

## UNITED NATIONS DEVELOPMENT PROGRAMME

**PROJECT DOCUMENT**  
**UNDP GEORGIA**

Project Title: Creating Better Life-Long Learning Opportunities through Local Partnerships

Project Number: 00127398, Output: 00121322

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

Start Date: 17 September 2020

End Date: 16 March 2023

PAC Meeting date: 23 October 2020

**Brief Description**

The project "Creating Better Life-Long Learning Opportunities through Local Partnerships" addresses social and economic changes related to increasing employment of youth, people with disabilities, and economically and socially vulnerable people in Georgia. It aims to create access to new educational services in vocational education and training (VET), ensuring sustainable and inclusive development of the VET system and the labour market.

The overall objective of the project is to strengthen employability for men and women in the capital city and rural areas through the increased access to high-quality educational and career development services. The project will contribute to the improvement of the quality and accessibility of skills provision for life-long learning and enhancement of employment opportunities for youth and vulnerable groups in target 6 regions (Guria, Racha-Lechkhumi, Imereti, Kakheti, Tbilisi and Adjara) with perspective for institutionalization and replication of models and approaches nationwide.

The project will strive to achieve the mentioned objective through delivering 3 outputs:

Output 1.1. Accessibility on skills of youth, women and men, including vulnerable groups, in selected regions is strengthened through new types of formal and non-formal education-related service provision.

Output 1.2. Quality of skills development is improved through institutional and human capacity strengthening of the service providers.

Output 2.1. Employability of youth is enhanced through developed key competences including digital and entrepreneurial competence.

The emerging needs to adapt to the new labour market realities created by the coronavirus pandemic will be considered in all activities. In particular, this will refer to the increased skills and improved eco-system for home-based/remote employment and telecommuting, self-employment, small business development opportunities, and the enhanced entrepreneurial, digital and safety competences

The project will be implemented in the strategic partnership with the Ministry of Education, Science, Culture and Sport of Georgia (MoESCS) and cooperation with the private sector (particularly HORECA, healthcare, personal services and other sectors) and educational institutions (schools, colleges, training centres).

Contributing Outcome (UNDAF/CPD, RPD or GPD):  
UNSDCF 2021-2025/CPD 2021-2025: Outcome 3: By 2025, all people without discrimination benefit from a sustainable, inclusive and resilient economy in Georgia

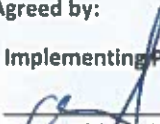
CPD 2021-2025 Output 3.1: Improved competitiveness of private sector and labour force, especially youth and vulnerable groups through labour policy, private sector development, social responsibility and skills development;

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(s) with gender marker: GEN2

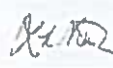
<b>Total resources required:</b>	USD 1,320,422.54 (equivalent of 1,125,000.00 EUR per Oct-20 UNXRATE 0.852)	
<b>Total resources allocated:</b>	USD 1,320,422.54	
	<b>UNDP (TRAC):</b>	USD 264,084.50 (equivalent of 225,000.00 EUR per Oct-20 UNXRATE 0.852)
	<b>European Union</b>	USD 1,056,338.02 (equivalent of 900,000.00 EUR per Oct-20 UNXRATE 0.852)
<b>Unfunded:</b>	n/a	

Agreed by:

Implementing Partner:

  
Tamar Kitiasvili  
Deputy Minister of Education, Science, Culture and Sport of Georgia  
Date: 10.01.2021

UNDP:

  
Louisa Vinton  
Resident Representative  
Date: 06-Dec-2020

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**ABBREVIATIONS**

AA	Association Agreement between Georgia and EU
AWP	Annual work plans
CEE	Central and eastern Europe
CIS	Commonwealth of Independent States
DCFTA	EU-Georgia Deep and Comprehensive Free Trade Area
DigiComp	Digital Competence Framework
EDF	European Development Fund
ETF	European Training Foundation
EU	European Union
EntreComp	The European Entrepreneurship Competence Framework
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
KFW	Kreditanstalt für Wiederaufbau
LLL	Life-long learning
MoESCS	The Ministry of Education, Science Culture and Sport
MoLHSA	Ministry of Internally Displaced Persons from Occupied Territories of Georgia, Labour, Health and Social Affairs
NCEQE	National Centre for Education Quality Enhancement
NEET	Not in Employment Education or Training
NIM	National Implementation Modality
PWD	Person with disability
RDS	Rural Development Strategy
SDG	Sustainable Development Gal
SME	Small and medium enterprise
TVET	Technical and Vocational Education and Training
VET	Vocational Education and Training
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund

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## I. DEVELOPMENT CHALLENGE

Overall objective of the project is to strengthen employability for men and women in capital and rural areas through increased access to high quality services. The project aims to contribute to the improvement of the quality and accessibility of skills provision for life-long learning and enhancement of employment opportunities for youth and vulnerable groups in target 6 regions (Guria, Racha-Lechkhumi, Imereti, Kakheti, Tbilisi and Adjara) with perspective for institutionalization and replication of models and approaches nationwide.

The most up-to-date situation analyses of VET system in Georgia (Access to VET for vulnerable groups, MoESCS 2015), along with other studies in the sector show existence of different challenges, including: high rate of youth Not in Employment Education or Training (NEET), limited access to services for vulnerable groups, lack of trust from private sector towards the quality of VET.

Georgian labour market outcomes point towards a stagnant structural problem linked to the fields of training and skills. In particular, overall unemployment rate in Georgia is still high – 12,7 % in 2018 (based on Integrated Household Survey data)<sup>1</sup>. Youth unemployment rates are particularly high, affecting more than one third of active young males and almost 40 % of active young females. Furthermore, according to the Global Employment Trends 2014 by the International Labour Organisation (ILO), Georgian labour productivity is extremely low not only as compared to the developed economies or the Central and eastern Europe (CEE), but also compared to most countries of the Commonwealth of Independent States (CIS). This observation implies that the Georgian labour force by and large does not possess the qualifications, skills and competencies that would match the job requirements.

According to the Labour Force Survey, by Geostat (2018), 19,85% of unemployed holds VET education level, compared to nearly 35 % of unemployed with higher education and 40% - with general secondary education level. According to the analysis based on individual HBS data, „approximately 31 percent of youth (persons aged 15-24) are not in education, employment or training (known as NEET). It reinforces the need to increase employability of younger and mid-age cohorts by the means of practical training and to equip them with key competencies to adapt to the rapidly changing markets, with a special focus on disadvantaged groups, which are under higher risk of exclusion and discrimination in the labour market. Therefore “Policies should be directed towards improvement of the quality of education and access to quality education systems.” (Social-economic Development Strategy 2020 of Georgia). Trying to address the gaps related to accessibility of VET, MoESCS has started an introduction of network extension plan by encouraging higher and general education institutions to become VET program providers, as well as private sector to cooperate with state, based on PPP schemes including Work-based Learning (WBL) and to co-provide vocational education or training/retraining programs (reform implementation report of Minister of Education, Science, Sport and Culture (2019). MoESCS introduced inclusive education model to support students with special needs, starting from year 2013 (Supported by Norwegian Ministry of Education and Research). Research demonstrates, that despite the large-scale reform undergoing in the VET system, geographical, physical and social accessibility still remains a challenge (National Education Strategy Implementation Report 2018) preventing full-fledged participation in VET, especially of youth, including NEETs and most disadvantage groups. Georgian National Youth Policy Document (2014) also highlights the challenges related to access of youth to formal and non-formal learning activities and puts creation of Education, Employment and Mobility opportunities under priority.

The reforms in Georgian VET system foster labour market orientation (e.g. introducing modular curricula, launching work-based learning and different PPP schemes, etc). However, the quality of provision and the links to the world of work still remains challenging. VET did not yet manage to become the decent education option, as the participation of the age cohort 15-20 of youth in VET does not exceed 10 % of total enrolment. Another rate, however, shows that every third student leaves the VET program before graduation and only 60% of those who graduate are being employed. That leads to the overall institutional efficiency index - 38% of the VET system, which is extremely low (Diversified financial mechanisms of VET in Georgia GGF/PWC 2019; MoESCS/EMIS data 2018). This data signals on a very poor career orientation and education services, in the country, which often lead to disappointment about the profession choice among youth. This data also demonstrates clear quality concerns of services and the non-relevance of services provided to the labour market needs, both from beneficiaries and labour market sides.

The formal VET segment suffers from weak labour market linkages (Torino Process Report Georgia, ETF 2017). Government’s support for private sector involvement in VET system is reflected in major national development

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<sup>1</sup> <https://www.geostat.ge/en/modules/categories/562/labour-force-survey>

strategies, such as the country Development Strategy "Georgia 2020", Overall education strategy 2017-2021, Regional Development Programme 2018-2021. The VET Development Strategy 2013-2020, among its specific objectives includes the labour market orientation of VET system. All different sectorial and general studies and surveys on skills demands and employer attitudes, conducted by government and donors (MoLHSA 2014-2015, MoESD 2016-2019, UNDP/SDC 2015, 2017) have one finding in common, which remains to be constantly relevant: employers name key competences, (like communication, digital, problem solving, presentation, foreign languages, literacy, numeracy, learning competences) as more critical for employment and deficit on the market, than the technical, occupation related skills. National strategies are underlining importance of key competences, to be developed in life-long perspective, for employability. EU Key competences framework for Lifelong learning 2018 was a guiding document for the new Georgian National Qualifications Framework development in 2019, as well as for the integrated upper secondary VET program development for UNDP, which is under piloting starting from 2019, aiming at closing the education dead-end in the system by opening path to youth, particularly vulnerable groups to the permeable life-long learning. One of the most important key competences, recognized by the Government of Georgia (RDS, priorities 2.2.; 3.2.) is entrepreneurial key competence. UNDP, together with the European Training Foundation (ETF) started conceptualization of entrepreneurial education based on EntreComp 2.0 2018 and DigiComp 2.0 2018. However, the aspect of key competences as a crucial employability pre-condition in the modern dynamic world of economy, remain challenging aspect of Georgia's education sector at all levels, as there is no eco-system, including absence of policies, weak capacities of the institutions and services, to support an implementation. Thus, the approach proposed in this project, closely following EU strategic programs and frameworks, is linked to the VET system development program implemented by the UNDP in Georgia. While Phase 1 and the running phase 2 of the project laid down the basis for increase of accessibility and quality of services, by introducing VET programs in secondary school (EU funded project: "Deepening linkages between formal/non-formal VET system and the labour market needs in the context of lifelong learning in Georgia" - case of Kareli school), Career Orientation courses for pupils in secondary schools (handed over to the MoESCS, more than 15000 pupils benefited), integrated secondary VET to include key competences (including entrepreneurial competence), youth employability support activities, including networks and fora, the new quality standards, strengthening institutional and human capacities of VET providers, including teachers and instructors, developing and piloting number of training curricula and models, including work-based learning in several regions, (including all regions proposed in project).

The coronavirus COVID-19 defined new realities in the world and caused not only health crisis, but influenced economic, social and cultural conditions and changed everyday life and work practices of people. This situation requires more emphasis on the development of innovative approaches to accessible and quality distance or online learning and working opportunities and on another hand to prepare educational institutions, employers and professionals for safe learning and working life. As a result of this crisis government of Georgia introduced set of restrictions and requirements, including issues on safety in educational institutions, distance forms of education, limited number of people in buildings and others. Accordingly, activities of this project will be considered within the safety requirements as well as this project will create opportunities for beneficiaries to learn, understand, incorporate and apply safety issues into their practices.

The project will seek to address above-mentioned challenges by strengthening employability for men and women in capital and rural areas through increased access to high quality services, thus contributing to the improvement of the quality and accessibility of skills provision for life-long learning and enhancement of employment opportunities for youth and vulnerable groups in target 6 regions (Guria, Racha-Lechkhumi, Imereti, Kakheti, Tbilisi and Adjara) with perspective for institutionalization and replication of models and approaches nationwide.

The project is aligned with the respective international and national documents and contributes to the realization of goals set for social and economic development of Georgia. Namely, the project contributes to the implementation of Global Agenda on Sustainable Development Goals 2030, Universal Declaration of Human Rights (article 23. Right to work; Article 26. Right to education), Association Agreement/Deep and Comprehensive Free Trade Area (AA/DCFTA) with the EU (Chapter 9. "Tourism", Chapter 14. "Employment, Social Policy and Equal Opportunities" and Chapter 16. "Education, Training and Youth"), Regional Development Programme of Georgia 2018-2021 (MRDI, EU, 2018) Unified Strategy of Education and Science 2017-2021, Technical and Vocational Education and Training (TVET) Strategy of the MoESCS.

## II. STRATEGY

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The project strategy builds from the core commitments of both the United Nations system and the European Union to advance poverty eradication and empower marginalized groups through better employment and livelihood opportunities. As UNDP Strategic Plan 2018-2021 states, UNDP will strive to “advance poverty eradication in all its forms and dimensions” and “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.”<sup>2</sup> Similarly, the European Union, of which Georgia is an Associate Country, emphasizes in its Lisbon Treaty, EU development cooperation policy shall have as its primary objective the reduction and, in the long term, the eradication of poverty.<sup>3</sup>

UNDP has been actively involved in reforming VET system in Georgia for the last 10 years and built strong working relations with the major stakeholders and a sound understanding of the prevailing challenges within the VET system. UNDP supports in implementation of new legal framework. Key intervention areas of UNDPs running VET-project phase are: the increase of labour market relevance of the VET system by involving private sector both on governance and provision levels of VET, support of the new flexible, and high quality education services to increase access and LLL opportunities for all, and development of entrepreneurial education eco-system, which will lead to increased employability of population, SME development and increase of productivity of Georgia’s economy. Since 2012 UNDP has been implementing the “Skills for Employment Program” which focuses on formalizing training/retraining, introducing work-based learning, strengthening teacher/instructor capacities, introducing system components to support life-long-learning.

The programme builds on the success and lessons learned from UNDP VET-related projects. Therefore, the project addresses the employability related challenge of the most vulnerable cohort of Georgia’s population, Youth and physically or socially disadvantaged people. While the overall objective of the project is to strengthen employability for men and women in capital and rural areas through increased access to high quality services, the project aims to contribute to the improvement of the quality and accessibility of skills provision for life-long learning and enhancement of employment opportunities for youth and vulnerable groups in target 6 regions (Guria, Racha-Lechkhumi, Imereti, Kakheti, Tbilisi and Adjara) with perspective for institutionalization and replication of models and approaches nationwide.

Based on its experience, UNDP proposes the project to concentrate in two sectors of Care Economy: Tourism and Wellness/health around with specific objectives, which are building three main pillars, addressing leading components – Accessibility, Quality and Relevance of skills to labour market needs, taking into consideration the new realities, including safety requirements caused by COVID-19. The project with all activities will establish strong institutional and sectoral partnerships to respond to the above-mentioned challenges by contributing to interlinked three pillars:

Accessibility – the project responds to this challenge by development, introduction and support to institutionalization of diversified models for skills development and VET to rise geographical, physical and social accessibility and thus enhance participation of vulnerable groups through:

- delivering joint programmes of educational institutions which expands coverage of services on local levels (by developing new VET provision spot in non-covered municipalities);
- development of identification and reach out mechanisms of NEETs and vulnerable groups to ensure their participation;
- provision of special catch-up courses for children and youth out of system to ensure their further training and employment opportunities;
- development and introduction of distance learning and working opportunities to rise accessibility on skills development and employment;
- transforming institutions and creating skills hubs locally to serve more people population.

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<sup>2</sup> <http://undocs.org/D/P/2017/38>

<sup>3</sup> [http://ec.europa.eu/archives/lisbon\\_treaty/index\\_en.htm](http://ec.europa.eu/archives/lisbon_treaty/index_en.htm)

All three directions (geographical, physical and social accessibility) are in-line with the MoESCS policy of accessibility increase and network development.

Quality – the project responds to this challenge by strengthening of service quality, development, introduction and support to institutionalization of modern and innovative learning courses and services to be provided through raised accessibility:

- Institutional strengthening - Capacity building of the managing teams in stakeholder institutions, also support to VET providers in introducing Entrepreneurial School Model and establishment of the Sectorial School Networks, including peer-learning;
- Multiplier strengthening – training and coaching of teachers, trainers, professional associations, youth workers to improve the service quality and transfer knowledge, including on safety requirements against COVID-19 in education and employment.
- provision of extracurricular activities to youth and vulnerable groups in local municipalities through different institutions to foster development of general skills and competencies and thus additionally contribute to academic achievements;
- development and introduction of new digital and blended courses to support development of digital literacy competencies;
- modelling new entrepreneurial and leadership type institutions for provision of quality services;
- capacity building of all stakeholders, based on the needs for quality assurance in management and delivery of VET related services;
- sector-based cooperation for exchange of knowledge and ideas to contribute to permanent improvement of the quality of services.

Relevance of skills – project responds to this challenge by increased employability of youth and vulnerable groups, development, introduction and support to institutionalization of the diversified models for skills development that match with dynamic labour market, participation and counselling based on the needs assessments for skills matching through:

- introduction of entrepreneurial and digital learning opportunities for the development of key competencies (communication, literacy, problem solving etc.);
- development and introduction of support schemes in business and social entrepreneurship ideas of youth;
- special career education and orientation programmes in combination with accessible quality education to support vulnerable youth, including NEETs in their further employment;
- special learning and networking digital platforms and resources, including youth networks and youth fora, for knowledge exchange, cooperation and fundraising.
- Introducing of innovative approaches that enhance the access to training (e.g. mobile training groups and digital/blended learning methods), which is among the expected outcomes of the proposed activities, will largely facilitate the safe participation, including of people with disabilities. Special approaches based on the People Disabilities Work Guidebook (ILO) will be tested within the project activities.

All the activities of the project are based on 4 cross-cutting principles: Gender Equality, Inclusion, Environmental Protection and Partnership.

Gender mainstreaming in-line with UNDP values, participation of women and men and gender-sensitive approach will be adopted in all activities.

Inclusion will be ensured through diversified means and approaches and special precautions will be made for participation of people with disabilities.

The applied activities will promote awareness in better practice of environmental sustainability with due consideration of UNDPs environmental and social safeguards – mandatory tools for projects' implementation.

The project will promote cooperation and dialogue among different institutions covering national, regional/local and non-public sectors.

### **2.1. Methodology**

To achieve the overall objective, outcomes and outputs the project will employ the following methodology:

**Action I. Strengthening secondary school capacities for provision of III or IV level integrated VET programs, training/retraining (in municipalities not having VET colleges), (year 1,2,3).**

Following methods of implementation will be applied: (a) needs assessment, feasibility analyses and mapping of 10 schools against compliance to the new VET authorization standards; (b) desk-review analyses of current normative acts and regulations towards needed changes; (c) needs-based and competency based capacity building; (d) partnership approach for schools and VET institutions; (e) networking, as an instrument for exchange of knowledge, practice, consultations and information; (f) coaching, monitoring and evaluation as methods for improvement.

**Participants:** project team, schools, VET institutions, MoESCS, local governments, NGOs and youth organizations/representatives.

**Main means:** study/needs assessment, consultations, trainings, implementation support, M&E

**Action II. Development of the catch-up courses for early school leavers (NEETS and other disadvantaged groups) and those who face difficulties to enrol and participate at VET courses, (year 1,2,3).**

Following methods of implementation will be applied: (a) desk-review, analyses and benchmarking to European/international best practices and local initiatives; (b) desk-review analyses of current normative acts and regulations catch-up courses provision in VET system; (c) identification instruments of NEETS and disadvantaged groups; (d) mapping of actors; (e) needs-based and competency based capacity building; (f) piloting method as a validation and improvement instrument; (g) coaching, knowledge/practice exchange forums, monitoring and evaluation as methods for improvement.

**Participants:** project team, schools, VET institutions, MoESCS, local governments, NGOs and youth organizations/representatives.

**Main means:** consultations, trainings, piloting, M&E

**Action III. Introducing digital learning and blended learning in selected VET institution, (year 1,2).**

Following methods of implementation will be applied: (a) desk-review, analyses and benchmarking to European/international best practices and local programmes towards development of digital and blended learning; (b) competency-based and modular-based learning resources; (c) competency-based and distance-based learning trainings.

**Participants:** project team, VET institutions and academia, youth organizations/representatives.

**Main means:** consultations, supplies, trainings, implementation, M&E

**Action IV. Creation of distance work or home-based work opportunities for vulnerable and special target groups (PWDs, youth, ethnical minorities), (year 1,2).**

Following methods of implementation will be applied: (a) desk-review, analyses and benchmarking to European/international best practices on distance work; (b) mapping of employers; (c) needed-skills mapping; (d) competency-based and distance-based learning capacity development on needed skills; (e) networking, as an instrument for exchange of knowledge, practice, information and job offerings.

**Participants:** project team, VET institutions, local governments, youth organizations/representatives, employers (including business, NGO etc).

**Main means:** study/needs assessment, consultations, trainings, implementation, M&E

**Action V. Introducing entrepreneurial VET college model and support with the coaching scheme, (year 1,2).**

Following methods of implementation will be applied: (a) assessment of institutions towards UNDP/ETF Entrepreneurial VET college model; (b) competency-based capacity building on Entrepreneurial Leadership model; (c) mapping and cost-benefit analyses of commercialization opportunities.



**Participants:** project team, UNDP/ETF project members, VET institutions, MoESCS, local governments, youth organizations/representatives.

**Main means:** study/needs assessment, consultations, trainings, implementation, M&E

**Action VI.** Strengthening institutional and human capacities of stakeholders, including local government, NGOs, youth organizations, formal and non-formal educational institutions, to provide targeted services to youth and vulnerable groups, (year 1,2,3).

Following methods of implementation will be applied: (a) needs-assessment for capacity building and safety against COVID-19 risks; (b) competency-based capacity building; (c) coaching, workshops and teambuilding as methods for improvement.

**Participants:** project team and all stakeholders (schools, VET institutions, MoESCS, local governments, NGOs, youth organizations etc.).

**Main means:** study/needs assessment, consultations, trainings, M&E

**Action VII.** Introducing sector-based colleges networking models and piloting in two sectors (personal services and health field), (year 1,2).

Following methods of implementation will be applied: (a) networking as an instrument for exchange of knowledge, practice, consultations and information (b) competency-based capacity building (c) piloting method as a validation and improvement instrument.

**Participants:** project team, UNDP project members, VET institutions, MoESCS and local governments.

**Main means:** consultations, trainings, piloting, M&E

**Action VIII.** Transform VET providers and/or other knowledge centres into local skills hubs and improve their access to resources, (year 1,2).

Following methods of implementation will be applied: (a) desk-review, analyses and benchmarking to European/international best practices; (b) competency-based capacity building; (c) networking as an instrument for exchange of knowledge, practice, consultations and information; (d) cost-benefit analyses; (e) reaching out methods.

**Participants:** project team, VET institutions, MoESCS, local governments, NGOs, youth organizations/representatives, academia, private sector/business.

**Main means:** study/needs assessment, consultations, trainings, supplies, implementation, M&E

**Action IX.** Design of targeted action framework for every target region to include long-term interventions based on needs assessment and situation analyses of NEETS, vulnerable groups and youth in selected regions, (year 1).

Following methods of implementation will be applied: (a) desk-review, needs-assessment and analyses; (b) mappings of main actors, programmes, donor initiatives; (c) reaching out methods.

**Participants:** project team, schools, VET institutions, local governments, NGOs, youth organizations/representatives, private sector, academia.

**Main means:** study/needs assessment, consultations

**Action X.** Introducing extra-curricular activities in general and VET colleges, including clubs, projects, arts, sports and healthy life-style, also in other youth centres to develop key competences, including entrepreneurial competence among beneficiaries, (year 1,2,3).

Following methods of implementation will be applied: (a) needs-assessment and feasibility study; (b) mapping of local actors; (c) skills mapping of human resources; (d) scaling-up method; (e) needs- and competency based capacity building (e) coaching, monitoring and evaluation as methods for improvement.

**Participants:** project team, "Iberia"/UNDP project members, VET institutions, MoESCS, local governments, NGOs, youth organizations/representatives, private sector.

**Main means:** study/needs assessment, consultations, trainings, supplies, implementation support, M&E

Action XI. Introduce entrepreneurial and digital learning based on EntreComp and DigiComp including Project-Based Learning (PBL) and support of VET students and graduates, in prototyping the business ideas incl. social entrepreneurship ideas, (year 2,3).

Following methods of implementation will be applied: (a) project-based learning; (b) networking, as a method for exchange of knowledge, practice, consultations and information; (c) competency-based capacity building; (d) competency-based training in prototyping methods.

Participants: project team, VET institutions, NGOs, NGOs, youth organizations/representatives, private sector, employers/business.

Main means: consultations, trainings, supplies, implementation, M&E

Action XII. Development and introduction of special Career Education and Orientation Program to support pupils, their parents and youth including vulnerable youth and NEETs, (year 1,2,3).

Following methods of implementation will be applied: (a) non-formal training methods; (b) competency-based capacity building; (c) reaching out methods.

Participants: project team, UNDP/MVETSAG project members, schools, VET institutions, MoESCS, local governments, youth organizations/representatives, employers.

Main means: consultations, trainings, implementation, M&E

Action XIII. Development of learning materials/ digital platform with digital resources on entrepreneurial education, (year 2,3).

Following methods of implementation will be applied: (a) distance and digital learning method; (b) non-formal training method; (c) gamification, as a learning method; (d) competency-based trainings.

Participants: project team, VET institutions, youth organizations/representatives, MoESCS, NGOs, private sector, academia.

Main means: consultations, supplies

Action XIV. Organizing youth fora and create youth network/platform for social entrepreneurship to support networking, generation of ideas and fundraising, (year 2,3).

Following methods of implementation will be applied: (a) networking platform and fora, as methods for exchange of knowledge, practice, consultations and information; (b) distance learning method.

Participants: project team, VET institutions, MoESCS, local governments, youth organizations/representatives, NGOs, private sector, academia.

Main means: consultations, trainings

## **2.2. Theory of Change**

The project is based on the 4 cross-cutting principles: Gender Equality, Inclusion, Environmental Protection and Partnership that will be applied to all activities.

All activities are focused on youth, including NEETs and PwD, women and most vulnerable groups, thus, beneficiaries will be invited in the implementation process and the participatory approach will be explored in all activities.

The gender equality in particular, will be analysed regularly and integrated into the project implementation process, making the programming more effective. Analysing the different needs, experiences and capacities of women and men, boys and girls will help the project to identify the challenges and opportunities for gender-lens programming in the pursuit of expanding women's access to education and economic empowerment in line with UNDP's Gender Equality Strategy 2018-2021.<sup>4</sup>

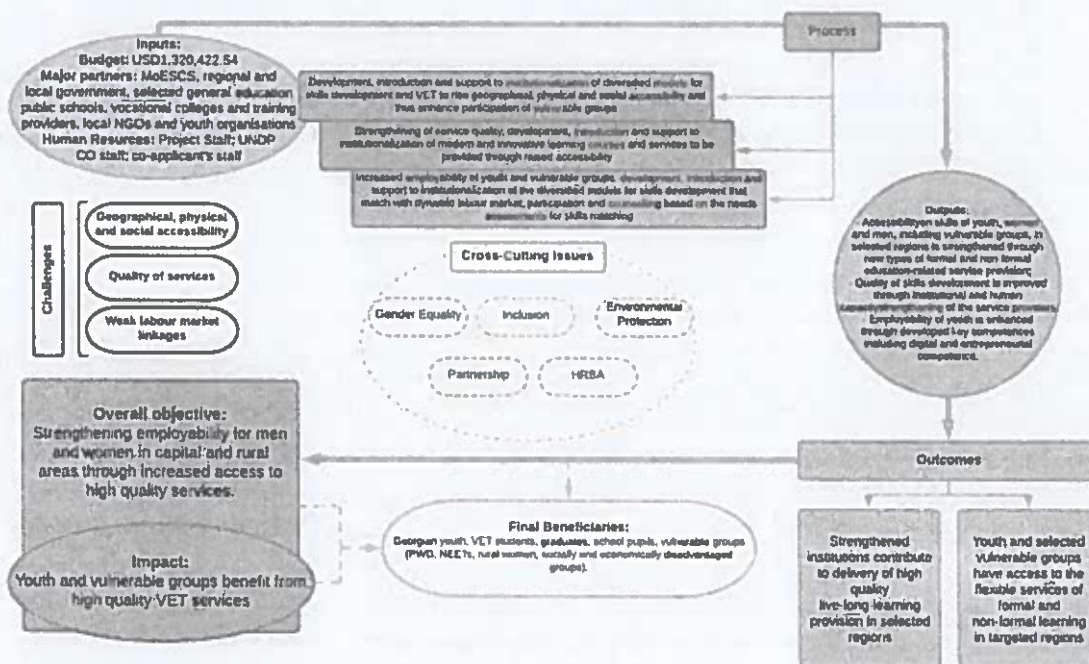
The activities are interconnected and will be implemented coherently based on the logical sequence. Needs-assessments and studies will be conducted in concrete activities for evidence-based decisions. The concrete specific

<sup>4</sup> <https://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/undp-gender-equality-strategy-2018-2021.html>

methodological approaches will be used towards effective implementation of activities (see sub-section 2.1 "Methodologies).

The programme builds on the success and lessons learned from UNDP VET-related projects. Therefore, the project addresses the employability related challenge of the most vulnerable cohort of Georgia's population, Youth and physically or socially disadvantaged people. While the overall objective of the project is to strengthen employability for men and women in capital and rural areas through increased access to high quality services, the project aims to contribute to the improvement of the quality and accessibility of skills provision for life-long learning and enhancement of employment opportunities for youth and vulnerable groups in target regions with perspective for institutionalization and replication of models and approaches nationwide.

In addition to 4 cross-cutting principles, a rights-based approach (HRBA) will be mainstreamed throughout the overall project implementation. By applying the HRBA, the project will aim at improving the situation of right holders, especially the poor and most disadvantaged local population in line with universal principles of the international human rights.



### III. RESULTS AND PARTNERSHIPS

#### 3.1. Expected Results

The overall objective of the project is: **Strengthening employability for men and women in capital and rural areas through increased access to high quality services** which is achieved through the results chain comprising with 2 outcomes, 3 outputs and 14 activities designed around 3 pillars: **accessibility, quality and relevance of skills.**

The project will contribute to the achievement of the following 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.

Furthermore, the project will contribute to the realization of UNSDCF 2021-2025, Output 3.3. Increased productive employment, decent work, skills development and effective national social protection for all. Finally, the project is directly linked with and contributes to the achievement of the UNDP's Country Programme 2021-2025 Output 3.1: "Improved competitiveness of private sector and labour force, especially youth and vulnerable groups through labour policy, private sector development, social responsibility and skills development".

The project has 2 outcomes, 3 outputs and 14 activities (actions) described in more details below. Successful implementation of the project will result in the improvement of the situation of the target groups in several directions:

- The MoESCS will be strengthened and supported in the implementation of the new Law on Vocational Education and the VET strategy, as the activities of the proposed project are compliant with the provisions of these documents. The synergies of this project with ongoing initiatives of the MoESCS with UNDP, ETF, UNICEF will strengthen the delivery of results.
- This project will also contribute to the development of respective changes and new regulations where needed for effective introduction of the initiatives of MoESCS. Target groups and institutions will be strengthened through provision of needs-based, competency-based, safety-oriented and targeted capacity building programmes, and will gain knowledge, skills, experience in general competencies (management, fundraising, communication and cooperation and etc) as well as in specific competencies for quality and safe delivery of services.
- The networks and partnerships established through the support of this project will activate local organizations and enable target groups' development towards several directions: participation in decision-making processes within their respective competencies, development of skills, exchange of experience and knowledge, opportunities to collaborative projects and other. The target groups will be provided development plans together with coaching and consultations during the implementation of the project, to support quality implementation and further sustainability.

The project is built around the needs of beneficiaries and will respond through tailored solutions to improve their situation by providing them opportunities to accessible and quality education and skills development and relevance of skills to the labour market, thus increasing their capacities for further development, employment and participation in social and economic life. Focusing on youth, women, NEETs and other vulnerable groups, the individual activities are designed and lead to benefit final beneficiaries ensuring:

- full accessibility to VET services (formal and non-formal education and training, skills development, including distance learning and digital platforms, career education and orientation, catch-up courses);
- quality of trainings, programmes, educational resources, delivered by qualified teachers and instructors;
- skills matching through education, trainings and skills development needed for employment and self-employment, strong institutional partnerships for development and employment opportunities.

The outcomes and outputs of the project are:

**Outcome 1.** Strengthened institutions contribute to delivery of high quality live-long-learning provision in selected regions is achieved through 2 outputs:

- *Output 1.1. Accessibility on skills of youth, women and men, including vulnerable groups, in selected regions is strengthened through new types of formal and non-formal education-related service provision.*
- *Output 1.2. Quality of skills development is improved through institutional and human capacity strengthening of the service providers.*

**Outcome 2.** Youth and selected vulnerable groups have access to the flexible services of formal and non-formal learning in targeted regions is achieved through 1 output:

- *Output 2.1. Employability of youth is enhanced through developed key competences including digital and entrepreneurial competence.*

14 activities (actions) are based on the principles of institutional partnership and lead to the achievement of the concrete outputs and have indirect impact also on other outputs. *Some of the project activities will be implemented by local CSO partner "Sunny House", which will serve as Responsible Party (RP) of the project. Distribution of activities between RP and UNDP is indicated in the detailed description of activities, as well as workplan.*

**Output 1.1.** *Accessibility on skills of youth, women and men, including vulnerable groups, in selected regions is strengthened through new types of formal and non-formal education-related service provision* will be achieved directly through 3 activities contributing to the increase of access on skills development, namely: strengthening secondary school capacities for provision of integrated VET services to cover municipalities without VET providers (action I); developing of the catch-up courses for youth out of system (NEETs and other disadvantaged groups) and those who face difficulties to participate in VET (action II) and Introducing extra-curricular activities in schools and VET

colleges, to develop key competences of beneficiaries (action X). These 3 activities, conducted in VET institutions as well as geographically more accessible general education institutions, will ensure safe accessibility to skills development and VET services of all, including vulnerable groups.

**Output 1.2. Quality of skills development is improved through institutional and human capacity strengthening of the service providers** will be achieved directly through 5 activities contributing to the institutional strengthening and capacity building and thus resulting the quality improvement of the services, namely: designing and introducing entrepreneurial VET college model (action V); Strengthening institutional and human capacities of all stakeholders, including local government, NGOs, youth organizations, formal and non-formal educational institutions, to provide targeted services to youth and vulnerable groups (action VI); Introducing sector-based colleges networking models (action VII); Transforming VET providers and/or other knowledge centres into local skills hubs (action VIII) and Designing of targeted action frameworks for every target region to include long-term interventions based on needs assessment and situation analyses of NEETs, vulnerable groups and youth in selected regions (action IX). These 5 activities contribute to the strengthening of all stakeholders in concrete directions needed for delivery of safe quality and innovative VET services for all, including vulnerable groups.

UNDP will select VET service providers in order to contract them for pilot new models, programmes and practices. All participant VET service providers will have to comply with two major criteria: 1) at least 3 years of experience in provision of vocational education and/or training and 2) partnership with employers/ dual programmes. In addition, the following criteria will be applied when necessary: minimum annual financial turnover, on hand experience of implementation of external funded projects, number of graduated students, accreditation from national VET authorities, partnership with other educational institutions, incl. schools, partnership with employers/ dual programmes, existence of good reporting and monitoring systems.

**Output 2.1. Employability of youth is enhanced through developed key competences including digital and entrepreneurial competence.** will be achieved directly through 6 activities contributing to the enhancement of employability of youth and vulnerable groups, namely: Introducing digital learning and blended learning in selected VET institution (action III); creating distance work or home-based work opportunities for vulnerable and special target groups (action IV); introducing entrepreneurial and digital learning based on EntreComp and DigiComp including Project-Based Learning (PBL) and support of VET students and graduates in prototyping the business ideas incl. social entrepreneurship ideas (action XI); developing and introducing special Career Education and Orientation Program to support pupils, their parents and youth including vulnerable youth and NEETs (action XII); developing of learning materials/ digital platform with digital resources on entrepreneurial education (action XIII) and organizing youth fora and creating youth network/platform for social entrepreneurship to support networking, generation of ideas and fundraising (action XIV). These 6 activities are targeted to certain groups and explore diversified approached to strengthen skills, including safety competencies for employability and entrepreneurship.

The proposed project has 14 activities that serve the achievement of the outputs and outcomes. All the activities will comply with the safety requirements against COVID-19 issued by the Government of Georgia and respective state agencies.

**Action I. Strengthening secondary school capacities for provision of III or IV level integrated VET programs, training/retraining (in municipalities not having VET colleges), (year 1,2,3). Lead applicant**

Geographical distribution of VET colleges and services is very limited, thus preventing youth and vulnerable groups living in municipalities without VET college to participate and acquire needed skills. On contrary the general education school system is accessible in all municipalities and settlements and can be used for service provision to local youth, including NEETs and vulnerable groups. This action will promote accessibility of VET services through effective institutional partnership of VET colleges and schools to raise accessibility of services and deliver individual or joint VET education and training/retraining programmes. The approach to joint programme development and authorization is ongoing initiative of the MoESCS with the support of UNDP and is expected to be introduced in spring 2020. The new approach will create opportunities to expand VET provision in municipalities and cover considerable amount of youth, including NEETs and vulnerable groups. This action will support schools and VET institutions in implementation of joint 5 full vocational educational and 5 training/retraining programmes.

**Sub-activity 1.1. Needs assessment and development plan for provision of integrated VET in secondary schools.** 10 general education schools of 5 target regions (Guria, Racha-Lechkhumi, Imereti, Kakheti and Adjara) will be selected in

municipalities not having VET colleges and the needs assessment (including safety requirements against COVID-19) and mapping of 10 schools will be conducted focusing on: relevance to new authorization standards, assessment of human, material and institutional resources for VET provision, correlation to the resources with local VET college and etc. Based on the needs assessment the Capacity development plans/roadmaps of 10 general education schools will be drafted, discussed and prepared for operationalization.

**Sub-activity 1.2. Institutional strengthening.** Based on the results of needs assessment, the changes, amendments or new provisions to the existing normative documents may arise to make effective VET introduction in schools. Support will be provided to the MoESCS for development and adoption of respective normative documents/regulations.

**Sub-activity 1.3. Preparation for programme implementation in selected schools.** Capacity building and educational programmes will be developed for institutional and human resources strengthening of selected 10 schools and VET institutions, consisting with coaching and networking system. Capacity building will be provided to all 10 schools and 7 VET colleges against new authorization standards, on key competencies and specific topics, including safety against COVID-19 and partnership network will be established consisting with these 17 institutions.

**Sub-activity 1.4. Implementation of educational/training/retraining programmes in selected schools, (year 2).** 5 general education schools will be selected out of 10 for programme implementation and supported to receive authorization in VET programmes. The implementation of programmes will be supported based on their modalities (full programme, joint programme, training/retraining programmes).

**Sub-activity 1.5. Monitoring, Evaluation and concept paper and plan to the MoESCS for replication, (year 2,3).** Implementation process will be supported through coaching, monitoring and evaluation with specially designed instruments. Feedbacks will be provided to schools and colleges and results documented for further improvements. The concept paper and plan for replication will be developed for MoESCS.

**Action II. Development of the catch-up courses for early school leavers (NEETS and other disadvantaged groups) and those who face difficulties to enrol and participate at VET courses, (year 1,2,3). Lead applicant**

As mentioned above, approximately 31 percent of youth (persons aged 15-24) are not in education, employment or training (known as NEET) that leads to the exclusion from social and economic life. While the MoESCS with UNICEF and Government of Bulgaria is working on the catch-up programmes for general education, this action will develop and introduce the special catch-up courses for preparation to VET of youth out of system and lacking the basic key competencies. The experience, knowledge gained, and linkages will be made with MoESCS-UNICEF initiative.

**Sub-activity 2.1. Institutional strengthening.** The vision, concept and supporting mechanisms will be developed for the effective implementation of the programme in VET system. The special instruments for identification of NEETs will be drafted together with stakeholders, to be applied further within the system. The development and adoption of respective changes/amendments or new provisions in existing normative documents or drafting new regulation by MoESCS will be supported to ensure institutionalization of this innovative approach.

**Sub-activity 2.2. Preparation for piloting catch up courses in selected VET institutions and schools.** The preparation for piloting will be supported by detailed plan and capacity building programmes for human resources of VET and general education schools to deliver catch-up services. Capacity building of teachers and administrators of 5 VET colleges and 5 schools will be conducted in general topics and in-depth capacity building of 2 VET colleges and 2 schools will be conducted for preparation for piloting. Capacity building on identification of NEETs will be conducted to all stakeholders, including local governments, NGOs and youth organizations to apply further in practice.

**Sub-activity 2.3. Piloting catch up courses in selected VET institutions and schools, (year 2).** The action will prepare all respective resources and pilot the approach in 2 selected target regions (2 VET colleges and 2 schools). Piloting process will be supported by coaching, consultations and workshops for improvements of the services.

**Sub-activity 2.4. Monitoring, Evaluation and concept paper and plan to the MoESCS for replication, (year 2, 3).** Monitoring and evaluation of piloting will be conducted for further improvements. The concept paper and plan for replication will be developed for MoESCS.

**Action III. Introducing digital learning and blended learning in selected VET institution, (year 1,2). Lead applicant**

The provision of digital learning by VET providers is restricted due to the limited financial resources and low capacities of existing human resources. The absence of digital forms of education decreases participation of youth in skills

development. This action will develop and introduce digital and blended learning resource in Care Economy to support accessibility to education for youth, women and vulnerable groups.

**Sub-activity 3.1. Development of digital and blended learning resources in Tourism and Wellness/health sectors.** The concept and mechanisms for incorporation of digital and blended learning into VET institutions will be developed, taking into consideration the best European experience in digital education; respective learning resources (content, platform, assessment instruments) will be prepared for 2 sectors of Care Economy: Tourism and health/wellness.

**Sub-activity 3.2. Introduction of digital and blended learning in Selected VET institution in Care Economy / Tourism and Wellness/health sectors (including suggestions for replication in other sectors), (year 2).** 4 VET colleges will be selected, and instructors trained for delivery of digital and blended courses. The results will be documented, reflected and courses prepared for replication in other VET institutions.

**Sub-activity 3.3. Development of digital and blended learning course and resources on the safety issues (response to Covid-19) in Care Economy / Tourism and Wellness/health sectors (including suggestions for replication in other sectors) (year 1).** Two modalities will be used to incorporate safety issues into digital and blended learning: 1. The special stand-alone course and resources on the safety measures will be developed for application to all sectors and 2. Sector specific modules and resources will be developed and incorporated into Care Economy / Tourism and Wellness/health educational courses. Developed resources will include video illustrations and printed versions on the arrangement of safe working places and routine and dissemination of resources.

**Sub-activity 3.4. Training of educators on the safe learning environment (year 1,2).** Training of trainers will be conducted to prepare specialists for further dissemination of knowledge in VET institutions. As a pilot, training of administration and teachers of selected 4 VET colleges will be conducted.

**Action IV. Creation of distance work or home-based work opportunities for vulnerable and special target groups (PWDs, youth, ethnical minorities), (year 1,2). UNDP**

Vulnerable groups suffer more from restricted employment opportunities which hinders their social and economic inclusion. This action will be developing the model of distance and home-based employment and provide capacity building of selected vulnerable groups of 6 target regions to rise their chances for employment.

**Sub-activity 4.1. Development of model for distance work and/or home-based work opportunities.** The model for distance work and home-based work opportunities will be developed based on the study on current situation and international experience and mapping of employers/business sector and demanded skills will be conducted. At initial stage the model will be developed in fields of e-commerce, call-service and social media. The latest will be based on the already authorized programme on social media specialist available for introduction.

**Sub-activity 4.2. Skills development, career guidance and sectoral networking for target groups in all 6 regions.** Capacity building activities for selected groups will be designed and conducted based on the findings of the study on needed skills and job offers. The sectoral network system will be developed and introduced to support dissemination of knowledge, information and job offerings.

**Action V. Introducing entrepreneurial VET college model and support with the coaching scheme, (year 1,2). UNDP and co-applicant (participation in transformation plan development, participation in provision of capacity building trainings of 2 colleges)**

The entrepreneurial VET college model is developing by the ETF (European Training Foundation) based on which the UNDP will start its piloting. Project will scale up the model in 2 colleges providing them capacity development and supporting in sustainable commercialization of their services.

**Sub-activity 5.1. Scaling up the model developed and piloted by UNDP/ETF on entrepreneurial VET college.** The 2 selected colleges of target regions will be assessed towards the criteria/model developed by ETF and transformation plan will be developed based on the components of the model.

**Sub-activity 5.2. Support selected 2 colleges in modelling and applying sustainable economic/commercialization schemes, (year 2).** The action will provide capacity building to 2 colleges for introduction of entrepreneurial model and commercialization schemes. This model will be applied in selected 2 colleges. This action will serve as a prerequisite for further replication of model and/or its elements in other VET colleges.

**Action VI. Strengthening institutional and human capacities of stakeholders, including local government, NGOs, youth organizations, formal and non-formal educational institutions, to provide targeted services to youth and vulnerable groups, (year 1,2,3). UNDP and co-applicant - (participation in capacity development strategy and plan drafting, participation in capacity development/training activities)**

The proposed project introduces a set of innovations and modern approaches to the accessibility, quality and employability of youth, including NEETs, women and vulnerable groups, where strong institutions and prepared human resources have a crucial impact. This action will contribute to the institutional and human capacity building of stakeholders to provide high-quality and safe services.

**Sub-activity 6.1. Needs assessment including safety issues to respond COVID-19 risks based on different institutional modalities.** The Needs assessment will be conducted of selected stakeholders, each of them representing respective institutional modality, i.e. MoESCS, VET provider, Local government, employer, public school, NGO and youth organization. Results of the assessment will be used to model safe and risk-free working and learning environment based on the specifications of each institutional modality. Specific recommendations will also be reflected in the capacity building strategy and practice (sub-activity 6.2. and 6.3.).

**Sub-activity 6.2. Development of capacity building strategy and action plan.** Needs of stakeholders will be revealed and the strategy and detailed plan for capacity development of each stakeholder will be prepared to organize capacity building of different stakeholders (MoESCS, local government, VET providers, NGOs and youth organizations and others involved).

**Sub-activity 6.3. Capacity building of stakeholders.** Capacity building programmes and respective training resources will be developed, and trainings, coaching, workshops and other capacity building activities will be conducted throughout the project.

**Sub-activity 6.4. Needs assessment and Capacity Development of professional associations in selected sectors.** Together with respective state agencies (NCDC and others) the needs assessment will be conducted for concrete selected sectors towards safe and risk free working environment. Professional associations will be included in needs assessment practice. The tailored trainings will be conducted for respective professional associations and guideline for dissemination will be developed.

**Action VII. Introducing sector-based colleges networking models and piloting in two sectors (personal services and health field), (year 1,2). UNDP**

Establishment and enhancement of strong sector-based partnership is among MoESCS priorities to foster and facilitate bottom-up initiatives in sector development. The UNDP is supporting MoESCS in development of the model of sector-based colleges network in the agriculture field that will serve as a model for replication in other sectors. This action will pilot the network model in 2 sectors, enhance network members and enable them to develop and communicate sectoral needs with the governmental and other organizations.

**Sub-activity 7.1. Preparation for piloting the model to be developed by UNDP project “Modernization of Vocational Education and Training (VET) system related to agriculture in Georgia (MVETSAG)”.** Network establishment will be supported in 2 sectors and one-year action plans developed together with capacity building of network members for their effective functioning.

**Sub-activity 7.2. Piloting the model to be developed by UNDP MVETSAG project (with focus for replication in other sectors), (year 2).** The model will be piloted in 2 sectors of Care Economy. Piloting will be supported by consultations, resources, methodologies and knowledge exchange.

**Action VIII. Transform VET providers and/or other knowledge centres into local skills hubs and improve their access to resources, (year 1,2). UNDP and co-applicant (participation in assessment of situation and European/international best practices, participation in drafting of model and action plan, participation in all capacity building related activities)** ,Although VET provision lacks geographical accessibility, it is represented in all regions, however this privilege is not used effectively to provide wide-spectrum education services to local population, including youth, women and vulnerable groups. The action will prepare and introduce the transformation model of VET providers into local skills hubs thus raising the accessibility to skills education for all and especially for youth and most vulnerable groups.



**Sub-activity 8.1. Development of the model of transformation of VET providers into local skills hub.** The model will be developed based on the assessment of situation and European/international best practices. Based on the model the 3-year action plan of transformation and development will be drafted for 2 VET providers in target regions.

**Sub-activity 8.2. Transformation of 2 VET providers into local skills hubs, (year 2).** The action will support transformation process of selected 2 VET providers in target regions through capacity building, networking, knowledge exchange, professional development and reach out strategies.

**Action IX. Design of targeted action framework for every target region to include long-term interventions based on needs assessment and situation analyses of NEETS, vulnerable groups and youth in selected regions, (year 1).** *UNDP and co-applicant (participation in study and action framework development, participation in development of implementation supporting instruments and commercialization plan)*

Despite the ongoing reforms in VET sector, accessibility and quality to skills development still remain a challenge, especially for youth, including NEETs and vulnerable groups. This action will take a complex approach and develop customized action frameworks for each target region for the gradual implementation in provision of skills education and employment support services. This action will serve as a base for some other activities of the proposed project to build on the interventions.

**Sub-activity 9.1. Development of action framework for every target region** will be based on the study to reveal and analyse the needs and current situation (including mapping of state and regional programmes and initiatives, private sector/business activity, programmes of public institutions, NGOs and academia).

**Sub-activity 9.2. Development of implementation supporting instruments.** Management Plan will be developed for implementation of the action framework together with identification and reaching out strategies of NEETs, vulnerable groups and youth to ensure their participation in services further provided locally. Further developments for commercialization will be considered within the frameworks.

**Action X. Introducing extra-curricular activities in general and VET colleges, including clubs, projects, arts, sports and healthy life-style, also in other youth centres to develop key competences, including entrepreneurial competence among beneficiaries, (year 1,2,3).** *Co-applicant (implementer of all activities)* Extracurricular activities play important role in development of social, emotional, physical and cognitive competences, needed for life, education and employment. It is also evident that participation in extracurricular activities indirectly is linked with the increased academic achievement of students. Through the UNDP financial support, the Public College "Iberia" (Imereti) is developing the Concept for Introduction of extracurricular activities into VET sector, which MoESCS plans to use in developing respective state programmes for implementation. According to the study conducted by "Iberia" in 2019, 81.2% of VET students of 5 VET colleges are motivated to participate in extracurricular activities and 69% of them never participated in any extracurricular activity. This activity will support introduction of extracurricular services, based on the already developed concept in selected 3 VET colleges of target regions.

**Sub-activity 10.1. Introducing extracurricular activities.** Selected 3 VET colleges will be assessed towards their conditions and possibilities to conduct extracurricular activities (the results of 9.1. sub-activity will be used for complex analyses). Respective action plan, resources and cooperation strategies will be developed and implemented and mapping and capacity building of human resources will be provided for effective provision of services. The extracurricular activities will be accessible for all VET students and target groups. The introduction process will be supported by consultations, coaching, monitoring and evaluation of the practice for further improvement and replication in other VET institutions.

**Sub-activity 10.2. Scaling up the model for replication in other VET colleges, schools and youth centres and institutionalization of the model, (year 2,3).** The scaling up plan will be developed and extracurricular services introduced in additional 2 VET colleges and 2 general education schools of target regions. The model, approaches and developed resources will be available to all VET colleges, providers and schools for introduction of extracurricular activities in their respective institutions. The experience of this action together with all developed resources will be handed over to the MoESCS for further replication.

**Action XI. Introduce entrepreneurial and digital learning based on EntreComp and DigiComp including Project-Based Learning (PBL) and support of VET students and graduates, in prototyping the business ideas incl. social**

**entrepreneurship ideas, (year 2,3). UNDP and co-applicant (participation in platform, programme, resources and network development, capacity building of VET colleges' instructors, training of VET college students).**

Entrepreneurial and digital skills are among key competencies prioritized by Georgia in respective education strategy and programmes of the MoESCS. Entrepreneurship and digital competencies education still is limited to youth and vulnerable groups. This action will introduce, build knowledge and support realization of business and social entrepreneurship ideas of youth, including VET students and graduates.

**Sub-activity 11.1. Introduction of entrepreneurial and digital learning, (year 2).** The respective platform, programmes, resources and networks will be developed and introduced and capacity building of 14 instructors of 7 partner VET colleges of target regions conducted. The courses will be ready for further replication nationwide.

**Sub-activity 11.2. Support to VET students and graduates in developing business/ incl. social entrepreneurship ideas, (year 2,3).** VET students and graduates of partner 7 colleges will be provided with relevant training courses and given opportunities to develop their business and social entrepreneurship ideas through the support from this action.

**Action XII. Development and introduction of special Career Education and Orientation Program to support pupils, their parents and youth including vulnerable youth and NEETs, (year 1,2,3). UNDP**

The need for Career Education and Orientation services has been met by the UNDP, which supported the system in development of services, courses and building of capacities in selected schools. This action will build on the experience and approaches of UNDP initiative and implement interventions in UNDP project participant and other selected institutions. Provision of individualized orientation plans to students, youth and vulnerable groups will be the tangible result of this action.

**Sub-activity 12.1. Development of Career Education and Orientation programme (built on ongoing UNDP MVETSAG Project).** 10 institutions from target regions will be selected and work plans elaborated. Respective instruments for individualization of services will be developed and adjusted and capacity building of administrators and specialists conducted for provision of quality career education and orientation services.

**Sub-activity 12.2. Conduction of career education and orientation services (year 2).** The communication and reach out activities will be followed by the provision of education sessions, development of individual career orientation plans and conducting consultations to school pupils, their parents and youth, including NEETs and other vulnerable groups.

**Sub-activity 12.3. Incorporation of the model within partner VET institutions and schools and preparation for scaling up in national system (year 2, 3).** The support for incorporation of the model will be provided to partner VET institutions and schools of target regions through consultations, trainings, coaching and learning resources. After the completion of the proposed project the model will be handed over to the MoESCS for replication.

**Action XIII. Development of learning materials/ digital platform with digital resources on entrepreneurial education, (year 2,3). UNDP and co-applicant (participation in development of digital platform and gamification of entrepreneurship learning, participation in dissemination and knowledge sharing activities)**

Entrepreneurship, defined as a life skill plays important role in employment, further learning and development. This action will support the development and accessibility to entrepreneurship education by introducing digital platforms, resources and use effective communication strategies for dissemination of products.

**Sub-activity 13.1. Development of digital platform and Gamification of entrepreneurship learning.** Platform will be developed to collect, organize and provide open access to entrepreneurship education resources. Gamification of learning approach will be used for entrepreneurship education and architecture, product and resources will be developed.

**Sub-activity 13.2. Dissemination and accessibility of digital educational resources.** The product and resources will be presented to education system for incorporation into teaching process. The capacity building trainings will be provided to all partner VET institutions of target regions. The accessibility of platform and products will be ensured by the action.

**Action XIV. Organizing youth fora and create youth network/platform for social entrepreneurship to support networking, generation of ideas and fundraising, (year 2,3). Co-applicant**

Establishment and support of youth networks and promotion of social entrepreneurship will create additional dimensions towards inclusive society. This action will support youth, including vulnerable groups in establishment, development and functioning of youth platforms oriented on social entrepreneurship.

**Sub-activity 14.1. Development, establishment and support to youth platform for social entrepreneurship.** Through partnership and consultations with respective youth organizations (governmental, local, NGOs and other) the strategy, structure and design of the platform will be developed and introduced. This innovation will be communicated to all VET colleges, academia, youth organizations and local governments to increase youth involvement.

**Sub-activity 14.2. Organizing and supporting youth fora.** The special Youth Fora of Georgia will be established and supported by this activity for continuous education and exchange of experience and ideas.

**Summarizing final event** will be organized by the completion of the Project to present project results and products. One day of the event will be dedicated to the presentation and work of Youth Fora. All partner institutions, stakeholders and youth representatives from target regions will be participating in the event.

**The expected impact of the action: Youth and vulnerable groups benefit from high quality VET services.**

The project aims to introduce several innovations in education system of Georgia to rethink the approach to accessibility and quality of education for youth, including NEETs, women, PwDs and vulnerable groups and thus contribute to the building of inclusive society. Based on this the impact of the action will be evidential at National, Regional, Local, Institutional and Individual dimensions.

The project will lead to the multiple impacts at the following levels:

**Technical level:** the impact of the action on target groups and beneficiaries at technical level will be facilitated through improved accessible VET services, including innovative formal and non-formal educational and training programmes, including new courses on the safety against COVID-19, new digital educational resources, new methods of teaching and learning, capacity building resources, development plans, models and networks that will allow target groups to support provision and beneficiaries to benefit from accessible and quality VET services; as a result, 10 formal educational and training programmes and 5 non-formal training/retraining programmes will be institutionalized, 5 models of accessibility and quality introduced and 4 networks established.

**Economic level:** the impact of the action on target groups and beneficiaries at economic level will be facilitated through the orientation of the action on 2 important sectors of Care Economy: Tourism and Wellness/health, that are developing in Georgia rapidly and are among the priorities of the Government of Georgia, who implements concrete economical and infrastructure initiatives in project target regions. As a result, the employment opportunities and demand on qualified workforce will be increased and employment of local beneficiaries of the action expected. The impact will be evident through the orientation of the VET services on development of skills and competencies needed for employment and self-employment, creation of new modalities (distance work) for raising employment opportunities, provision of career education and orientation services in institutions to school and VET students, development of individualized action frameworks for target regions for provision of services, implementation of entrepreneurial VET college model and sustainable commercialization of services and additionally, provision of all services by strengthened institutions and human resources of all stakeholders at all levels. All the listed activities and products will lead to the increased employment opportunities for project beneficiaries, including support to SMEs establishment and functioning, thus ensuring participation in economic life. Development of entrepreneurial and digital competencies of youth, will create additional perspectives in business, self-employment and distance work beneficial to employers and beneficiaries of this action. Opening employment opportunities for PwDs, women and other disadvantaged groups will contribute to inclusive economy, which is also among priorities of the Government of Georgia. As a result, around 250 representatives of various stakeholders (schools, VETs, NGOs Youth organizations, local governments etc.) will be included in different capacity building modalities and due to the open accessibility to non-formal trainings provided by this action and communication strategy, participation of more than 1,000 youth representatives is expected.

**Social level:** the impact of the action on target groups and beneficiaries at social level will be facilitated by the social dimension of the project and its focus on youth and socially and economically excluded groups to maximize their participation in VET services and skills development through: designed new models of formal and non-formal education for accessibility to VET and skills development; introduced special catch-up courses for out of system youth for their inclusion in education process; provision of extracurricular activities, important for development of social and

communication skills alongside with other competencies, especially for those who lack access to diversified social and cultural activities; capacity building and trainings for youth, including vulnerable groups; strengthened and inclusive institutions for provision of safe quality services to all; developed partnership models and networks; transformed local institutions to serve as skills hub for all; introduction and incorporation of distance and digital learning to ensure wide participation of beneficiaries; supported and strengthened youth, women and other vulnerable groups in distance and home based job opportunities; introduction of social entrepreneurship as a mean for social inclusion. As a result, 500 representatives of NEETs, PwDs and other vulnerable groups will be included in services.

**Policy level:** the impact of the action on target groups and beneficiaries at policy level will be facilitated through the transmission of full ownership on the project results to the MoESCS, which is represented in the government board on this project. The impact on policy level will be evident by established institutional partnerships and networks providing services, participating in sectoral skills development and communicating sectoral needs to the MoESCS, developed and adopted respective normative documents for the implementation of accessibility models, authorized VET education and training programmes, institutionalized models on provision of catch-up courses, extracurricular activities and others that will be built on already agreed MoESCS-UNDP ongoing initiatives. The action creates synergies with other MoESCS/UNDP initiatives and with all its activities supports and strengthens the MoESCS in implementation of the new Law on Vocational Education and the VET Strategy.

### **3.2. Resources Required to Achieve the Expected Results**

The detailed budget of the project is provided in Annex 1.

The total required funding for activities proposed under this project amounts to USD 1,320,422.54 including the EU/EDF contribution of USD 1,056,338.02 and the UNDP contribution USD 264,084.50 and divided across different outcomes, visibility and management costs in the following manner:

Cost	Amount (USD)
Human Resources (project staff and consultants/experts)	<b>526,115.02</b>
Travel	<b>72,370.89</b>
Equipment and Supplies	<b>5,281.69</b>
Local Office-Project Office	<b>23,638.50</b>
Other Costs - Services	<b>623,910.21</b>
GMS, EU 7%	<b>69,106.23</b>
<b>TOTAL COST</b>	<b>1,320,422.54</b>

Calculations reflect the use of all key inputs such as core staff, international and local technical expertise, equipment, goods and services, as well as works (within project components), travel costs, and building partnerships with various stakeholders, visibility costs.

Required material and human resources, are listed below. Respective costs are spelled out in Annex 1 Budget.

#### **List of staff directly attributed to the project:**

While the section below provides a brief description of the respective positions, section VII on Governance and management arrangements of the project includes a detailed explanation for each; detailed costs per each position are also spelled out in the budget (Annex 1).

UNDP staff members will perform the following functions for implementation of the Action:

- **Project Manager (100%):** will provide administrative oversight and internal controls, coordination and supervision of institutional relations with concerned government institutions.
- **Economic Development Team Leader (25%):** UNDP CO ED Team Leader. Will provide quality assurance of the project by supporting the Project Board, leading elaboration of planning and management instruments, facilitating coordination within UNDP, other UN agencies and concerned stakeholders
- **Project Administrative and Finance Assistant (100%)** Project Admin/Finance Assistant. Will be responsible for technical support in financial, contractual and organizational matters
- **Economic Development Programme Associate (10%):** UNDP CO ED Programme Associate. Will be responsible for providing administrative advice and supporting project implementation from the Country Office. S/he will provide administrative, contractual and reporting related support to ensure compliance of administrative processes with respective UNDP rules and regulations.
- **UNDP CO Finance Analyst (10%):** UNDP CO Finance Analyst. Provides assistance and advice, as well as financial clearance to the project on finance related matters, such as, providing advice on expenses tracking, financial transaction, as well as project level reporting at CO level
- **UNDP CO Procurement Team Leader (10%).** UNDP CO Procurement Team Leader. Provides assistance and advice, as well as final approval and clearance to the project on procurement related matters, such as, assistance and approval of conducted tenders to acquire goods and services for projects. Provides assistance and advice on event management, equipment and asset management services.
- **UNDP CO HR Team Leader (15%).** UNDP CO HR Team Leader. Provides assistance and advice, as well as final approval and clearance to the project on HR related matters, such as, assistance and approval of conducted recruitment processes as well as contracting of local and international expertise services. HR Team Leader also supports CO ED Team Unit in recruiting project staff at project start stage.
- **UNDP CO Logistics/Travel Assistant (5%):** Provides assistance and advice on travel related matters. Provides technical support to project manager's travel such as issuance of travel costs through UNDP travel system.
- **UNDP CO Communications Analyst (10%).** UNDP CO Communication Analyst. Provides advice on all communications-related matters and supports the project in the implementation of its Communication and Visibility Plan. S/he also will liaise directly with the communications team of the EU Delegation to Georgia.

The co-applicant's staff members will perform the following functions for implementation of the Action:

- **Coordinator:** cost for Project Coordinator, who will provide administrative oversight and internal controls, coordination and supervision of activities, as well as communication and reporting to UNDP in accordance to Donor regulations. Share of coordinator salary is calculated at EUR 50 on monthly basis.
- **Local Experts:** 3 experts and 4 trainers, who will develop training modules and delivery of trainings Monthly estimate of 1 expert is calculated at EUR 500 and of 1 trainer at EUR 350.

#### Travel and DSAs:

- **DSA for local staff (UNDP):** project staff per diem for travel to regions within Georgia while organizing events, trainings, supporting local consultants and etc. EUR 165.00 per day in Georgia (per UN official DSA rates).
- **DSA for local consultants (UNDP):** for travel in regions for the local consultants engaged in the action. Estimate cost for per diem in regions is EUR 75.
- **DSA for International consultants (UNDP):** for the international consultants engaged in the action Estimate cost for per diem is EUR 165.
- **International travel (consultants) (UNDP):** Travel flight costs for the international consultants engaged in the action. Estimated number of missions of int consultants (in total 3) is calculated as 6 missions. **Local transportation (UNDP):** Rental of transportation (vehicle/bus/mini-van/etc.) for transporting the trainings/seminar/events participants to the event venue, as well as transportation provided for projects staff upon need.
- **Local transportation (RP "Sunny House"):** organizing youth fora, create youth network and platforms for social entrepreneurship, develop extra curricula activities.
- **Furniture and Computer equipment (UNDP):** 2 office desk furniture set (table, chair), 2 laptops, 1 xerox/printer, as well as set 1 set of required office furniture - bookshelf, meeting room table and chairs (in total 6 set) for project office and staff. Indicated cost also includes costs for respective ICT supply (such as cartridge for the printer, software update for laptops), as well as maintenance costs required during project implementation. Upon project completion,

in case of items good condition respective equipment and furniture in agreement with the Donor will be transferred to one of the project beneficiaries based on need.

**Local Office:**

- **Office Rent (UNDP):** costs from the budget line will cover costs for office rent (shared premise with other UNDP ED Portfolio Projects). UNDP ED Portfolio projects are renting separate office (total 414 sq. m including offices, conference room, outside and support area). The project will utilize 1/15 of the space (2 office room, shared conference room and shared outside and support area).
- **Consumables - office supplies (UNDP):** costs for office stationery supplies.
- **Other services (tel/fax, electricity/heating, maintenance), UNDP:** costs for utilities (shared with other UNDP Projects under joint office premises) and project staff communication expenses.
- **Office rent (RP "Sunny House"):** costs of current office rent for the RP "Sunny House". RP "Sunny House" is renting office space together with another partner NGO with approx. 100 sq. m (including office space, conference room and support area). RP "Sunny House" will pay share for 1/3 space (including office space, conference room and support area).
- **Consumables - office supplies (RP "Sunny House"):** fees for supplies and printing materials required for developing training module and conduct of the training.

According to the requirements of the Action Guidelines for co-financing UNDP will allocate relevant resources equal to 20% of the total costs of the Action contributing to the implementation of activities and relevant human resources.

All the services purchased within the project will be required to meet the recommendations, procedures and instructions of the Government of Georgia and National Centre for Disease Control and Public Health (NCDC) on the safety issues towards COVID-19. Respective provisions will be reflected in all produced documents and contracts.

### **3.3. Partnerships**

The planned project will create synergies with several UNDP and also other efforts implemented in the field of VET in Georgia.

UNDP supports in implementation of new legal framework. Key intervention areas of UNDPs running VET-project phase 2 are: the increase of labour market relevance of the VET system by involving private sector both on governance and provision levels of VET, support of the new flexible, and high quality education services to increase access and LLL opportunities for all, and development of entrepreneurial education eco-system, which will lead to increased employability of population, SME development and increase of productivity of Georgia's economy. Since 2012 UNDP has been implementing the "Skills for Employment Program" which focuses on formalizing training/retraining, introducing work-based learning, strengthening teacher/instructor capacities, introducing system components to support life-long-learning. The project will build on the experience of the ongoing VET-related initiatives and employ the accrued knowledge and skills and complement its activities.

An example of a significant effort at the national level is the implementation of the entrepreneurial learning action plan, which focuses on entrepreneurial learning eco-system development and will be supported by the ETF and UNDP Agriculture VET project. The project will strengthen EU ENPARD programme by making new VET services more accessible for rural population (especially youth and women). Further synergies will be created by links to the GGF funded World Bank project on capacity building of VET teachers and administration. Synergies could be resulted related to proposed activity on entrepreneurial school development, with GIZ and KFW under framework of excellence centres-project in Georgia, with ADB, coming up with a new VET related project (objectives are not yet specified), and of course the synergies will be created with other EU grant-holding organizations, on cross-cutting, specific thematic or sector-related topics. Project does not create any overlap with the running initiatives in the system.

The project will be implemented in close cooperation and partnership with the key stakeholders: MoESCS, regional and local government, selected general education public schools, vocational colleges and training providers, local NGOs and youth organisations. Detailed information on the stakeholders is provided in the respective section.

### 3.4. Risks and Assumptions

An overview of the anticipated key risks to this project, their likelihood to occur during the project period, as well as the key prevention and mitigation strategies is provided in the Risk Log below. Physical, environmental, political, economic, social and operational risks are evaluated, and mitigation measures planned.

#	Description	Risk Category	Impact & Likelihood = Risk Level	Risk Treatment / Management Measures
1	Schools do not receive authorization to provide VET education and trainings	Organizational Operational	Without authorization the schools cannot operate and thus the planned activities cannot be implemented P = 2 I = 4 R=Low	Project will carefully design, implement and apply quality assurance mechanisms to capacity building of schools towards new authorization standards
2	The interest and motivation among early school leavers is low	Social and Environmental	The number of direct project beneficiaries will be low P = 3 I = 3 R=Moderate	Project will develop and implement the communication and reach out strategy to attract beneficiary group
3	Low accessibility of vulnerable groups to computer/internet outside VET institutions may decrease their participation	Social and Environmental	Fewer beneficiaries (vulnerable groups) participate in the VET programmes. P = 3 I = 3 R=Moderate	Project will coherently use the results of its different activities and support accessibility of vulnerable groups through partner institutions, including schools, besides VET colleges; special methodology will be applied to combine digital and blended learning
4	Beneficiaries may remain sceptical and thus less motivated to participate	Social and Environmental Strategic	Fewer beneficiaries participate in the VET programmes. P = 3 I = 3 R=Moderate	Project will use effective communication strategies, provide consultations to beneficiaries and private sector to motivate participation
5	Commercialization of services may progress slowly, and additional support may be needed after the completion of the project	Operational Strategic	The sustainability of project results may be at risk. P = 3 I = 1 R=Low	Project will provide carefully designed commercialization scheme, support in networking and advocate the model to respective stakeholders
6	Due to frequent changes of human resources in governmental and local governmental institutions, received knowledge may not be invested in further services	Organizational Strategic	The sustainability of project results may be at risk. P = 3 I = 2 R=Low	All the resources developed within the project will be accessible to partner institutions and communicated properly during and after the completion of the project
7	Network will need additional financial resources for long-term functioning after the completion of the project	Organizational	The sustainability of project results may be at risk. P = 4 I = 3 R=Moderate	Project will develop sectoral partnership of colleges with private sector, governmental organizations and NGOs and build capacity of colleges in general competencies, including management, fundraising and other to enhance their sustainability
8	VET providers may not be pro-active in identifying	Operational	The level of participation of beneficiaries will be low. P = 1	The project will invest in development of identification mechanisms as well as in

#	Description	Risk Category	Impact & Likelihood = Risk Level	Risk Treatment / Management Measures
	needed beneficiaries for provision of services		I=4 R=Moderate	strengthening VET providers capacities and their partnership with local governments and other organizations for provision of services
9	Local governments will need increased funding for provision of services for implementation of action framework after the completion of the project	Organizational	The sustainability of the project results may be at risk. P = 4 I =3 R=Moderate	Project will provide capacity building of local governments in general competencies, including management, fundraising, communication and advocate implementation of framework
10	VET institutions (others than project partners) may need additional funding and infrastructure development for provision of extracurricular activities after the completion of the project, so the model will be replicated slowly	Organizational	The sustainability of the project results may be at risk. P = 4 I =3 R=Moderate	Project will develop scale-up approach for gradual implementation, that will take into consideration the existing resources of the colleges as well as needed and potential ways for improvement, so the replication will start from those colleges and schools ready for implementation. All the resources of the activity will be available to all educational institutions.
11	Teaching of course may lack quality in some partner VET institutions	Organizational Operational	The expected result – “Target groups and institutions will be strengthened through provision of needs-based, competency-based, safety-oriented and targeted capacity building programmes” will be at risk. P = 3 I =3 R=Moderate	Project will provide competency-based trainings to the instructors and provide consultations during the project implementation. Implementation monitoring will be conducted to provide feedbacks for the improvement of quality of teaching and learning
12	Incorporation of the model in schools and VET institutions outside the project may slow down	Organizational Operational	The project may not achieve all planned results within the planned timeframe. P = 2 I =4 R= Moderate	Project will advocate the model to stakeholders and ensure accessibility of all the resources developed within the project to all schools and VET institutions
13	Development of Gamification approach may stretch in time	Organizational Operational	The project may not achieve all planned results within the planned timeframe. P = 2 I =4 R= Moderate	Project will carefully design and follow the action and monitoring plans using lessons learned from international and national practice.
14	Youth Activity in network may not be high	Social and Environmental	The number of direct project beneficiaries will be low P = 3 I =3 R=Moderate	Project will create strong partnership basics to different stakeholders to motivate and support network functioning in long-term way



### 3.5. Stakeholder Engagement

The key target groups and stakeholders of the action include MoESCS, regional and local government, selected general education public schools, vocational colleges and training providers, local NGOs and youth organisations. The objectives of the project coincide with the needs and goals expressed in the stakeholders' program documents, such as the National Strategy of VET, Overall Education Strategy and Regional Development Programme of Georgia (2018-2021), Georgian National Youth Policy Document (2014).

#### Target Groups

- MoESCS coordinates the overall policy development, planning and policy execution of the VET sector through its Department of Vocational Education Development and respective agencies (National Centre for Education Quality Enhancement (NCEQE), responsible for vocational-educational standard development, including key competencies (VET law 2018) and the quality standards and quality assurance in the system and Teachers Professional Development Centre (TPDC), responsible for VET teacher and administrative staff capacity development.). UNDP has a strong and successful cooperation experience with all listed institutions as the MoESCS together with its agencies has been a leading national partner of all VET related UNDP projects since 2008.

The MoESCS is in need of effective implementation of the new Law on Vocational Education and the VET strategy, that is challenged by the poor quality and accessibility of VET services, low capacities of service providers, limited choice of diversified services and lack of innovations in VET Sector to promote lifelong learning opportunities. MoESCS also strives to adjust the VET sector to the new realities caused by Covid-19 crisis, including more focus on quality distance and safe learning environment. This project proposes several innovations towards accessibility, quality and safety of VET education and skills development, where the MoESCS, as a further owner of the results of this project lacks knowledge and experience, although the relevant units and specialists are on place. MoESCS will need support in strengthening technical and management capacities to incorporate and implement results of this project.

The project will address the needs of MoESCS and improve situation through support in implementation of law and strategic goals contributing to accessibility and quality of VET services, safety issues, skills development, life-long learning opportunities and thus, reducing skills mismatch. MoESCS will be supported in development of relevant normative documents and piloting and implementation of models of inclusive VET services. The full ownership on the respective results of this project will be handed over to the MoESCS.

- Regional and local Governments are responsible for the support of local economic and social development, youth enhancement and implementation of the Regional Development Programmes locally.

Regional and local governments experience low capacity of human resources to contribute to the local development and fully participate in implementation of youth policy. There is an evidential need for the enhancement of capacities of local governments to contribute to the education and skills development services' delivery for youth and vulnerable groups. Regional and local governments, as mentioned above lack the knowledge and experience and have limited technical and managerial capacities to perform their functions, including their support to youth, skills development, social integration and safety. This project will ensure the strengthening of technical and management capacities of RLG for quality delivery of services.

The project will address the needs of regional and local governments and improve situation through development of targeted project frameworks for their participation in accessibility and quality of skills development services, including non-formal education of vulnerable groups, capacity building of respective managers and specialists in general competencies and VET related concepts and creating partnership models with educational institutions, NGOs and others locally and nationwide.

- General Education public schools (selected) provide full general education through 1-12 grades. The geographical accessibility to general education is high in Georgia, because of its compulsory nature and good coverage of all regions, including remoted ones.

Today the full potential of the accessibility nature of general education system is not explored and used for development of skills and competencies of all, including vulnerable groups. The schools need support, knowledge and mechanisms to serve as a local knowledge centres in provision of relevant skills development services and career counselling to diverse local groups: school children, youth, including NEETs, PwDs and other vulnerable groups. Public schools in general have no knowledge and experience to provide VET education and other special educational services.

Their practices in institutional cooperation are also very limited. This project will ensure development of **technical and management capacities** of partner public schools to support their institutional and sectoral partnership opportunities and quality and safety delivery of VET and other educational services developed by this project.

The project will address the needs of general education public schools and improve situation through establishing the partnership model of schools and VET colleges in joint provision of VET education and trainings, developing and introducing catch-up programmes for out of system children and youth, strengthening administrators and teaching staff of schools and supporting their professional development in delivering quality services in skills development.

- **Vocational colleges and training providers** are operating across the country. There are public and private VET providers in target regions, who have experience in VET services. They also have experience of participation in different donor supported projects.

The VET providers in Georgia **need** and strive to ensure high demand for their services and develop partnerships with employers. However, in many cases the relationship is limited to a formal membership of employers' representatives in the colleges' boards and committees. The real co-operation in terms of placing students into jobs and providing skills requirements or feedback for the training process is still very weak, resulting low employability of graduates and the mismatch of skills provided. VET institutions need transformation and development towards quality and accessibility of education and services and strong cooperation with employers, including business, for which their existing technical and managerial capacities are not sufficient. This project will ensure strengthening technical and management capacities of VET institutions in mentioned directions.

The project will address the needs of vocational colleges and training providers and improve situation through development and piloting relevant schemes and services for their development, strengthening capacities of administrators and teaching staff for quality and safe management and delivery of services and providing opportunities for networking and partnership with different organizations for further joint programmes, services and development.

- **Local NGOs and youth organizations** – NGOs are very much depended on the funds of donor organisations and therefore their activities are concentrated on DO priorities. They have no or limited financial support from local governments or private sector, although there is a knowledge accumulated within their members. There is a very limited amount of Youth Organizations in regions and likewise NGOs their functioning is not supported by local government and private sector.

Local NGOs and youth organizations have very limited access to financial resources and opportunities to participate in local development issues. Available strong local organizations will largely contribute to the local development in many directions: skills provision, needs assessments, identification and reach out to vulnerable groups and other activities, so there is a **need** for their development and strengthening. There is a need of active involvement of the local NGOs and youth organizations in local development, especially in the issues of youth, education, training and etc., however, their technical and management capacities are not sufficient. This project will contribute to increase their **technical and management capacities** to activate their knowledge and participation in local youth-related issues.

The **project will address** the needs of local NGOs and youth organizations and improve situation through increasing their participation in development and provision of different services for skills development, employment of youth and inclusion of vulnerable groups. The project will support their capacity building and strengthening and supporting their participation in network schemes.

#### **Final beneficiaries:**

The beneficiaries of the project are the **Georgian youth, VET students, graduates, school pupils, vulnerable groups (PWD, NEETs, rural women, socially and economically disadvantaged groups)**. The project will specifically concentrate on women and PWDs, boarder high mountainous and adjacent to conflict zone. **Gender mainstreaming is cross-cutting priority** of the project and gender-balanced approach will be used in identification and participation of project beneficiaries.

All beneficiaries of the project lack the access to diversified and quality education and skills development services, and thus experience restricted employment opportunities, especially in regions and highland areas. The project will ensure participation of all listed beneficiaries in respective educational, training and retraining programmes and contribute to their employability opportunities. Relevant study for the need of skills development and employment constraints and opportunities will be conducted to tailor interventions.

The project will address the needs of beneficiaries and improve their situation through:

- Development of new models and provision of targeted programmes for skills development to all vulnerable groups;
- Development and piloting of accessibility schemes to VET and skills education, especially for vulnerable groups in remoted areas;
- Development of identification mechanisms of vulnerable groups and their inclusion in services; \* Development of modern and innovative courses in entrepreneurship, digital competencies, COVID-19 safety and providing its accessibility to all;
- Development and introduction of special career education and career guidance programmes for students and VET graduates to contribute to their further learning and transition to employment; (2) Supporting partnerships and networks of different institutions, including youth networking and youth fora to enhance skills development and further employment/self-employment opportunities; (3) Strengthening institutions and building capacity of all stakeholders for quality assurance of VET services.

In the process of the planning of the project, UNDP held meetings and consultations with key stakeholders in order to ascertain their needs, interest and motivation to participate and support the project. There have been active consultations held in all targeted regions during last 6 years of VET project implementation by UNDP. All challenges demonstrated in this project document and the activity ideas have been permanently discussed with UNDP partner organizations. Leading officials at the MoESCS have been consulted and expressed their interest and support for the proposed activities which will be based on the series of regular consultations. The target institutions confirmed that the proposed support is online with their needs and long-term plans. They also welcomed the proposed consultations format. UNDP consulted with the staff Co-Investment Fund (promoting tourism and SPA projects implemented by private sector) who will mediate between the UNDP and the private sector for building relevant partnerships and feedback to ensure compliancy to the employers' needs. Representatives of the target organizations and beneficiaries will participate in the task force working groups dedicated to the specific objectives and monitoring and interim revision of the project goals.

### ***3.6. South-South and Triangular Cooperation (SSC/TrC)***

As possible and relevant, the project will continuously encourage opportunities for South-South and Triangular Cooperation within the framework of its proposed initiatives. The project will consider regional and global connections through trainings, study tours, internships, mentorship and partnership with.

Besides, UNDP will pay specific attention to the South-South cooperation, whereas outmost efforts will be dedicated to identifying experts from the region that are well familiar with the challenges and legacies and have high level expertise. These experts will be hired to support the envisaged capacity building activities, provision of technical expertise, and facilitation of participatory planning and review of efforts. This will also ensure good value for money.

Lessons learned from similar projects in other countries in the region will be considered for integration into the project implementation modalities and approaches

### ***3.7. Knowledge***

UNDP will use the knowledge and lessons learned, as well as tested solutions from previous and current projects working on VET. Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and be integrated into the joint programme. Furthermore, final external evaluation of the project will collect and analyse the results achieved and challenges encountered, document lessons learned and recommend further actions for future initiatives and interventions.

Information on how the visibility for knowledge and lessons learned generated by the project will be ensured is presented in annex 2 "Communication and Visibility Plan".

### ***3.8. Sustainability and Scaling Up***

**Policy level sustainability:** Policy level sustainability will be ensured by the adopted normative documents/regulations, authorized VET programmes and consistency of developed models developed with MoESCS strategy and MoESCS/UNDP/ETF/UNICEF joint ongoing initiatives. The results of the project will be integrated in the policies and programmes of stakeholders on different levels. As stated above, the MoESCS will have full ownership on the results of the project and thus, models and approaches developed within the project will be integrated into the system as an

instrument for implementation of MoESCS strategy. Moreover, all respective institutions outside project will be granted access to the materials and methodologies developed by the project for further use.

**Institutional sustainability:** Institutional sustainability is ensured by the nature of proposed project which creates synergies with MoESCS strategies and ongoing initiatives and thus the full ownership of the results will be handed over to the MoESCS that is the guarantee for institutional sustainability. Moreover, strengthened VET providers, schools and other target organizations, established networks and partnership models are evidential prerequisites for institutional sustainability of the results.

**Financial sustainability:** According to the legislation of Georgia, the authorized educational and training programmes are financed by the MoESCS and respectively, all the formal educational and training programmes including entrepreneurship, will be developed in compliance with authorization standards thus financial sustainability will be ensured. Models, developed and or scaled up within the project (act.V, VII) are part of the agreements between MoESCS and international organizations, as UNDP, ETF, UNICEF, that ensures their financial sustainability (as well as institutional and policy level sustainability) after the completion of the project. Transformation of Institutions to skills hub centres, commercialization strategies, introduction of extracurricular services on one hand serves youth and vulnerable groups and on another creates additional opportunities for financial stability and development by provision of services to other groups. Strengthened institutions (including in management and fundraising) are good prerequisite for financial sustainability.

**Environmental sustainability:** The project is neutral and will not cause any negative impact on the environment. Moreover, the project is based on 4 cross-cutting principles, including environmental protection which applies to all activities. Additionally, the educational and training programmes developed will include environmental sustainability and sensitivity, as a compulsory part of teaching and learning.

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#### **IV. PROJECT MANAGEMENT**

##### ***4.1. Cost Efficiency and Effectiveness***

Costs incurred in project implementation will focus only on those actions required to strengthen employability for men and women in capital and rural areas through increased access to high quality services.

To accomplish this, the project will seek to complement and build upon the results of other UNDP initiatives related to strengthening VET education in Georgia.

The Project will closely coordinate with different donor-supported projects and initiatives funded by EU, World Bank, GiZ, KfW and others while planning of VET development initiatives and activities for ensuring coherence of reforms and effective synergy in the process.

The Project will be managed in close coordination with the various UNDP Country Office Programme dimensions, particularly within the Economic Development portfolio. The UNDP Country Office will provide the operational and programmatic support and advice to the project, and will ensure troubleshooting and smooth decision-making, as needed. Economic Development Team Leader's role will be instrumental here in his/her capacity, as a portfolio manager.

All the envisaged project activities will be carried out and results achieved through appropriate use of available resources and value-for-money analysis during all procurement and tendering procedures. The project costs are decreased due to the fact that it will be shared by other EU projects.

Additional information on project management and staff is available in Sub-Section 3.2 "Resources Required to Achieve the Expected Results" and Section VIII "Governance and Management Arrangement

##### ***4.2. Project Management***

Details of project management are available in Sub-Section 3.2 "Resources Required to Achieve the Expected Results" and Section VIII "Governance and Management Arrangements".

**V. RESULTS FRAMEWORK**

**Intended Outcome as stated in the UNSDCF/Country Programme Document 2021-2025 Programme Results and Resource Framework:**  
**Outcome 3: By 2025, all people without discrimination benefit from a sustainable, inclusive and resilient economy in Georgia**  
**Outcome indicators as stated in the Country Programme Document 2016-2020 Results and Resources Framework, including baseline and targets:**  
**3.1. [NSDG 1.2.1] Proportion of population, including children, living below the national poverty line, by location and by sex; Baseline (2015): Georgia- 21.6% Urban- 18% Rural- 26.4%; Age Groups: 0-17 - 24.2%, 18-64 - 22%, 65 and above - 16.4% Female - 21.3% Male - 22%; Target (2030): Reduce by 20%; Source: GEOSTAT CF indicator 3.1**  
**3.2. [NSDG 8.5.2] Unemployment rate, by sex, age and persons with disabilities; Baseline (2015): All - 14.1%; Female - 12.4%; Male - 15.6%; Age Groups: 15-24 - 33.8%, 25-34 - 20.3%, 35-44 - 15.2%, 45-54 - 12.0%, 55-64 - 8.2%, 65 and above - 1.1%; Target (2030): All - 9.5%; Source: GEOSTAT CF indicator 3.2**  
**3.3. [NSDG 8.6.1] Proportion of youth (15-24, 15-29 years) not in education, employment or training (NEET), by sex; Baseline (2014): 27.9%; Target: Reduce by 8%; Source: GEOSTAT CF indicator 3.3.1**  
**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: Creating Better Life-Long Learning Opportunities through Local Partnerships, Project: 00127398, Output: 00121322**

	<b>Results</b>	<b>Indicator</b>	<b>Baseline</b>	<b>Targets*</b>	<b>Verification means</b>	<b>Assumptions</b>
<b>Impact (Overall objective)</b>	<b>Overall objective: Strengthening employability for men and women in capital and rural areas through increased access to high quality services.</b>	<b>Indicator 1.</b> System level changes are integrated in legislation leading to accessible and quality VET services. <b>Indicator 2.</b> Needs-based institutional development plans, digital platforms and innovative programmes are put in practice for provision of diversified VET services. <b>Indicator 3.</b> Diversified institutional settings and modalities for provision of VET services ensure accessibility and participation of youth and vulnerable groups.	<b>Baseline 1:</b> Existing legislation of Georgia limits the opportunities for diversification of VET services' provision, thus hindering the quality and accessibility. <b>Baseline 2:</b> Weak institutions, limited VET services and absence of needs-based interventions impedes the provision of quality and accessible VET services. <b>Baseline 3.</b> Limited VET services, poor geographical, physical and financial accessibility prevents youth and vulnerable groups' participation in VET services.	<b>Target 1.</b> Revised legislation creates additional opportunities and mechanisms for accessibility and quality of VET services. <b>Target 2.</b> Strengthened institutions provide diversified, needs-based and quality VET services. <b>Target 3.</b> New modalities put in place for provision of accessible VET services for youth and vulnerable groups	<b>1.</b> Officially adopted respective legal documents. <b>2.</b> Capacity building concepts, needs-based development plans, digital platforms and sectoral partnership models. <b>3.</b> Adopted and or revised state programmes.	<i>Not applicable</i>
<b>Outcome (Specific objective)</b>	<b>1. Strengthened institutions contribute to delivery of high-quality lifelong learning in selected regions</b>	<b>Indicator 1.1.</b> High-quality programmes for lifelong learning are delivered through innovative approaches, compatibility to new authorization standards and enhanced capacities of institutions and human resources, including teaching staff.	<b>Baseline 1.1.</b> Low capacities of VET providers and lack of innovative approaches in service delivery cause the low quality of education/trainings.	<b>Target 1.1.25</b> Partner institutions are strengthened, and human resources prepared to deliver high quality life-long learning services.	<b>Sources 1.1.</b> Capacity building programmes, training modules and institutionalized learning programmes.	<b>MoESCS</b> policy priorities do not change.

Results	Indicator	Baseline	Targets*	Verification means	Assumptions
Outcome 2. Youth and vulnerable groups have access to the flexible services of formal and non-formal learning in targeted regions	Indicator 2.1. Institutional and inter-sectoral collaborations and networks established and innovative modalities for diversified services and identification mechanisms of vulnerable groups for accessibility to flexible formal and non-formal learning applied.	Baseline 2.1. Youth and vulnerable groups have limited access to flexible services of formal and non-formal learning.	Target 2.1. Youth and vulnerable groups benefit from institutional and inter-sectoral partnerships and networks, digital platforms and diversified services; identification mechanisms of vulnerable groups put in place to ensure accessibility to flexible formal and non-formal learning for youth and vulnerable groups.	Sources 2.1. Inter-institutional agreements and developed models of flexible learning services. Relevant project documentation and reports, records of service providers	MoECS policy directions do not change, colleges can receive funds.
Output 1.1. Accessibility on skills of youth, women and men, including vulnerable groups, in selected regions is strengthened through new types of formal and non-formal education-related service provision.	Indicator 1.1.1. Partnership of VET colleges, public schools, municipalities and other service providers institutionalized and function to provide access to needs-based, targeted and diversified VET to all in formal and non-formal education settings in 6 target regions. Indicator 1.1.2. Special targeted programmes for youth, including NEETs and vulnerable groups developed and introduced through new types of formal and non-formal education-related services in 6 target regions.	Baseline 1.1.1. Low geographical, physical and social accessibility to institutions, skills development and VET education and services, especially for vulnerable groups. Baseline 1.1.2. Absence of targeted modalities and VET programmes and services to youth, NEETs and vulnerable groups.	Target 1.1.1. 15 institutions establish strong inter-sectoral partnerships enhancing access to skills development and provide diversified and targeted services. Target 1.1.2. Special programmes and services, including extracurricular activities, catch-up courses and other ensure participation of youth, NEETs and vulnerable groups in 6 target regions.	1.1.1. Database of participants in services and certificates/diplomas issued. 1.1.2. Documentation on 5 targeted programmes adopted and incorporated into partner institutions' services.	MoECS approves all by normative acts.
Output 1.2. Quality of skills development is improved through institutional and human capacity strengthening of the service providers	Indicator 1.2.1. 7 institutions in 6 regions comply with authorization standards, transformed, human resources prepared, and provide high quality programmes and services for skills development.	Baseline 1.2.1. Lack of capacity building opportunities for institutional and human resources' development.	Target 1.2.1. 7 VET colleges of 6 target regions strengthened to deliver high quality services on skills development.	1.2.1. M&E results of delivered training, database of training participants and certificates/diplomas issued.	All partner VET colleges remain authorized. Capacity building programmes ready for replication.
Output 2.1. Employability of youth is enhanced through developed key competencies incl. digital and entrepreneurial competence	Indicator 2.1.1. Designed and implemented new, high quality, innovative, distance and blended programmes contribute to the development of key competencies of youth, leading to higher employment rate of participants.	Baseline 2.1.1. Limited opportunities for youth to acquire key competencies, including digital and entrepreneurial skills.	Target 2.1.1. High quality distance and blended programmes are institutionalized to develop digital and entrepreneurial competencies of all, including youth, women and vulnerable groups leading to 50% rate of immediate employment of participants	2.1.1. Distance learning and entrepreneurship database of participants, certificates issued, records and tracers on employment.	Institutionalized programmes are delivered by partner and other service providers nationwide.

Outputs

\* The annual breakdown of targets will be provided upon the inception of the project.

#### VI. MONITORING AND EVALUATION

Monitoring and Evaluation of the project will be conducted using the project- Results Framework (log-frame) provided in in section V..

The progress toward achieving the results will be measured at regular intervals and against clearly defined indicators. Specific project activities will serve as benchmarks indicating the progress achieved. The results of monitoring activities will be presented to the Project Board.

**Annual/Regular reviews:** The Project Board will carry out annual reviews of the implementation and progress in accordance to the Theory of Change. The latter will be adapted, if needed, jointly in light of political and operational developments.

**Reporting:** Reporting will be carried out in line within the deadlines established for the respective type of the agreement. UNDP will ensure results and impact-oriented reporting through regular narrative progress reports, with a particular focus on milestones, success stories and C&V. UNDP will report on the results at impact, outcome and output levels, linked to sources of verification presented in the Logframe.

UNDP reporting will be done through UNDP corporate online system (Atlas). Besides, once arrangements are in place for UNDP to access the EU projects monitoring platform OPSYS, the UNDP will report through OPSYS on the jointly agreed indicators as described in the results framework. The results framework may be revised for further streamlining.

In addition to regular narrative progress reports, UNDP may provide additional information and ad hoc updates to the EU and related decisions taken by the Project Board.

**Final external evaluation of the Project** will take place close to the completion date (year 3). The external evaluation will collect feedback from stakeholders and beneficiaries, analyse the results achieved and challenges encountered, document lessons learned and recommend further actions. The cost of the external evaluation is envisaged in the budget (Euro 10,573).

In accordance with UNDP's programming policies and procedures, the project will be monitored through the following monitoring and evaluation plans:

#### Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
Track results progress	Progress data against the results indicators in the RRF will be collected and analysed 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.	Quarterly	Risks are identified 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.		

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
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 long with mitigation measures, and any evaluation or review reports prepared over the period.	Annually, and at the end of the project (final report)	UNDP will prepare reports on the results at impact, outcome and output levels, linked to sources of verification presented in the Logframe.		
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 Multi-Year Work Plan 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	Partners (if joint)	Related Strategic Plan Output	UNDAF/CPD Outcome	Planned Completion Date	Key Evaluation Stakeholders	Cost and Source of Funding
Final external evaluation	n/a	<p>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</p>	<p>Contributing Outcome (UNDAF/CPD, RPD or GPD): UNSDCF 2021-2025/CPD 2021-2025 Outcome 3: By 2025, all people without discrimination benefit from a sustainable, inclusive and resilient economy in Georgia CPD Output 3.1 Improved competitiveness of private sector and labour force, especially youth and vulnerable groups through labour policy, private sector development, social responsibility and skills development.</p>	Jan-2023	MoESCS	Euro 10,573 (EU, project budget)

VII. MULTI-YEAR WORK PLAN

Year 1	Half-year 1					Half-year 2					Implementing body		
	Mon 1	2	3	4	5	6	7	8	9	10		11	12
<b>Activity</b>													
Preparation: Project Launching and Preparation work (administrative, technical and financial arrangements, development of detailed action plan, contracts, kick-off meeting of project team).													UNDP and RP "Sunny House"
Action I. Strengthening secondary school capacities for provision of III or IV level integrated VET programs, training/retraining (in municipalities not having VET colleges), (year 1,2,3).													UNDP
Action II. Development of the catch-up courses for early school leavers (NEETS and other disadvantaged groups) and those who face difficulties to enrol and participate at VET courses, (year 1,2,3).													UNDP
Action III. Introducing digital learning and blended learning in selected VET institution, (year 1,2).													UNDP
Action IV. Creation of distance work or home-based work opportunities for vulnerable and special target groups (PWDs, youth, ethnic minorities), (year 1,2).													UNDP
Action V. Introducing entrepreneurial VET college model and support with the coaching scheme, (year 1,2).													UNDP and RP
Action VI. Strengthening institutional and human capacities of stakeholders, including local government, NGOs, youth organizations, formal and non-formal educational institutions, to provide targeted services to youth and vulnerable groups, (year 1,2,3).													UNDP and RP
Action VII. Introducing sector-based colleges networking models and piloting in two sectors (personal services and health field), (year 1,2).													UNDP
Action VIII. Transform VET providers and/or other knowledge centres into local skills hubs and improve their access to resources, (year 1,2).													UNDP and RP
Action IX. Design of targeted action framework for every target region to include long-term interventions based on needs assessment and situation analyses of NEETS, vulnerable groups and youth in selected regions, (year 1).													UNDP and RP
Action X. Introducing extra-curricular activities in general and VET colleges, including clubs, projects, arts, sports and healthy life-style, also in other youth centres to develop key competences, including entrepreneurial competence among beneficiaries, (year 1,2,3).													RP

Year 1	Half-year 1					Half-year 2					Implementing body		
	Mon 1	2	3	4	5	6	7	8	9	10		11	12
<b>Activity</b>													
Action XI. Introduce entrepreneurial and digital learning based on EntreComp and DigiComp including Project-Based Learning (PBL) and support of VET students and graduates, in prototyping the business ideas incl. social entrepreneurship ideas, (year 2,3).												Year 2,3	UNDP and RP
Action XII. Development and introduction of special Career Education and Orientation Program to support pupils, their parents and youth including vulnerable youth and NEETs, (year 1,2,3).													UNDP
Action XIII. Development of learning materials/ digital platform with digital resources on entrepreneurial education, (year 2,3).												Year 2,3	UNDP and RP
Action XIV. Organizing youth fora and create youth network/platform for social entrepreneurship to support networking, generation of ideas and fundraising, (year 2,3).												Year 2,3	RP

**Year 2, 3**

Activity	Half-year 3			Half-year 4			Half-year 5			Implementing body	
	1	2	3	4	5	6	7	8	9		
Action I. Strengthening secondary school capacities for provision of III or IV level integrated VET programs training/retraining (in municipalities not having VET colleges), (year 1,2,3).											UNDP
Action II. Development of the catch-up courses for early school leavers (NEETS and other disadvantaged groups) and those who face difficulties to enrol and participate at VET courses, (year 1,2,3).											UNDP
Action III. Introducing digital learning and blended learning in selected VET institution, (year 1,2).											UNDP
Action IV. Creation of distance work or home-based work opportunities for vulnerable and special target groups (PWDs, youth, ethnical minorities).											UNDP
Action V. Introducing entrepreneurial VET college model and support with the coaching scheme, (year 1,2).											UNDP and RP
Action VI. Strengthening institutional and human capacities of stakeholders, including local government, NGOs, youth organizations, formal and non-formal educational institutions, to provide targeted services to youth and vulnerable groups, (year 1,2,3).											UNDP and RP
Action VII. Introducing sector-based colleges networking models and piloting in two sectors (personal services and health field), (year 1,2).											UNDP

Activity	Half-year 3	4	5	Implementing body
Action VIII. Transform VET providers and/or other knowledge centres into local skills hubs and improve their access to resources, (year 1,2).				UNDP and RP
Action IX. Design of targeted action framework for every target region to include long-term interventions based on needs assessment and situation analyses of NEETS, vulnerable groups and youth in selected regions, (year 1).				UNDP and RP
Action X. Introducing extra-curricular activities in general and VET colleges, including clubs, projects, arts, sports and healthy life-style, also in other youth centres to develop key competences, including entrepreneurial competence among beneficiaries, (year 1,2,3).				RP
Action XI. Introduce entrepreneurial and digital learning based on EntreComp and DigiComp including Project-Based Learning (PBL) and support of VET students and graduates, in prototyping the business ideas incl. social entrepreneurship ideas, (year 2,3)				UNDP and RP
Action XII. Development and introduction of special Career Education and Orientation Program to support pupils, their parents and youth including vulnerable youth and NEETs, (year 1,2,3).				UNDP
Action XIII. Development of learning materials/ digital platform with digital resources on entrepreneurial education, (year 2,3).				UNDP and RP
Action XIV. Organizing youth fora and create youth network/platform for social entrepreneurship to support networking, generation of ideas and fundraising, (year 2,3).				RP

**VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS**

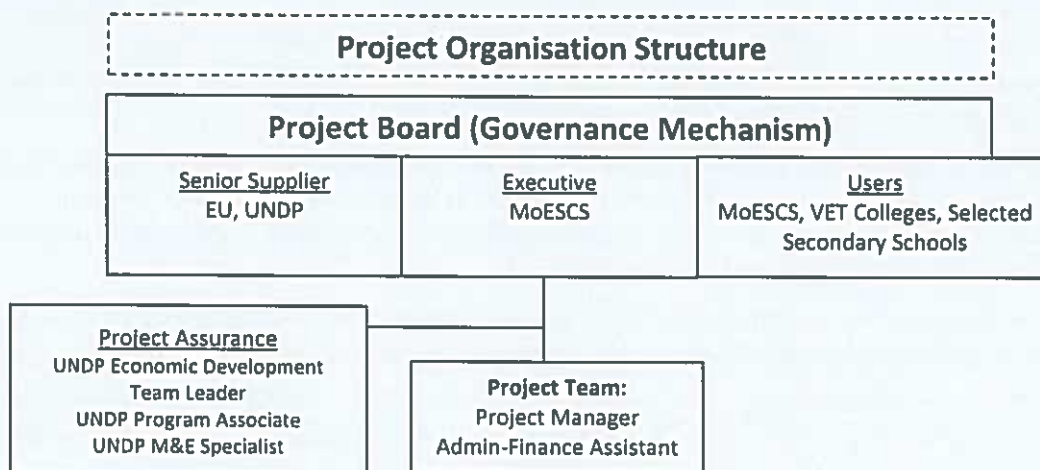
The project will be implemented under the National Implementation Modality (NIM) with full UNDP Country Office support. The Ministry of Education, Science Culture and Sport (MoESCS) will serve as implementing partner guaranteeing ownership and upscale of the project’s results.

UNDP will engage responsible parties in the implementation of projects activities. As mentioned earlier, one responsible party has already been selected – local NGO “Sunny House”. The NGO Sunny House has vast experience in youth work, social-economic integration of youth and skills development. The NGO underwent HACT micro assessment acquiring low risk rating (attached in Annex 4).

**Steering mechanisms.** The project activities will be steered by the Project Board per UNDP procedures and requirements including the One UN approach:

- MoESCS will represent the Project Executive for this project, and will ensure ownership and upscale, high value for money, balancing the demands of beneficiary and suppliers;
- UNDP and the European Union will assume the role of the Senior Supplier and provide resources, skills and guidance to produce the project output.
- MoESCS and target VET colleges, Secondary schools and VET providers will be the Senior Beneficiaries of the project.
- The Project Board may seek to engage relevant stakeholders and may invite external experts as observers for example from other UN bodies or EU Member State development agencies or NGOs active in the domain

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



**Project office**

**Staff.** According to the Guidelines of this call UNDP will allocate team of professional staff who will be directly involved in the implementation, monitoring and evaluation of the Project. The staff time allocated to the implementation of the project will be dully recorded. The team will consist of the Country Office Staff and the project staff (please see their list and description of their functions relevance to the Project below). UNDP staff will provide support and quality assurance

for smooth implementation for achieving the set results. International and national consultants will be recruited as required to provide expertise in the fields of vocational education and training, digital and other innovative methods of teaching and others technical knowledge.

The co-applicant will allocate technical and administrative staff who will be directly involved in the implementation of relevant parts of the Project. The team will consist of technical and administrative staff.

UNDP staff members will perform the following functions for implementation of the Project:

- **Project Manager (100%):** will provide administrative oversight and internal controls, coordination and supervision of institutional relations with concerned government institutions.
- **Economic Development Team Leader (25%):** UNDP CO ED Team Leader. Will provide quality assurance of the project by supporting the Project Board, leading elaboration of planning and management instruments, facilitating coordination within UNDP, other UN agencies and concerned stakeholders
- **Project Administrative and Finance Assistant (100%)** Project Admin/Finance Assistant. Will be responsible for technical support in financial, contractual and organizational matters
- **Economic Development Programme Associate (10%):** UNDP CO ED Programme Associate. Will be responsible for providing administrative advice and supporting project implementation from the Country Office. S/he will provide administrative, contractual and reporting related support to ensure compliance of administrative processes with respective UNDP rules and regulations.
- **UNDP CO Finance Analyst (10%):** UNDP CO Finance Analyst. Provides assistance and advice, as well as financial clearance to the project on finance related matters, such as, providing advice on expenses tracking, financial transaction, as well as project level reporting at CO level
- **UNDP CO Procurement Team Leader (10%).** UNDP CO Procurement Team Leader. Provides assistance and advice, as well as final approval and clearance to the project on procurement related matters, such as, assistance and approval of conducted tenders to acquire goods and services for projects. Provides assistance and advice on event management, equipment and asset management services.
- **UNDP CO HR Team Leader (15%).** UNDP CO HR Team Leader. Provides assistance and advice, as well as final approval and clearance to the project on HR related matters, such as, assistance and approval of conducted recruitment processes as well as contracting of local and international expertise services. HR Team Leader also supports CO ED Team Unit in recruiting project staff at project start stage.
- **UNDP CO Logistics/Travel Assistant (5%):** Provides assistance and advice on travel related matters. Provides technical support to project manager's travel such as issuance of travel costs through UNDP travel system.
- **UNDP CO Communications Analyst (10%).** UNDP CO Communication Analyst. Provides advice on all communications-related matters and supports the project in the implementation of its Communication and Visibility Plan. S/he also will liaise directly with the communications team of the EU Delegation to Georgia.

The co-applicant's staff members will perform the following functions for implementation of the Project:

- **Coordinator:** cost for Project Coordinator, who will provide administrative oversight and internal controls, coordination and supervision of activities, as well as communication and reporting to UNDP in accordance to Donor regulations. Share of coordinator salary is calculated at EUR 50 on monthly basis.
- **Local Experts:** 3 experts and 4 trainers, who will develop training modules and delivery of trainings Monthly estimate of 1 expert is calculated at EUR 500 and of 1 trainer at EUR 350.

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**IX. 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 Education, Science Culture and Sport 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.

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**X. RISK MANAGEMENT**

1. 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:
  - a) put in place an appropriate security plan and maintain the security plan, considering the security situation in the country where the project is being carried;
  - b) assume all risks and liabilities related to the Implementing Partner's security, and the full implementation of the security plan
2. 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.
3. 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/aq\\_sanctions\\_list.shtml](http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml). This provision must be included in all sub-contracts or sub-agreements entered under/further to this Project Document.
4. Consistent with UNDP's Programme and Operations Policies and Procedures, 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>).
5. 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.
6. 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.
7. Consistent with the Article III of the SBAA [or the Supplemental Provisions to the Project Document], 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:

- c) 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;
  - d) assume all risks and liabilities related to the Implementing Partner's security, and the full implementation of the security plan.
8. 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.
  9. 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/aq\\_sanctions\\_list.shtml](http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml).
  10. 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>).
  11. 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.
  12. 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.
  13. 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.
  14. 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).
  15. 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.
  16. 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 projects relating to, such investigation.



17. *Option 1:* UNDP shall be entitled to a refund from the Implementing Partner of any funds provided that has 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.

18. 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.
19. 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.
20. 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: Budget (USD)

1. Budget for the Action, CA 2020/417-449	All Years	2020 (3 months)	2021	2022	2023 (3 months)
Costs	Total Cost (in USD)	Total Cost (in USD)	Total Cost (in USD)	Total Cost (in USD)	Total Cost (in USD)
Subtotal 1 Human Resources	577,699.53	17,007.04	259,019.95	256,977.70	40,058.69
Subtotal 2 Travel	20,786.38	0.00	10,187.79	9,777.00	821.60
Subtotal 3 Equipment and supplies	5,281.69	1,760.56	1,760.56	1,760.56	0.00
Subtotal 4 Local office - Project Office	23,638.50	1,173.71	10,352.11	10,352.11	1,760.56
Subtotal 5 Other costs, services	623,910.21	3,723.18	372,067.02	224,655.59	23,464.42
6. Other					
7. Subtotal direct/eligible costs of the Action (1-6)	1,251,316.31	23,664.49	663,387.45	503,522.96	65,105.26
8. Indirect costs (maximum 7% of 7, subtotal of direct eligible costs of the Action)	69,106.23	872.71	37,277.97	26,787.45	3,843.57
9. Total eligible costs of the Action, (7+8)	1,320,422.54	24,537.21	690,665.41	530,310.41	69,948.83
10. Provision for contingency reserve (maximum 5% of 7, subtotal of direct eligible costs of the Action)	0.00	0.00	0.00	0.00	0.00
11. Total eligible costs (9+10)	1,320,422.54	24,537.21	690,665.41	530,310.41	69,948.83
12. - Taxes - Contributions in kind	0.00	0.00	0.00	0.00	0.00
13. Total accepted costs of the Action (11+12)	1,320,422.54	24,537.21	690,665.41	530,310.41	69,948.83

### ANNEX 2: Project Quality Assurance Report

Form Status: Approved  
 Overall Rating: Satisfactory  
 Decision: Approve: The project is of sufficient quality to continue as planned. Any management actions must be addressed in a timely manner.  
 Portfolio/Project Number: 00127398  
 Portfolio/Project Title: Creating Better LLL Opportunities through Local Partners  
 Portfolio/Project Date: 2020-09-17 / 2023-03-16

Strategic Quality Rating: Highly Satisfactory

1. Does the project specify how it will contribute to higher level change through linkage to the programme's Theory of Change?

3: The project is clearly linked to the programme's theory of change. It has an explicit change pathway that explains how the project will contribute to outcome level change and why the project's strategy will likely lead to this change. This analysis is backed by credible evidence of what works effectively in this context and includes assumptions and risks.

2: The project is clearly linked to the programme's theory of change. It has a change pathway that explains how the project will contribute to outcome-level change and why the project strategy will likely lead to this change.

1: The project document may describe in generic terms how the project will contribute to development results, without an explicit link to the programme's theory of change.

Evidence: See project Theory of Change p. 11

List of Uploaded Documents

#	File Name	Modified By	Modified On
No documents available.			

2. Is the project aligned with the UNDP Strategic Plan?

3: The project responds to at least one of the development settings as specified in the Strategic Plan<sup>1</sup> and adapts at least one Signature Solution<sup>2</sup>. The project's RRF includes all the relevant SP output indicators. (all must be true)

2: The project responds to at least one of the development settings as specified in the Strategic Plan<sup>4</sup>. The project's RRF includes at least one SP output indicator, if relevant. (both must be true)

1: The project responds to a partner's identified need, but this need falls outside of the UNDP Strategic Plan. Also select this option if none of the relevant SP indicators are included in the RRF.

Evidence: The project is aligned with Outcome 1. Advance poverty eradication in all its forms and dimensions/Output 1.1.2. See Section 2/Strategy.

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No documents available.			

3. Is the project linked to the programme outputs? (i.e., UNDAF Results Group Workplan/CPD, RPD or Strategic Plan IRRF for global projects/strategic interventions not part of a programme)

Yes

No

Evidence: The project is linked to both UNSCDF 2016-2020 and CPD 2016-202, See Section 2/Strategy, 5/ Results Framework.

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#	File Name	Modified By	Modified On
No documents available.			

Relevant Quality Rating: Satisfactory

4. Do the project target groups leave furthest behind?

3: The target groups are clearly specified, prioritising discriminated, and marginalized groups left furthest behind, identified through a rigorous process based on evidence.

2: The target groups are clearly specified, prioritizing groups left furthest behind.

1: The target groups are not clearly specified.

Evidence: Target groups are described in details in 3.5/Stakeholder Engagement.

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No documents available.

5. Have knowledge, good practices, and past lessons learned of UNDP and others informed the project design?

- 3: Knowledge and lessons learned backed by credible evidence from sources such as evaluation, corporate policies/strategies, and/or monitoring have been explicitly used, with appropriate referencing, to justify the approach used by the project.
- 2: The project design mentions knowledge and lessons learned backed by evidence/sources but have not been used to justify the approach selected.
- 1: There is little, or no mention of knowledge and lessons learned informing the project design. Any references made are anecdotal and not backed by evidence.

Evidence: The project builds on the success and lessons learned from UNDP VET-related projects implemented for almost a decade. (2/ Strategy).

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No documents available.

6. Does UNDP have a clear advantage to engage in the role envisioned by the project vis-à-vis national / regional / global partners and other actors?

- 3: An analysis has been conducted on the role of other partners in the area where the project intends to work, and credible evidence supports the proposed engagement of UNDP and partners through the project, including identification of potential funding partners. It is clear how results achieved by partners will complement the project's intended results and a communication strategy is in place to communicate results and raise visibility vis-à-vis key partners. Options for south-south and triangular cooperation have been considered, as appropriate. (all must be true)
- 2: Some analysis has been conducted on the role of other partners in the area where the project intends to work, and relatively limited evidence supports the proposed engagement of and division of labour between UNDP and partners through the project, with unclear funding and communications strategies or plans.
- 1: No clear analysis has been conducted on the role of other partners in the area that the project intends to work. There is risk that the project overlaps and/or does not coordinate with partners' interventions in this area. Options for south-south and triangular cooperation have not been considered, despite its potential relevance.

Evidence: Partnerships and synergies are discussed in 3.3 Partnerships, as well as 3.5/Stakeholder Engagement.

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No documents available.

Principled

Quality Rating: Satisfactory

7. Does the project apply a human rights-based approach?

- 3: The project is guided by human rights and incorporates the principles of accountability, meaningful participation, and non-discrimination in the project's strategy. The project upholds the relevant international and national laws and standards. Any potential adverse impacts on enjoyment of human rights were rigorously identified and assessed as relevant, with appropriate mitigation and management measures incorporated into project design and budget. (all must be true)
- 2: The project is guided by human rights by prioritizing accountability, meaningful participation and non-discrimination. Potential adverse impacts on enjoyment of human rights were identified and assessed as relevant, and appropriate mitigation and management measures incorporated into the project design and budget. (both must be true)
- 1: No evidence that the project is guided by human rights. Limited or no evidence that potential adverse impacts on enjoyment of human rights were considered.

Evidence: A rights-based approach (HRBA) will be mainstreamed throughout the overall project implementation. By applying the HRBA, the project will aim at improving the situation of right holders, especially the poor and most disadvantaged local population in line with universal principles of the international human rights (SESP)

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No documents available.

8. Does the project use gender analysis in the project design?

- 3: A participatory gender analysis has been conducted and results from this gender analysis inform the development challenge, strategy and expected results sections of the project document. Outputs and indicators of the results framework include explicit references to gender equality, and specific indicators measure and monitor results to ensure women are fully benefitting from the project. (all must be true)
- 2: A basic gender analysis has been carried out and results from this analysis are scattered (i.e., fragmented and not consistent) across the development challenge and strategy sections of the project document. The results framework may include some gender sensitive outputs and/or activities but gender inequalities are not consistently integrated across each output. (all must be true)
- 1: The project design may or may not mention information and/or data on the differential impact of the project's development situation on gender relations, women and men, but the gender inequalities have not been clearly identified and reflected in the project document.

Evidence: All the activities of the project are based on cross-cutting principles of Gender Equality. Gender mainstreaming in-line with UNDP values, participation of women and men and gender-sensitive approach will be adopted in all activities. (Section 2/Strategy)

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No documents available.

9. Did the project support the resilience and sustainability of societies and/or ecosystems?

- 3: Credible evidence that the project addresses sustainability and resilience dimensions of development challenges, which are integrated in the project strategy and design. The project reflects the interconnections between the social, economic and environmental dimensions of sustainable development. Relevant shocks, hazards and adverse social and environmental impacts have been identified and rigorously assessed with appropriate management and mitigation measures incorporated into project design and budget. (all must be true)
- 2: The project design integrates sustainability and resilience dimensions of development challenges. Relevant shocks, hazards and adverse social and environmental impacts have been identified and assessed, and relevant management and mitigation measures incorporated into project design and budget. (both must be true)
- 1: Sustainability and resilience dimensions and impacts were not adequately considered.

Evidence: Expected impact of the project on different levels (economic, policy, social, technical) is discussed in section 3.1. Expected Results

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No documents available.

10. Has the Social and Environmental Screening Procedure (SESP) been conducted to identify potential social and environmental impacts and risks? The SESP is not required for projects in which UNDP is Administrative Agent only and/or projects comprised solely of reports, coordination of events, trainings, workshops, meetings, conferences and/or communication materials and information dissemination. [if yes, upload the completed checklist. If SESP is not required, provide the reason for the exemption in the evidence section.]

- Yes
- No
- SESP not required because project consists solely of (Select all exemption criteria that apply)
  - 1: Preparation and dissemination of reports, documents and communication materials
  - 2: Organization of an event, workshop, training
  - 3: Strengthening capacities of partners to participate in international negotiations and conferences
  - 4: Partnership coordination (including UN coordination) and management of networks
  - 5: Global/regional projects with no country level activities (e.g. knowledge management, inter-governmental processes)
  - 6: UNDP acting as Administrative Agent

Evidence: SESP attached

List of Uploaded Documents

#	File Name	Risk Category	Risk Requirements	Document Status	Modified By	Modified On
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1 SESP- Low Final khatuna.chanukvadze@undp.org 10/26/2020 9:48:00 PM  
LLL\_6186\_110

Management & Monitoring

Quality Rating: Satisfactory

11. Does the project have a strong results framework?

3: The project's selection of outputs and activities are at an appropriate level. Outputs are accompanied by SMART, results-oriented indicators that measure the key expected development changes, each with credible data sources and populated baselines and targets, including gender sensitive, target group focused, sex-disaggregated indicators where appropriate. (all must be true)

2: The project's selection of outputs and activities are at an appropriate level. Outputs are accompanied by SMART, results-oriented indicators, but baselines, targets and data sources may not yet be fully specified. Some use of target group focused, sex-disaggregated indicators, as appropriate. (all must be true)

1: The project's selection of outputs and activities are not at an appropriate level; 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. (if any is true)

Evidence: The project have SMART logical framework.

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No documents available.			

12. Is the project's governance mechanism clearly defined in the project document, including composition of the project board?

3: The project's governance mechanism is fully defined. 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)

2: The project's governance mechanism is defined; specific institutions are noted as holding key governance roles, but individuals may not have been specified yet. The project document lists the most important responsibilities of the project board, project director/manager and quality assurance roles. (all must be true)

1: The project's governance mechanism is loosely defined in the project document, only mentioning key roles that will need to be filled at a later date. No information on the responsibilities of key positions in the governance mechanism is provided.

Evidence: The project governance mechanism and roles are clearly defined in section VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

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No documents available.			

13. Have the project risks been identified with clear plans stated to manage and mitigate each risk?

3: Project risks related to the achievement of results are fully described in the project risk log, based on comprehensive analysis drawing on the programme's theory of change, Social and Environmental Standards and screening, situation analysis, capacity assessments and other analysis such as funding potential and reputational risk. Risks have been identified through a consultative process with key internal and external stakeholders, including consultation with the UNDP Security Office as required. Clear and complete plan in place to manage and mitigate each risk, including security risks, reflected in project budgeting and monitoring plans. (both must be true)

2: Project risks related to the achievement of results are identified in the initial project risk log based on a minimum level of analysis and consultation, with mitigation measures identified for each risk.

1: Some risks may be identified in the initial project risk log, but no evidence of consultation or analysis and no clear risk mitigation measures identified. This option is also selected if risks are not clearly identified, no initial risk log is included with the project document and/or no security risk management process has taken place for the project.

Evidence: The project risk were identified and assessed (see Risk Log)

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No documents available.			

Efficient

Quality Rating: Highly Satisfactory

14. Have specific measures for ensuring cost-efficient use of resources been explicitly mentioned as part of the project design? This can include, for example:

- 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.

- iv) Sharing resources or coordinating delivery with other projects.
- v) Using innovative approaches and technologies to reduce the cost of service delivery or other types of interventions.

- Yes
- No

Evidence: Cost effective use of resources and cost savings are discussed in section 4.1/Cost Efficiency and Effectiveness

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No documents available.			

15. 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. Realistic resource mobilisation plans are in place to fill unfunded components. 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. Adequate costs for monitoring, evaluation, communications and security have been incorporated.
- 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, but no funding plan is in place. 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: The project budget provides breakdown per activities and sources.

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No documents available.			

16. Is the Country Office / Regional Hub / Global Project fully recovering the costs involved with project implementation?

- 3: The budget fully covers all project costs that are 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 project costs that are attributable to the project based on prevailing UNDP policies (i.e., UPL, LPL) as relevant.
- 1: The budget does not adequately cover project costs that are attributable to the project, and UNDP is cross-subsidizing the project.

Evidence: The project is EU funded and therefore direct cost recovery through UPL can not be applied. The project recovers costs through salaries of the CO personnel, which will be rendering services to the project.

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No documents available.			

Effective Quality Rating: Highly Satisfactory

17. Have targeted groups been engaged in the design of the project?

- 3: Credible evidence that all targeted groups, prioritising discriminated and marginalized populations that will be involved in or affected by the project, have been actively engaged in the design of the project. The project has an explicit strategy to identify, engage and ensure the meaningful participation of target groups as stakeholders throughout the project, including through monitoring and decision-making (e.g., representation on the project board, inclusion in samples for evaluations, etc.)
- 2: Some evidence that key targeted groups have been consulted in the design of the project.
- 1: No evidence of engagement with targeted groups during project design.
- Not Applicable

Evidence: The project has been designed in consultation with the main stakeholders. See 5.3 Stakeholder Engagement.

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No documents available.

18. Does the project plan for adaptation and course correction if regular monitoring activities, evaluation, and lesson learned demonstrate there are better approaches to achieve the intended results and/or circumstances change during implementation?

- Yes
- No

Evidence: The Project Board will serve as official mechanism for discussing and approving any required changes to the project.

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No documents available.

19. 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: The project is GEN2

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No documents available.

Sustainability & National Ownership Quality Rating: Needs Improvement

20. Have national / regional / global partners led, or proactively engaged in, the design of the project?

- 3: National partners (or regional/global partners for regional and global projects) 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 / regional / global partners.
- 1: The project has been developed by UNDP with limited or no engagement with national partners.

Evidence: The project was developed in close consultation with national partners. The project will be implemented by the Ministry of

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No documents available.

21. Are key institutions and systems identified, and is there a strategy for strengthening specific / comprehensive capacities based on capacity assessments conducted?

- 3: The project has a strategy for strengthening specific capacities of national institutions and/or actors based on a completed capacity assessment. 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: A capacity assessment has been completed. There are plans to develop a strategy to strengthen specific capacities of national institutions and/or actors based on the results of the capacity assessment.
- 1: Capacity assessments have not been carried out.
- Not Applicable

Evidence: The project envisages institutional and human capacity strengthening of the spectrum of actors from VET service providers to youth and vulnerable groups. All interventions will be based on the initial assessment of their needs and capacities.

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No documents available.

22. 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.

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No documents available.

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

- Yes
- No

Evidence: Sustainability of the project at different levels is discussed in section 3.8/ Sustainability and Scaling Up.

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No documents available.

QA Summary/LPAC Comments

The project LPAC was conducted electronically with the deadline for the submission of the comments by October 23. The project document is in line with the CO and corporate Strategic objectives and is recommended for approval.

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### ANNEX 3: Social and Environmental Screening Report

The completed template, which constitutes the Social and Environmental Screening Report, must be included as an annex to the Project Document. Please refer to the Social and Environmental Screening Procedure and Toolkit for guidance on how to answer the 6 questions.

#### Project Information

<b>Project Information</b>	
1. Project Title	Creating Better LLL Opportunities through Local Partnerships
2. Project Number	Project Number: 00127398
3. Location (Global/Region/Country)	Georgia (Guria, Racha-Lechkhumi, Imereti, Kakheti, Tbilisi and Ajara)

#### 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*

A rights-based approach (HRBA) will be mainstreamed throughout the overall project implementation. By applying the HRBA, the project will aim at improving the situation of right holders, especially the poor and most disadvantaged local population in line with universal principles of the international human rights.

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

The project is based on the 4 cross-cutting principles: Gender Equality, Inclusion, Environmental Protection and Partnership that will be applied to all activities.

The gender equality in particular, will be analysed regularly and integrated into the project implementation process, making the programming more effective. Analysing the different needs, experiences and capacities of women and men, boys and girls will help the project to identify the challenges and opportunities for gender-lens programming in the pursuit of expanding women's access to education and economic empowerment in line with UNDP's Gender Equality Strategy 2018-2021.<sup>5</sup>

*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 compliance of any equipment and other inputs procured with internationally recognized environmental standards.

<sup>5</sup> <https://www.undp.org/content/undp/en/home/librarypage/womens-empowerment/undp-gender-equality-strategy-2018-2021.html>

**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>  <b>Risk Description</b></p>	<p><b>QUESTION 3: What is the level of significance of the potential social and environmental risks?</b>  <i>Note: Respond to Questions 3 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 (or Risks with Moderate and High Significance)?</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><i>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.</i></p>
<p><b>QUESTION 4: What is the overall Project risk categorization?</b></p>		
<p>Select one (see SESP for guidance)</p>		<p><b>Comments</b></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><b>Comments</b></p>
<p>Principle 1: Human Rights <input type="checkbox"/></p>		
<p>Principle 2: Gender Equality and Women’s Empowerment <input type="checkbox"/></p>		
<p>1. Biodiversity Conservation and Natural Resource Management <input type="checkbox"/></p>		
<p>2. Climate Change Mitigation and Adaptation <input type="checkbox"/></p>		
<p>3. Community Health, Safety and Working Conditions <input type="checkbox"/></p>		
<p>4. Cultural Heritage <input type="checkbox"/></p>		
<p>5. Displacement and Resettlement <input type="checkbox"/></p>		
<p>6. Indigenous Peoples <input type="checkbox"/></p>		
<p>7. Pollution Prevention and Resource Efficiency <input type="checkbox"/></p>		

Final Sign Off

<i>Signature</i>	<i>Date</i>	<i>Description</i>
QA Assessor George Nanobashvili Economic Development 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.
QA Approver Anna Chernyshova 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.
PAC Chair Louisa Vinton RR		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.

Checklist Potential Social and Environmental Risks	Answer (Yes/No)
<b>Principles 1: Human Rights</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>6</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>	
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

<sup>6</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.

Checklist Potential Social and Environmental Risks		Answer (Yes/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>7</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>		
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>8</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

<sup>7</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.]

<sup>8</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.

Checklist Potential Social and Environmental Risks	Answer (Yes/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
6.3 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)? <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>	No
6.4 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?	No
6.5 Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.6 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?	No
6.7 Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	No
6.8 Would the Project potentially affect the physical and cultural survival of indigenous peoples?	No
6.9 Would the Project potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	No
<b>Standard 7: Pollution Prevention and Resource Efficiency</b>	
7.1 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?	No
7.2 Would the proposed Project potentially result in the generation of waste (both hazardous and non-hazardous)?	No
7.3 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? <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>	No
7.4 Will the proposed Project involve the application of pesticides that may have a negative effect on the environment or human health?	No
7.5 Does the Project include activities that require significant consumption of raw materials, energy, and/or water?	No

**ANNEX 4: HACT Assessment of Responsible Party NGO "Sunny House"**

**MICRO ASSESSMENT REPORT  
NNLE YOUTH CENTRE FOR NON FORMAL  
EDUCATION SUNNY HOUSE**

Commissioned by United Nations  
Development Programme in Georgia  
23 October, 2020

**AGIC**

*certified member*

 **PrimeGlobal**

AG International Consulting  
Member of Prime Global  
Audit & Business Advisory Services



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AGIC  
(ვლელ ინტერნაციონალ კონსალტინგი)  
ა. კავთარაძე 1 შენობა, შენობა N10,  
სართული 4, 0171  
თბილისი, საქართველო  
ტელ: (995) (322) 2 500 130  
ელ.ფოსტა: info@agic.ge

AGIC  
(AG International Consulting)  
P. Kavtaradze 1 Turn, Buidl. N10  
Floor 4\*, 0171  
Tbilisi, Georgia  
Tel: (995) (322) 2 500 130  
E-mail: info@agic.ge

## 1. Background, Scope and Methodology

### Background

The micro assessment is part of the requirements under the Harmonized Approach to Cash Transfers (HACT) Framework. The HACT framework represents a common operational framework for UN agencies' transfer of cash to government and non-governmental implementing partners.

The micro-assessment assesses the IP's control framework. It results in a risk rating (low, moderate, significant or high). The overall risk rating is used by the UN agencies, along with other available information (e.g. history of engagement with the agency and previous assurance results), to determine the type and frequency of assurance activities as per each agency's guideline and can be taken into consideration when selecting the appropriate cash transfer modality for an IP.

### Scope

The micro-assessment provides an overall assessment of the Implementing Partner's programme, financial and operations management policies, procedures, systems and internal controls. It includes:

- A review of the IP legal status, governance structures and financial viability, programme management, organizational structure and staffing, accounting policies and procedures, fixed assets and inventory, financial reporting and monitoring, and procurement;
- A focus on compliance with policies, procedures, regulations and institutional arrangements that are issued both by the Government and the Implementing Partner.

It takes into account results of any previous micro assessments conducted of the Implementing Partner.



AGIC  
(ეროვნული ინდივიდუალური კონსალტინგი)  
პ. კავთარიძის ქუჩის ბინა N10,  
საჩხარულო 4, 0171  
თბილისი, საქართველო  
ტელ: (995) (322) 2 500 130  
ელ-ფოსტა: info@agic.ge

AGIC  
(AG International Consulting)  
P. Kavaradze I Turn, Bldg. N10  
Floor 4, 0171  
Tbilisi, Georgia  
Tel: (995) (322) 2 500 130  
E-mail: info@agic.ge

**Methodology**

We performed the micro-assessment from September 28, 2020 to October 23, 2020 at Tbilisi, Georgia.

Through discussion with management, observation and walk-through tests of transactions, we have assessed the Implementing Partner's and the related internal control system with emphasis on:

- The effectiveness of the systems in providing the Implementing Partner's management with accurate and timely information for management of funds and assets in accordance with work plans and agreements with the United Nations agencies;
- The general effectiveness of the internal control system in protecting the assets and resources of the Implementing Partner.

We discussed the results of the micro assessment with applicable UN agency personnel and the IP prior to finalization of the report. The list of persons met and interviewed during the micro-assessment is set out in Annex III.



AG International Consulting  
Member of PrimeGlobal  
Tbilisi, Georgia



AGIC  
 (ერთი ინსტიტუტის ქონალობა)  
 პ. კავთარაძე I ტურნ, შენობა N10,  
 ხარბულაი 4, 0171  
 თბილისი, საქართველო  
 ტელ: (995) (322) 2 500 130  
 ელ.ფოსტა: info@agic.ge

AGIC  
 (AG International Consulting)  
 P. Kavaradze I Turn, Bldg. N10  
 Floor 4<sup>th</sup>, 0171  
 Tbilisi, Georgia  
 Tel: (995) (322) 2 500 130  
 E-mail: info@agic.ge

**2. Summary of Risk Assessment Results**

The table below summarizes the results and main internal control gaps found during application of the micro-assessment questionnaire (in Annex IV). Detailed findings and recommendations are set out in section 3. below:

Tested subject area	Risk assessment <sup>†</sup>	Brief justification for rating (main internal control gaps)
1. Implementing partner	Low	
2. Programme Management	Low	
3. Organizational structure and staffing	Low	
4. Accounting policies and procedures	Low	
5. Fixed Assets and Inventory	Moderate	
6. Financial Reporting and Monitoring	Moderate	
7. Procurement	Significant	
Overall Risk Assessment	Low	

<sup>†</sup>High, Significant, Moderate, Low



AGIC  
 (საერთაშორისო კონსალტინგი)  
 ა. კავთარაძე ქუჩა, შენობა N10,  
 სართული 4, 0171  
 თბილისი, საქართველო  
 ტელ: (995) (322) 2 500 130  
 ელ. ფოსტა: info@agic.ge

AGIC  
 (AG International Consulting)  
 P. Kavtaradze I Turn, Build. N10  
 Floor 4<sup>th</sup>, 0171  
 Tbilisi, Georgia  
 Tel: (995) (322) 2 500 130  
 E-mail: info@agic.ge

**3. Detailed Internal Control Findings and Recommendations**

No.	Description of Finding	Recommendation
1	Organization prepares specific financial reports which is required by donors and it used to analyze the budget and actual costs. However, there is no a practice for preparation financial reports in accordance with International Financial Reporting Standards, which will be valuable and efficient tool for the management and external users to analyze the overall financial position of the organization.	We recommend to integrate a practice of preparation financial statements in accordance with International Financial Reporting Standards, which is also valuable and efficient tool for management and external users and provides with opportunity for the assessment of Organization's financial performance.
2	The IP does not have formalized accounting policy, which may cause some difficulties in the accounting. According to the following similar transactions can be recorded and presented in different ways.	In accordance with the IFRS the Organization should develop accounting policy and apply regulations elaborated while making accounting records and preparing financial statements complying IFRS. In case of lack of appropriate International Financial Reporting Standard, the Organization should elaborate the mentioned section of the accounting policy itself, which will provide the user with the most important information regarding financial statement of the Organization.
3	The organization has not established formalized recruitment, employment and human resource management policy or manual for making HR management clearly defined and followed by the governing body or employees.	We recommend the IP to develop HR manual which will clearly define recruitment, employment and human resources management policy.
4	The organization does not have formalized anti-fraud and corruption policy to use as a manual in case of fraud, waste or misuse of agency resources.	We recommend to develop formalized anti-fraud and corruption policy.
5	The organization does not have formalized procurement policies and procedures which may cause lack of procurement.	We recommend to develop formalized procurement policies and procedures.



AGIC  
(სოფი ინტერნეშენალ კონსალტინგი)  
პ. კავთარაძე I ტურნ, ბუფ. N10,  
საჩხაძის ქ. 4, 0171  
თბილისი, საქართველო  
ტელ: (995) (322) 2 500 130  
ელ.ფოსტა: info@agic.ge

AGIC  
(AG International Consulting)  
P. Kavtaradze I Turm, Bufl. N10  
Floor 4<sup>th</sup>, 0171  
Tbilisi, Georgia  
Tel: (995) (322) 2 500 130  
E-mail: info@agic.ge

### Annex I. IP and Programme Information

Implementing partner name:	NNLE YOUTH CENTRE FOR NON FORMAL EDUCATION SUNNY HOUSE
Implementing partner code or ID in UNICEF, UNDP, UNFPA records (as applicable)	205016579
Implementing partner contact details (contact name, email address and telephone number):	Nodar Maminaishvili, Chairman Address: <i>Tbilisi, Georgia</i> Tel (Cell): +995 599 321 921 Mail: <a href="mailto:nodarmamin@gmail.com">nodarmamin@gmail.com</a>
Main programmes implemented with the applicable UN Agency/ies:	N/A
Key Official in charge of the UN Agency/ies' programme(s):	Tinatin Suladze
Programme location(s):	Tbilisi, Georgia
Location of records related to the UN Agency/ies' programme(s):	Tbilisi, Georgia
Currency of records maintained:	N/A
Expenditures incurred/reported to UNICEF, UNDP and UNFPA (as applicable) during the most recent financial reporting period (in US\$):	N/A
Cash transfer modality/ies used by the UN agency/ies to the IP	N/A
Intended start date of micro assessment:	28/09/2020
Number of days to be spent for visit to IP:	1 (one)
Any special requests to be considered during the micro assessment:	N/A



AGIC  
(თავი ინტერნაციონალ კონსალტინგი)  
პ. კავთარიძე I ტორი, შენობა N10,  
საბურთალო 4, 0171  
თბილისი, საქართველო  
ტელ: (995) (322) 2 500 130  
ელ.ფოსტა: info@agic.ge

AGIC  
(AG International Consulting)  
P. Kavtaradze I Turn. Build. N10  
Floor 4<sup>th</sup>, 0171  
Tbilisi, Georgia  
Tel: (995) (322) 2 500 130  
E-mail: info@agic.ge

**Annex II. Implementing Partner Organizational Chart**

N/A

**Annex III. List of Persons Met**

Name	Unit/organization	Position
Nodar Maminaishvili	NNLE Yoth Centre For Non Formal Education Sunny house	Chairman



AGIC  
 (საერთაშორისო ინვესტიციების კონსალტინგი)  
 შ.პ.ს. ქავთარაძე 1 შესახვევი, შენობა N10,  
 საჩხერის რაიონი, თბილისი, საქართველო  
 ტელ: (995) (322) 2 508 130  
 ელ.ფოსტა: info@agic.ge

AGIC  
 (AG International Consulting)  
 P. Kavtaradze 1 Turn, Build. N10  
 Floor 4th, 0171  
 Tbilisi, Georgia  
 Tel: (995) (322) 2 508 130  
 E-mail: info@agic.ge

**Annex IV. Micro Assessment Questionnaire**

Subject area to be assessed in detail	Yes	No	NA	Risk Assessment	Risk points	Remarks/Comments
<b>1. Implementing Partner</b>						
1.1 Is the IP legally registered? If so, is it in compliance with registration requirements? Please note the legal status and date of registration of the entity.	Yes			Low	1	IP is legally registered according to Georgian legislation as a non profitable organization at 07/11/2003 (ID: 20201547)
1.2 If the IP received United Nations resources in the past, were significant issues reported in managing the resources, including from previous assurance activities.		No		Moderate	4	IP hasn't received a UN grant yet.
1.3 Does the IP have statutory reporting requirements? If so, are they in compliance with such requirements in the prior three fiscal years?	Yes			Low	1	IP is required to present financial statements to the donors
1.4 Does the governing body meet on a regular basis and perform oversight functions?	Yes			Low	1	
1.5 If any other office of external entities participates in implementation, does the IP have policies and processes in place to ensure appropriate oversight and monitoring of implementation?			NA	NA	-	IP does not have any offices or external entities
1.6 Does the IP show basic financial stability in-country (over revenues, funding trends)? Provide the amount of total assets, total liabilities, income and expenditure for the current and prior three fiscal years.	Yes			Moderate	4	The revenues for last 3 years: 2017-20 118 GEL 2018-27 006 GEL 2019- 21 147 GEL IP has decrease of revenue last three year.
1.7 Can the IP easily receive funds? Have there been any major problems in the past in the receipt of funds, particularly where the funds flow from government ministries?			NA	NA	-	IP hasn't received a government grant.
1.8 Does the IP have any pending legal actions against it or outstanding material significant disputes with vendors/contractors? If so, provide details and actions taken by the IP to resolve the legal action.		No		Low	1	
1.9 Does the IP have an anti-fraud and corruption policy?		No		High	4	IP does not have any formalized policy against fraud and corruption
1.10 Has the IP advised employees, beneficiaries and other recipients to whom they should report if they suspect fraud, waste or misuse of agency resources or property? If so, does the IP have a policy against retaliation relating to such reporting?	Yes			Moderate	2	If the fraud is suspected, employees should address to head of the department. Process is not formalized.
1.11 Does the IP have any key financial or operational risks that are not covered by this questionnaire? If so, please describe. Examples: Foreign exchange risk, cash receipts.		No		Low	1	
Total number of questions in subject area:	11					
Total number of applicable questions in subject area:	9					
Total number of applicable key questions in subject area:	4					
Total number of risk points:	19					
Risk score:	2.11					
Risk rating:	Low					





AGIC  
 (საერთაშორისო კონსულტინგის კომპანია)  
 ქ. ჭავჭავაძის ქუჩა, შენობა N10,  
 სართული 4, 0171  
 თბილისი, საქართველო  
 ტელ: (995) (322) 2 500 130  
 ელ. ფოსტა: info@agic.ge

AGIC  
 (AG International Consulting)  
 P. Kavaradze 1 Turn, Build. N10  
 Floor 4\*, 0171  
 Tbilisi, Georgia  
 Tel: (995) (322) 2 500 130  
 E-mail: info@agic.ge

Subject area (by question # only)	Yes	No	NA	Risk Assessment	Risk points	Remarks/comments
<b>2. Programme Management</b>						
2.1 Does the IP have and use sufficiently detailed written policies, procedures and other tools (e.g. project development checklist, work planning templates, work planning schedules) to develop programmes and plans?	Yes			Low	1	
2.2 Do work plans specify expected results and the activities to be carried out to achieve results, with a time frame and budget for the activities?	Yes			Low	1	
2.3 Does the IP identify the potential risks for programme delivery and mechanisms to mitigate them?	Yes			Low	1	
2.4 Does the IP have and use sufficiently detailed policies, procedures, guidelines and other tools (templates, templates) for monitoring and evaluation?	Yes			Moderate	2	IP has checklist and templates for monitoring and evaluation but checklist is not sufficiently detailed
2.5 Does the IP have M&E statements for its programmes, with indicators, baselines, and targets to monitor achievement of programme results?	Yes			Low	1	
2.6 Does the IP carry out and document regular monitoring activities such as review meetings, on-site project visits, etc.	Yes			Low	1	
2.7 Does the IP systematically collect, monitor and evaluate data on the achievement of project results?	Yes			Low	1	
2.8 Is it evident that the IP followed up on independent evaluation recommendations?			NA	NA	-	
Total number of questions in subject area	8					
Total number of applicable questions in subject area	7					
Total number of applicable key questions in subject area	3					
Total number of risk points	9					
Risk score	1.14					
Area risk rating	Low					

Subject area (by question # only)	Yes	No	NA	Risk Assessment	Risk points	Remarks/comments
<b>3. Organizational Structure and Staffing</b>						
3.1 Are the IP's recruitment, employment and personnel practices clearly defined and followed, and do they ensure transparency and accountability?	Yes			Low	1	
3.2 Does the IP have clearly defined job descriptions?	Yes			Low	1	
3.3 Is the organizational structure of the finance and programme management departments, and competency of staff, appropriate for the complexity of the IP and the scale of activities? Identify the key staff, including job title, responsibilities, educational backgrounds and professional experience.	Yes			Low	1	
3.4 Is the IP's accounting/finance function staffed adequately to ensure effective controls are in place to manage agency funds?	Yes			Low	1	
3.5 Does the IP have training policies for accounting/finance/ programme management staff? Are necessary training activities undertaken?		No		Moderate	2	
3.6 Does the IP perform background verification checks on all new accounting/finance and management positions?	Yes			Low	1	
3.7 Has there been significant turnover in key finance positions the past 100 years? If so, has the rate improved or worsened and appears to be a problem?		No		Low	1	
3.8 Does the IP have a documented record control system? Is this framework distributed and made available to staff and updated periodically? If so, please describe.		No		Significant	3	IP doesn't have HR manual.
Total number of questions in subject area	8					
Total number of applicable questions in subject area	8					
Total number of applicable key questions in subject area	8					
Total number of risk points	11					
Risk score	1.38					
Area risk rating	Low					



AGIC  
 (ერეტი ინტერნაციონალური კონსალტინგი)  
 ა. კავთარაძე 1 შესახვევი, ბურთა N10,  
 საჩხერე 4, 0171  
 თბილისი, საქართველო  
 ტელ: (995) (322) 2 500 130  
 ელ.ფოსტა: info@agic.ge

AGIC  
 (AG International Consulting)  
 P. Kavtaradze 1 Turn. Build. N10  
 Floor 4<sup>th</sup>, 0171  
 Tbilisi, Georgia  
 Tel: (995) (322) 2 500 130  
 E-mail: info@agic.ge

Statement area (See comments in body)	Yes	No	NA	Risk Assessment	Risk points	Remarks/observations
<b>4. Accounting Policies and Procedures</b>						
<b>4.1 General</b>						
4.1 Does the IP have an accounting system that allows for proper recording of financial transactions from United Nations agencies, including allocation of a fund/line in accordance with the respective components, disbursement categories and sources of funds?	Yes			Low	1	IP uses Ofo software and Excel for recording
4.2 Does the IP have an appropriate cost allocation methodology that ensures accurate and allocations to the various funding sources in accordance with established agreements?	Yes			Moderate	4	IP has cost allocation methodology but process is not formalized
4.3 Are all accounting and supporting documents retained in an organized system that allows authorized users easy access?	Yes			Low	1	
4.4 Are the general ledger and subsidiary ledgers recorded at least monthly? Are explanations provided for significant recording items?	Yes			Low	1	
<b>4.2 Authorization of invoices</b>						
4.5 Are the following functions responsibilities performed by different users or individuals: (a) authorization to execute a transaction; (b) recording of the transaction; and (c) custody of assets involved in the transaction?		No		Moderate	4	There is one user in IP
4.6 Are the functions of ordering, receiving, accounting for and paying for goods and services a responsibility segregated?		No		Moderate	4	Project coordinator make purchases according to the project budget. The purchase must be certified by the Chairman, but process is not formalized
4.7 Are bank reconciliations prepared by individuals other than those who make or approve payments?	Yes			Low	1	
<b>4.3 Budget Control</b>						
4.8 Are budgets prepared for all activities in sufficient detail to provide a meaningful test for monitoring subsequent expenditures?	Yes			Low	1	
4.9 Are actual expenditures compared to the budget with reasonable frequency? Are explanations required for significant variations from the budget?	Yes			Low	1	
4.10 Is prior approval sought for budget amendments in a timely way?	Yes			Low	1	
4.11 Are IP budgets approved formally at an appropriate level?	Yes			Low	1	
<b>4.4 Payments</b>						
4.12 Do invoice processing procedures provide for: - Copies of purchase orders and receiving reports to be obtained directly from issuing departments? - Comparison of invoice quantities, prices and terms with those indicated on the purchase orders and with records of goods/services actually received? - Checking the accuracy of calculations?	Yes			Low	1	
4.13 Are payments authorized at an appropriate level? Does the IP have a table of payment approval thresholds?	Yes			Low	1	Project coordinator make purchases according to the project budget. The purchase must be certified by the Chairman and make payments in order bank
4.14 Are all invoices stamped "PAID", approved, and marked with the correct date and account entry?		No		Moderate	4	
4.15 Do controls exist for preparation and approval of payroll expenditures? Are payroll charges properly substantiated?	Yes			Low	1	IP does not use timecards. There are fixed salaries in IP
4.16 Do controls exist to ensure that direct staff salary costs reflect the actual amount of staff time spent on a project?	Yes			Low	1	
4.17 Do controls exist for expenses incurred that do not originate from invoice payments, such as DBAs, travel, and internal mail charges?	Yes			Low	1	



AGIC  
 (ერეკ ინტერნაციონალ კონსალტინგი)  
 ა. ქავთარაძე ქ. მესხიძის ქ. მ. ნ. 110,  
 ხაზოტული 4, 0171  
 თბილისი, საქართველო  
 ტელ: (995) (322) 2 500 130  
 ელ. ფოსტა: info@agic.ge

AGIC  
 (AG International Consulting)  
 P. Kaviaradze I Turn, Bldk. N10  
 Floor 4<sup>th</sup>, 0171  
 Tbilisi, Georgia  
 Tel: (995) (322) 2 500 130  
 E-mail: info@agic.ge

AGIC																		
4.18 Does the IP have a stated basis of accounting (i.e. cash or accrual) and does it adhere to compliance with the agency's requirements?	Yes			Low	1	IP uses Accrual basis method. For Reporting it derives IP uses Cash basis method												
4.19 Does the IP have an adequate policies and procedures manual and is it distributed to relevant staff?	No			Significant	3	IP doesn't have accounting policies												
4.20 Does the IP require dual signatures / authorization for bank transactions? Are new signatures approved at an appropriate level and timely updates made when signatures depart?	Yes			Low	1	Project contributors make purchases according to the project budget. The purchases need to be confirmed by the Chairman who makes payments in order bank												
4.21 Does the IP maintain an adequate, up-to-date cashbook, recording receipts and payments?			NA	NA	-	IP doesn't use petty cash												
4.22 If the partner is participating in multi-tourer advances, do controls exist for the collection, timely deposit and recording of receipts at each collection location?			NA	NA	-													
4.23 Are bank balances and cash ledger reconciled monthly and properly approved? Are explanations provided for significant, unusual and unexplained items?			NA	NA	-													
4.24 Is unexplained expenditure paid in cash? If so, does the IP have adequate controls over cash payments?			NA	NA	-													
4.25 Does the IP carry out a regular petty cash reconciliation?			NA	NA	-													
4.26 Are cash and cheques maintained in a secure location with restricted access? Are bank accounts protected with appropriate remote access controls?			NA	NA	-													
4.27 Are there adequate controls over submission of electronic payment files that ensure no unauthorized amendments once payments are approved and files are transmitted over encrypted networks?	Yes			Low	1													
<b>4.3 Other critical controls</b>																		
4.38 Does the IP have a process in place to ensure a separation of subsidiary critical external entities are in compliance with the work plan (and/or contractual) agreements?			NA	NA	-													
<b>4.4 Internal audit</b>																		
4.39 Is the Internal Auditor sufficiently independent to make critical recommendations? If so, when does the Internal Auditor report?			NA	NA	-	IP doesn't have an Internal Auditor												
4.40 Does the IP have stated qualifications and experience requirements for Internal audit department staff?			NA	NA	-													
4.41 Are the activities covered by the agencies included in the Internal audit department's work programme?			NA	NA	-													
4.42 Does the IP act on the Internal Auditor's recommendations?			NA	NA	-													
<table border="1"> <tr> <td>Total number of questions in subject area.</td> <td>22</td> </tr> <tr> <td>Total number of applicable questions in subject area.</td> <td>21</td> </tr> <tr> <td>Total number of applicable key questions in subject area.</td> <td>15</td> </tr> <tr> <td>Total number of risk points</td> <td>25</td> </tr> <tr> <td>Final score</td> <td>1.87</td> </tr> <tr> <td>Score risk rating</td> <td>Low</td> </tr> </table>							Total number of questions in subject area.	22	Total number of applicable questions in subject area.	21	Total number of applicable key questions in subject area.	15	Total number of risk points	25	Final score	1.87	Score risk rating	Low
Total number of questions in subject area.	22																	
Total number of applicable questions in subject area.	21																	
Total number of applicable key questions in subject area.	15																	
Total number of risk points	25																	
Final score	1.87																	
Score risk rating	Low																	



AGIC  
 (ყოველი ინტერნაციონალური ქომპანია იბრუნებს)  
 ა. კავთარაძე 1 ტურნ, შენობა N10,  
 სართული 4, 0171  
 თბილისი, საქართველო  
 ტელ: (995) (322) 2 500 130  
 ელ.ფოსტა: info@agic.ge

AGIC  
 (AG International Consulting)  
 P. Kavtaradze 1 Turn, Bldg. N10  
 Floor 4<sup>th</sup>, 0171  
 Tbilisi, Georgia  
 Tel: (995) (322) 2 500 130  
 E-mail: info@agic.ge

Subject area (by questions in bold)	Yes	No	N/A	Risk Assessment	Risk points	Remarks/comments
<b>D. Fixed Assets and Inventory</b>						
<b>D. Safeguards over assets</b>						
<b>D.1</b> Is there a system of adequate safeguards to protect assets from theft, waste and abuse?	Yes			Low	1	
<b>D.2</b> Are subsidiary records of fixed assets and inventory kept up to date and reconciled with control accounts?		No		Moderate	2	
<b>D.3</b> Are there periodic physical verification and/or count of fixed assets and inventory? If so, please describe?		No		Moderate	2	
<b>D.4</b> Are fixed assets and inventory adequately covered by insurance policies?		No		Moderate	2	
<b>D. Warehousing and inventory management</b>						
<b>D.5</b> Do warehouse facilities have adequate physical security?			N/A	N/A	-	IP doesn't have a warehouse
<b>D.6</b> Is inventory stored so that it is inventory, protected from damage, and complete?	Yes			Low	1	
<b>D.7</b> Does the IP have an inventory management system that enables monitoring of supply distribution?		No		Moderate	4	
<b>D.8</b> Is responsibility for receiving and issuing inventory segregated from that for updating the inventory records?		No		Moderate	2	
<b>D.9</b> Are regular physical counts of inventory carried out?		No		Moderate	2	
Total number of questions in subject area:	8					
Total number of applicable questions in subject area:	8					
Total number of applicable 'no' questions in subject area:	1					
Total number of risk points:	14					
Risk score	2.88					
Area risk rating	Moderate					

Subject area (by questions in bold)	Yes	No	N/A	Risk Assessment	Risk points	Remarks/comments
<b>E. Financial Reporting and Monitoring</b>						
<b>E.1</b> Does the IP have established financial reporting procedures that identify what reports are to be prepared, the source system for key reports, the frequency of preparation, what they are to contain and how they are to be used?	Yes			Low	1	The organization prepares financial statements for donors
<b>E.2</b> Does the IP prepare correct financial statements?		No		High	4	IP does not prepare financial statements according IFRS
<b>E.3</b> Are the IP's external financial statements audited regularly by an independent auditor in accordance with appropriate national or international auditing standards? If so, please describe the auditor.		No		Critical	6	IP has never conduct audit. Not exceed our project work.
<b>E.4</b> Were there any major issues revealed in the reports of auditors involving donor funds reported in the audit reports of the IP over the past three years?			N/A	N/A	-	
<b>E.5</b> Have any significant recommendations made by auditors in the past two audit reports and/or management letters over the past two years and have not yet been implemented?			N/A	N/A	-	
<b>E.6</b> Is the financial management system computerized?	Yes			Low	1	
<b>E.7</b> Can the computerized financial management system produce the necessary financial reports?	Yes			Low	1	
<b>E.8</b> Does the IP have appropriate safeguards to ensure the confidentiality, integrity and availability of the financial data? If so, please describe controls, regular data back-up.	Yes			Low	1	
Total number of questions in subject area:	8					
Total number of applicable questions in subject area:	8					
Total number of applicable 'no' questions in subject area:	2					
Total number of risk points:	14					
Risk score	2.88					
Area risk rating	Moderate					



AGIC  
 (საერთაშორისო კონსულტინგი)  
 პ. კავთარაძის ქ. მუხრანის რაიონი N10,  
 საქართველო, თბილისი, საქართველო  
 ტელ: (995) (322) 2 500 130  
 ელ.ფოსტა: info@agic.ge

AGIC  
 (AG International Consulting)  
 P. Kavaradze I Turn. Bldk. N10  
 Floor 4\*, 0171  
 Tbilisi, Georgia  
 Tel: (995) (322) 2 500 130  
 E-mail: info@agic.ge

Number and description of questions in audit	Yes	No	N/A	Risk Assessment	Risk points	Former Information
<b>7. Procurement</b>						
<b>7.1 Does the IP have written procurement policies and procedures?</b>						
		No		High	4	IP doesn't have procurement policies
<b>7.2 Are exceptions to procurement procedures approved by management and documented?</b>						
			N/A	N/A	-	Exceptions have not occurred
<b>7.3 Does the IP have a computerized procurement system with adequate access controls and segregation of duties between creating purchase orders, approval and receipt of goods? Provide a description of the procurement system.</b>						
		No		Moderate	3	
<b>7.4 Are procurement reports generated and reviewed regularly? Describe reports generated, frequency and review &amp; sign-off.</b>						
	Yes			Moderate	2	Not formalized
<b>7.5 Does the IP have a structured procurement unit with defined reporting lines that foster efficiency and accountability?</b>						
			N/A	N/A	-	IP doesn't have procurement unit.
<b>7.6 Is the IP's procurement unit managed with qualified staff who are licensed and certified and scrubbed experts in procurement and consistent with UN / World Bank / European Union procurement requirements in addition to the a IP's procurement aims and requirements?</b>						
			N/A	N/A	-	IP doesn't have procurement manager. Chairman is responsible for procurement process
<b>7.7 Have any significant recommendations related to procurement made by auditors in the prior five audit reports under management letters over the past five years and how has it been implemented?</b>						
			N/A	N/A	-	The organization has never conduct audit.
<b>7.8 Does the IP require written or system submittals from suppliers? If so, evaluate if the submitted data thresholds are appropriate?</b>						
	Yes			Moderate	4	Project conditions make purchases according to the project budget. The purchase must be confirmed by the Chairman, bid process is not formalized.
<b>7.9 Do the procurement procedures and templates of contracts integrate references to ethical procurement principles and practices and regularly reviewed?</b>						
		No		Significant	3	IP hasn't have procurement contracts. For purchase IP uses only the Invision.
<b>7.10 Does the IP obtain sufficient approvals before signing a contract?</b>						
			N/A	N/A	-	
<b>7.11 Does the IP have and apply formal guidelines and procedures in order to identify, monitor and dealing with potential conflicts of interest with potential suppliers/procurement agents? If so, how does the IP proceed in cases of conflict of interest?</b>						
		No		Significant	3	
<b>7.12 Does the IP follow a well-defined process for sourcing suppliers? Do formal procurement methods include wide broadcasting of procurement opportunities?</b>						
		No		Significant	6	The organization doesn't conduct bidding and tenders
<b>7.13 Does the IP keep track of past performance of suppliers? E.g. delivery of material quantities.</b>						
		No		Significant	3	
<b>7.14 Does the IP follow a well-defined process to assess a scope and transparent bid and evaluation process? If so, describe the process.</b>						
		No		Significant	6	The organization doesn't conduct bidding and tenders
<b>7.14 When a formal invitation to bid has been issued, does the IP award the contract on a pre-defined basis set out in the solicitation documentation taking into account technical responsiveness and price?</b>						
		No		Significant	6	The organization doesn't conduct bidding and tenders
<b>7.15 If the IP is managing major contracts, does the IP have a policy on contract management / administration?</b>						
		No		Moderate	3	
<b>7.17 Are there personnel specifically designated to manage contracts or monitor contract compliance?</b>						
	Yes			Low	1	
<b>7.18 Are there staff designated to monitor completion of performance milestones, warranties, scheduled damages and other risk management requirements?</b>						
		No		Moderate	3	
<b>7.19 Does the IP have a policy on post-bid actions on contracts?</b>						
		No		Moderate	3	
<b>7.20 How frequent do post-bid contract actions occur?</b>						
			N/A	N/A	-	
Total number of questions in subject area: 20						
Total number of applicable questions in subject area: 15						
Total number of applicable key questions in subject area: 4						
Total number of risk points: 46						
Risk score: 2.07						
Risk rating: Significant						

