diversification of funding sources by convincing the private sector to become more involved and increase its contribution in A-VET and AE. 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 AE.
- On-going dialogue and involvement of both ministries in project implementation.

**New structures and platforms under the MoESCS (PPP) and MEPA (Extension Agency) are not established**

Designing of the new system governance set-up and re-organizing Agriculture Committee within this new platform are the critical elements for rethinking the current VET system by introducing private sector and its positioning among the major actors. The PP-platform together with Sectorial Committees should be a cornerstone in the new set up and play key role in institutionalization of the new approach. Establishing of National Extension Agency is also a critical element of farmers needs oriented extension services as it should play a role of a national level coordination and quality assurance in public extension and PPP formats. There are different aspects, related with budget and responsibility distribution, to be investigated and further discussed among stakeholders, but according to analyses conducted so far, for the new PPP based VET reform implementation platform development there are not necessarily extra funds needed from the state budget.

**Mitigation strategies include:**

- Active consultations, advocacy and generation of evidence (such as Feasibility Study on Establishing new VET governance platform, financial sustainability of WBL and others);
- Continuation of advocacy and promotion of benefits of private sector's involvement in VET;
- Promotion of good practice (national and international) in extension service delivery including private sector;
- TA to MOESCS and MEPA for proper planning of resources and developing regulations for facilitating operational level decisions for establishing new set-ups.

**Structural and environmental risks**

It is important to take into consideration 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.

**Stakeholder and farmer involvement**

Project success depends to a high extend on the interest of the private sector to collaborate, take up ownership and contribute towards building up A-VET and AE systems and on the willingness of the public sector to collaborate with and hand over responsibilities to the private sector. Commitments and unpaid inputs are needed by all stakeholders.

**Mitigation strategies include:**

- Continuous collaboration with and strengthening of the private sector
- Integration of the private sector in the project board.
- Capacity development activities will address the existing constraints to ensure that stakeholders are capable to take ownership over the project products;
- 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).

## **6. SUSTAINABILITY AND SCALING UP**

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Regarding project sustainability a first important step has been put in place by aligning the project objectives with the national strategies and priorities as well as action plans of the public and private sector. Both, the MoESCS unified 2017-21 strategy for education and science and the MEPA strategy 2018/19 for agricultural extension together with the respective action plans have been taken into consideration while developing this proposal. The proposal is also in line with the GFA strategic plan 2014 – 18. MEPA, MOESCS and GFA have confirmed that the project responds to priorities set by the GoG and by GFA and have formally approved the outline of the proposal.

The project will also build on existing capacity and initiatives that proved to be sustainable and effective during phase 1 and intensify collaborate with partners that have demonstrated a high level of service delivery during phase 1. 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 been the case during phase 1 and will be even reinforced during phase 2. UNDP will continue to have a coordinating and facilitating function, while empowering national structures to take the lead in implementation. The creation of new set-ups for VET (PPP-platform) and extension (farmers extension boards and the establishment of the Independent Public Extension Institution or integration of the services under the existed institutional structure as an independent unit) will further increase

sustainability. The project will actively contribute to the creation and strengthening of these structures/platforms. The idea that UNDP takes up a purely advisory and empowering role in this project while implementation responsibility lies with national stakeholders will be further pursued to the extent possible, but it is unlikely that this will happen during this project period.

**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, when advisory support for the proposed modern technologies is locally available, and when the investment costs for new technologies are affordable. As much as possible new training materials will be developed by national specialists and consultants and it is also important that there is national ownership for newly developed VET and extension packages. 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. The creation of farmers boards should ensure that services are more farmer driven.

**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. As for VET services it is also the responsibility of the Government to provide free or at least highly subsidised education to young people. The project will advocate that farmers are the backbone of the Georgian society and investing in their training will have a positive impact on the whole country. The financial commitment by the MoESCS is already commendable. As for the financial commitment by MEPA, this is a risk factor as the ministry has allocated limited funds for agricultural extension. This might change with the creation of an independent structure for AE. As for GFA, the fact that members currently do not pay membership fees is a threat to sustainability and must change. The following will be done to ensure or increase financial sustainability.

Project funds will mainly be used for institutional and system development, for developing and piloting new learning materials and training programs, improving learning infrastructures, strengthening institutions, training multipliers and developing of systems for service delivery. Running costs occurred by training and extension institutions and direct costs for training and extension activities should be borne by the Government or financed by private investors or through income generating activities.

GFA will be assisted to introduce a system to collect annual membership fees and to offer services at a cost. The introduction of such a system, together with a positive trend in the coverage of core costs by GFA generated income will support to financial sustainability of the GFA which will be one of the conditions for longer term collaboration and support.

## **7. MANAGEMENT ARRANGEMENTS**

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### **7.1. Project Institutional Set-up**

**Project Governance arrangements:** The project will be implemented under the National Implementation Modality (NIM) modality whereas the Ministry of Education and Science will serve as the implementing partner. UNDP will provide implementation support services to the project in identification and/or recruitment of project personnel; Identification and facilitation of training and other project activities, procurement of goods and services, etc. The costs incurred by the UNDP country office in providing such support services shall be recovered from the project budget.

The management of project funds will be carried out according to UNDP rules and regulations. The project will be implemented in close cooperation with MEPA, MoESCS, GFA and other partners. Where necessary, project activities will be coordinated with relevant local authorities and other local stakeholders. GFA will serve as a responsible party in the project, responsible to implementing specific project activities as spelled out in this document and will be captured in detail in the respective TOR/Agreement.

The project board will be established to oversee the overall strategic directions of the project representing supplier, executive and beneficiary. The Project Board will consist of the following permanent members: MOESCS, MEPA, SDC, UNDP and GFA with an observer's status.

When necessary other stakeholders will also be invited to attend the Project Board meetings (such as target VET colleges, MEPA's Environmental Information and Education Centre (EAIEC) and a private training centre and others).

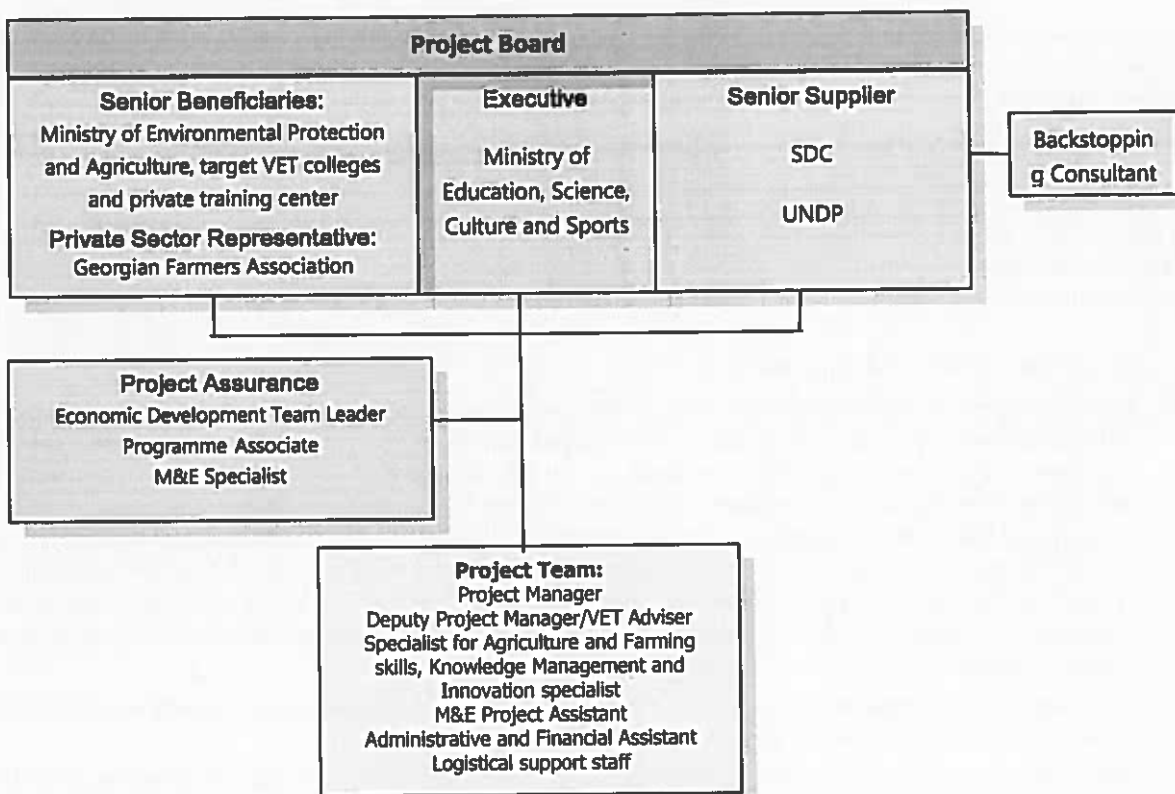
The Project Board will assume function of the overall coordination, governing and decision-making body of the project and will meet at least twice a year. The Project Board will be chaired by UNDP and the **Project Manager (PM)** will serve as Project Board secretary. He/she will ensure preparation of meetings and elaboration of minutes. The Project Boards main responsibilities include:

1. Approval of project policies, strategies and concepts;
2. Approval of progress reports, annual work-plans including implementation modalities and budgets.
3. Facilitate relations and cooperation with external stakeholders (donors, other Government units, supporters of the project, etc.);
4. Monitoring overall progress of the project;
5. When relevant, confirm proposed contractual modalities per agreed workplan.
6. Provide overall guidance on policy and direction for the project.

UNDP Economic Development Team Leader, respective Programme Associate and UNDP M&E specialist will play the Project Assurance role. The Project Assurance team will act as an objective quality monitoring agent, will verify the project progress, its products' or outputs' quality.

Prior to the Project Board meetings, the Project Manager will duly submit the progress report on the previous period and the plan for the next one.

### Project Organisational Structure



**Management and implementation arrangements:** Day to day activities will be coordinated and managed by a **Project Team (PT)**.

In line with UNDP rules and regulations, the PT is responsible to mobilize various inputs for implementation of project components and activities as per the approved workplan. The PCU is headed by a project manager and includes other staff as outlined under 7.3. The PT's main tasks include (but are not limited to):

- Development of work-plans for approval by the Project Board in accordance with the project document, the log frame, the budget and UNDP rules and regulations.
- Ensuring smooth implementation and coordination of all activities;

- Grant schemes development, management and contracting;
- Day to day monitoring and quality assurance of all activities;
- Capacity building of key partners;
- Networking among stakeholders, and specialist entities inclusive of knowledge management and learning;
- Preparation of documentation for the Project Board meetings, organization of its meetings and elaboration of minutes;
- Supporting in preparation of guidelines, policies and strategy papers.

The PT will work in close collaboration with the MoESCS, MEPA, GFA and other project partners. Part of the proposed activities will be implemented by agencies under the MoESCS and MEPA or by GFA (as indicated above and in the budget). Other activities will be implemented through contract modalities according to the UNDP rules and regulations.

The Project will have an office in Tbilisi where the Project Team will be located and manage the Project activities (see composition of the Project team in section 7.3)

### **Cost efficiency and Effectiveness**

Cost effectiveness is achieved in this project in several ways:

The interest and commitment of the Georgian in the development of the A-VET and AE systems is leading to substantial in-kind and cash contributions are larger than the related amounts indicated in this project budget. State budget allocations for the VET systems during the project duration exceeds 3 times the project budget and it can be treated as the cash contribution to the activities envisaged by the project (also part of the SIAP list of activities). Similarly, public spending for the agriculture extension is high exceeds several million GELs.

Interest of other donors (FAO, USAID and EU) in the project initiatives also contributes to the effectiveness of the project interventions. In the first phase of the project it cooperated with the EU, USAID and FAO programs and through these synergies it made lots of saving by leveraging activities and partnerships, which resulted in the widening coverage of farm groups and municipalities.

## **7.2. Staffing**

UNDP Project Team with the following composition will be involved in project implementation: Project Manager (agriculture specialist), Deputy Project Manager (VET specialist), and Specialist for agriculture and farming skills, Knowledge Management and Innovation specialist, and administrative staff.

The project staff will assume the following functions:

- **The PM** will ensure implementation of project activities as outlined in the project proposal, budget and log frame, and provide overall direction and guidance to the project staff in achievement of the outputs. The PM will be responsible for the overall administrative, financial and HR management. He/she will establish and maintain partnerships with national and international stakeholders and with the donor agency and will serve as the secretary of the Project Board. He/she will also coordinate all activities related to capacity strengthening of service providers. The PM will have proven skills and practical experience in Agriculture, A-VET or Organisational Development and Capacity Building. He/she will have the overall responsible for M & E and will work both with internal and external evaluators of the project. The PM will work with policy makers to insure sustainable institutional and policy support of project initiatives.<sup>15</sup>
- **The Deputy PM / VET Adviser** will support the PM strategic planning, management and supervision of project staff and partners, and create synergies with other UNDP projects in VET.  
He/she will provide expertise related to VET issues and expertise on reports, assessments and evaluations of external consultants. He/she will work with policy makers and institutions in A-VET to contribute to the sustainability of activities initiated by the project. He/she will identify new opportunities in the A-VET and education sector to support inclusiveness, WBL and other new concepts and directions.
- **The Agriculture and Farming Skills Specialist** will have substantial knowledge and expertise in animal production, plant production, soil sciences, and farm management and will be responsible for all agriculture and farming skills related issues. He/she will coordinate regional interventions in extension and knowledge transfer to farmers and guide

<sup>15</sup> The functions of the PM can either be assumed by the Agriculture and AE specialist or the VET specialist.

and supervise implementing partners and service providers. He/she will also identify opportunities of collaboration between the public and private actors in extension and A-VET. He/she will work with the farmers boards and ICCs on the regional level and support their capacity building activities.

- The **Knowledge Management and Innovation Specialist** will be responsible for the design, analyses and implementation of km and innovation components and provide guidance for conducting studies, comparative analyses and reviews. He/she will organise exchange & study tours and keep track of best practices. He/she will be responsible for the identification of capacity gaps among project partners and develop and facilitate capacity building programs. He/she will develop a detailed schedule for the above-mentioned programs.
- The **Financial and Administrative Assistant** will deal with finances, procurements, recruitments, logistics, and reporting. He/she will be responsible for the timely monitoring and update of work plans and related budgets and. He/she will monitor the spending of the project and inform the PM about any issues related to the deliveries. He/she will check, process and record all payments, administer invoices and expenses claims received, code items to agreed budgets, and action payments.
- The **Monitoring & Evaluation Assistant** will work with the project manager and short-term M&E experts to develop and fill the comprehensive monitoring matrix. He/she will be responsible for data collection and entry in the system. He/she will work with other team members and contractors and grantees to consolidate the monitoring data and enter it to the system. He/she is also responsible for conducting or outsourcing the tracer study. He/she will serve as primary point of contact for grantees who need assistance in utilizing the Foundation's grants portal for submission of applications and requirements.
- A cleaner and a driver will provide logistical support to the project staff.

In addition to permanent project staff, external consultants (national and international) will be recruited to provide specific guidance, technical inputs and expertise in the fields of VET and Extension, as well as support studies and assessments, evaluations and development of training programmes and others. In addition, it is planned to offer internships to international students to support the Project and its contractors and implementing partners in conducting surveys and analyses and development of partnership with international colleges.

### **7.3. Visibility and communication**

To promote agriculture and A-VET 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. The project will follow the following objectives to increase visibility and communication:

1. To facilitate and ensure wider public awareness of the national VET and Extension systems reform.
2. To promote project activities ensuring high level of visibility of the undertaken interventions as well as the roles of different stakeholders.
3. To communicate plans, achievements and results of the project in a strategic and consistence way targeting key audiences and using all various information channels, public campaigns and corporate information resources of project partners.

An outreach plan will be worked out (to be approved by the project boards) to plan outreach events and promote media coverage at important events. The plan will include a set of communications and visibility activities such as outlined in Annex 14. It will target national and local authorities, the private sector and its representative associations, youth and adults interested in advancing their skills in agriculture and food processing, international partners, and national and international media.

Communications and visibility activities will be implemented by the project team with substantial support from the UNDP Communications Unit and after consulting with with relevant staff at the SDC office in Tbilisi. The team will solicit regular feedback from beneficiaries, partners and media representatives to monitor the effectiveness and impact of communications activities and do adjustments where needed.

Funds for the implementation of the outreach plan will be allocated as per budget line 3.18 (visibility costs).

## **8. PROJECT BUDGET**

The overall budget for the 4-year project period 2018 – 2022 is 6,152 million USD. SDC will contribute USD 6,052 million USD towards the total amount while UNDP will contribute USD 100'000. Contributions from MoESCS, MEPA and international

partners (see annex 4 and 5) will contribute directly to the implementation of the SIAP and the AE strategy Action Plan. The private sector will contribute through GFA membership fees and payments by farms towards the stipends of the WBL apprentices. The following table gives an overview of the overall budget.

#### VET Phase 2: budget September 2018 – August 2022

Budget components	2018	2019	2020	2021	2022	Total
<b>Programme costs:</b>						
<b>1. A Coherent Coordination</b>	<b>10,000</b>	<b>67,500</b>	<b>77,500</b>	<b>77,500</b>	<b>77,500</b>	<b>310,000</b>
1.1 Coordination in A-VET	0	57,500	57,500	57,500	57,500	230,000
1.2 Coordination in Agriculture Extension	10,000	10,000	20,000	20,000	20,000	80,000
<b>2. PPP and system development</b>	<b>69,500</b>	<b>437,500</b>	<b>567,000</b>	<b>477,000</b>	<b>368,000</b>	<b>1,919,000</b>
2.1 PPP in A-VET	28,000	88,000	216,000	151,000	163,000	646,000
2.2 PPP in agricultural extension	26,500	36,500	3,000	3,000	0,000	69,000
2.3 Inst. strengthening of service providers	15,000	313,000	348,000	323,000	205,000	1,204,000
<b>3. Farmers have access to quality A-VET and ext. services</b>	<b>35,000</b>	<b>585,000</b>	<b>687,000</b>	<b>579,000</b>	<b>305,000</b>	<b>2,191,000</b>
3.1 (Self) employment measures incl. WBL	5,000	178,000	278,000	218,000	198,000	877,000
3.2 High quality extension services & STT	30,000	228,000	258,000	220,000	30,000	766,000
3.3 Attractiveness of VET	0	179,000	151,000	141,000	77,000	548,000
<b>Subtotal Programme Costs</b>	<b>114,500</b>	<b>1,090,000</b>	<b>1,331,500</b>	<b>1,133,500</b>	<b>750,500</b>	<b>4,420,000</b>
<b>Management, HR and operational costs:</b>						
<b>Subtotal Human Resources Costs</b>	<b>75,640</b>	<b>229,946</b>	<b>239,022</b>	<b>248,099</b>	<b>169,434</b>	<b>962,141</b>
<b>Subtotal Operational costs</b>	<b>22,240</b>	<b>77,403</b>	<b>87,920</b>	<b>68,320</b>	<b>65,680</b>	<b>321,563</b>
<b>Subtotal Management Costs</b>	<b>97,880</b>	<b>307,349</b>	<b>326,942</b>	<b>316,419</b>	<b>235,114</b>	<b>1,283,704</b>
<b>Total Net</b>	<b>212,380</b>	<b>1,397,349</b>	<b>1,658,442</b>	<b>1,449,919</b>	<b>985,614</b>	<b>5,703,704</b>
GMS 8%	16,990	111,788	130,275	113,594	75,649	448,296
<b>Grand Total</b>	<b>229,370</b>	<b>1,509,136</b>	<b>1,788,718</b>	<b>1,563,513</b>	<b>1,061,263</b>	<b>6,152,000</b>

\*Salaries are calculated with 4% increase per each year.

SDC:		6,052,000
UNDP:		100,000
<b>Total Budget:</b>		<b>6,152,000</b>

A more detailed budget for the Project has been established and is presented in annex 2. The budget is an estimation of expected expenses during the 2018/22 phase and can be reviewed and adjusted during the inception period. The budget outline is provided below:

**Output 1.1** Considerable funding will be allocated to strengthening of the agricultural sector committee under the lead of GFA.

**Output 1.2** Most funds here go towards the setting up of farmers boards and

**Outcome 2:**

**Output 2.1**

Funds will be allocated for assisting the MoESCS in implementing the SIAP and the new VET law. Considerable funding has been allocated to the setting up of a PPP-based cooperation platform for the VET reform implementation. Finally, it is planned to organize again various international exchanges. An important budget line during year 1 is for the development of an AKIS concept.

**Output 2.2**

Most funds here go towards the introduction of a regional tracking and monitoring system for extension activities.



### Output 2.3

Biggest budget item is a college capacity building fund, which is allocated to support the partner colleges to align their institutional capacities to the new authorization standards developed by NCEQE, and an amount to strengthen RICCs and ICCs. It will be important to establish special guidelines on how to use these funds.

## **Outcome 2**

### Output 3.1

Major budget lines are for scaling up WBL and for activities to introduce entrepreneur skills and entrepreneurial thinking. The new entrepreneurship learning module will include the prototyping activities. Some of the students will be funded as the part of the practical learning process by the project.

### Output 3.2

Special emphasis is put on regional activities in three regions in collaboration with PICCs, ICCs, A-VET colleges and private AE providers.

### Output 3.3.

Further mainstreaming of general education within the VET system and promotion activities to make VET more attractive for students and teachers take a considerable part of the allocated budget.

## **Management costs**

Total costs for management and monitoring are estimated in a range of USD 304,000 – 342,000 (22% of total budget). General Management Service fee is budgeted with 8% of total net budget in line with UNDP rules and regulations.

## **9. 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 and evaluation activities are an essential part of getting information about the results and impact of the project. Therefore, the project will set-up a monitoring and evaluation system to ensure monitoring of progress per each indicator defined in the Project Log frame. Monitoring activities will be carried out on a regular basis by the UNDP Project Team with support from the UNDP Country Office M&E Specialist. Various external inputs will enrich the monitoring and evaluation process, such as non-Project related studies and surveys, as well as project’s contractors reports and special surveys to be implemented by the Project.

Using a results-based approach that will emphasize on the main achievements of the project, a monitoring matrix will be developed as internal monitoring instrument to collect information for quarterly, bi-annual and annual progress reports. The monitoring matrix will be developed at the beginning of the project and data collection will be ensured by the Project Team according to the regularity defined in the monitoring matrix. The monitoring matrix will include:

1. Reference No. to the Log Frame Matrix
2. Results description for project output and outcome level
3. Indicators as defined in the Log frame and/or clarification/precision of indicators
4. (a) indicator value as initial value (baseline), (b) target value at the end of the project, (c) indicator value during the project life time (target in one, two, three, four years)
5. Information source, data collection method(s)
6. Frequency of data collection
7. Responsibilities (per internal or external expert) for data collection and/or data provision
8. Remarks and explanations

As the monitoring system is providing input for reporting requirement, it is supporting the steering of interventions on one hand, but it also serves as a communication vector between all involved partners for critical reflection and organizational learning and supports any kind of reviews and (external) evaluations. In addition, and as mentioned in chapter 3, selected farmers and VET students will be followed during the whole project period to track the trend of their productivity, income and changes in their livelihoods. The Project will Implement a special Tracer Study using survey and other instruments-based

methodology to identify the progress on selected set of indicators and capture information using external organisation or consultant.

Bi-annual work plans will be used to set up activity plans and targets for the delivery of activities (including financial plan for activities implementation) which will help in developing a strategy for ensuring the achievement of project objectives as indicated in the Project Document and will be defined in the monitoring matrix. The work plans will be reviewed and updated on quarterly bases by the Project Manager in cooperation with his/her team.

Internal quarterly progress reports will be produced by the Project Manager and half year reports will be submitted to SDC and the Project Board. Progress Reports will be in line with annual work plans and reflect progress towards results, factors contributing to or impeding achievement of results, and lessons learnt (subject to compliancy with SDC Guidance for Progress Reporting by Partners"). A final project report will include an assessment and analysis of project performance over the whole project period, including outputs produced and outcomes achieved, constraints, lessons learnt and recommendations for avoiding key problems in future projects.

The preparation of an external mid-term after review and a final external project evaluation will be ensured by the UNDP project team. Resources are allocated to this task in the budget line 3.21. A relevant road map will be developed for mitigating the issues related to the sustainability of the project results.

Annual external financial audits (including operations of implementing partners) will be conducted according to UNDP rules and procedures. The timeline and additional description of monitoring activities is provided in the table below.

### Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action
Track results progress	Progress data against the results indicators in the RRF will be collected and analyzed to assess the progress of the project in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by project management.
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Bi-annually	Identified risks are traced by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	At least annually	Relevant lessons are captured by the project team and used to inform management decisions.
Annual Project Quality Assurance	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.
Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision making.	At least annually	Performance data, risks, lessons and quality will be discussed by the Project Board and used to make course corrections.
Project Report	A progress report will be presented to the Project Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk log with mitigation measures, and any evaluation or review reports prepared over the period.	Dates of submission of progress reports are: 31.03.2019, 31.07.2019, 31.01.2020, 31.07.2020, 31.01.2021, 31.07.2021, 31.01.2022, 31.07.2022, final report 28.02.2023 (6 months after the end of project). The updated most recent annual report will support the request for payments.	Adjust the workplan and budget according to the decision of the Project Board made based on the progress reports.
Project Review (Project Board)	The project's governance mechanism (i.e., project board) will hold regular project reviews to assess the performance of the project and review the Work Plans to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	Bi-annually	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.

## Evaluation Plan

Evaluation Title	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Mid-Term Evaluation	III quarter of 2020	MoESCS, MEPA, SDC	USD 19,600 Source: Project Budget
Final Evaluation	IV quarter of 2022	MoESCS, MEPA, SDC	USD 19,600 Source: Project Budget
Tracer Study (supporting the project impact assessment)	Starting from 2019 with regularity to be agreed	MoESCS, MEPA, SDC	Budget to be identified. Source: Project Budget

## 10. LEGAL CONTEXT

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the government of Georgia and UNDP, signed on 1-Jul-1994. All references in the SBAA to "Executing Agency" shall be deemed to refer to "Implementing Partner."

The project will be implemented by the **Ministry of Regional Development and Infrastructure of Georgia** ("Implementing partner") in accordance with its financial regulations, rules, practices and procedures only to the extent that they do not contravene the principles of the Financial Regulations and Rules of UNDP. Where the financial governance of an Implementing Partner does not provide the required guidance to ensure best value for money, fairness, integrity, transparency, and effective international competition, the financial governance of UNDP shall apply.

## 11. RISK MANAGEMENT

### Government Entity (NIM)

- Consistent with the Article III of the SBAA, the responsibility for the safety and security of the Implementing Partner and its personnel and property, and of UNDP's property in the Implementing Partner's custody, rests with the Implementing Partner. To this end, the Implementing Partner shall:
  - 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;
  - assume all risks and liabilities related to the Implementing Partner's security, and the 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 the Implementing Partner's obligations under this Project Document.
- The Implementing Partner agrees to undertake all reasonable efforts to ensure that no UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via [http://www.un.org/sc/committees/1267/ag\\_sanctions\\_list.shtml](http://www.un.org/sc/committees/1267/ag_sanctions_list.shtml).
- Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (<http://www.undp.org/ses>) and related Accountability Mechanism (<http://www.undp.org/secu-srm>).
- The Implementing Partner shall: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.
- All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.

6. The Implementing Partner will take appropriate steps to prevent misuse of funds, fraud or corruption, by its officials, consultants, responsible parties, subcontractors and sub-recipients in implementing the project or using UNDP funds. The Implementing Partner will ensure that its financial management, anti-corruption and anti-fraud policies are in place and enforced for all funding received from or through UNDP.
7. The requirements of the following documents, then in force at the time of signature of the Project Document, apply to the Implementing Partner: (a) UNDP Policy on Fraud and other Corrupt Practices and (b) UNDP Office of Audit and Investigations Investigation Guidelines. The Implementing Partner agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at [www.undp.org](http://www.undp.org).
8. In the event that an investigation is required, UNDP has the obligation to conduct investigations relating to any aspect of UNDP projects and programmes. The Implementing Partner shall provide its full cooperation, including making available personnel, relevant documentation, and granting access to the Implementing Partner's (and its consultants', responsible parties', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with the Implementing Partner to find a solution.
9. The signatories to this Project Document will promptly inform one another in case of any incidence of inappropriate use of funds, or credible allegation of fraud or corruption with due confidentiality.

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

UNDP shall be entitled to a refund from the Implementing Partner of any funds provided that have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document. Such amount may be deducted by UNDP from any payment due to the Implementing Partner under this or any other agreement. Recovery of such amount by UNDP shall not diminish or curtail the Implementing Partner's obligations under this Project Document.

Where such funds have not been refunded to UNDP, the Implementing Partner agrees that donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities under this Project Document, may seek recourse to the Implementing Partner for the recovery of any funds determined by UNDP to have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document.

*Note:* The term "Project Document" as used in this clause shall be deemed to include any relevant subsidiary agreement further to the Project Document, including those with responsible parties, subcontractors and sub-recipients.

10. Each contract issued by the Implementing Partner in connection with this Project Document shall include a provision representing that no fees, gratuities, rebates, gifts, commissions or other payments, other than those shown in the proposal, have been given, received, or promised in connection with the selection process or in contract execution, and that the recipient of funds from the Implementing Partner shall cooperate with any and all investigations and post-payment audits.
11. Should UNDP refer to the relevant national authorities for appropriate legal action any alleged wrongdoing relating to the project, the Government will ensure that the relevant national authorities shall actively investigate the same and take appropriate legal action against all individuals found to have participated in the wrongdoing, recover and return any recovered funds to UNDP.
12. The Implementing Partner shall ensure that all of its obligations set forth under this section entitled "Risk Management" are passed on to each responsible party, subcontractor and sub-recipient and that all the clauses under this section entitled "Risk Management Standard Clauses" are included, *mutatis mutandis*, in all sub-contracts or sub-agreements entered into further to this Project Document.

## ANNEX 1: Project Budget

Details	Sept-Dec 2018		2019		2020		2021		Jan-Aug 2022		Total		
	# of units	Sub-Total	# of units	Sub-Total	# of units	Sub-Total	# of units	Sub-Total	# of units	Sub-Total	# of units	Sub-Total	
<b>Programme costs</b>													
<b>1. Coherent Coordination</b>		10,000		87,500		77,500		77,500		77,500		310,000	
1.1 Coordination Mechanism for A-VET	0		1	57,500	1	57,500	1	57,500	1	57,500	4	230,000	
1.1.1 Provide support to the sectoral committee under the lead of GFA	0		1	57,500	1	57,500	1	57,500	1	57,500	4	230,000	
1.2 Coordination Mechanism for AE	10,000		1	10,000	1	20,000	1	20,000	1	20,000	4	80,000	
1.2.1 Provide support for the operationalization farmers boards,	10,000		1	10,000	1	20,000	1	20,000	1	20,000	4	80,000	
<b>2. PPP and system development</b>		69,500		437,500		587,000		477,000		369,000		1,819,000	
2.1 PPP in A-VET	28,000			86,000		219,000		151,000		163,000		648,000	
2.1.1. Conduct a feasibility study on developing the new PPP set-up/platform	1	10,000									1	10,000	
2.1.2. Implement recommendations of setting new PPP set-up/platform					1	110,000	1	110,000	1	110,000	3	330,000	
2.1.3. Participate in and contribute to various working groups in line with the SIAP			1	10,000	1	10,000	1	10,000	1	10,000	4	40,000	
2.1.4. Provide support towards the implementation of the new VET law	1	18,000			1	18,000	1	18,000			3	54,000	
2.1.5. Provide support to SIAP implementation			1	13,000	1	13,000	1	13,000	1	13,000	4	52,000	
2.1.6. Development of centralized system of A-VET learning resources					1	35,000					1	35,000	
2.1.7. International study visits			1	30,000	1	30,000			1	30,000	3	90,000	
2.1.8. National concept on an agricultural knowledge and innovation system			1	35,000	0	0					1	35,000	
2.2 PPP in agricultural extension	26,500			39,500		3,000		3,000		0		89,000	
2.2.1 Conduct an analysis of the Racha agricultural development potential	1	10,000									1	10,000	
2.2.2 Steering group for the implementation of the extension strategy	1,500		1,0	1,500	1	3,000	1	3,000			3	9,000	
2.2.3. Introduce a regional monitoring and tracking system for extension activities	10,000		1,0	20,000							1	30,000	
2.2.4. Needs survey for STT, concept & support to institutionalize STT	5,000		1,00	15,000							1	20,000	
2.3 Institutional strengthening of service providers	15,000			313,000		348,000		323,000		205,000		1,204,000	
2.3.1 Put in place and run a college capacity development fund,	10,000		1,0	140,000	1	150,000	1	145,000	1	105,000	4	550,000	
2.3.2 Pre- and in-service training for VET teachers and EQs,	5,000		1,0	40,000	1	45,000	1	25,000	1	20,000	4	135,000	
2.3.3 Introduce entrepreneurial thinking among service providers			2	20,000	2	20,000	2	20,000	2	20,000	8	80,000	
2.3.4 Support the establishment of international partnerships				2	20,000	2	20,000	2	20,000	2	20,000	6	60,000
2.3.5 Strengthen extension service providers with extension tools and equipment			3	30,000	3	30,000	3	30,000			9	90,000	
2.3.6 Support the development of private training and extension centers			1	10,000	1	10,000	1	10,000	1	10,000	4	40,000	
2.3.7 Provide support to MEPA training Center ( EIEC);			1	18,000	1	18,000	1	18,000			3	54,000	
2.3.8 Institutional strengthening of RICCs and ICCs in 3 regions			3	45,000	3	45,000	3	45,000	3	20,000	12	155,000	
2.3.9 Support institutional development of partner institutions (NGO's)			1	10,000	1	10,000	1	10,000	1	10,000	4	40,000	
<b>3. Farmers have access to quality A-VET and ext. services</b>		35,000		585,000		687,000		578,000		306,000		2,181,000	
3.1 (Self) employment measures incl. WBL	5,000			178,000		278,000		218,000		168,000		877,000	
3.1.1 Conduct an analysis on actual costs and financial sustainability of WBL			1	10,000							1	10,000	
3.1.2 Scale up WBL including new WBL models and inter-comp. trainings (GFA)			1	75,000	1	75,000	1	75,000	1	75,000	4	300,000	
3.1.3 Provide support to train and certify farms to become WBL providers (GFA);			1	15,000	1	15,000	1	15,000	1	15,000	4	60,000	
3.1.4 Support A-VET graduates on their education to work transition (GFA);			1	20,000	1	20,000	1	20,000	1	20,000	4	80,000	
3.1.5 Support revision of entrepreneurship module and streamlining			1	20,000	1	50,000					2	70,000	
3.1.6. Develop teachers guide book for entrepreneurial learning;			1	15,000							1	15,000	
3.1.7 Streamline environmental aspects in training modules			1	5,000							1	5,000	
3.1.8 Put in place an entrepreneurship fund to provide support to A-VET graduates	5,000			5,000	1	75,000	1	75,000	1	75,000	3	235,000	
3.1.9 Support introduction of e-learning for A-VET					1	30,000		20,000			1	50,000	
3.1.10 Conduct a tracer study on WBL with A-VET, graduates and WBL farms			1	13,000	1	13,000	1	13,000	1	13,000	4	52,000	
<b>3.2 High quality extension services and STT</b>		30,000		228,000		258,000		220,000		30,000		786,000	
3.2.1. Pilot the new extension strategy in Racha and share lessons learnt	1	15,000		35,000	1	50,000	1	50,000			3	150,000	
3.2.2 Upscale linkages and support joint activities of A-VET and extension	1	15,000	1	85,000	2	100,000	2	100,000			6	300,000	
3.2.3 Methodological support for the development of STT courses			1	18,000	1	18,000					2	36,000	
3.2.4. Develop different extension models and extension packages			1	20,000	1	20,000	1	20,000	1	20,000	4	80,000	

Details	Sept-Dec 2018		2019		2020		2021		Jan-Aug 2022		Total	
	# of units	Sub-Total	# of units	Sub-Total	# of units	Sub-Total	# of units	Sub-Total	# of units	Sub-Total	# of units	Sub-Total
<b>Programme costs</b>												
3.2.5. Introduce new e-extension tools including agri business management tools			1	50,000	1	50,000	1	50,000	1	10,000	4	160,000
3.2.6. Provide support for the GFA digital information platform			1	20,000	1	20,000					2	40,000
3.2.7 Introduce a farmer to farmer support approach in agricultural extension	0	0	1	0	1	0	1	0	1	0	4	0
<b>3.3 Attractiveness of VET</b>		<b>0</b>		<b>179,000</b>		<b>151,000</b>		<b>141,000</b>		<b>77,000</b>		<b>548,000</b>
3.3.1 Conduct a survey on awareness and perceptions about VET and A-VET;			1	15,000							1	15,000
3.3.2 Provide support to the MoES for the VET branding strategy			1	20,000	1	10,000	1	10,000			3	40,000
3.3.3 Promote A-VET professions among the youth			1	20,000	1	20,000	1	20,000	1	20,000	4	80,000
3.3.4 Contribute to introduction of the general education program in VET			1	50,000	1	50,000	1	40,000			3	140,000
3.3.5 Contribute to link VET with higher education programs (bachelor)					1	20,000	1	20,000	1	20,000	3	60,000
3.3.6 Contribute to make the profession of VET teacher and EO more attractive			1	17,000	1	17,000	1	17,000	1	17,000	4	68,000
3.3.7 Contribute to internationalization of A-VET (GFA)			20	20,000	20	20,000	20	20,000	20	20,000	80	80,000
3.3.8 Contribute to the development of new specialized A-VET skills packages			1	7,000	2	14,000	2	14,000			5	35,000
3.3.9 Support the Enlargement of the national network of A-VET providers			1	15,000							1	15,000
3.3.10 Design a digital learning concept together with practical instruments;			1	15,000							1	15,000
<b>Subtotal Programme Costs</b>		<b>114,500</b>		<b>1,090,000</b>		<b>1,331,500</b>		<b>1,133,500</b>		<b>750,000</b>		<b>4,420,000</b>
<b>Management costs</b>		<b>87,880</b>		<b>307,348</b>		<b>328,842</b>		<b>318,419</b>		<b>235,114</b>		<b>1,283,704</b>
<b>Total Net</b>		<b>212,380</b>		<b>1,397,348</b>		<b>1,660,342</b>		<b>1,451,919</b>		<b>985,114</b>		<b>5,703,704</b>
General Administration Fee UNDP HQ 8%		16,990		111,798		130,275		113,594		75,549		448,296
<b>Grand Total</b>		<b>229,370</b>		<b>1,509,146</b>		<b>1,790,617</b>		<b>1,565,513</b>		<b>1,060,663</b>		<b>6,152,000</b>

## Annex 2: Results Framework

Intended Outcome as stated in: UN Partnership Strategic Document (UNPSD) 2016-2020: Outcome 3: By 2020 poor and excluded population groups have better employment and livelihood opportunities as a result of inclusive and sustainable growth and development policies;
Country Programme Document (CPD) 2016-2020 Outcome 2: Growth and development are inclusive and sustainable, creating employment and livelihoods for the poor and excluded; Output 2.3 By 2020, skills and knowledge development systems promote competitive labor force.
Outcome Indicators/baseline/targets as stated in the UN Partnership Strategic Document (UNPSD) 2016-2020 Programme Results and Resource Framework:
Indicator 1. Number of new policies, systems, institutional measures at national and subnational levels to generate/strengthen employment and livelihoods
Baseline (2014): 3 policies/ programmes to support private sector development, including agricultural loan programmes (Ministry of Agriculture), support for cooperatives, ICCs and produce in Georgia (Ministry of Economy and Sustainable Development), EDA and GNITA programmes
Target (2020): At least 2 new policies for supporting inclusive business development, application of innovations and rural development
Indicator 2. Unemployment rate (disaggregated by sex, youth, rural/urban); Baseline: 15 (2013); Target: 12 – Georgia 2020 target
Indicator 3. Percentage (self) employment among vocational education (VET) graduates disaggregated by sex, people with disabilities, economic and other vulnerabilities; Baseline (2015): to be confirmed in 2015; work net data, Ministry of Labour, Health and Social Affairs (MLHSA); Target (2020): 10% increase vs. 2015
Country Programme Document (CPD) 2016-2020 output indicators/baseline/targets:
Indicator 2.3.1: Number of new labour market-responsive VET models supported/applied nationwide; Baseline (2015): Not available; Target: (2020):
Indicator 2.3.2: Percentage of (self) employment among VET graduates (disaggregated, sex and age); Baseline (2015): To be established; Target: (2020):10% increase from 2015 baseline
Applicable Output(s) from the UNDP Strategic Plan 2018-2021: Outcome 1. Advance poverty eradication in all its forms and dimensions/Output 1.1.2. Marginalized groups, particularly the poor, women, people with disabilities and displaced are empowered to gain universal access to basic services and financial and non-financial assets to build productive capacities and benefit from sustainable livelihoods and jobs.
Project title and Atlas Project Number: Modernization of Vocational Education and Training (VET) system related to agriculture in Georgia (VET Phase 2)/Project: 00102163; Output: 00104316

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)						DATA COLLECTION METHODS & RISKS
			Value	Year	2018	2019	2020	2021	2022	FINAL	
Overall Goal (SDC: Impact)	1/ % of productivity increase during project period	Impact Assessment Reports	1/ Varies by value chains	2017	1/ 0 %	1/ 5% growth	1/ 5% growth	1/ 5% growth	1/ 5% growth	1/ 20% increase	Mid Term and Final Impact Assessments
	2/ % of beneficiary income increase during project period		2/ Income is 3,500 GEL per farmer a year		2/ 0 % growth	2/ 5% growth	2/ 5% growth	2/ 5% growth	2/ 5% growth	2/ Up to 4,100 GEL per Farmer	
	3/ # of farmers with Net additional income per year		3/ 2000 farmers		3/ 0	3/ 2,400 (min. 70%)	3/ 2,400 (min. 70%)	3/ 2,400 (min. 70%)	3/ 2,400 (min. 70%)	3/ 12,000 farmers - min. 70%, 30% female.	
	4/ # of beneficiaries with improved employment and increased average income of VET graduates		4/ 800 students and 7,200 GEL annual income student		4/ 0	4/ 248 students and 5% growth of income	4/ 272	4/ 300	4/ 330	4/ 1,150 students (30% female; 5% vulnerable) and up to 8,350 GEL per student	



EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)						DATA COLLECTION METHODS & RISKS
			Value	Year	2018	2019	2020	2021	2022	FINAL	
Output 1 (SDC Outcome 1) A coherent coordination in A-VET and extension services is established and working	1.1/ # of decisions made by private sector led sectorial council	Minutes of the Meeting	0	2017	0	1	3	3	3	10	Project Progress Report (PPR) and external evaluation reports (EER)
	1.2/ # of decisions implemented by the sectorial councils	Policy Dialog Records	0	2017	0	1	1	1	2	5	PPR & EER
	1.3/ # of proposals initiated by farmers led extension boards	Minutes of the Meeting	0	2017	0	4	4	4	4	16	PPR & EER
	1.4/ # of farmers' extension board decisions considered by A-VET providers	Policy Dialog Records	0	2017	0	1	2	3	4	10	PPR & EER
Output 2 (SDC Outcome 2) Public-private partnerships of A-VET and extension providers ensure delivery of relevant and high-quality services	2.1/ # of PPPs in A-VET and AE delivery	Organizational assessment	0	2017	0	2	2	2	2	8	PPR & EER
	2.2/ # of clients served by A-VET and AE delivery (Baseline: 10'000 farmers; 1,500 students; Target: 12'000 farmers; Target: 1850 students; 30% female).	Results of the midterm and final Impact Assessment	10,000 farmers; 1,500 students	2017	2,200 farmers 50 students	2,420 farmers 400 students	2,650 farmers 440 students	2,900 farmers 484 students	3,200 farmers 532 students	12,000 farmers 1850 students	PPR & EER
	2.3/ # of operational Farmers' Extension Boards <sup>16</sup>	Registration and establishment documents, Strategic documents for all agencies and units, including strategic plan, Statute, operations manual and staff job description, Meeting minutes	4	2017	6	8	12	14	16	16	PPR & EER
Output 3 (SDC Outcome 3)	3.1/ # of WBL graduates / year	Tracer Study Statistics MoES and MEPA	50	2017	0	55	61	67	73	306 *(30% female)	PPR & EER

<sup>16</sup> Farmers' Extension Boards are newly developed platforms under the Agricultural Extension Strategy and ensure relevance of AE for farmers.

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)						DATA COLLECTION METHODS & RISKS
			Value	Year	2018	2019	2020	2021	2022	FINAL	
Men and women farmers and A-VET graduates learn and apply need-based agricultural knowledge and skills	3.2/ # of youth (15-24y) and adults (>24) (F/M) who gained access to improved vocational skills (Baseline: 300/year; Target 500/year. Youth 80%; Adults: 20%. Female 30%);	Tracer Study Statistics MoES and MEPA	300	2017	0	350	400	450	500	2,000 Youth 80%; Adults: 20%. Female 30%	PPR & EER
	3.3/ # of A-VET graduates employed in agricultural sector per year	Results of the midterm and final Impact Assessment	240	2017	0 (30% female)	264 (30% female)	290 (30% female)	320 (30% female)	320 (30% female)	1320	PPR & EER
	3.4/ # of extension client farmers applying improved agriculture practice per year	Results of the midterm and final Impact Assessment	2,400	2017	2,560 Youth 20%; Adults 80%; Female 20%	2,860 Youth 20%; Adults 80%; Female 20%	3,050 Youth 20%; Adults 80%; Female 20%	3,160 Youth 20%; Adults 80%; Female 20%	3,460 Youth 20%; Adults 80%; Female 20%	10,500 Youth 20%; Adults 80%; Female 20%	PPR & EER
Activity 1.1 (SDC: Output 1.1) Coordination mechanism for A-VET is strengthened with the stakeholders	1.1.1/ # of meetings / year	Minutes of the Meeting;	0	2017	0	2	2	2	2	8	PPR & EER
	1.1.2/ # of joint decisions/year	Minutes of the Meeting; Policy Dialog Records	0	2017	0	2	2	2	2	8	PPR & EER
	1.1.3/ # of documents prepared	Minutes of the Meeting; Policy Dialog Records	0	2017	0	1	0	1	0	2	PPR & EER
	1.1.4/ # of public and private representatives participating	Minutes of the Meeting; Policy Dialog Records	0	2017	0	2	2	3	3	10	PPR & EER
	1.1.5/ # of A-VET providers participating in farmers' extension boards	Minutes of the Meeting; Policy Dialog Records	0	2017	0	0	1	1	1	3	PPR & EER
Activity 1.2 (SDC: Output 1.2) Coordination mechanism for Extension is	1.2.1/ # of meetings prepared / year	Minutes of the Meeting;	4	2017	6	8	12	14	16	16	PPR & EER
	1.2.2/ # of joint decisions/year	Minutes of the Meeting; Policy Dialog Records	0	2017	0	1	1	1	1	1	PPR & EER

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)						DATA COLLECTION METHODS & RISKS	
			Value	Year	2018	2019	2020	2021	2022	FINAL		
identified and piloted with the stakeholders	1.2.3/ # of normative documents prepared	<i>Minutes of the Meeting, Policy Dialog Records</i>	0	2017	0	1	1	1	1	1	1	PPR & EER
	1.2.4/ # of public and private representatives collaborating	<i>Minutes of the Meeting, Policy Dialog Records</i>	0	2017	0	0	0	1	1	1	2	PPR & EER
Activity 2.1 (SDC: Output 1.2) Public and private partners contribute to the provision of A-VET, including profile & curricula development, WBL implementation and examination.	2.1.1/ # of private companies participating in the new PPP, including WBL	<i>Strategic documents for all agencies and units, including strategic plan, Statute, operations manual and staff job description, Meeting minutes</i>	15	2017	20	25	30	35	40	40	40	PPR & EER
	2.1.2/ # of agri-professions represented by effective PPPs	<i>Strategic documents for all agencies and units, including strategic plan, Statute, operations manual and staff job description, Meeting minutes</i>	3	2017	5	8	12	16	20	20	20	PPR & EER
Activity 2.2 (SDC: Output 2.2) Public and private partners are strengthened to contribute to the provision of farmer-based extension services including short term training, counselling services,	2.2.1/ # of Farmers' Extension Boards established (Baseline 4; Target 16);	<i>Registration and establishment documents;</i>	4	2017	8	12	16	20	20	20	20	PPR & EER
	2.2.2/ PPPs' monitoring system in place (Y/N)	<i>Monitoring Matrix</i>	No	2017	No	Yes					Yes	PPR & EER
	2.2.3/ STT system established and functional (Y/N)	<i>Strategic documents for all agencies and units, including strategic plan, Statute, operations manual and staff job description, Meeting minutes</i>	No	2017	No	Yes					Yes	PPR & EER

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)						DATA COLLECTION METHODS & RISKS
			Value	Year	2018	2019	2020	2021	2022	FINAL	
management advice, entrepreneurial support and other services.	2.2.4/ # of additional GFA members	Midterm and annual reports, monitoring matrix	1,542	2017	1,697	2,055	2,340	2,720	3,000	3,000	PPR & EER
	2.2.5/ Amount of GFA's non-donor funded income increase	Midterm and annual reports, monitoring matrix	GEL 130,000	2017	GEL 136,000	GEL 159,000	GEL 187,000	GEL 221,000	GEL 260,000	GEL 260,000	PPR & EER
	2.2.6/ GFA accountability and transparency mechanism in place	Monitoring Matrix, External Audit Reports	1	2017	0	1	0	1	0	3	PPR & EER
Activity 2.3 (SDC: Output 2.3) A-VET Teachers and Extension Officers have the capacity to deliver relevant, quality A-VET and extension services	2.3.1 # of in-service teachers and EO development activities	Midterm and annual reports, monitoring matrix	0	2017	1	2	2	1	0	6	PPR & EER
	2.3.2 # of A-VET Teachers and extension officers trained (M/F) (ARI EV 2) ->	Midterm and annual reports, monitoring matrix	0	2017	50	50	50	55	55	200 teachers 60 ext. officers Female 30%	PPR & EER
	2.3.3. # of colleges obtaining accreditation according to new regulation	Accreditation certificate	0	2017	0	3	3	2	0	8	PPR & EER
	2.3.4. # of Internal. partnerships for VET and extension Institutions established	Strategic documents for all agencies and units, including strategic plan, Statute, operations manual and staff job description;	0	2017	0	0	1	1	0	2	PPR & EER
Activity 3.1 (SDC: Output 3.1) (Self-) employment relevant measures including WBL are an integral part of A-VET provision.	3.1.1/ # of modules with E-learning system in place	Midterm and annual reports, monitoring matrix	0	2017	0	3	3	2	0	8	PPR & EER
	3.1.2/ # of programs with integrated Entrepreneurship module	Midterm and annual reports, monitoring matrix	0	2017	0	3	3	2	0	8	PPR & EER
	3.1.3/ # of work-based programs implemented	Midterm and annual reports, monitoring matrix	3	2017	0	2	2	1	0	8	PPR & EER

EXPECTED OUTPUTS	OUTPUT INDICATORS	DATA SOURCE	BASELINE		TARGETS (by frequency of data collection)						DATA COLLECTION METHODS & RISKS
			Value	Year	2018	2019	2020	2021	2022	FINAL	
Activity 3.2 (SDC: Output 3.2) High quality extension services and short-term trainings are offered to men and women farmers	3.2.1/ # of farmers accessing advise, tools and STT on production, farm management and entrepreneurship in the targeted regions	Midterm and annual reports, monitoring matrix Tracer study Statistics of MEPA	0	2017	2000	2200	2400	2600	2800	12000	PPR & EER
	3.2.2/ % Increase/year of farmers accessing digital platform	Midterm and annual reports, monitoring matrix Tracer study Statistics of MEPA	0	2017	300	600	900	1200	1500	1500	PPR & EER
Activity 3.3 (SDC: Output 3.3) Agricultural professions and A-VET are attractive options including for women and youth	3.3.1/ % of A-VET students' growth during the project duration	Midterm and annual reports, monitoring matrix Tracer study Statistics of MoESCS	300	2017		360	436	522	618	1900 (30% female)	PPR & EER
	3.3.2/ % of increase in awareness through the implementation of MoESCS Branding strategy	Midterm and annual reports, monitoring matrix Tracer study Statistics of MoESCS	0	2017	0	360	436	522	618	1900	PPR & EER
	3.3.3/ # of international exchanges (A-VET teachers, extension officers, students or farmers) organized	Midterm and annual reports, monitoring matrix Tracer study Statistics of MoESCS	0	2017	0	5	5	5	5	20	PPR & EER
	3.3.4/ Digital learning concept approved by the Government;	record of the policy dialogue									PPR & EER
	3.3.5/ # of new VET / STT programs in use	Midterm and annual reports, monitoring matrix Tracer study Statistics of MoESCS	24	2017	0	2	2	2	0	30	PPR & EER
	3.3.6/ # of diversified VET modules offered that attracts at least 30% female VET students	Midterm and annual reports, monitoring matrix Tracer study Statistics of MoESCS	8	2017	1	3	4	3	1	20	PPR & EER

### Annex 3: A-VET enrolment and graduation in 2013 and 2017/18

Name of the college	Qualification	Level	2013 Enrolment	2013 Graduates	2017 Enrolment
<b>7 partner providers</b>			<b>284</b>		<b>506</b>
LEPL - Vocational College "Opizari"	(Medicinal, aromatic) Plant processor, Veterinary assistant, Food processing, Agro- mechanization, Fish processing, Forestry	II, III	55	26	119
LEPL - Community College Aisi;	Veterinary assistant, Winegrower, Winemaker. Beekeeper, Fruit/Vegetable processing, Tractor driver, Forestry	II, III, IV, V	93	79	239
LEPL - Vocational College "Erkvani"	Veterinary assistant, Tractor driver	III	24	No students in 2011-12 So, no empl. Data in 2013	30
NPO – Vocational College "Prestige"	Veterinary assistant, Winemaking, Cheesemaking	III	57	23	36
LEPL – Sh. Meskhia University, Senaki	Plant grower, Veterinary assistant	III	21	26	20
LEPL - Community College "Iberia"	Plant grower, Beekeeper	II, III	34	13	13
LEPL- Tsinamdgvriankari College (TMK)	Beekeeping, Forestry, Tractor driver	III			49
<b>11 non-partner providers (All professions together)</b>			<b>195</b>		<b>564</b>
LEPL -A. Tsereteli University	Agro logistics, Agro management	V	17		35
LEPL – Sh. Rustaveli University, Batumi	Beekeeping	III			15
LEPL - I. Gogebashvili University, Telavi	Forestry	III			66
NPO – College Horizonti, Ozurgeti	Plant protection, Tractor driver, Forestry	III, IV	32		27
LEPL College "Black See", Batumi	Plant protection	III	17		19
NPO – College Gantiadi, Gori	Veterinary assistant, Fruit/Vegetable processing, Milk processing	III	17		70
LEPL - College Mermisi, Tbilisi	Food safety control	IV	28		31
LEPL – "New Wave", Kobuleti	Beekeeping, Gardening	III, IV	15		48
LEPT – College "Spektri", Tbilisi	Environment safety, Food safety control	IV	59		60
LEPL – Samtskhe-Javakheti University, Akhaltsikhe	Agro Business manager	V	10		

Name of the college	Qualification	Level	2013 Enrolment	2013 Graduates	2017 Enrolment
LEPL- Technical University, Tbilisi, Jikhaishi	Environment safety, Food safety control Veterinary assistant, Food processing, Tractor driver, Agro mechanic, Amelioration technician	III, IV, V			193
<b>TOTAL A-VET students in Georgia</b>			<b>479</b>		<b>1,070</b>

#### Annex 4: Mapping of donor involved in VET in Georgia

Donor	Project	Duration	Budget	Overview
Millennium Challenge Corporation – MCC	"Industry-Led Skills"	2014 - 2018	USD 16'000'000	<p>Millennium Challenge Account – Georgia implements the project "Vocational Education for Economic Development". For implementation of the project, 16 million US dollars were allocated from the second compact of Millennium Challenge Corporation – MCC. The purpose of this project is development of vocational education corresponding to the requirements of the labor market in Georgia which will facilitate reduction of unemployment and economic progress of the country.</p> <p>The project contains four components:</p> <ol style="list-style-type: none"> <li>1. Large grants program for vocational education providers: the program will issue grants for creation of new educational programs corresponding to the labor market requirements and renewal of the already existing programs. The funds shall be also allocated for rehabilitation of infrastructure and improvement of the current material and technical resources, workforce enhancement, exchange of practical experience and deepening relations with the employers.</li> <li>2. Small grants program for identification-facilitation of the best cooperation practice between vocational education providers and industry: the program finances the projects aimed at development of successful cooperation between educational institutions and business, introduces educational programs and modern teaching methods that are in demand on the labor market and meet the needs of the industry.</li> <li>3. Rendition of technical and experimental assistance to the Government of Georgia in elaboration and implementation of the vocational education policy.</li> <li>4. Arrangement of the annual international conference for popularization of the vocational education.</li> </ol>
INNOVE Fund	"Leading Estonian practice in Georgia for improvement of the competitiveness of handicraft education II" and "Facilitation of the vocational education in Georgia"	2017 - 2019	Up to EUR 160'000	<p>The Ministry of Education and Science of Georgia cooperates successfully with the Estonian Ministry of Education and Research and with the INNOVE Fund. Within the framework of this cooperation are implemented the projects: "Leading Estonian practice in Georgia for improvement of the competitiveness of handicraft education II" and "Facilitation of the vocational education in Georgia". All the above-mentioned means elaboration of joint programs, renewal of one educational program and teaching material in seven pilot institutions of vocational education, arrangement of trainings and educational tours oriented at improvement of the quality of vocational education for vocational teachers.</p>



Donor	Project	Duration	Budget	Overview
GIZ	"Private sector development and VET in the South Caucasus"	2017 - 2020	EUR 8'600'000	8 companies and 2 vocational schools are offering 30 new student spots in a new dual training course for vine growers and winemakers. 60% of the training is delivered in-company. The training course was developed in collaboration with the Bavarian State Institute for Viticulture and Horticulture in Veitshöchheim, and accredited by the National Centre for Education Quality Enhancement. Three dual education programmes in the tourism sector have been accredited (cook, restaurant specialist, hotel specialist). 24 training courses in the priority sectors (e.g. electric welders, tour operators and drywall builders) have been developed or adapted, incorporating in many cases elements of work-based learning. In order to improve further education and strengthen collaboration with the private sector, 13 public and private education institutions introduced enhanced quality management, under the European Foundation for Quality Management and ISO 29990 standards. Already six have received "committed to excellence" certifications., and 8 EFQM trainers are accredited and educating other professionals in the sector.
UNDP	Deepening linkages between formal/non-formal VET system and the labour market needs in the context of lifelong learning in Georgia	2015 - 2017	USD 604'163	The purpose of the project is recognition of credits of the formal vocational education at the relevant academic level in the context of lifelong learning in Georgia as well as elaboration and introduction of the conditions and procedures for recognition of informal vocational education. The program is oriented at two certain targets focused at constant improvement of the possibilities and quality of vocational education on the one side, and introduction and recognition of the informal vocational education, on the other side.
Delegation of the European Union to Georgia	"Skills Development and Matching for Labour Market Needs"	2019 - 2022	EUR 50'850'000 Total amount of EU budget contribution  EUR 48'850'000 of which: EUR 30'000'000 for budget support  EUR	The need for better matching of skills with labour market demands, as well as for a coherent and better quality skills development system, are identified as key bottlenecks hindering Georgia's competitiveness and economic development. There is evidence on limited opportunities for lifelong learning (LLL), vocational education and training (VET) and employment support services in Georgia, especially in the regions. Both a holistic vision of education linking all levels and types of education as well as active intermediation and matching between labour supply (education/training and LLL) and labour demand (economic/private sector development) are missing, also aggravated by the lack of well-functioning skills anticipation and matching mechanisms.  In line with the 2015 review of the European Neighborhood Policy (ENP) and the "Eastern Partnership (EaP) 20 Deliverables for 2020", the programme will contribute to the implementation of the two specific objectives of the new Single Support Framework for EU Support to Georgia (SSF 2017-2020): Sectors 1 (economic development and market opportunities) and 4 (mobility and people-to-people contacts). Notably it will contribute to sustainable and inclusive growth and resilience by developing human capital and skills sets and strengthening coordination between the education system and the labour market. The specific objective of the programme is to improve the employability of women and men in the selected regions which are (apart from

Donor	Project	Duration	Budget	Overview
			15'100'000 for complimentary Support;  EUR 3'750'000 for specific actions in Abkhazia	the city of Tbilisi); Adjara, Imereti, Kakheti, Kvemo-Kartli, Samegrelo and Shida-Kartli. The expected results of the action are: (i) relevant skills-matching services accessible in selected regions; (ii) relevant lifelong learning skills provision accessible in the selected regions with a focus on youth; and (iii) entrepreneurial learning and entrepreneurship training opportunities accessible in the selected regions.  This programme has been designed taking into account the lessons learned from the current EU implemented programme in the Employment and VET sectors, as well as other relevant ongoing programmes (e.g. ENPARD and PAR). It will be in synergy with the Annual Action Programme 2017 action on Economic and Business Development in Georgia.
Delegation of the European Union to Georgia	"Employment, vocational education and training"	2013 - 2018	USD 27'000'000	Organizations implementing the project "Employment, vocational education and retraining" are as follows: Delegation of the European Union to Georgia, the Ministry of Education and Science of Georgia and the Ministry of Labor, Health and Social Affairs of Georgia. The main purpose of the vocational education and training programs is stimulation of constant and inclusive social and economic development through possibility of employment after vocational training. General purposes of the program: <ul style="list-style-type: none"> <li>• Improvement of the institutional abilities and workforce of state agencies to determine the needs of labor market, skills, coordination, implementation and monitoring in partnership with the private sector;</li> <li>• Increase of the quality of vocational education and training system proceeding from the perspective of continuing education for provision of the synergy of offered skills, qualifications and demand existing on the labor market;</li> <li>• Increase of the VET system attraction for the prospective vocational students and employers and stimulation of engagement of employers into this system.</li> </ul>
Delegation of the European Union to Georgia	"Technical assistance of employment and vocational education reforms"	2013 - 2018		Within the framework of the project "Technical assistance of employment and vocational education reforms" of the Delegation of the European Union to Georgia was established a working group that works at the document containing analysis of the condition existing in the field of vocational education from the view of internationalization. Internationalization of the vocational education is one of the priority directions of the national strategy. The expected result of the strategy is creation of the system of diplomas and qualification recognized both at the national and international levels that will help the graduates to find work according to their qualification or start their own business inside or outside Georgia.  In more details, internationalization of the vocational education means the following: <ul style="list-style-type: none"> <li>• Introduction of the European mechanisms for facilitation and stimulation of the mobility such as: the European system of credits, the schedule of national qualifications and the Europass documents;</li> </ul>

Donor	Project	Duration	Budget	Overview
				<ul style="list-style-type: none"> <li>• Preparation of the standards, programs and educational materials based on the international experience;</li> <li>• Learning foreign language according to the professional needs; and</li> <li>• Establishment of international network for facilitation of mobility and employment abroad.</li> </ul>
Georgian Chamber of Commerce and Industry, Local Representation of the Munich-Upper Bavarian Chamber	"Facilitation of the vocational education development"	2015-2018	EUR 850'000	<p>The purpose of cooperation between the Ministry of Education and Science of Georgia, Georgian Chamber of Commerce and Industry and Local Representation of the Munich-Upper Bavarian Chamber is to facilitate the current reform of vocational education in Georgia, increase of availability of vocational education oriented at the demands of labor market and improvement of quality in the format of public and private partnership.</p> <p>Cooperation includes the following:</p> <ul style="list-style-type: none"> <li>• Improvement of engagement of private sector into vocational education;</li> <li>• Creation of the based on work and favorable for studies environment similar to dual vocational education and preparation of workforce in the system of vocational education.</li> <li>• Facilitation of entrepreneurship, innovation and start-ups;</li> <li>• Improvement of the professional orientation and career planning service;</li> <li>• Recognition of informal vocational education;</li> <li>• Increasing awareness of vocational education in the society.</li> </ul>
UNDP	"Modernization of consultation services in the field of vocational education and training related to agriculture in Georgia"	2013 - 2018	USD 5'900'000	<p>The Ministry of Education and Science of Georgia in cooperation with the UNDP implements the project "Modernization of consultation services in the field of vocational education and training related to agriculture in Georgia" that means elaboration of standards in the field of agriculture and piloting of module programs with studies based on work.</p>

### Annex 5: Mapping of donors involved in Agricultural Extension

DONOR	IMPLEMENTING PARTNER	PROJECT	DESCRIPTION OF INTERVENTION	GEOGR. TARGET	START DATE	END DATE	BUDGET	CONTACT PERSON
EBRD	FAO	Support to Sustainable Value Chains through the Development of Geographic Indications in Georgia	The goal is to enhance the sustainability of the Georgian dairy value chain through the development and enhanced protection of Geographical Indications. This will be achieved through strengthening the Institutional framework, work on Improved specification of pilot products and disseminating best practices, in close cooperation with the Georgian authorities and local dairy companies. The Assignment will support sustainable value chain practices, strengthen linkages between agribusinesses and farmers' groups on selected products, enhance the marketing of quality dairy products, and consolidate the GI Institutional framework.	Georgia	Dec-16	Dec-19	€ 359,685.02	Kateryna Poberezhna, poberezk@ebrd.com
EU	FAO	ENPARD II Technical Assistance to the Ministry of Agriculture of Georgia GCP/GEO/010/EC	Technical support to the Ministry of Agriculture of Georgia under the EU financed ENPARD Programme. The main objectives are: 1) Capacity Building of the staff of the MoA. 2) Technical support in the policy development of some of the areas included in the Strategy for Agriculture Development for Georgia 2015-2020, namely; statistics, extension, value chain development and climate smart agriculture.	Georgia	Mar-17	Feb-19	€ 1,500,000.00	Lasha Dolidze, email: Lasha.Dolidze@fao.org
SDC + ADA+FAO +GOG	FAO	Support to the Establishment of National Animal Identification and Traceability Systems (NAITS)	Increasing the competitiveness of the livestock sector through improved animal health, reduced food risks and facilitated access to regional and international markets; allowing for a higher income for farmers	Georgia	June-16	Oct 20	6,300,000.00 CHF	Beka Tagauri, email: beka.tagauri@eda.admin.ch> <a href="https://www.eda.admin.ch/countries/georgia/en/home/representations/swiss-cooperation-office-in-tbilisi.html">https://www.eda.admin.ch/countries/georgia/en/home/representations/swiss-cooperation-office-in-tbilisi.html</a>
SDC + UNDP	UNDP	Modernization of Vocational Education and Training and Extension Systems Related to Agriculture in Georgia	Improving vocational education and training (modular programmes, teachers training, work based learning) and extension services (public and private) in agriculture.	Kakheti, Samtskhe, Kvemo Kartli, Racha, Shida Kartli, Imereti, Samegrelo, Guria	Dec 12	Oct 20	\$ 6,433,249.32	Beka Tagauri, email: beka.tagauri@eda.admin.ch> <a href="https://www.eda.admin.ch/countries/georgia/en/home/representations/swiss-cooperation-office-in-tbilisi.html">https://www.eda.admin.ch/countries/georgia/en/home/representations/swiss-cooperation-office-in-tbilisi.html</a>

DONOR	IMPLEMENTING PARTNER	PROJECT	DESCRIPTION OF INTERVENTION	GEOGR. TARGET	START DATE	END DATE	BUDGET	CONTACT PERSON
USAID	Cultivating New Frontiers in Agriculture (CNFA)	USAID/Restoring Efficiency to Agricultural Production (REAP)	The project will facilitate the entry of new agribusinesses and input suppliers, including machinery service providers, storage facilities, sorting/grading centers, and small and medium scale processors to improve the availability of high-quality inputs and services, and strengthen markets for agricultural goods and services. Also, REAP will catalyze increased private investment and commercial finance to the sector, mitigate risk for rural Small and Medium enterprises (SMEs) and entrepreneurs, and expand commercially sustainable linkages between service providers, producers, post-harvest enterprises and local consulting firms.	Georgia	2013	2018	\$ 19,500,000.00	Shamenna Gall, email: <a href="mailto:sgall@usaid.gov">sgall@usaid.gov</a> Luiza Namicheishvili, email: <a href="mailto:lnamicheishvili@georgia.reap.org">lnamicheishvili@georgia.reap.org</a> <a href="https://www.usaid.gov/georgia">https://www.usaid.gov/georgia</a> <a href="http://www.reap.ge">http://www.reap.ge</a>
USAID	ACDI/VOCA	Farmer to Farmer Project	The John Ogonowski and Doug Bereuter Farmer-to-Farmer (F2F) Program provides voluntary technical assistance to farmers, farm groups, and agribusinesses in developing countries to promote sustainable capacity building. The program relies on the expertise of U.S. volunteers from diverse backgrounds—farms, land grant universities, cooperatives, private agribusinesses, nonprofit farm organizations and others—to respond to the needs of host country farmers and organizations.	Georgia	September-14	Sep-18	\$ 1,500,000.00	David Tsiklauri, Email: <a href="mailto:dtsiklauri@usaid.gov">dtsiklauri@usaid.gov</a> <a href="https://www.usaid.gov/georgia">https://www.usaid.gov/georgia</a>
USAID	Chemonics International Inc	ZRDA Activity in Georgia	Zrda is a five-year program designed to promote inclusive and sustainable economic growth in target regions by improving MSME growth, increasing productivity of rural households, facilitating market linkages between producers and buyers, and promoting local economic development by establishing and strengthening networks. As a result, Zrda will create jobs and increase sales for MSMEs and incomes for households, bolstering the resilience and livelihoods of the target communities. Zrda will target communities in proximity to the administrative boundary lines and communities with ethnic minority populations. In close cooperation with other stakeholders, Zrda will support local MSMEs and farmers to develop priority economic sectors through grants, training, and technical assistance, as well as facilitate	Shida Kartli, Samegrelo-Zemo Svaneti, Samtskhe-Javakheti, Kvemo Kartli, Mtskheta-Mtianeti, Pankisi.	Mar 16	Mar 21	\$ 15,000,000.00	David Tsiklauri, Email: <a href="mailto:dtsiklauri@usaid.gov">dtsiklauri@usaid.gov</a> <a href="http://www.usaid.gov/georgia">www.usaid.gov/georgia</a> Brian King, Zrda COP Katy Chumburidze, Zrda DCOP <a href="https://www.facebook.com/zrda.ge/?fref=ts">https://www.facebook.com/zrda.ge/?fref=ts</a> <a href="http://old.georgiano.gov/index.php/en/">http://old.georgiano.gov/index.php/en/</a>

DONOR	IMPLEMENTING PARTNER	PROJECT	DESCRIPTION OF INTERVENTION	GEOGR. TARGET	START DATE	END DATE	BUDGET	CONTACT PERSON
			attraction of investments and develop market linkages for priority agriculture and non-agriculture sectors. Zrda will solicit grant and contract applications periodically from business support organizations and farmers' associations/cooperatives, private sector companies, and training centers in support of priority program activities. Overall, the project will follow opportunities to support increased growth, employment, and household incomes.					
USAID	Cultivating New Frontiers in Agriculture (CNFA)	Georgia Hazelnut Improvement Project (G-HIP)	G-HIP aims to increase the quality and quantity of Georgian hazelnut production, improve processing capabilities, and establish market linkages that will allow smallholder growers to reach lucrative end markets. Activity will strengthen the Georgian Hazelnut Growers Association and the Hazelnut Exporters and Processors Associations internal capacity and enhances value propositions for its members; and increase productivity and competitiveness of the hazelnut sector by improving postharvest handling, introduce a postharvest quality incentive system, enhance the capacity and operation of Husking, Drying, and Storage centers, facilitate access to credit for producers, and improve availability of postharvest market infrastructure.	Georgia	Dec 15	Dec 20	\$ 3,000,000.00	David Tsiklauri, Email: <a href="mailto:dtsiklauri@usaid.gov">dtsiklauri@usaid.gov</a> Vincent Morabito, Email: <a href="mailto:vmorabito@georgiahip.org">vmorabito@georgiahip.org</a> <a href="https://www.usaid.gov/georgia">https://www.usaid.gov/georgia</a> <a href="http://www.cnfa.org/program/georgia-hazelnut-improvement-project/">http://www.cnfa.org/program/georgia-hazelnut-improvement-project/</a>

## Annex 6: VET Reform Strategy Action Plan 2018-2020

1	<p><b>Outcome #1. With the government, social partners and civil society are equally engaged in the VET system management, policy making and decision-making processes regarding topics such as defining mechanisms for regulating and encouraging financial-technical support.</b></p> <p><b>Indicator</b></p> <ul style="list-style-type: none"> <li>• Increase the rate of satisfaction of the engagement of social partners in the formation and provision of VET (Survey of the Ministry and partners)</li> </ul>
1.1	<p><b>Output #1.1 Identifying VET system management models and restructuring the system.</b></p> <p><b>Indicator</b></p> <ul style="list-style-type: none"> <li>• At least 90% of the new management plan has been achieved</li> <li>• At least 70% of those responsible for VET institutions have improved knowledge and/or skills</li> </ul>
1.2	<p><b>Output #1.2 Improving social partnership at national, meso (sectoral) and local levels</b></p> <p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• National VET Council's responsibilities are equally distributed considering the rotational management principle</li> <li>• 90% of the concept of Sectoral Council is implemented</li> <li>• At least 10 projects are carried out in the form of public-private partnership</li> </ul>
1.3	<p><b>Output #1.3 Supporting evidence-based policy development</b></p> <p><b>Indicator</b></p> <ul style="list-style-type: none"> <li>• Information regarding the VET system is prepared and shared with stakeholders annually</li> <li>• Quarterly monitoring of VET strategy implementation</li> <li>• Initiatives and amendments based on the results of monitoring and research</li> </ul>
2	<p><b>Outcome #2. Unified, national and flexible network of public and private VET establishments consists of educational institutions which have effective financing and management and are equipped with modern technologies; The network is accessible for anyone regardless of age, gender, ethnic or social identity, place of residence, mental or physical abilities.</b></p> <p><b>Indicator</b></p> <ul style="list-style-type: none"> <li>• Raised number of students enrolled in VET</li> </ul>
2.1	<p><b>Output #2.1. Improving management and resources of VET institutions</b></p> <p><b>Indicator</b></p> <ul style="list-style-type: none"> <li>• Improvement of functioning of VET institutions according to the rating system</li> </ul>
2.2	<p><b>Output #2.2. Broadening of educational network and improving flexibility (provision of innovative and modern learning environment, online courses, evening courses, etc)</b></p> <p><b>Indicator</b></p> <ul style="list-style-type: none"> <li>• Number of student of mixed studies</li> <li>• At least 6 municipalities offer VET opportunities</li> </ul>
2.3	<p><b>Output #2.3. Ensuring access to VET and offering lifelong learning opportunities for all the citizens/VET diversification for various target audiences including vulnerable groups (persons with disabilities, individuals with special needs, IDPs, probationers, former prisoners, so-called "Neets", etc)</b></p> <p><b>Indicator</b></p> <ul style="list-style-type: none"> <li>• The number of persons who benefited from the new system of non-formal education recognition</li> <li>• Number of students enrolled in VET institutions</li> <li>• Participation in adult education programmes</li> </ul>

2.4	<p><b>Output #2.4. Identifying and implementing effective models of VET</b></p> <p>Indicator</p> <ul style="list-style-type: none"> <li>* New funding model is operational</li> </ul>
3	<p><b>Outcome #3. VET programmes are in line with existing and future requirements of the increasing and changing labour market of Georgia</b></p> <p>Indicator</p> <ul style="list-style-type: none"> <li>* Share of students by popular professions of the labour market</li> </ul>
3.1	<p><b>Output #3.1 Labour market analysis at the local level</b></p> <p>Indicator</p> <ul style="list-style-type: none"> <li>* Initiatives/amendments based of VET institutions which are based on their labour market research findings</li> </ul>
3.2	<p><b>Output #3.2. Development of learning programmes considering labour market needs</b></p> <p>Indicator</p> <ul style="list-style-type: none"> <li>* The number of VET programmes developed based on labour market needs</li> </ul>
4	<p><b>Outcome #4. VET teachers' qualifications are in line with modern approaches and latest achievements in the field;</b></p> <p>Indicator</p> <ul style="list-style-type: none"> <li>* The rate of VET teachers moving onto the next stage in the VET teachers' professional development model</li> </ul>
4.1	<p><b>Output #4. 1. Preparing, entering professions and lifelong professional development of VET teachers</b></p> <p>Indicator</p> <ul style="list-style-type: none"> <li>* Percentage of VET teachers, who have completed a pedagogic course (with pass rate)</li> <li>* At least 3 educational institutions are offering a teacher preparation pedagogic course</li> <li>* At least 3 farms have a certified instructor</li> </ul>
5	<p><b>Outcome #5. Developing the system of nationally and internationally recognized diplomas and vocational qualifications, which will support graduates with starting a job in the same fields and/or setting up their own businesses in Georgia or abroad.</b></p> <ul style="list-style-type: none"> <li>* National Qualifications Framework is in line with the European Framework</li> <li>* VET graduation rates</li> </ul>
5.1	<p><b>Output #5.1. Supporting quality enhancement, provision of vocational qualifications, their renewal and awarded qualifications according to European approaches (e.g. EQAVET)</b></p> <p>Indicators</p> <ul style="list-style-type: none"> <li>* Number of educational institutions, who have a new approach for quality assurance (authorization standards, procedures, verification, self-evaluation)</li> <li>* Number of non-formal qualifications reflected in NQF</li> </ul>
5.2	<p><b>Output #5.2. Supporting the improvement of educational resources</b></p> <p>Indicator</p> <ul style="list-style-type: none"> <li>* New educational resources are offered in at least one field</li> <li>* Usage percentage of online platform for educational resources in the educational process</li> </ul>
5.3	<p><b>Output #5.3. Internationalization of VET and supporting international mobility</b></p> <p>Indicator</p> <ul style="list-style-type: none"> <li>* At least 90% of the Internationalization Action Plan is completed</li> <li>* International mobility with at least one country</li> <li>* Number of students and teachers involved in the international mobility process</li> </ul>



6	<p><b>Outcome #6. Graduates are ready to start work in interesting, worthy and well-paid professions where they have a potential for further development and self-realization.</b>Indicator*Percentage of students who have made informed decisions</p>
6.1	<p><b>Output #6.1. Improving professional development, professional education and career orientation systems</b> Indicator</p> <ul style="list-style-type: none"> <li>* At least 50% of VET students use the career orientation service</li> <li>* Percentage of high school graduates who use the career orientation service</li> <li>* Adults who use the career orientation service</li> </ul>
6.2	<p><b>Output #6.2. Supporting innovation, creativity and entrepreneurship in VET</b> Indicator</p> <ul style="list-style-type: none"> <li>* At least 5 innovative/entrepreneurial projects have been implemented</li> <li>*Number of entrepreneurial initiatives implemented by students/graduates</li> </ul>
7	<p><b>Outcome #7. VET is an attractive and real educational alternative for public; for the youth it's an alternative after finishing school; for adults - it is an important mechanism for career development and it's an opportunity to retrain in new professions for those who need to change professions in line with labour market needs.</b> Indicator</p> <ul style="list-style-type: none"> <li>* Attitudes of the society towards VET is improved</li> </ul>
7.1	<p><b>Output #7.1. Improving VET linkages with general and higher education</b> Indicators</p> <ul style="list-style-type: none"> <li>* At least one school is carrying out a VET component</li> <li>* General education components are integrated in at least one vocational programme</li> <li>* At least one VET programme is linked to the first level of higher education</li> </ul>
7.2	<p><b>Output #7.2. Raising population's and stakeholder's awareness in VET</b> Indicator</p> <ul style="list-style-type: none"> <li>* At least 90% of the Communications Strategy Action Plan is implemented</li> </ul>

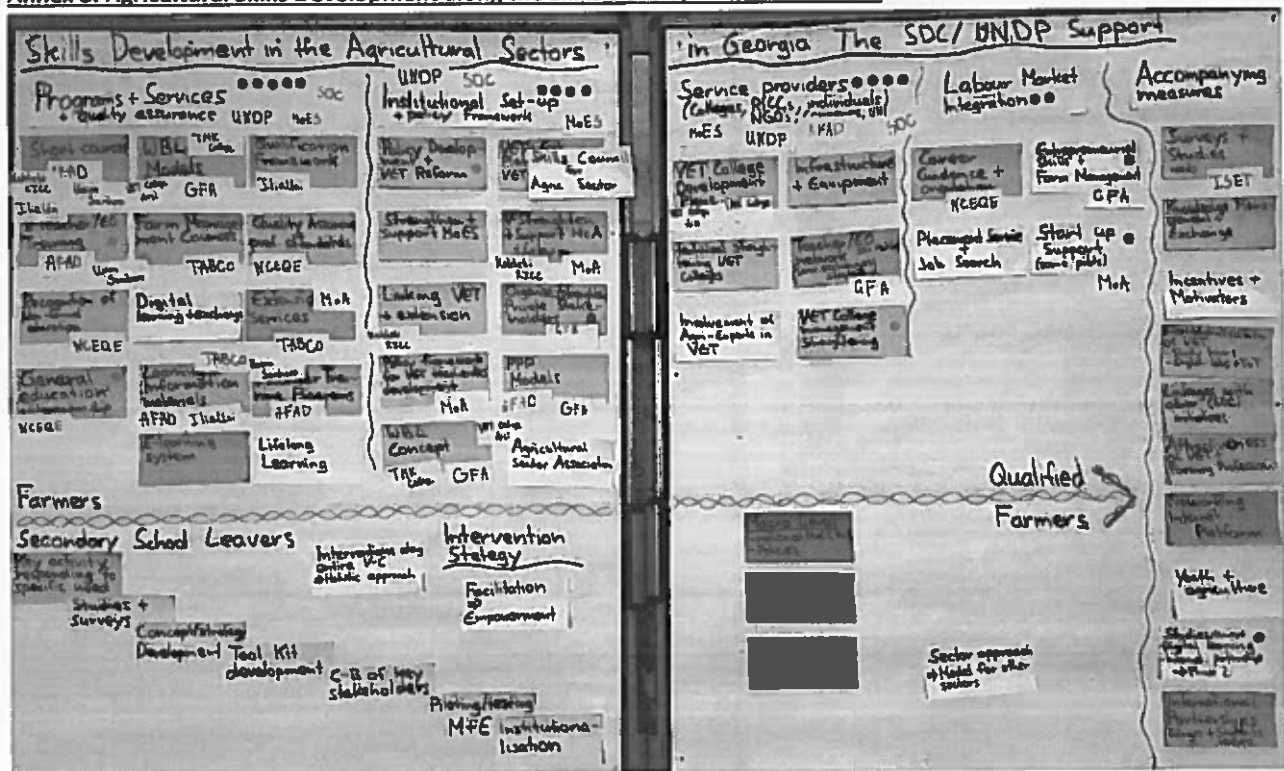
### Annex 7: Georgian National Extension Service: Action plan project 2018-2019

Goals	Objectives	Activity	Expected outcome	Responsible body	Partner organization	Timeframe
Institutional development	1. Establish core unit and regional pilots to develop effective extension approaches for selected sectors.	1.1 determine indicators for piloting	Indicators are determined to select regions for piloting	MoA	-	2018 Q1
		1.2 Designate 2 pilot regions	Pilot regions formally designated	MoA	-	2018 Q1
		1.3 Task allocation for divisions in piloting regions	staff responsibilities distributed according staff skills	MoA	Donor organizations	2018 Q1
	2. Expand core unit and replicate regional pilots to achieve full national coverage for a wider group of topics.	2.1 Analysis of piloting results	Advantages and disadvantages of Approved Extension process revealed analyzing piloting results	MoA	Donor organizations	2019 Q1
		2.2 Adaptation and replication	Regional pilots replicated throughout the country taking into account analyzed results of piloting	MoA	Donor organizations	2019
	3. Establish National Extension Service as a separate organization	3.1 Prepare detailed design including budget, implementation plan & draft legislation	Planning documents prepared	MoA	Donor organizations	2019
		3.2 Adopt legislation	Legislation adopted	MoA	Parliament of Georgia	2019 Q3, Q4
		3.3 Establish new structure & commence recruitment	Structure established and staffing underway	MoA	donor organizations	2019 Q4
	Advice delivery	4. Develop & implement proactive Extension Packages based on careful analysis of the messages and information that farmers need in order to implement change and become more efficient and profitable	4.1 Farmers research in piloted regions	In 2 pilot regions farmers target groups selected and their needs identified	MoA	Donor organizations
4.2 Prepare Extension Packages and establish trainings			Advisory messages reaching farmers in line with the targets set in each Extension Package	MoA	Donor organizations	2018 Q3
4.3 Organize / coordinate the extension process and information campaign (information materials, demonstration activities, involvement of experts and scientific center, E-Extension / SMS, local media-extensions / TV, radio, social networks)			Process ongoing according adopted action plan	MoA	Donor organizations	2018 Q3, Q4, 2019
4.4 Implement additional Extension Packages			Advisory messages reaching farmers in line with the targets set in each Extension Package	MoA	Donor organizations	2019
4.5 Dissemination of extension packages			Advisory messages reaching farmers in line with the targets set in each Extension Package	MoA		2018 - 2019
4.6 Establish on-farm demonstrations to complement Extension Packages			Farmers can see - in person, on TV, in print & online - real examples of new technologies on farms similar to theirs	MoA	Donor organizations, private sector NGOs	2018 3 and 4 quarters, during 2019

Goals	Objectives	Activity	Expected outcome	Responsible body	Partner organization	Timeframe
	<b>5. Establish mass dissemination mechanisms to deliver these messages to tens, and eventually hundreds, of thousands of farmers.</b>	5.1 Implement Knowledge Base of extension materials	Extension planners, field agents & farmers have ready access to a wide range of extension materials	MoA	Donor organizations, private sector NGOs, educational centers	2018 Q4 2019
		5.2 Establish Extension Service website or sub-site	Extension materials & tools available online to farmers throughout Georgia	MoA		2018 Q3, Q4.
		5.3 Establish regular TV advisory programmes for farmers	Advisory programme broadcast regularly & available on the web	MoA	Local and national media, donor organizations, private sector, NGOs	2018 Q3, Q4. 2019
Supporting actions	<b>6. Establish monitoring &amp; feedback systems to ensure that extension messages are actually reaching farmers, understood and accepted by them, and are put into practice and yield results.</b>	6.1 Establish SMS system for farmers	Farmers receiving regular advice, information & alerts	MoA	Donor organizations, mobile network operators, all other entities able to provide required information	2018 Q4 2019
		6.2 Implement simple Farmer Contact Form, with supporting database & regular analysis	Extension managers receive regular reports on farmer contacts & subjects of advice	MoA	Donor organizations	2018 Q4 2019
		6.3 Establish regular independent telephone follow-up surveys	Extension managers receive regular reports on farmer reaction & uptake	MoA	Donor organizations	2018 Q4 2019
		6.4 Implement a rigorous five-tier monitoring and evaluation framework (activities reach reaction, uptake, impact)	Monitoring and evaluation system established to assess extension efficiency	MoA	Donor organizations, private sector NGOs, educational centers	2018 Q3, Q4
	<b>7. Upgrade staff skills through a long-term comprehensive programme of action-oriented training, covering general extension skills, specific extension packages and use of the monitoring and feedback systems.</b>	7.1 Train core units & pilot region staff in extension skills	Skills of initial staff upgraded & new skills learnt	MoA	Donor organizations, private sector NGOs, educational centers	2018-2019
		7.2 Train advisors in pilot regions on Initial Extension Packages plus associated knowledge	Advisors fully competent to implement pilot Extension Packages & provide supporting advice (Meteorological stations, soil analyzing, mini portable laboratory and more)	MoA	Donor organizations, private sector NGOs, educational centers	2018-2019
		7.3 Train advisors in farm business skills, including Gross Margin Analysis	Advisors able to give business advice & calculate the financial impact of implementing new approaches	MoA	Donor organizations, private sector NGOs, educational centers	2018-2019
		7.4 Deliver action-oriented training to advisors as each new Extension Package is prepared & rolled out	Advisors fully competent to implement each new Extension Package & provide supporting advice	MoA (extension service)	Donor organizations, private sector NGOs, educational centers	2018-2019
		7.5 Develop Extension Manual & integrate into ongoing professional education of all extension staff	Extension Manual prepared, regularly updated & applied in ongoing training	MoA	Donor organizations, private sector NGOs, educational centers	2019 Q4

Goals	Objectives	Activity	Expected outcome	Responsible body	Partner organization	Timeframe
	<b>8. Ensure the maintenance of extension service staff with necessary transport, tools and equipment.</b>	Analyze the needs for supportive means, make necessary procurements	Extension units are well equipped	MoA	Donor organizations, private sector NGOs, educational centers	2018-2019

Annex 8: Agricultural Skills Development along the Skills Development Value Chain



## **Annex 9: Existing professions included in the agricultural sector**

- Farmer (plant growers and animal keepers & beekeeper are sub professions);
- Fruit & vegetable processor
- Wine production & wine making
- Horticulturist
- Milk processor
- Veterinary nurse
- Bio Farmer
- Agro Mechanisation (part of the engineering sector)
- Gardener

### **Professions not yet fully established:**

- Meat processor
- Horse Farmer
- Alcoholic and non-alcoholic beverages producer

## **Annex 10: Short profile of the Georgian Farmers Association (GFA)**

### **Georgian Farmers' Association**

The Georgian Farmers' Association (GFA) was founded in 2012. Currently, the organization unites 3,600 farmers in Georgia. The membership base is continuously growing (from 731 individual farmers in 2015 to 1171 individual farmers, 182 cooperatives and 12 sector organisations in 2018). GFA establishes its value to members by giving guidance on governmental programs; links to service providers and sources of funding, markets and technical support; consultation on policy issues and representation of members' interests; defence of smallholder farmers' rights; participation in policy making; and advocacy of fair access to markets and resources. GFA's call center provides farmers and stakeholders with useful information and helps to analyse current issues in agriculture.

GFA actively cooperates with governmental, donor and educational institutions and is a strong coordinator between farmers and all actors involved in agriculture. GFA has a clear ambition to bring Georgia forward and is aware of the fact that farmers need to make a shift from being a peasant to becoming entrepreneurs.

GFA's main services include: Advocacy, Capacity Building, and Networking.

#### ***Advocacy:***

- Identifying problems and delivering them to agro-players;
- Developing recommendations and publication of statements and position papers;
- Defending farmers' interests;

#### ***Capacity Building/Awareness Raising:***

- Formal and non-formal education;
- Consultations;
- Strengthening and developing farmers through engaging them in different activities;
- Workshops and trainings;
- Researches;
- Raising attractiveness of agriculture and A-VET

#### ***Networking:***

- Collecting and disseminating information
- Connecting/linking interested parties
- Matchmaking (linking farmers to the markets)

In December 2016, the GFA Board of Directors decided to form a Farmers' Council composed of farmers, with enough power to take part in the process of policy making, dealing with the issues of development of agriculture and improvement of the state of Georgian farmers. Two farmers from each of the 60 municipality represent the municipalities in the council. This will improve GFA's mandate on lobby and advocacy and ensure that the farmers views are always taken into consideration.

GFA facilitates linkages between its members and distribution companies (Georgian Farmers' Distribution Company - GFDC), which itself collaborates with the Adjara group and other hotels/restaurants and supplies farmers' products to them. In 2017, GFA created an internet based application called "Agronavti", where farmers can place the product for sale/marketing. "Agronavti" can be downloaded via iOS and Android. In addition to providing a "matchmaking" service, the mobile application offers the following information: weekly prices established for agricultural products and their statistical changes, researches and innovations in agriculture, more than 60 cycles of agricultural products, weather forecast, agro-calendar, etc.

GFA is currently implementing different donor (EU, USAID, UNDP, SDC, ADA) funded projects in the agricultural sector. GFA has a proven track record in mobilizing farmers groups, capacity building of farmer groups, information dissemination (via in house call centre), and awareness raising of achieved results. GFA is actively involved in conducting market research and studies through the help of its experienced data analysts and Call Centre operators. GFA also designs and delivers different training programmes such as training for trainers/instructors, access to finance, basic principles of cooperation, development of business plans; networking in the agriculture sector, and organization of roundtable discussion on public-private dialogue.

In 2016, GFA started with the implementation of new models of vocational education – dual VET in agriculture. The main objective of this initiative is to pilot new models of "Work Based Learning" (WBL) aiming to transform existing supply-driven VET systems towards a demand-led model. The aim is to meet industry needs for the skilled workforce, by linking employers'

interests to the training provision, to make the best use of the workplace as a powerful learning environment, and to make VET more attractive and labour-market-oriented.

Gender balance and women participation is very important for GFA. In the Farmers' Council half of the members are women. Women members of GFA can benefit from consultations provided by GFA's Agronomist and Veterinary Specialist in different fields including modern technologies in agriculture, certification, DCFTA. GFA is also providing capacity development support to women, including training in marketing and sales as well as field visits, workshops and experience sharing sessions.

In 2016, GFA created an informal youth wing of young farmers in Georgia and named it GFA Junior. Since its establishment, the awareness of GFA Junior raised significantly. National TV channels, newspapers, and news agencies actively cover their successful stories. This kind of activities contributes to popularization of the agricultural sector among the young generation with the aim that there will be more young farmers and entrepreneurs engaged in the agriculture sector.

Tbilisi, March 2018



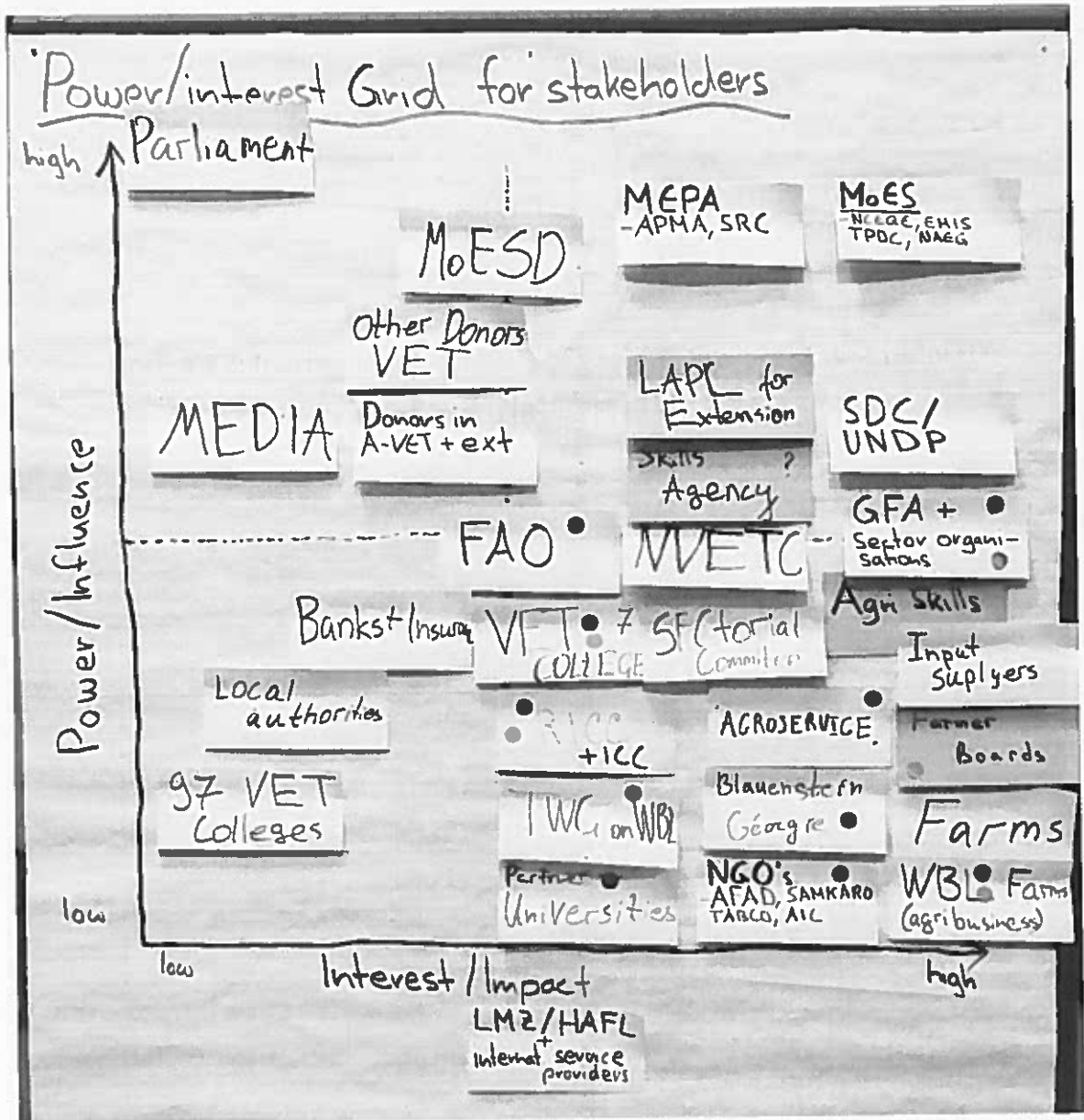
## Annex 11: Risk Analysis

#	Description	Type	Likelihood of Incidence (1 low – 5 high)	Impact of Incidence (1 low – 5 high)	Countermeasures / Mngt response	Owner
1	Adoption of the VET law will delay	Political	Low: 2	Impact: A – A-VET remain Irreverent for farmers P: High: 4	Mitigation measures: Donor organizations (SDC and UNDP) will put high political pressure on the GoG in order to speed up the new VET law adoption process.	Project Manager
2	Low cooperation between the main project partners MoESCS, MEPA and GFA results in poor coordination of VET and AE.	Environmental	High: 4	Impact: VET and extension remain Irreverent for farmers Low: 2	Mitigation measures: The project board serves as a platform to enhance collaboration and coordination between MoESCS and MEPA on one hand and with the private sector on the other hand. The farmers board will as well unite actors representing the 3 partners and enhance linkages.	Project Manager
3	New structure under the MEPA (Extension Agency) is not in place	Political	Medium: 3	Impact: A - VET remain Irreverent for farmers P: High: 4	Mitigation measures: The project will contribute to feasibility studies and advocate and lobby in case of delays. SDC and UNDP will engage the ministries in discussions to try and convince about the usefulness and importance of it. In case of delays, the project will re-plan its activities and concentrate on umbrella organization and private stakeholders with the budget allocations in order to meet the demand of the farmers related to knowledge transfer.	Project Manager
4	Financial sustainability of WBL and extension models is not ensured	Political	Low: 2	Quality of A-VET will suffer. Medium: 3	Mitigation measures: Project will train and sensitize farmers to host students and pay them a stipend. The project will not finance pilot activities if there is no guaranty from the ministry or to take over costs. In addition, project will advocate sustainability issues with the public stakeholders and try to convince them in that direction.	Project Manager
5	Low cooperation between A-VET colleges and ICCs results in poor linkages of VET and AE		Medium: 2	Medium: 3	Mitigation measures: Joint activities and sharing of equipment's will be organized for ICC and A-VET providers (e.g. VET teacher and AE officer training) to enhance collaboration. Farmers boards will also bring different actors on the ground closer together.	Project Manager
6	The sustainability and ownership over the project results will not be achieved due to the capacity	Environmental	Low: 2	Impact: Reforms in VET and extensions are not sufficient to ensure access to	Mitigation measures: Institutional and technical strengthening of national structures is a key component of the project and sufficient resources are allocated for this.	Project Manager

#	Description	Type	Likelihood of incidence (1 low – 5 high)	Impact of incidence (1 low – 5 high)	Countermeasures / Mngt response	Owner
	constraints of national partners.			high quality VET and extension High: 4	In addition, a holistic step by step approach is used to ensure institutionalization and smooth transfer of various activities to national partners.	
7	Farmers don't make use of training and extensions opportunities (because of lack of trust of other reasons).	Environmental	Low: 2:	Impact: low participation in training and extension activities High: 4	Mitigation measures: A bottom up approach will empower farmers, enhance collaboration with and increase trust in A-VET and AE service providers. Cooperation with the regional NGOs, extension providers and authorities is the key for the success in the mobilization of farmers. They are the best and trusted sources for farmers that have daily interaction with them. Finally, constant improvement of quality of services will also make them more popular and attractive.	Project Manager
8	Differences of interests of public and private extension service providers result in poor cooperation.	Environmental	Low: 2	Impact: quality of training and extension is not sufficient; duplication of activities Low: 2:	Mitigation strategy: Farmers Boards will apply a participative and inclusive approach in identifying needs and come up with the needs that are both in extension and in A-VET. Project cooperates with both, private and public extension service providers and facilitates linkages. In addition, project cooperates with the GFA and other sectorial associations to ensure objective decision and coordinated activities. National Coordination Mechanism will facilitate development of joint vision of extension and coordination and monitoring of stakeholders' interventions	Project Manager
9	Increased agricultural productivity will have a negative impact on the environment	Environmental	Medium: 3	Impact: Negative environmental impact High: 4	Mitigation strategy: Environmental issues will be integrated in various A-Vet modules.	

**Annex 12: Institutional analysis of various project stakeholders:**

**Power/interest grid**



## **Annex 13: List of participants and interview partners**

### **List of Planning workshop participants**

	<b>Name</b>	<b>Organization</b>
<b>UNDP / SDC / FAO</b>		
1	Mr. Beka Tagauri	SDC
2	Ms. Nino Edilashvili	SDC
3	Mr. Marc Bloch	Consultant
4	Ms. Natia Natsvlshvili	UNDP
5	Mr. George Nanobashvili	UNDP
6	Mr. Konstantine Kobakhidze	UNDP
7	Ms. Tamar Kitiashvili	UNDP
8	Ms. Tamar Sanikidze	UNDP
9	Ms. Tea Gulua	UNDP
10	Ms. Elene Mikaberidze	UNDP
11	Mr. Mamuka Matiashvili	UNPD
12	Ms. Gvantsa Tvaltchrelidze	UNDP
13	Mr. Beka Dzadzamia	FAO
<b>Public sector</b>		
14	Ms. Tamar Samkharadze	MoES
15	Ms. Irina Tserodze	MoES
16	Ms. Nino Elbakidze	TPDC
17	Ms. Tamar Makharashvili	NCEQE
18	Mr. Kakhaber Eradze	NCEQE
19	Mr. Shalva Kereselidze	MoEPA
20	Ms. Mariam Gelashvili	MoEPA
21	Ms. Anuki Kanteladze	MoEPA
22	Ms. Nana Zubashvili	MoEPA
<b>Private sector</b>		
23	Mr. Nikoloz Meskhishvili	GFA
24	Ms. Tamuna Toria	GFA
25	Ms. Nino Zambakhidze	GFA
26	Ms. Maia Mikava	NGO AFAD
27	Ms. Tamar Kapanadze	NGO UNION SAMKARO
28	Ms. Archil Elbakidze	NGO ApkhazIntercont
29	Ms. Veriko Khomeriki	TABCO
30	Mr. Mirian Macharashvili	Union Agroservice
31	Ms. Tatia Arabidze	Blauenstein Teaching Centre
32	Ms. Nino Lomidze	Blauenstein Teaching Centre
33	Ms. Ani Kitiashvili	VET expert

### List of participants during validation workshop

	Name	Organization	Position
1	Ms. Ketevan Natriashvili	MoES	Deputy Minister of Education and Science of Georgia
2	Ms. Irina Tserodze	MoES	Head, VET Department of MoES
3	Mr. Nodar Kereselidze	MoEPA	Deputy Minister of Environmental Protection and Agriculture
4	Ms. Mariam Gelashvili	MoEPA	Deputy Head, Extension Department of MoEPA
5	Mr. Nikoloz Meskhishvili	GFA	VET Expert
6	Ms. Tamuna Toria	GFA	Project Manager
7	Ms. Nino Zambakhidze	GFA	Chairwoman
8	Mr. Beka Tagauri	SDC	Head of Programme
9	Ms. Nino Edilashvili	SDC	National Programme Officer
10	Mr. Olivier Burki	SDC	Regional Director for South Caucasus
11	Mr. Marc Bloch	Independent	Consultant
12	Ms. Tamar Samkharadze	MoES	Deputy Head, MoES VET Department
13	Ms. Natia Natsvlishvili	UNDP	Assistant Resident Representative
14	Mr. George Nanobashvili	UNDP	Economic Development Team Leader
15	Mr. Konstantine Kobakhidze	UNDP	Project Manager
16	Ms. Tamar Kitiashvili	UNDP	UNDP VET Advisor/Deputy Project Manager
17	Ms. Khatuna Chanukvadze	UNDP	Programme Associate

### List of interview partners during planning mission

	Name	Organization	Position
1	Ms. Nika Kochishvili	EU Delegation	Project Manager
2	Ms. Cristina Casella	EU Delegation	Attaché on Agriculture, Programme Manager
3	Ms. Veriko Khomeriki	TABCO	Executive Director
4	Mr. Shota Gongladze	TABCO	Deputy Director
5	Ms. Katia Kammerer Mr. Jochem	GIZ	Programme Director
6	Mr. Javier Sans Alvares	FAO, ENPARD Project	Coordinator
7	Ms. Ketevan Natriashvili	MoES	Deputy Minister of Education and Science of Georgia
8	Mr. Solomon Pavliashvili	MoEPA	Deputy Minister of Environmental Protection and Agriculture

### **Annex 14: Communication and Visibility Activities**

<b>No</b>	<b>Activity</b>	<b>Output</b>	<b>Key Audiences</b>	<b>Timeline</b>
1	Development of a project-related branding package	<ul style="list-style-type: none"> <li>Stationery, templates for publications, signs and media kits)</li> </ul>	<ul style="list-style-type: none"> <li>Government officials, CSOs, international organizations</li> </ul>	Beginning of the project
2	Issue of a press releases. Sharing information through twitter, Facebook and on websites.	<ul style="list-style-type: none"> <li>One press release per each important event</li> </ul>	<ul style="list-style-type: none"> <li>Government officials, international agencies and donors.</li> </ul>	During each major event
3	Calendar of events and public outreach planner update	<ul style="list-style-type: none"> <li>Single file with Information about major events available for the target audience</li> </ul>	<ul style="list-style-type: none"> <li>Government officials, international agencies and donors.</li> </ul>	Within the whole cycle of the project implementation
4	Visibility Events: signing ceremonies, presentations, presentations, launches of new initiatives, demonstration of achievements on project spots	<ul style="list-style-type: none"> <li>Multiple events in Tbilisi and locations of target institutions</li> </ul>	<ul style="list-style-type: none"> <li>Government officials, international agencies and donors.</li> <li>Local authorities</li> <li>CSOs</li> </ul>	Within the whole cycle of the project implementation
5	Production and dissemination of multiple case studies and best practices in recovery through websites and social media	<ul style="list-style-type: none"> <li>Postings on UNDP websites and Facebook</li> </ul>	<ul style="list-style-type: none"> <li>International agencies and donors.</li> <li>Government officials, international agencies and donors.</li> <li>CSOs</li> <li>Wider population</li> </ul>	At different stages of the project
6	Media Tours	<ul style="list-style-type: none"> <li>At least 3 media tours to project's beneficiaries</li> </ul>	<ul style="list-style-type: none"> <li>National media</li> <li>CSOs</li> <li>Government officials, international agencies and donors</li> </ul>	Mainly years 3, 4

## Annex 15: Social and Environment Screening Plan (SESP)

### Project Information

<b>Project Information</b>	
1. Project Title	Modernization of the Vocational Education and Training and Extension System Related to Agriculture in Georgia
2. Project Number	00102163
3. Location (Global/Region/Country)	Georgia

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

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

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

The project design and first phase of implementation was guided by the human rights-based approach. All future project activities will be based as well on human rights principles such as: Equality and non-discrimination, participation and inclusion, accountability and rule of law. Regional and local development will be approached as a means for safeguarding the basic rights of rights-holders (local citizens, women, vulnerable and other groups) and enabling proper satisfaction of their fundamental rights, needs and interests. Whilst, at the same time, it will provide the duty-bearers at central, regional and local level stronger capacities and opportunities to effectively fulfil their obligations and increase accountability.

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

The project will seek to secure stronger representation of women in local and regional deliberations, as well as help local women to get empowered economically. Inter alia, in synergy with the UNDP Gender Equality project and the partner organizations supporting gender equality nation-wide, it will actively lobby for specific measures advancing local women to represent their interests among the constituency.

The project support to the reform for vocational education and training and extension systems in agriculture is addressing support to the vulnerable and marginalized groups (rural women, IDPs, persons with disabilities, etc.) and is monitoring together with stakeholders their specific needs. In particular, in vocational education, the implementation of programmes are reported based on a data-disaggregated approach, especially sex-disaggregated.

Related to the above, the project will proactively seek an equal participation of women and men, when it comes to elaborating Action Plans in their region/municipality. Any sub-projects nominated for pilot funding by regional and local authorities will be assessed for gender sensitive benefits to the extent possible, and the sub-projects providing at least equal benefits to women (then men) will be especially encouraged. The project support will encourage and pay a strict attention to participation of female staff members from the Ministries, regional and local administrations in training and other activities. The training providers will be encouraged to introduce topics of Gender Equality in their curriculum, where it may be applicable. Sex-disaggregated data will be collected and codified throughout the project activities, in all relevant circumstances.

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

Environmental sustainability is a topic for all vocational education programmes, all training programmes and each and every extension package as such. Furthermore, the education and training providers will respect environmental sustainability principles in their management. Relevant trainings and capacity development measures will be implemented for the staff of implementing partners and stakeholder organizations. UNDP and implementing partners will ensure compliancy of any equipment and other inputs procured with internationally recognized environmental standards.

**Part B. Identifying and Managing Social and Environmental Risks**

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



	<b>Principle 2: Gender Equality and Women's Empowerment</b>	<input checked="" type="checkbox"/>	
	<b>1. Biodiversity Conservation and Natural Resource Management</b>	<input type="checkbox"/>	
	<b>2. Climate Change Mitigation and Adaptation</b>	<input checked="" type="checkbox"/>	
	<b>3. Community Health, Safety and Working Conditions</b>	<input type="checkbox"/>	
	<b>4. Cultural Heritage</b>	<input type="checkbox"/>	
	<b>5. Displacement and Resettlement</b>	<input type="checkbox"/>	
	<b>6. Indigenous Peoples</b>	<input type="checkbox"/>	
	<b>7. Pollution Prevention and Resource Efficiency</b>	<input type="checkbox"/>	

#### Final Sign Off

<i>Signature</i>	<i>Date</i>	<i>Description</i>
George Nanobashvili ED Team Leader		UNDP staff member responsible for the Project, typically a UNDP Programme Officer. Final signature confirms they have "checked" to ensure that the SESP is adequately conducted.
Munkhtuya Altangerel DRR		UNDP senior manager, typically the UNDP Deputy Country Director (DCD), Country Director (CD), Deputy Resident Representative (DRR), or Resident Representative (RR). The QA Approver cannot also be the QA Assessor. Final signature confirms they have "cleared" the SESP prior to submittal to the PAC.
Munkhtuya Altangerel DRR		UNDP chair of the PAC. In some cases, PAC Chair may also be the QA Approver. Final signature confirms that the SESP was considered as part of the project appraisal and considered in recommendations of the PAC.

**SESP Attachment 1. Social and Environmental Risk Screening Checklist**

<b>Checklist Potential Social and Environmental Risks</b>		
<b>Principles 1: Human Rights</b>		<b>Answer (Yes/No)</b>
1.	Could the Project lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	No
2.	Is there a likelihood that the Project would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups? <sup>17</sup>	No
3.	Could the Project potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	No
4.	Is there a likelihood that the Project would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	No
5.	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the Project?	No
6.	Is there a risk that rights-holders do not have the capacity to claim their rights?	No
7.	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	No
8.	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project-affected communities and individuals?	No
<b>Principle 2: Gender Equality and Women's Empowerment</b>		
1.	Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	No
2.	Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	No
3.	Have women's groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	No
4.	Would the Project potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services?  <i>For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being</i>	No
<b>Principle 3: Environmental Sustainability: Screening questions regarding environmental risks are encompassed by the specific Standard-related questions below</b>		
<b>Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management</b>		

<sup>17</sup> Prohibited grounds of discrimination include race, ethnicity, gender, age, language, disability, sexual orientation, religion, political or other opinion, national or social or geographical origin, property, birth or other status including as an indigenous person or as a member of a minority. References to "women and men" or similar is understood to include women and men, boys and girls, and other groups discriminated against based on their gender identities, such as transgender people and transsexuals.

1.1	Would the Project potentially cause adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services?  <i>For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes</i>	No
1.2	Are any Project activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g. nature reserve, national park), areas proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	No
1.3	Does the Project involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	No
1.4	Would Project activities pose risks to endangered species?	No
1.5	Would the Project pose a risk of introducing invasive alien species?	No
1.6	Does the Project involve harvesting of natural forests, plantation development, or reforestation?	No
1.7	Does the Project involve the production and/or harvesting of fish populations or other aquatic species?	No
1.8	Does the Project involve significant extraction, diversion or containment of surface or ground water?  <i>For example, construction of dams, reservoirs, river basin developments, groundwater extraction</i>	No
1.9	Does the Project involve utilization of genetic resources? (e.g. collection and/or harvesting, commercial development)	No
1.10	Would the Project generate potential adverse transboundary or global environmental concerns?	No
1.11	Would the Project result in secondary or consequential development activities which could lead to adverse social and environmental effects, or would it generate cumulative impacts with other known existing or planned activities in the area?  <i>For example, a new road through forested lands will generate direct environmental and social impacts (e.g. felling of trees, earthworks, potential relocation of inhabitants). The new road may also facilitate encroachment on lands by illegal settlers or generate unplanned commercial development along the route, potentially in sensitive areas. These are indirect, secondary, or induced impacts that need to be considered. Also, if similar developments in the same forested area are planned, then cumulative impacts of multiple activities (even if not part of the same Project) need to be considered.</i>	No
<b>Standard 2: Climate Change Mitigation and Adaptation</b>		
2.1	Will the proposed Project result in significant <sup>18</sup> greenhouse gas emissions or may exacerbate climate change?	No
2.2	Would the potential outcomes of the Project be sensitive or vulnerable to potential impacts of climate change?	No
2.3	Is the proposed Project likely to directly or indirectly increase social and environmental vulnerability to climate change now or in the future (also known as maladaptive practices)?  <i>For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding</i>	No
<b>Standard 3: Community Health, Safety and Working Conditions</b>		

<sup>18</sup> In regards to CO<sub>2</sub>, 'significant emissions' corresponds generally to more than 25,000 tons per year (from both direct and indirect sources). [The Guidance Note on Climate Change Mitigation and Adaptation provides additional information on GHG emissions.]

3.1	Would elements of Project construction, operation, or decommissioning pose potential safety risks to local communities?	No
3.2	Would the Project pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No
3.3	Does the Project involve large-scale infrastructure development (e.g. dams, roads, buildings)?	No
3.4	Would failure of structural elements of the Project pose risks to communities? (e.g. collapse of buildings or infrastructure)	No
3.5	Would the proposed Project be susceptible to or lead to increased vulnerability to earthquakes, subsidence, landslides, erosion, flooding or extreme climatic conditions?	No
3.6	Would the Project result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	No
3.7	Does the Project pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during Project construction, operation, or decommissioning?	No
3.8	Does the Project involve support for employment or livelihoods that may fail to comply with national and international labor standards (i.e. principles and standards of ILO fundamental conventions)?	No
3.9	Does the Project engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	No
<b>Standard 4: Cultural Heritage</b>		
4.1	Will the proposed Project result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)? (Note: Projects intended to protect and conserve Cultural Heritage may also have inadvertent adverse impacts)	No
4.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	No
<b>Standard 5: Displacement and Resettlement</b>		
5.1	Would the Project potentially involve temporary or permanent and full or partial physical displacement?	No
5.2	Would the Project possibly result in economic displacement (e.g. loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	No
5.3	Is there a risk that the Project would lead to forced evictions? <sup>19</sup>	No
5.4	Would the proposed Project possibly affect land tenure arrangements and/or community based property rights/customary rights to land, territories and/or resources?	No
<b>Standard 6: Indigenous Peoples</b>		
6.1	Are indigenous peoples present in the Project area (including Project area of influence)?	No
6.2	Is it likely that the Project or portions of the Project will be located on lands and territories claimed by indigenous peoples?	No

<sup>19</sup> Forced evictions include acts and/or omissions involving the coerced or involuntary displacement of individuals, groups, or communities from homes and/or lands and common property resources that were occupied or depended upon, thus eliminating the ability of an individual, group, or community to reside or work in a particular dwelling, residence, or location without the provision of, and access to, appropriate forms of legal or other protections.

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

## Annex 16: Quality Assessment Report

Design & Appraisal Stage Quality Assurance Report

[https://intranet.undp.org/sites/GEO/project/00102163/\\_layouts...](https://intranet.undp.org/sites/GEO/project/00102163/_layouts...)

### Design & Appraisal Stage Quality Assurance Report

Overall Project Rating: Needs Improvement

Decision: Disapprove: The Social and Environmental Screening Procedure must be completed. See Question 9.

Project Number: 00102163

Project Title: The project will emphasise on institution building and system development on one hand and on improving service provision on the other hand

Project Date: 10-Sep-2018

Strategic

Quality Rating: Needs Improvement

Does the project's Theory of Change specify how it will contribute to higher level change? (Select the option from 1-3 that best reflects the project)

3: The project has a theory of change with explicit assumptions and clear change pathway describing how the project will contribute to outcome level change as specified in the programme/CPD, backed by credible evidence of what works effectively in this context. The project document clearly describes why the project's strategy is the best approach at this point in time.

• 2: The project has a theory of change. It has an explicit change pathway that explains how the project intends to contribute to outcome-level change and why the project strategy is the best approach at this point in time, but is backed by limited evidence.

1: The project does not have a theory of change, but the project document may describe in generic terms how the project will contribute to development results, without specifying the key assumptions. It does not make an explicit link to the programme/CPD's theory of change.

Evidence

Management Response

The prodoc has well developed ToC, which defines intervention at macro, meso and micro levels. (Section 2: Strategy, 2.1, 2.2)

Is the project aligned with the thematic focus of the UNDP Strategic Plan? (select the option from 1-3 that best reflects the project)

3: The project responds to one of the three areas of development work as specified in the Strategic Plan; it addresses at least one of the proposed new and emerging areas; an issues-based analysis has been incorporated into the project design; and the project's RRF includes all the relevant SP output indicators. (all must be true to select this option)

2: The project responds to one of the three areas of development work as specified in the Strategic Plan. The project's RRF includes at least one SP output indicator, if relevant. (both must be true to select this option)

• 1: While the project may respond to one of the three areas of development work as specified in the Strategic Plan, it is based on a sectoral approach without addressing the complexity of the development issue. None of the relevant SP indicators are included in the RRF. This answer is also selected if the project does not respond to any of the three areas of development work in the Strategic Plan.

Evidence

The project responds to SP Outcome 1. Advance poverty eradication in all its forms and dimensions. None of the SP output indicator is selected in RRF. However, the project contributes to the achievement of SP Indicator: 1.1.2.3a and 1.1.2.3.C.2

Relevant

Quality Rating: Highly Satisfactory



- Strengthening capacities of partners to participate in international negotiations and conferences
- Partnership coordination (including UN coordination) and management of networks
- Global/regional projects with no country level activities (e.g. knowledge management, inter-governmental processes)
- UNDP acting as Administrative Agent

- Yes
- No
- SESP not required

**Evidence**

SESP conducted and attached

**Management & Monitoring**

Quality Rating: Highly Satisfactory

**0. Does the project have a strong results framework? (select from options 1-3 that best reflects this project)**

• **3:** The project's selection of outputs and activities are at an appropriate level and relate in a clear way to the project's theory of change. Outputs are accompanied by SMART, results-oriented indicators that measure all of the key expected changes identified in the theory of change, each with credible data sources, and populated baselines and targets, including gender sensitive, sex-disaggregated indicators where appropriate. (all must be true to select this option)

**2:** The project's selection of outputs and activities are at an appropriate level, but may not cover all aspects of the project's theory of change. Outputs are accompanied by SMART, results-oriented indicators, but baselines, targets and data sources may not yet be fully specified. Some use of gender sensitive, sex-disaggregated indicators, as appropriate. (all must be true to select this option)

**1:** The results framework does not meet all of the conditions specified in selection "2" above. This includes: the project's selection of outputs and activities are not at an appropriate level and do not relate in a clear way to the project's theory of change; outputs are not accompanied by SMART, results-oriented indicators that measure the expected change, and have not been populated with baselines and targets; data sources are not specified, and/or no gender sensitive, sex-disaggregation of indicators.

**Evidence****Management Response**

The project has strong RRF with defined outputs and indicators for all levels, including activities (See RRF Annex 2)

**1. Is there a comprehensive and costed M&E plan with specified data collection sources and methods to support evidence-based management, monitoring and evaluation of the project?**

- Yes
- No

**Evidence**

See Section 9 M&E Plan, which defines monitoring plan (including donor reporting) and planned evaluations.

**2. Is the project's governance mechanism clearly defined in the project document, including planned composition of the project board? (select from options 1-3 that best reflects this project)**



3: The project's governance mechanism is fully defined in the project document. Individuals have been specified for each position in the governance mechanism (especially all members of the project board.) Project Board members have agreed on their roles and responsibilities as specified in the terms of reference. The ToR of the project board has been attached to the project document. (all must be true to select this option).

- 2: The project's governance mechanism is defined in the project document; specific institutions are noted as holding key governance roles, but individuals may not have been specified yet. Management Response: Important responsibilities of the project board, project director/manager and quality assurance roles. (all must be true to select this option)
- 1: The project's governance mechanism is fully defined in Section 7.1 Project Institutional Setup, with banks already defined in the project document, only mentioning key roles that will need to be filled in the future. No information on the responsibilities of key positions in the governance mechanism is provided.

3. Have the project risks been identified with clear plans stated to manage and mitigate each risks? (select from options 1-3 that best reflects this project)

3: Project risks related to the achievement of results are fully described in the project risk log, based on comprehensive analysis drawing on the theory of change, Social and Environmental Standards and screening, situation analysis, capacity assessments and other analysis. Clear and complete plan in place to manage and mitigate each risk. (both must be true to select this option)

- 2: Project risks related to the achievement of results identified in the initial project risk log with mitigation measures identified for each risk.

1: Some risks may be identified in the initial project risk log, but no evidence of analysis and no clear risk mitigation measures identified. This option is also selected if risks are not clearly identified and no initial risk log is included with the project document.

**Evidence**

**Management Response**

Project Risks are identified, risk log developed (See Section 5. Risk Analysis and mitigation measures, Annex 11 Risk Log) and it is linked to the Theory of Change

efficient

Quality Rating: Highly Satisfactory

4. Have specific measures for ensuring cost-efficient use of resources been explicitly mentioned as part of the project design? This can include: i) using the theory of change analysis to explore different options of achieving the maximum results with the resources available; ii) using a portfolio management approach to improve cost effectiveness through synergies with other interventions; iii) through joint operations (e.g., monitoring or procurement) with other partners.

- Yes
- No

**Evidence**

Cost-benefit analysis was conducted during project design (see section Cost Efficiency and Effectiveness under Section 7.1 Project Institutional setup)

5. Are explicit plans in place to ensure the project links up with other relevant on-going projects and initiatives, whether led by NDP, national or other partners, to achieve more efficient results (including, for example, through sharing resources or coordinating delivery?)

- Yes
- No

**Evidence**

The project envisages synergies with running UNDP projects, like ENPARD (see Section 1.6 UNDP's interventions in VET and agricultural extension and rural development)

**6. Is the budget justified and supported with valid estimates?**

3: The project's budget is at the activity level with funding sources, and is specified for the duration of the project period in a multi-year budget. Costs are supported with valid estimates using benchmarks from similar projects or activities. Cost implications from inflation and foreign exchange exposure have been estimated and incorporated in the budget.

• 2: The project's budget is at the activity level with funding sources, when possible, and is specified for the duration of the project in a multi-year budget. Costs are supported with valid estimates based on prevailing rates.

• 1: The project's budget is not specified at the activity level, and/or may not be captured in a multi-year budget.

**Evidence**

Actuality level budget with yearly breakdown is provided under Annex 1. Project Budget.

**7. Is the Country Office fully recovering the costs involved with project implementation?**

• 3: The budget fully covers all direct project costs that are directly attributable to the project, including programme management and development effectiveness services related to strategic country programme planning, quality assurance, pipeline development, policy advocacy services, finance, procurement, human resources, administration, issuance of contracts, security, travel, assets, general services, information and communications based on full costing in accordance with prevailing UNDP policies (i.e., UPL, LPL)

• 2: The budget covers significant direct project costs that are directly attributable to the project based on prevailing UNDP policies (i.e., UPL, LPL) as relevant.

• 1: The budget does not reimburse UNDP for direct project costs. UNDP is cross-subsidizing the project and the office should advocate for the inclusion of DPC in any project budget revisions.

**Evidence**

UNDP will fully recover costs for the provision of support services. See 7.1. Project Institutional Set-up, Project Governance arrangements.

**Management Response**

fective

Quality Rating: Needs Improvement

**8. Is the chosen implementation modality most appropriate? (select from options 1-3 that best reflects this project)**

3: The required implementing partner assessments (capacity assessment, HACT micro assessment) have been conducted, and there is evidence that options for implementation modalities have been thoroughly considered. There is a strong justification for choosing the selected modality, based on the development context. (both must be true to select this option)

• 2: The required implementing partner assessments (capacity assessment, HACT micro assessment) have been conducted and the implementation modality chosen is consistent with the results of the assessments.

• 1: The required assessments have not been conducted, but there may be evidence that options for implementation modalities have been considered.

**Evidence****Management Response**

NIM with CO support was selected as the most optimal modality for implementation as it will ensure national ownership. Capacity assessment of all responsible parties have been conducted during Phase 1.

**9. Have targeted groups, prioritizing marginalized and excluded populations that will be affected by the project, been engaged in the design of the project in a way that addresses any underlying causes of exclusion and discrimination?**

3: Credible evidence that all targeted groups, prioritising marginalized and excluded populations that will be involved in or affected by the project, have been actively engaged in the design of the project. Their views, rights and any constraints have been analysed and incorporated into the root cause analysis of the theory of change which seeks to address any underlying causes of exclusion and discrimination and the selection of project interventions.

2: Some evidence that key targeted groups, prioritising marginalized and excluded populations that will be involved in the project, have been engaged in the design of the project. Some evidence that their views, rights and any constraints have been analysed and incorporated into the root cause analysis of the theory of change and the selection of project interventions.

1: No evidence of engagement with marginalized and excluded populations that will be involved in the project during project design. No evidence that the views, rights and constraints of populations have been incorporated into the project.

Not Applicable

**Evidence**

Though excluded groups with special education needs have not been directly involved in the project planning, their needs will be considered during implementation phase (See Section 4, Inclusiveness)

**0. Does the project conduct regular monitoring activities, have explicit plans for evaluation, and include other lesson learning (e.g. through After Action Reviews or Lessons Learned Workshops), timed to inform course corrections if needed during project implementation?**

Yes

No

**Evidence**

For the reference see Section 9 M&E Plan, which defines monitoring activities including capturing of lessons learned and evaluation plans.

**1. The gender marker for all project outputs are scored at GEN2 or GEN3, indicating that gender has been fully mainstreamed into all project outputs at a minimum.**

Yes

No

**Evidence****Management Response**

the project is scored GEN2. The activities link to the gender equality aspect and linked to the lessons learnt under the previous phase.

2. Is there a realistic multi-year work plan and budget to ensure outputs are delivered on time and within allotted resources? (select from options 1-3 that best reflects this project)

- 3: The project has a realistic work plan & budget covering the duration of the project at the activity level to ensure outputs are delivered on time and within the allotted resources.
- 2: The project has a work plan & budget covering the duration of the project at the output level.
- 1: The project does not yet have a work plan & budget covering the duration of the project.

#### Evidence

The project has detailed annualized budget. Annual workplans with monthly breakdowns will be developed in the beginning of calendar years.

### Sustainability & National Ownership

Quality Rating: Needs Improvement

3. Have national partners led, or proactively engaged in, the design of the project?

- 3: National partners have full ownership of the project and led the process of the development of the project jointly with UNDP.
- 2: The project has been developed by UNDP in close consultation with national partners.
- 1: The project has been developed by UNDP with limited or no engagement with national partners.
- Not Applicable

#### Evidence

the national partners participated in the planning workshop and are in full ownership of the initiative (see Annex 13)

4. Are key institutions and systems identified, and is there a strategy for strengthening specific/ comprehensive capacities based on capacity assessments conducted? (select from options 0-4 that best reflects this project):

3: The project has a comprehensive strategy for strengthening specific capacities of national institutions based on a systematic and detailed capacity assessment that has been completed. This strategy includes an approach to regularly monitor national capacities using clear indicators and rigorous methods of data collection, and adjust the strategy to strengthen national capacities accordingly.

2.5: A capacity assessment has been completed. The project document has identified activities that will be undertaken to strengthen capacity of national institutions, but these activities are not part of a comprehensive strategy to monitor and strengthen national capacities.

2: A capacity assessment is planned after the start of the project. There are plans to develop a strategy to strengthen specific capacities of national institutions based on the results of the capacity assessment.

1.5: There is mention in the project document of capacities of national institutions to be strengthened through the project, but no capacity assessments or specific strategy development are planned.

1: Capacity assessments have not been carried out and are not foreseen. There is no strategy for strengthening specific capacities of national institutions.

Not Applicable

#### Evidence

The project conducted capacity assessment of main stakeholders and developed capacity building plan (see Annex 10, 12). To be seen by Giorgi

5. Is there a clear strategy embedded in the project specifying how the project will use national systems (i.e., procurement, monitoring, evaluations, etc.,) to the extent possible?

- Yes
- No
- Not Applicable*

**Evidence**

The project is NIM with CO support and will not use national systems.

6. Is there a clear transition arrangement/ phase-out plan developed with key stakeholders in order to sustain or scale up results (including resource mobilisation strategy)?

- Yes
- No

**Evidence**

Despite the fact that exist strategy is not a part of the Project Document, the activities are planned with due considerations of institutionalization and sustainability. Consequently, the project's approach of facilitation is explicitly mentioned which describes the approach of national institutions' (including private sector) leadership and support of the project.

**Quality Assurance Summary/PAC Comments**

Major comments from LPAC meeting are the following:  
Design and implement effective M&E system to ensure impact level indicators' measuring,  
Design and implement targeted gender equality activities,  
Ensure diversification of private sector partnerships during implementation of the project  
Ensure implementation of the LLL compliant VET model during the implementation  
Ensure effective measures for VET institutions and service providers (colleges) capacity development,  
Regularly consider different options for utilizing the entrepreneurship supporting funds during the implementation.

Please see the LPAC minutes document uploaded.

