

EU-UN Joint Programme on Improving Vocational Education in Abkhazia
ANNUAL PROGRAMME¹ NARRATIVE PROGRESS REPORT
REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2020

<p>Programme Title & Project Number</p> <ul style="list-style-type: none"> Programme Title: <u>EU-UN Joint Programme on Improving Vocational Education in Abkhazia</u> Programme Number (if applicable) 2018/403-849 MPTF Office Project Reference Number:³ 00114123 	<p>Country, Locality(s), Priority Area(s) / Strategic Results² (if applicable) Country/Region: Abkhazia region</p> <p><i>Priority area/ strategic results</i></p> <ul style="list-style-type: none"> Assessing the ways to Improve the management and delivery of VET; Supporting the elaboration and implementation of best VET practices in selected areas; Developing the education system to support VET; Establishing cooperation schemes and dialogue with private and public employers; Creating a pool of master trainers in plant protection sector.
<p>Participating Organization(s)</p> <ul style="list-style-type: none"> Organizations that have received direct funding from the MPTF Office under this programme <i>UNDP, UNICEF, FAO</i> 	<p>Implementing Partners</p> <ul style="list-style-type: none"> National counterparts (government, private, NGOs & others) and other International Organizations NGOs based in Abkhazia
<p>Programme/Project Cost (US\$)</p> <p>Total approved budget as per project document: USD 3,131,425 (EU contribution) MPTF /JP Contribution⁴:</p> <ul style="list-style-type: none"> USD 1,878,314 UNDP Georgia's contribution USD 115,918 <p>Government Contribution <i>N/A</i></p> <p>Other Contributions (donors) <i>N/A</i></p> <p>TOTAL: USD 3,247,343 (EU and UNDP contributions)</p>	<p>Programme Duration</p> <p>Overall Duration (months) 36 months</p> <p>Start Date⁵ 01 February 2019</p> <p>Original End Date⁶ 31 January 2022</p> <p>Current End date⁷(31 January 2022)</p>
<p>Programme Assessment/Review/Mid-Term Eval.</p> <p>Assessment/Review - if applicable <i>please attach</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Date: dd.mm.yyyy</p> <p>Mid-Term Evaluation Report – <i>if applicable please attach</i></p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No Date: dd.mm.yyyy</p>	<p>Report Submitted By</p> <ul style="list-style-type: none"> Name: Rafis Abazov Title: Project Manager Participating Organization (Lead): UNDP Email address: rafis.abazov@undp.org

¹ The term “programme” is used for programmes, joint programmes and projects.

² Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

³ The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as “Project ID” on the project’s factsheet page the [MPTF Office GATEWAY](#)

⁴ The MPTF or JP Contribution, refers to the amount transferred to the Participating UN Organizations, which is available on the [MPTF Office GATEWAY](#)

⁵ The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](#)

⁶ As per approval of the original project document by the relevant decision-making body/Steering Committee.

⁷ If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities.



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List of Acronyms

ASU	“Abkhazian State University”
AR	CSO “Amilat Resurskua”
CSO	Civil Society Organization
DOL	Digital Online Learning
EU	European Union
ETF	European Training Foundation
FAO	Food and Agriculture Organization of the United Nations
MC	df Ministry of Culture and Protection of Historical and Cultural Heritage
ME	df Ministry of Economy
MEL	df Ministry of Education and Language
MF	df Ministry of Finance
MLSS	df Ministry of Labour and Social Security
MRT	df Ministry of Resorts and Tourism
NGO	Non-governmental organization
OECD	Organization for Economic Cooperation and Development
OYH	SCO “Ochamchyra Youth House”
RDE	Regional Departments of Education
SMEs	Small and medium-sized enterprises
SSAA	df State Statistics Administration of Abkhazia
STEMLAB	CSO STEM laboratory for youth training
SYH	CSO “Sukhum Youth House”
UNDP	United Nations Development Programme
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development
VET	Vocational education and training

EU-UN Joint Programme on Improving Vocational Education in Abkhazia
January 1 – December 31, 2020
Executive summary

Executive Summary

The EU-UN Joint Programme on Improving Vocational Education in Abkhazia was officially launched in February 2019. In this Joint Programme, three UN agencies – the United Nations Development Programme (UNDP), the United Nations Children’s Fund (UNICEF) and the Food and Agriculture Organization of the United Nations (FAO) work in close cooperation to improve the access to quality vocational education and training (VET) in Abkhazia for children and young people, women and men. The activities of the Programme contribute to achieving the Sustainable Development Goals (SDGs) and implementation of the UN Partnership of Sustainable Development (UNPSD). Expected results of the Joint Programme also fits within the priorities of the country specific program documents of participating UN organizations: UNDP, UNICEF and FAO as well as the respective policy of the donor agency, notably the EU’s Non-Recognition and Engagement policy towards Abkhazia [and South Ossetia].

During the year 2020, the Joint EU-UN Programme implemented initiatives utilizing successful completion of the activities and lessons learned in the year of 2019. Within this framework, the three UN agencies - UNDP, UNICEF and FAO - worked on the implementation of comprehensive, integrated and sustainable sets of interventions that insured more inclusive and far-reaching impact in dealing with concrete challenges in the VET sector across Abkhazia. This includes building sustainable bridges with the labour market and labour market needs, and the needs of the most vulnerable groups of population including remote rural area.

In year 2020, the Joint EU-UN Programme focused on bringing changes through five specific objectives to comprehensively address the actual needs and to develop skills and competences among youth, especially young men and women from disadvantaged groups and remote areas:

1. Assessing the ways to improve the management and delivery of VET;
2. Supporting the elaboration and implementation of best VET practices in selected areas;
3. Developing the education system to support VET;
4. Establishing cooperation schemes and dialogue with private and public employers; and
5. Creating a pool of master trainers in the plant protection sector.

The major objective of the Joint EU-UN Programme (UNDP, UNICEF and FAO) is to engage and mobilize public and private stakeholders, and SCOs on VET interventions, which contribute to successful implementation of the Abkhazia Strategic Partnership (ASP) and the Area-based Regional ASP.

The Joint Programme is designed to improve the management of VET institutions through the work with the primary stakeholders (e.g. colleges) and interlocutors on the ground, and in communication with respective structures of *de facto* authorities in Abkhazia including at the local district level. The interlocutors for the Joint Programme include the *de facto* Ministry of Education and Science, *de facto* Ministry of Health, *de facto* Ministry of Culture, *de facto* Ministry of Resorts and Tourism, and *de facto* district administrations and district education offices.

The Joint Programme is also envisioned to improve professional orientation, skills and competencies in the primary target groups in Abkhazia – young college-age women and men with a specific focus on the population in disadvantaged areas. It is expected that the Joint Programme would achieve strong representation from women (not less than 40 per cent), minorities, people with disabilities as well as those from remote areas.

The Joint Programme is expected to facilitate linkages between VET and labour market in close coordination with all partner international organizations in Abkhazia. The activities of the Programme focus on working with small and medium-sized enterprises (SMEs), individual entrepreneurs, private and public businesses, and professional associations and building access to specific entrepreneurial study programmes (apprenticeship).

In addition, the Joint Programme works closely with active development-oriented community members, and local civil society organizations (CSOs) in Abkhazia. Some of the activities are being carried out with the support of local CSOs receiving financial contributions to implement field activities and benefiting from the capacity building and knowledge management in the VET sector, improving the planning and project management skills among CSOs.

Throughout the year, the Joint EU-UN Programme partners worked on implementing a set of comprehensive and sustainable activities to improve professional orientation among youth, rehabilitation of the VET sector and building linkages between VET and the labour market and especially SMEs. The Joint EU-UN Programme organized a series of dialogue meetings (including online consultations) identifying the gaps and challenges and their interlinkages across public and private sectors.

The activities of the Joint EU-UN Programme reached more than 800 beneficiaries including young men and women and the population of disadvantaged regions and of vulnerable groups. The Programme was gender-mainstreamed assuring that not less than 40 per cent of female participants were selected according to gender markers and gender specific targets, and not less than 30 per cent represent disadvantaged groups to offer them equal opportunities.

A six-week online course for education leaders was developed and piloted, with a section of the course dedicated to SCI application in science and technical subjects. The pilot course received very positive feedback and is currently being adjusted for further roll out among public school teachers in a hybrid online and face-to-face modality, as the situation permits.

UNICEF conducted a needs assessment on the provision of science, technology, engineering and mathematics (STEM) in public schools of Abkhazia. Using a mixed-methods approach, 65 subject

interviews and two focus group discussions were conducted. The findings of the needs assessment form the basis to develop concrete recommendations and activities on to improve the quality and standards of STEM teaching and support to vocational education in Abkhazia.

In addition, UNICEF held consultations with local education experts, various activists and parents to discuss improving vocational education and in close consultation (partially online) with international and local experts and decision-makers, identified 10 schools throughout Abkhazia to pilot STEM programmes, while 3 other schools model STEM labs were selected.

FAO trained experts in plant protection started to function, along with undergoing the Training of Master Trainers in IPM FFS, as FFS Master Trainers and conducted field days in the FFS established by FAO in the six (6) districts of western Abkhazia, as well as in the four (4) FFS established by Action Against Hunger (AAH) in the Gali District.

Key achievements

The EU-UN Joint Programme on Improving Vocational Education in Abkhazia was launched in February 2019 and continued its operations throughout the year 2020. The Programme team worked on the implementation of major outputs on improving vocational education in Abkhazia according to the Joint Programme Document. The activities for the year 2020 were designed to achieve the main goals and objectives of the Programme and dealing with major issues and challenges, which could be summarized as “**3Rs**”: **rehabilitation, recalibration and reengagement**.

Rehabilitation covered the work on renovating the educational and training facilities and equipping three colleges across Abkhazia, including college facilities in remote disadvantaged eastern districts.

Recalibration work focused on modifying and adjusting activities of the Joint Programme to the challenges of the COVID-19 pandemic and the consequences of quarantines, delays and closures of the educational process throughout the year.

Reengagement work included activities in finding new innovative ways to engage all major stakeholders and beneficiaries in new environment of restrictions on People2People (P2P) communications and hard-hitting lockdowns.

The participating agencies of the Joint EU-UN Programme focused on working on a range of issues including developing operational procedures for working in COVID19 impacted environment, establishing working relations with all major stakeholders in the field of vocational education and implementing major activities of the Programme.

- During the period between January 1 and December 31, 2020, the UNDP’s VET Project largely completed the **partial rehabilitation and equipping of three colleges**;
- The international experts, identified and contracted by the UNDP VET team through a competitive international process, have **completed three assessments in 2020**;
- The UNDP’s VET Project provided **three grants to several** local CSO partners (“Sukhum Youth House,” “Ochamchira Youth House” and “Amilat Resurskua”), thus making significant progress

under Output 4, “Establishing Cooperation Schemes and Dialogue with Private and Public Employers”;

- The UNDP’s VET Project jointly with partner organizations arranged a series of **10 roundtables/dialogue discussions with major stakeholders** from all districts of Abkhazia, including remote and rural areas;
- The UNDP’s VET Project provided support to 800 **current VET students and potential students** (pupils from high schools), who benefited from new teaching materials, guidebooks, training kits, teaching equipment;
- The UNDP’s VET Project arranged training for **72 academic staff of VET establishments**, who were trained locally in new teaching methodologies (at least 50% female);
- The UNDP’s VET Project provided support to **108 youth, who received professional orientation, career guidance and counselling services** (at least 30% female youngsters and at least 20% from disadvantaged groups);
- The UNDP’s VET Project facilitated **signing of three partnership documents** between VET establishments and private/public actors of the labour market;
- In order to build better visibility and prestige of colleges and to develop soft skills, networking and leadership competencies among college students, the UNDP’s VET Project organized a Quest Game on working professions, reaching more than **80 college students from Sukhum/i City**.
- The UNDP’s VET Project commissioned **four syllabi, which were developed** in selected professions (culinary, sewing, baking and handcraft) through the combination of international and local consultancy/expertise;



Operational environment

In the year 2020, the Joint EU-UN Programme has been operating in a very complex and intricate social and political environment affected by many factors. During the reporting period, PUNOs continued operating in volatile conditions, including but not limited to distrust towards the donor community and increased pressure on CSOs and civic activists. Communities faced continuous restrictions and lengthy closure of “crossing points” across the dividing lines, resulting in severe humanitarian consequences for the local population; ongoing “borderization” and restrictions on freedom of movement; arbitrary detentions of local inhabitants along the administrative boundary line; hampered access to pensions and other social benefits; increasing prices and shortage of food, etc.

The existing and emerging problems became more challenging in the situation of political tensions in early 2020, early elections of de facto president as well as COVID-19 pandemic since spring 2020. The Joint EU-UN Programme's programmatic achievements could be largely explained by the Programme's apolitical positioning in Abkhazia sticking to the "Do No Harm" principle, maintaining strategic partnership with donor community and stakeholders, focusing on the needs and vulnerabilities in line with the "Leave No One Behind" concept and most importantly working based on the conflict-sensitive theory of change.

Programme activities implemented by UNICEF were delayed for several months as the df authorities did not grant their "approval" for the Programme and, subsequently, the df Ministries of Health and Education did not give UNICEF access to schools and the medical colleges to perform the activities as envisaged, stating that they had not received the authorization to permit activities.

Throughout the year 2020, crossings of the Administrative Boundary Line (ABL) have been restricted. FAO Experts designated to travel for further support to FFS's pool of Master Trainers could not cross the administrative border line since then, in respect with the common line adopted by the United Nations (UN) Country Team. Consequently, from this date, FAO team based in Sukhumi surveyed the local pool of agronomists and evaluated among them potential Master trainers to back Lead Farmers owners of FFS demonstration plots in 2020. To counterbalance this serious problem of access, FAO has identified a service provider in Moldova, a Non-Governmental Organization (NGO) that is already working on the implementation of Farmer Field Schools in Moldova and has a significant experience in this methodology. The trainings of Master Trainers were covered by this NGO (online).

However, achievements might have been larger and the impact more tangible and sustainable if not for the ongoing post-conflict challenges as follows:

- The negative impact of COVID19-related restrictions and lockdowns on all activities of the Joint EU-UN Programme in Abkhazia throughout the year 2020;
- The lack of information and communication technologies (ICT) equipment and college educators skilled in digital online learning (DOL) undermined the introduction of DOL in the VET sector;
- Economic environment impaired due to numerous challenges;
- Interaction between SMEs and colleges/respective VET programmes needs further strengthening;
- Social environment in Abkhazia became more VET friendly, absorbing and adopting VET initiatives;
- Private sector needs more skilled labour and training to develop its absorptive capacities;
- Regulatory environment became a major challenge;
- VET sector has potentials but is still considerably underdeveloped due to the lack of investments into the sector;
- Regulatory environment remains a significant challenge.
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EU-UN Joint Project on Improving Vocational Education in Abkhazia January 1 – December 31, 2020

Activities

OUTPUT 1. ASSESSING WAYS TO IMPROVE THE MANAGEMENT AND DELIVERY OF VET (UNDP LEAD)

The epidemiological situation significantly affected the education process in VET sector. Lockdowns, restrictions and the lack of medical and human capacities to deal with the COVID-19 pandemic significantly affected the entire educational process in general and VET in particular. The entire VET sector was locked down twice (from March to June and again from October to December 2020) due to the fact that the colleges in Abkhazia were not prepared to deal with the challenges of the COVID crisis. The VET colleges had underdeveloped sanitary facilities (such as lack of running water for washing hands or very limited access to toilets), lacking access to basic items for sanitary and hygienic needs (such as disinfectants, soap, etc.), and had no WHO recommended training on safety, sanitary and hygienic issues.

The epidemiological situation illustrated not only the unpreparedness of the local entities and VET colleges for such a large-scale social disruption, but also the lack of professional, technological and technical knowledge and ICT capacities. Specifically, there was a shortage of skilled mid-level professionals to effectively manage existing resources and facilities to deal with the negative impact of the pandemic. The COVID crisis also revealed the lack of appropriate managerial skills in the VET sector to effectively coordinate the work of the colleges, provide clear guidance and leadership, and effectively manage the existing resources and the sanitary supplies provided by international organizations.

Interaction between SMEs and colleges/respective VET programmes needs further strengthening. The work was delayed on identifying the most demanded professions within the changing labour market/SMEs to address the needs of local population in general and the population in the disadvantaged regions (remote and/or rural; areas). The pandemic further undermined already weak linkages and haphazard interactions between colleges and private sector/SMEs due to the lack of

appropriate coordination mechanisms, professional skills, modern technologies, personnel trained in ICT, and online education, as well as the continued fragmentation of the labour market.

The challenges of the year 2020 illustrated the needs for systematic, active and mutually beneficial relations and interactions between colleges on the one hand, and private and public sector entities and SMEs on the other. However, for the partnership to work there should be a regular stream of joint activities as well as communications and exchanges between SMEs and VET colleges; as part of this, SMEs should clearly articulate their needs to the VET sector. In addition, the VET colleges should be flexible and react efficiently and quickly to the needs of the labour market in general and SMEs in particular.

Achievements

International institutional assessment of VET sector. The international experts, identified by the UNDP's VET Project team through a competitive selection process, have completed three assessments in 2020. One was "Developing the Mid-term Vision on Supporting Life-Long Learning (LLL)/Continuing Education in Abkhazia." The second was a Concept Note on "Development Strategy for Career Guidance Centre." The third was "Closing the Gap: Skills Mismatch in Vocational Education and Training in Abkhazia" (first draft version including preliminary demographic data, labour market estimates and some preliminary recommendations). These reports resulted in development of a comprehensive Mid-term Vision Report with a set of recommendations on improvement of quality, effectiveness and accessibility of the formal VET sector, non-formal education and LLL.

International experience suggests that the effective evidence-based development of the VET sector depends on efficient work with the data, where information support systems have monitoring instruments in place to track labour market development needs and VET education sector performance (2019, best practice learned from the third-country study trip to Turin and the European Training Foundation visit). International assessments ("Developing the Mid-term Vision on Supporting Life-Long Learning (LLL)/Continuing Education in Abkhazia" and "Development Strategy for Career Guidance Centre") provide useful and unique evidence systematically collected by the international experts, which is especially valuable given that such data is not collected by educational institutions in Abkhazia. The reports prepared by the international experts (with assistance from the local experts) became an important part of the evidence-based design and planning of educational and training activities.

Consultation meetings with local stakeholders to address the gaps in the field of Life-Long Learning (LLL) The partner organizations arranged a series of 10 roundtables/dialogue discussions with major stakeholders from all districts of Abkhazia, including remote and rural areas, identifying gaps in the field of LLL, bottlenecks and future priorities for effective evidence-based LLL intervention (Output 1). The dialogue meetings brought together more than 140 representatives from different sectors of society to address crosscutting themes such as career guidance and counselling, emphasis on soft and digital skills, skills relevance and adaptability to a modern labour market, etc.



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For partnership between SMEs and colleges to work, there should be regular communications and strong bridges for interactions. The evidence collected from stakeholders during 10 roundtable consultation meetings on LLL suggest that there should be a new paradigm of joint responsibility for developing quality control in delivering VET professional education programs and involvement of beneficiaries in VET planning and delivery process. The VET sector – through the specialized VET Career Counselling Center – should be more proactive in setting up consultations involving both educators and SMEs practitioners. They should work together in setting new programmes (short- and long-term) and controlling quality.

OUTPUT 2. SUPPORTING THE ELABORATION AND IMPLEMENTATION OF BEST VET PRACTICES IN SELECTED AREAS (UNDP LEAD)

VET sector has potential but is still considerably underdeveloped. VET colleges (under the Ministry of Education and Language – MEL) currently offer professional education to about 700 or 800 students out of 60,000 college-age young women and men in Abkhazia (2019, est., Mindaugas). SMEs expressed considerable interest in tailored short-term trainings at VET colleges. VET colleges also have real potential to at least double student enrolment within a year or two. The results of roundtables with stakeholders indicated that more young women and men would enter VET if college managers update the old-fashioned professional training programmes, introduce a flexible education process, develop new courses and programmes relevant to the needs of SMEs and the labour market, and introduce new student-oriented teaching methodologies.

Indeed, the labour market in Abkhazia needs a serious inflow of qualified VET graduates not only with professional working competencies but also with entrepreneurial skills and knowledge so they can contribute to sustainable economic growth, economic stability and improving wellbeing of the population. To achieve this goal, the colleges need to engage students and foster relations with the private sector through apprenticeship programme, which would be a powerful source of competitive advantage for young people entering the labour force. There is also a need for creating the proper mobilisation of private sector stakeholders to cultivating an entrepreneurial mindset as the current training programs of college graduates does not match with the needs of SMEs and labour market.

Regulatory environment became a major challenge. Due to COVID-19-related lockdowns, policy regulations changed towards significantly tightening the entry permit and entry visas. These policy and regulation changes heavily affected the ability of the project to work on comprehensive assessment, such as delays in bringing in international expertise for evaluating the local VET sector and labour market, and reduced absorption capacities of local stakeholders on learning about the best practices from EU member states. This included a multi-month embargo on issuing an entry permit for the international expert. There were difficulties, cancellations and delays in organizing workshops and interviews with stakeholders. UNDP's VET Project postponed the third-country study trip for stakeholders from the VET sector for a year.

Unfortunately, due to the difficulties in controlling the spread of the pandemic and the lack of local capacity to effectively deal with this emergency, the overall situation became quite unpredictable and hectic. This development affected the ongoing projects in two ways. One was the unpredictable changes in the visa regime/entry regime to and around the region. The second concerned business activity regulations, as businesses were regularly closed or requested to reduce their workload and number of staff.

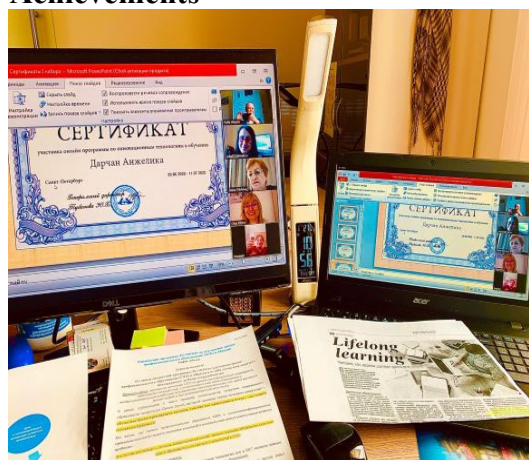
The lack of ICT equipment and college educators skilled in Digital Online Learning (DOL) undermined the introduction of DOL in VET sector. The entire academic process in the VET sector was closed for more than six-month (with intervals) due to the absence of digital online learning (DOL) experience and appropriate equipment and due to the fact that only 6% of VET teachers had “excellent”

computer skills and no VET teachers had experience in e-learning (2020, Assessment Report on Online Education).

The lack of ICT equipment and college education skills in DOL not only undermined the quality of the entire range of educational programmes, but also hindered the competitiveness of the VET graduates in the local labour market. Numerous anecdotal reports and interviews with interlocutors suggest that the local labour market is experiencing a severe shortage in cadres capable of handling even basic ICT services and working with ICT equipment. Many private and public organisations have no choice but to order major ICT-related services such as design and maintenance of websites and other online work from providers from outside the region.

Social environment became more VET friendly, absorbing and adopting VET initiatives. The social environment became more VET friendly, absorbing and adopting VET initiatives due to the success of the PR campaign in promoting the prestige of working professions. The PR campaign included numerous roundtable meetings, regular communication and social media, and a series of TV programmes on improving the image of working professional. Rehabilitation work at VET colleges received regular coverage in social media and private TV, contributing to substantially improving the image of colleges and the VET educational process. Many families expressed their interest in learning more about VET education. Young women and men participated in career guidance and orientation events and subscribed to social media platforms. In addition, private businesses expressed an interest in professional training for their staff members (if such training was tailored to their needs) and/or accepting VET students for work-based learning and even hiring them.

Achievements



Academic staff of VET establishment trained locally in new teaching methodologies. At least 72 academic staff of VET establishments were trained locally in new teaching methodologies (at least 50 % female). All these trainings were conducted online through newly established and localized online training programmes, as international trainers could not travel to Abkhazia due to pandemic-related quarantines. These trainings were also reinforced through a CSO-produced Guidebook (training kit) on capacity building for college educators and managers distributed to five colleges and benefiting VET academic staff across Abkhazia.

The Guidebook covered recommendations on practical usage of soft skills in these activities (e.g., student-centred education, case studies, capacity building for higher employability of VET students, etc.). A billboard on new teaching methodologies to be used by five colleges across Abkhazia supplemented the Guidebook.

Rehabilitation of selected VET institutions (at least three). During the period between January 1 and December 30, 2020, the UNDP's VET Project largely completed the partial rehabilitation and equipping of three colleges throughout Abkhazia selected through a series of international and local evidence-based assessments. These international assessments were completed in 2019 and included a series of recommendations on selecting VET colleges, educational programmes and vital equipment. The staff members of the UNDP's VET Project identified and selected contractors - through an official tendering process – to work on rehabilitating and equipping the three colleges. In addition, the team regularly visited all colleges listed in the project documentation and conducted a series of interviews with the college managers and teaching personnel in order to identify the gaps and needs of the VET sector and to reflect those needs through rehabilitation work.

The partial rehabilitation and equipping of colleges in Abkhazia could be considered a major contribution to diversifying the VET sector to offer better quality and a wider set of subjects to a broader group of potential students. The modern facilities and equipment should also facilitate involving representatives of different groups in LLL – not only young women and men, but also adults. The newly renovated facilities will help to enable more potential beneficiaries to join VET training and reskilling and will make the education offered by VET colleges more attractive.

Administrative staff of VET colleges trained locally in management of VET establishment. At least 20 academic staff of VET establishments were trained locally in management of VET establishments (at least 50% females). This training was conducted online by an experienced international trainer using as examples the work of the ETF in Central and Eastern Europe; the online mode of programme delivery was chosen because the trainer could not travel to Abkhazia due to pandemic-related quarantines.

As the UNDP's VET Project continued to work on improving the quality of educators and retraining of staff members, the team had to deal with the new challenges of lockdown, which emerged due to the infection waves of the COVID-19 pandemic. All VET-related training programmes initially were planned to be people-to-people with international trainers travelling to Abkhazia. However, due to the changes in the global travel environment, the UNDP's VET Project team had to change operational mode from in-person training to DOL.

Number of students in selected professions received support with new teaching materials, including textbooks, training kits, teaching equipment, furniture, etc. At least 800 current VET students and potential students (pupils from high schools) received support with new teaching materials, guidebooks, training kits, teaching equipment, and VET education and new career guidance online platforms (website-based educational platform and Instagram). These activities were implemented by the local CSOs "Amilat Resurskua," "Ochamchira Youth House," STEMLAB and "Sukhum Youth House," which developed and implemented the pilot professional orientation and LLL projects before lockdown and during the pauses in lockdowns in autumn 2021.

The effective implementation of this activity was built on the foundation of lessons learned from the third-country study trip and from a very productive collaboration with the CSOs partners in 2019. These partners – who built far-reaching networks at a grassroots level – were effective not only in

outreach to current and potential students (pupils from high schools) and their parents before the pandemic, but also during the difficult days of the total and partial lockdowns.

Number of syllabus developed in selected professions through the combination of international consultancy/expertise. Four syllabi were developed in selected professions (culinary, sewing, baking and handcraft) through the combination of international and local consultancy/expertise. These syllabi were adapted for the local educational environment and labour market needs, and were partially delivered (during the period when COVID-19-related restrictions were lifted), taking into consideration the geographic balance in central and eastern districts of Abkhazia.

These four syllabi were developed by building bridges between labour market and colleges by visualizing the experience and knowledge acquired by major stakeholders and by applying this knowledge into practical training programs relevant to the needs of the local labour market at a local level. These educational programmes were especially important for the eastern districts of Abkhazia and beneficiaries from rural and remote areas and young women and men from disadvantaged groups.

Support the development of the training curricula and capacities of the medical colleges in Sukhumi and Gagra, including for life-long learning / continuing education of medical professionals (UNICEF). The COVID-19 pandemic significantly affected the functioning of the medical colleges. Due to the emergency need of healthcare professionals, students and staff of the medical colleges were deployed to support the healthcare system, which was severely overwhelmed. While this, along with COVID-19 related restrictions, caused some delays, UNICEF completed an assessment of the Sukhumi medical college facilities and developed corresponding plans to rehabilitate the roof, two classrooms and toilet facilities which were in a highly dilapidated condition.



**Current toilet facility in the Sukhumi
Medical College**
©UNICEF/Hanlon

**The assessment and rehabilitation plans were developed
by an engineer** and the toilet facilities were designed by a

UNICEF WASH expert. The two renovated classrooms will enable conditions for a shift from theory-based to practice-oriented teaching and learning, in a clean and safe environment. The classrooms will be available for both pre-service and in-service training. Upon successful rehabilitation of the college, a further focus will be to further improve the learning conditions of the college and make it more user-friendly and attractive.

In parallel, the **furnishings and ICT need of the colleges have been assessed and requirements have** been identified to facilitate related procurement. In addition, UNICEF has reviewed training material needs for simulation-based learning including resuscitation mannequins representing different ages, mannequins for injections and medical instruments along with various visual aids including posters on

human physiology, sexually transmitted infection (STI) transmission, first aid, emergency aid, neonatal and gynecological subjects, etc. These will be procured in early 2021.

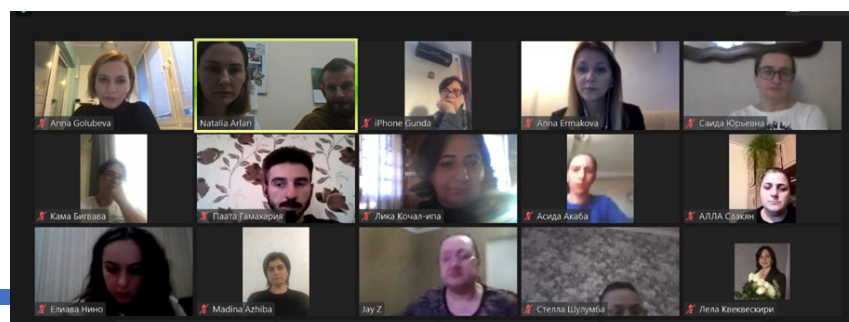
It is important to highlight that **UNICEF has encountered hesitations from the Sukhumi medical college** leadership and personnel around the softer components of the project including the updating of the college's curriculum. UNICEF has been focused on continuous dialogue with the leadership and personnel to build trust and understanding around this programming. It is anticipated that the project's soft component will advance in early 2021. The medical college in Gagra has not yet reopened. Plans to approach the college with similar interventions will take place in 2021.

OUTPUT 3. DEVELOPING THE EDUCATION SECTOR TO SUPPORT VET (UNICEF lead)

Most of the activities originally planned for the second year of the programme have been significantly affected by the outbreak of COVID-19 and the related disruption to the education system in Abkhazia. Schools have been closed for most of the year and it was not possible to conduct in-person trainings due to physical distancing and other related restrictions. The administrative boundary line (ABL) closure and stamping requirements of the de facto authorities has made it difficult to bring in outside consultants to Abkhazia. This was compounded by political upheaval in the beginning of the year which led to new elections and a change in the de facto government requiring re-engagement with the new leadership. Despite these challenges, solid progress has been achieved by the programme in the field of education. Teacher capacity activities and trainings have been carried out by the international education experts in a newly developed online modality and agreement has been reached with the new de facto authorities on initiatives to promote the activities planned under the VET initiative.

Training of teachers on life skills and language instruction to support VET. Due to the COVID-19 pandemic and the closure of schools, this element has been postponed until 2021. UNICEF focused on the development of online teaching platforms for both students and teachers that have been funded by the project. These platforms were tested in 2020 and will be operationalized in early 2021. These online platforms create an opportunity for utilization in case in-person trainings will not be possible due to COVID restrictions or ABL complications.

Training of science and technical subject teachers on how to use SCI through the 'whole school' approach in order to interest student in VET. A series of online introductory webinars and trainings were conducted for technical and science teachers of Abkhazia. Additional tailored and targeted student-centred instruction (SCI) trainings and teacher capacity building activities will be carried in the final year of the programme.



SCI Webinar for Education Experts in Abkhazia
©UNICEF/Arlan

A six-week online course for education leaders was developed and piloted in December 2020, with a section of the course dedicated to SCI application in science and technical subjects. This element was also developed by international experts within the VET-supported

project. The pilot course received very positive feedback and is currently being adjusted for further piloting among public school teachers in a hybrid online and face-to-face modality, as the situation permits.

Development and piloting of STEM (science, technology, engineering and math) programmes.

During the reporting year, UNICEF's international VET education expert, jointly with the working group from the Pedagogy Institute, conducted a needs assessment on the provision of STEM in public schools of Abkhazia. The assessment was conducted in a mixed-methods approach consisting of two parts: telephone surveys and focus group discussions. The sample group consisted of teachers of science and technical subjects of middle schools, representing a balance between rural and urban ones. In total, 65 subject interviews and two (2) focus group discussions were conducted.

The primary goal of the assessment was to identify the current standards, as well as pedagogical and curricular approaches to teaching STEM disciplines in Abkhazia. The findings of the needs assessment became the basis to develop concrete recommendations and activities on how to improve the quality and standards of STEM teaching and plan for future development and support to vocational education in Abkhazia. The identified key areas where support is needed are linked to teachers' capacity, STEM planning and introduction into the curriculum.

A series of trainings for teachers and education leaders was further developed and will be launched in an online modality in the first quarter of 2021. The trainings will be initially launched for the teaching of 13 selected schools in Abkhazia, where the STEM programme will be piloted. In order to identify the schools, UNICEF, jointly with the local education experts and teachers, launched an Abkhazia-wide call for proposals from schoolteachers to propose workplans for STEM programmes. The call allowed the identification of 10 schools throughout Abkhazia to pilot a STEM programme, while in 3 other schools model STEM labs will be established.

Establishment of model STEM Labs in schools in Abkhazia. As mentioned in activity 3.3, a call for the establishment of STEM programmes was made and schools from all over Abkhazia submitted their proposals. The proposals were reviewed and the 10 best were selected. As a result, 10 STEM programmes in 10 different schools will be piloted and model STEM labs will be established in 3 schools. The contracts have been raised and the works and procurement to support the STEM labs' development will be undertaken in April 2021.

Support awareness raising of parents, teachers and students to understand the importance and value of VET. This element of the project delayed due to the COVID-19 pandemic. It was not possible to work directly with parents and students during the pandemic due to school closure and social distancing protocols. This activity will resume once schools re-open.

OUTPUT 4. ESTABLISHING COOPERATION SCHEMES AND DIALOGUE WITH PRIVATE AND PUBLIC EMPLOYERS (UNDP LEAD)

Economic environment impaired due to numerous challenges. The economy struggled at all levels as most small and medium enterprises (SMEs) regularly closed their doors and therefore stopped hiring

VET graduates. According to a series of private interviews, VET teachers received their salaries with significant delays. Due to economic difficulties, many families were unable to pay even small tuition fees for education at VET colleges, or sent their children to work at family businesses or family farms. International and local assessments have indicated that none of the colleges have reached a level where they can cover the need for professional skills and competencies in working professions. However, there is significant potential that the combination of a) right interventions and b) tailored support to the VET sector might help to translate the work of the colleges into concrete results. These results include (but are not limited to) improving the educational process in VET, better employability of college graduates and better preparedness of young women and men for the labour market needs. The public reaction to the regular roundtable consultation meetings and regular outreach campaigns and communication through social media became an effective tool in improving support for and prestige of VET education.

Private sector needs more skilled labour and training to develop its absorptive capacities. The COVID-19-related challenges exposed major weaknesses in the private sector, namely the lack of skilled labour and business capacities to adjust the businesses to the new environment. On many occasions, SMEs simply closed their doors, as they were unable to re-evaluate their business model or introduce business innovations. As the tourism sector was open for a short season in 2020 (from August until October), SMEs struggled to find enough trained and skilled labour to restart their business, to provide good quality services to customers or to strictly follow World Health Organization (WHO) recommendations on safety measures.

Skills and competencies matching labour market needs can be a potentially very effective driver for building bridges between labour markets and the network of VET colleges in Abkhazia. The level of effective bridging and matching in large degree depends upon mechanisms for involvement and participation of private and public enterprises in planning the educational process in the VET sector. During 2020, most of the partner SMEs have had limited opportunities for engaging in VET-relevant decision-making process, as most SMEs were struggling to adjust their work to the new environment of COVID-19-related restrictions and focusing on survival of their business models. In this situation, the activities of the UNDP's VET Project have been directed to a series of proactive actions to empower colleges in various ways.

The UNDP's VET Project made significant progress under Output 4, "Establishing Cooperation Schemes and Dialogue with Private and Public Employers." The project provided grants to several local CSO partners ("Sukhum Youth House," "Ochamchyra Youth House" and "Amilat Resurskua"). The grants were designed towards capacity building of the CSOs in organizing activities for establishing formal and non-formal educational programmes and apprenticeships with private and public employers and interested parties with at least 30 % female youth and at least 20 % from disadvantaged groups.

Achievements



Number of youngsters have access to specific entrepreneurship studies programme (at least 30 percent female youngsters). 72 young women and men received access to specific entrepreneurship studies programme (at least 50 % female youngsters) through a series of public presentations, workshops and apprenticeship trainings organized taking into consideration the geographic balance and covering central and eastern districts of Abkhazia.

Number of youngsters received professional orientation, career guidance and counselling services (at least 30 % female youngsters including at least 20 % from disadvantaged groups). 108 youth received professional orientation, career guidance and counselling services (at least 30 % female youngsters and at least 20 % from disadvantaged groups) through a series of public presentations, workshops and apprenticeship trainings. These activities were organized mainly by participants of the Study Trip to Turin (Italy) (organized by the UNDP's VET Project in 2019) and incorporated best practices presented by the European Training Foundation (ETF). In addition, the UNDP's VET Project arranged organizing a Quest Game on working professions, reaching more than 80 college students from the Sukhumi City in order to build better visibility and prestige of colleges and to develop soft skills, networking and leadership competencies among college students.

Number of dialogue meetings facilitated between VET establishment and potential (private and public) employers. The UNDP VET facilitated 12 dialogue meetings between VET establishment and potential (private and public) employers both by arranging a series of visits for VET students, teachers and stakeholders to private and public enterprises and by showing 12 documentaries on working professions to stakeholders.

Number of awareness raising events/measures arranged to activate public/private sector in Abkhazia. Throughout the year, the UNDP's VET Project arranged three awareness raising events/measures to activate public/private sector engagement with the young women and men from different districts in Abkhazia.

Number of partnership documents signed between VET establishments and public/private actors in the labour market. The UNDP's VET Project facilitated the signing of three partnership documents between VET establishments and private/public actors in the labour market in order to build better visibility and prestige of colleges and to develop soft skills, networking and leadership competencies among college students. The signing of these three documents led to the establishment of three high-profile apprenticeships for VET students.

OUTPUT 5. CREATING A POOL OF MASTER TRAINERS IN THE PLANT PROTECTION SECTOR (FAO LEAD)

“Improving Vocational Education in Abkhazia” year 2: the pool of 13 Master Trainers consolidated, 4 operational Gali Farmer Field Schools in Gali, four annual curricula created dedicated to their focus crops.

The project “Improving Vocational Education in Abkhazia” entered in duty the 1st February 2019. FAO is leading the implementation of Output 5 of the project, which aims at creating a pool of farmer field schools (FFS) Master Trainers in plant protection sector.

The FAO Training of Master Trainers (TMT) in Integrated Pest Management (IPM) in Abkhazia was conducted during the period June – November 2020. Thirteen (13) extension officers from the de facto District Agricultural Departments, teachers of the de facto State University, trainers from the Agricultural Centres created by Action Against Hunger attended the intensive annual cycle organised into 6 Training of Master Trainers.

In 2020, along with undergoing the Training of Master Trainers in IPM FFS, the trained experts in plant protection started to function as FFS Master Trainers and conducted field days in the FFS established by FAO in the six (6) districts of western Abkhazia. As well as in the four (4) FFS established by iNGO Action Against Hunger (AAH) in the Gali District.

During the Farmer Field Schools’ field trainings, the Master Trainers used a methodology of non-formal education (NFE) approaches: case studies, problem solving exercises, and joint experimentations to implement Integrated Pest Management (IPM) curricula developed by FAO experts for each of the focus crops of Gali’s FFS farmers, which include pepper, peach, hazelnut and tangerine.

The present progress report outlines major achievements of outputs and related activities as described in the initial contractual agreement under Output 5 in 2020 and follow-up actions in 2021. Annexes are composed of training material developed, schedule of the annual curricula for the Training of Master Trainers (TMT) and the conduction of Field Days as well as the agenda of trainings organized in Tbilisi in March, in which two MTs from Gali participated.

It should be mentioned that from 1st October 2019, crossings of the Administrative Border Line have been restricted to individuals whose passports have been stamped by de facto authorities in the past. Experts designated to travel for further support to FFS’s pool of Training of Master Trainers could not cross the administrative border line since then, in respect with the common line adopted by the United Nations (UN) Country Team.

To solve this serious problem of access, FAO has identified a Service Provider (SP) in Moldova in 2019, a Non-Governmental Organization (NGO), that has been working on the implementation of Farmer Field Schools and Training of Master Trainers in Moldova and has a significant experience in this methodology. The pandemic imposed to re-schedule missions of the FFS experts to Abkhazia to 2021.

In 2020 the ToMTs took place online through Zoom sessions, but they were also backed up with in-person support of FAO agronomists based in Abkhazia.



FFS Field Day in Gali conducted by FAO Field Agronomist

Achievements

Through the Joint EU-UN Programme, FAO intervention aims at increasing farmers' resilience to agriculture threats through supporting four Farmer Field Schools based in Gali district, identifying and strengthening a group of local experts in Plant Protection to support practitioners in adapting their production systems for improved pests and disease management and reduction of use of chemicals.

- **Develop a farmer field schools' curriculum based on the main crops, as well as defining the indicators for extension advice on Integrated Pest Management and Crop Diversification.** In 2020 FAO developed an annual curricula, seasonal calendar and atlas of pests and diseases for each focus crop of Farmer Field Schools of Gali which included tangerine, peach, pepper and hazelnut. These are presented in Annexes I and II.

- **Develop training modules for the Pool of Training of Master Trainers.**

In 2020, FAO developed the following for the pool of Training of Master Trainers in plant protection:

- One additional training on FFS Methodology (demand-driven agricultural extension service) and on expected support to farmers through FFS field days cycles, Annex III.
- An annual training curricula for training of TMT s and extension support to farmers through the Farmer Field Schools approach, focusing on Integrated pest management and crop management of pepper, tangerine, peach and hazelnut, in Annex IV

The annual cycle of TMT training has been completed in November 2020. 13 technologies and management practices have been introduced to the FFS Master Trainers.

- Organize at least five (5) Trainings of Master Trainers (TMT) for local professional staff and extension service providers, farmer associations and NGOs on the concepts and practices of Integrated Pest Management (IPM) and Crop Diversification;

The training programme for the TMT comprised two components, as mentioned above: a methodological component to build capacities to provide needs-based extension support to farmers, and a technical component dedicated to crop management, protection and integrated pest management.

In 2020 the composition of the pool of Master Trainers remained: 13 experts, including agronomy teachers of the Agrarian Sciences Department of the Abkhaz State University, representatives of the different district de facto departments of agriculture, representatives from the Plant Protection Service as well as two trainers from the Agriculture Training Centre created by Action Against Hunger in Abkhazia (Activity IV, strengthen existing agricultural training centers to implement Farmer Field Schools). The 13 experts completed the annual cycle of training.

- Provide technical advice in the implementation of 4 Farmer Field Schools (in coordination with Action Against Hunger):

In 2020 FAO continued supporting Action Against Hunger in management of 4 FFS created under the EU-funded project “Promoting new and inclusive approaches to informal education in Abkhazia”. FAO developed detailed programme of Field Days and handout materials for each FFS, focusing on priority crops of the four farmers (Annex I, Plan of Field Days in Gali). Two FAO agronomists provided facilitation and technical support to the implementation of the FFS Field Days.

FAO developed a fertilization and a plant protection programs for focus crops of the four Farmer Fields Schools, and provided agricultural inputs to the four lead farmers. FAO managed the delivery of certified inputs across the boundary line into Abkhazia.

In addition, FAO invited two Georgian speaking trainers of Action Against Hunger’s Agriculture Training Centres to FAO Pruning Festival organized in Tbilisi from 3rd to 6th March 2020. Training material is attached in Annex V.

Challenges

During the reported period (January-December 2020), the Joint EU-UN Programme faced five major sets of broader challenges in working on improving vocational education in Abkhazia. This included: lack of ownership, lack of broad participation, lack of clear regulatory environment, lack of strategy in dealing with the challenges of COVID19, and lack of ICT equipment and skills in DOL among college educators.

Lack of ownership⁸ among college educators, managerial personnel and stakeholders disengaged them from participation in improving the vocational education sector in general and the quality of education in particular. VET colleges were chronically underfunded and underequipped for several decades, reducing motivation among existing personnel and undermining the recruitment of new personnel into the VET sector. In addition, centralized control over the educational programmes, the use of curricula that remained unchanged over decades and a very rigid educational delivery structure (which is still built around requirements to study strictly for three or four years) significantly reduced interest in new teaching methods, moving away from traditional teacher-centred to student-centred education and educational innovations. The implementation of the UNDP's VET Project interventions was designed to improve "ownership" among VET personnel. However, overcoming this challenge will require time and effort to achieve breakthrough on the ground.

Lack of broad participation⁹ hindered the improvement of vocational education in general and the VET educational process in particular. There are no mechanisms or arrangements for various stakeholders to engage with VET colleges to deliver important inputs about the current situation in the labour market and the needs of SMEs. According to anecdotal evidence and interviews with interlocutors, the VET colleges do not have a tradition of inviting businesses to their premises, organizing regular meetings of SME representatives with students or inviting representatives of private and public enterprises to participate in the curriculum development process or in assessing skills and competencies. The lack of participation by external stakeholders in organizing and planning the educational process could be also seen in the rudimentary development of apprenticeship programmes or even their complete absence. This has a big negative impact on the quality of VET education as up to 90% of educational materials are often delivered through traditional lectures and only about 10% of knowledge is acquired through apprenticeship (work-based learning). This lack of participation leads to a situation where the skills and competencies of VET graduates do not match the needs of private/public organizations.

Lack of a clear regulatory environment became an especially painful issue due to COVID-19-related lockdowns and regulatory changes towards significantly tightening numerous restrictions. These policy and regulation changes heavily affected the ability of the Joint EU-UN Programme to work on comprehensive assessment, leading to cancelations in bringing-in international expertise for evaluating the local VET sector and labour market, and reducing absorption capacities of local stakeholders for learning about best practices from EU member states. This included a multi-month embargo in issuing

⁸ **Ownership** is a concept promoted by the European Training Foundation (ETF) as follows: **Ownership** is underlined as a primary principle for ensuring more engaged participation and appropriation of the results of the analysis by reflecting upstream on the added value of the process and the use of the analysis, in the national policy context or bilateral dialogue with the EU and donors. For more details see: <https://www.etf.europa.eu/sites/default/files/2018-10/Torino%20Process%202018-20%20guidelines.pdf>

⁹ **Participation** is a concept promoted by the European Training Foundation (ETF) as follows: **Participation** is reinforced to encompass the main actors involved in skills development, with the emphasis on social partners and civil society. There will be key milestones during the process (elaboration, discussion and dissemination of the report) adapted to the national situation (e.g. national monitoring cycle, links with EU sector policy dialogue). Participation is in line with effective multi-level governance principles. <https://www.etf.europa.eu/sites/default/files/2018-10/Torino%20Process%202018-20%20guidelines.pdf>

an entry permit for the international expert. There were difficulties, cancellations and delays in organizing workshops and interviews with stakeholders. For example, the UNDP's VET Project postponed the third-country study trip for stakeholders from the VET sector for a year. There was general confusion about the regulation of short-term courses for students and short-term online training programs for managers and educators as the absence of a Law on Education (the draft Law has been under discussion for the past four years). Many stakeholders doubt that the current administrative regulation recognizes the short-term training programmes for colleges, businesses and young women and men. In turn, this led to confusion and problems in developing dialogues with various stakeholders around the region in organizing training, courses both traditional P2P, and in DOL formats. The UNDP's VET Project also faced difficulties in accessing information in the field of education and labor market development, as various institutions provided contradicting numbers and figures. In addition, there was a lack of information sharing with relevant df authorities. For example, the df MEL did not share information or provide access to a large international conference on education in Abkhazia organized by the df MEL jointly with a university from the Russian Federation.

Lack of strategy in dealing with the challenges of COVID-19. Interviews with interlocutors suggest that there was no entity or group of institutions working on strategy in dealing with the challenges of COVID-19 throughout 2020. The lack of local capacity to effectively deal with this emergency and come up with a viable strategy for saving the educational process from total collapse led to the situation where the management of VET became quite unpredictable and chaotic. Colleges did not develop any clear approach for implementing WHO recommendations on measures to control the spread of COVID-19 among students. This development affected the ongoing projects in two ways. One was the unpredictable changes in entry to and around the region. The second concerned business activity regulations if the business was regularly shut down or requested to reduce its workload and number of staff.

Lack of ICT equipment and skills in DOL among college educators not only undermined the quality of the entire range of educational programmes, but also hindered the competitiveness of VET graduates in the local labour market. Anecdotal evidence and interviews with interlocutors suggest that the local labour market is experiencing a severe shortage in cadres capable of handling even basic ICT services and working with ICT equipment.

Unfortunately, even existing ICT equipment was not used effectively due the lack of college educators skilled in DOL. The entire academic process in the VET sector was simply closed for more than six months (with intervals) due to the absence of DOL experience and appropriate equipment. In fact, only 6% of VET teachers had "excellent" computer skills and no VET teachers had experience in e-learning (2020, Assessment Report on Online Education).

Lessons learned and best practices

The active implementation of the Joint EU-UN Programme interventions and proactive work on engagements with stakeholders provided a series of lessons learned and helped to develop some good practices as follows:

- Establishing and maintaining trusted working relations on the ground with a wide range of local stakeholders (including colleges, CSOs, SMEs, and the local administration) is of great importance for the success of implementation of the Joint EU-UN Programme;
- On the ground experience in 2020 illustrated the need for systematic and well-tailored work in developing ICT literacy rate and an introduction of DOL at all levels of the VET sector. This includes training administrative and teaching personnel in basic ICT skills and computer literacy, and online trainings and webinars for all stakeholders and supporters;
- Actively involving local stakeholders and various partner organizations – especially with CSOs – can help to build better support for the Joint EU-UN Programme and avoid or at least to reduce barriers and challenges in dealing with sensitive issues including work on assessing local institutions and getting information and statistical data on various topics through formal and informal channels;
- A carefully designed and implemented visibility component of the UNDP's VET Project (both traditional and new social media) should take into consideration sensitive local issues, to enable the Programme to proceed smoothly. Local stakeholders are more open to collaboration when they know about past success stories from various channels of communication;
- Small buy-ins integrated into the UNDP's VET Project on improving vocational education would also help to facilitate establishing better working relations and to deal with various challenges in systematic ways especially if the Joint EU-UN Programme shows a balanced approach taking into consideration both geographic (east, center and west) and social balances (involving both adults and young women and men);
- It is essential to develop, promote and improve computer literacy, ICTs and online communication tools with young women and men through various platforms they use and understand (such as Instagram, Telegram, and web platforms) for better communication and building bridges between businesses and VET sector, youth and colleges, and connecting all colleges into the VET community.

Planned activities for upcoming period (2021)

Planned key activities for the upcoming period (2021) include work on implementing the major undertakings as reflected in the TOR. This includes the work of all agencies in the Joint EU-UN Programme on Improving Vocational Education in Abkhazia as follows.

UNDP: Follow up actions 2021

- Complete a Labour Market Assessment with evidence-based recommendations on developing better and more effective linkages between private/public enterprises and the VET institutions in Abkhazia in collaboration with an international expert;
- Identify the priorities and the sequence of activities in continuing the rehabilitation and renovation of three colleges in different geographic areas reflecting the lessons learned from 2019-2020 and the needs of the colleges in the new social and educational environment. This includes getting all regulatory paperwork and all approvals including those from the Architectural Department of the local City Councils for renovation and construction work on the colleges in Abkhazia;

- Complete all formal procedures for hiring an international external expert for conducting the mid-term evaluation of the EU-UN Joint Programme on Improving Vocational Education in Abkhazia for evaluation of completed activities in the implementation of the TORs;
- Organize a series of trainings for administrative and teaching personnel (including both traditional P2P in-class learning and Digital online learning) in order to improve their knowledge, skills and competences in entrepreneurship;
- Organize a series of workshops for college managers (including online and in-class learning) on college management and college management strategies and new approaches in recruiting VET students;
- Organize a third-country study trip to EU member states or the Balkans in the second or third quarter of 2021 (tentatively planned to North Macedonia, Montenegro or Turkey – if the COVID-19 restriction is lifted and the epidemiological situation permits);
- Develop a concept note and commission a series of 4–5 videos (5–7 minutes each) on working professions; work with local partner on creating the videos, trailers and visualization for Instagram; and produce the final video report for the EU-UN Joint Programme on Improving Vocational Education in Abkhazia;
- Promote the prestige of college education among young people including female youth from disadvantaged groups and support professional orientation and career guidance in order to promote better knowledge about entrepreneurship by organizing Quest Competitions on working professions;
- Support a second stage of the new pilot programmes – culinary and horticulture courses at Gali College – focusing on preparing a comprehensive syllabus for teacher skills development and for converting the pilot programmes into a formal educational process;
- Support a second stage of the pilot programme – Sewing and Design course at the CSO OYH – focusing on providing access to capacity building to about 20 young people with specific focus on youth population from disadvantaged regions;

UNICEF: Follow up actions 2021

UNICEF will finalize the renovations of the medical college in Sukhumi and work with the colleges on the modernization of the curriculum. The curriculum will focus on both pre-service and in-service education for future and current healthcare workers. An assessment of teaching aids including manikins, ITC equipment and visual materials has been developed and the procurement of these material and equipment will be accomplished.

The 10 STEM programmes and 3 STEM labs will be developed. Teachers will be trained on the curriculum of the STEM programme by international experts and the materials for the STEM labs will be purchased. The experts will also be engaged to coach the teachers in the deliverance of the STEM programmes to ensure that the initiative will support quality education and learning results.

On-line training programmes on life skills, SCI and language instruction will be further developed and utilized to support teacher trainings and group training sessions with international experts will be achieved once the conditions allow to bring together teachers in training venues.

Awareness raising of parents on the importance of VET education will be undertaken. A media campaign will be developed to promote VET education to parents and their children if conditions due to COVID-19 do not allow for direct meetings and interaction with parents.

FAO: Follow up actions 2021

The component of Action Against Hunger will terminate in June 2021. FAO plans integrating the four Farmer Field Schools from Gali to the rest of its Abkhazia Network of Farmer Field Schools and continue providing monthly agronomical support until January 2021 under the VET Programme. After the termination of the current UN Joint Programme for Vocational Education, FAO plans to continue providing support to the four Gali based Farmer Field Schools through its USAID funded IPM FFS project. The latest being conditioned by acceptance of USAID Agreement Officer.

The Master Trainers of the Agricultural Training Centers will remain part of the pool of Experts in Plant Protection to be trained in 2021. Curricula 2021 for the training of the 13 Experts and respective hands-on trainings in the Farmer Field Schools is available in Annex VI.

Visibility and communication

The UNDP's VET Project has worked with local partners and stakeholders on developing a series of visibility activities, including approximately 15 multimedia products for the use by VET colleges in Abkhazia. The team faced numerous challenges in implementing the visibility program, as there was a need to communicate the information about the Programme's activities very carefully taking into consideration the sensitivity of the working environment in Abkhazia. The team members also had to deal with several attempts by some institutions to politicize the information about activities of the program.

The UNDP's VET Project developed a series of visibility materials, organizing visibility events with young people from different districts of Abkhazia and collaborating with TV stations (mainly private) and video producers in producing video materials and short trailers:

- Roundtable with high school students addressing gaps in the field of LLL and better understanding labour market needs. School Facebook article "Who to become and how to choose a profession? (February 2020):

<http://sukhum-school3.com/school-life/news/kem-stat-i-kak-vybrat-professiyu/>

- News coverage by private station ABAZA TV of joint UNDP's VET-Horizon rehabilitation work at the Abkhaz Multi Industrial College entitled "Modern, high quality and mobile! The Abkhaz Multi Industrial College has a new auditorium 22.04.2020":

<https://abaza.tv/news/?ID=7755>

- News coverage by private station ABAZA TV on UNDP's VET Project rehabilitation work at the Sukhumi State College entitled: "The replacement of the roof is being completed at the Sukhum State College."

<https://abaza.tv/news/?ID=7741>

- News coverage by private station ABAZA TV on UNDP's VET Project work on promoting working professions entitled: "People in the [working] profession". "Studio Artel" Daura Gumba"

<http://abaza.tv/news/index.php?ID=7851>

- News coverage by private station ABAZA TV on UNDP's VET Project work on promoting working professions in remote rural district such as the Ochamchire and Tkvarcheli entitled: "People in the [working] profession". Designer Tamuna Shamugia:"

<http://abaza.tv/news/?ID=7885>

- News coverage by private station ABAZA TV on UNDP's VET Project work on promoting working professions in VET colleges and prestige of education at VET entitled: "People in the [working] profession". Teacher-engineer Alisa Bartsyts, 06/17/2020":

<https://abaza.tv/news/?ID=7939>

- News coverage by private station ABAZA TV on a training on new teaching methods delivered by international trainers and organized by UNDP's VET Project entitled: "New teaching methods [in VET]":

<https://abaza.tv/news/index.php?ID=7981>

- News coverage by Sputnik Abkhazia on the UNDP's VET Project work on renovation of the Sukhumi State College entitled: "For the first time in 115 years, the overhaul of the Sukhum State College began in the capital of Abkhazia":

<https://m.sputnik-abkhazia.ru/video/20200702/1030454156/Pereorientatsiya-s-remontom-kak-menyayut-Sukhumskiy-goskolledzh.html>

<https://t.me/SputnikAbkhazia/3010>

- News coverage by private station Gali TV on the UNDP's VET Project work on renovation of Gali college and promoting working professions in VET colleges and prestige of education at VET entitled: "REPAIR WORKS IN GAL HUMANITARIAN COLLEGE":

<https://www.facebook.com/GalTv.rgt/videos/344834016605963/>

- News coverage by private station ABAZA TV on a training on new teaching methods delivered by international trainers and organized by the UNDP's VET Project entitled: "Teachers of Abkhaz colleges completed online training [on innovations in education]":

<https://abaza.tv/news/?ID=8622>

- News coverage by private station ABAZA TV on the UNDP's VET Project work on promoting working professions in VET colleges and the prestige of VET education in 2020 entitled: "On the Joint Programme of the European Union and the United Nations to improve secondary vocational education:"

<https://youtu.be/qj3UUO7cAkA>

- News coverage by private station ABAZA TV on the UNDP's VET Project work on promoting working professions in VET colleges and the prestige of VET education in 2020 entitled: "On the Joint Programme of the European Union and the United Nations to improve secondary vocational education:"

<https://abaza.tv/news/?ID=8841>

A Specific Story

Success story on introducing a VET professional programme for youth in the Gali and Oчамchire districts

The **lack of professional VET educational and job opportunities** within the eastern districts of Abkhazia due to the geographic remoteness of the district, predominantly rural and subsistence economy and limited low-scale agriculture businesses **remains a major challenge** for high school graduates in the Gali and Oчамchire districts.

The situation has been especially complicated for **young female graduates from rural areas and representatives of disadvantaged groups** due to the limitations introduced by the rigid rules of the traditional community life, early marriages and lack of job opportunities. Thus, many young women find themselves with families and young children, but no professional skills nor competence relevant to the needs of local labor market.

The UNDP's VET Project organized roundtable consultation meetings with local stakeholders to discuss the major problems, and arranged an international assessment of the challenges and gaps in providing professional VET education and career guidance to male and female youth from the Gali and Oчамchire districts. The stakeholders reached a consensus and identified that opening a professional educational programme would contribute to addressing the existing challenges. Out of five suggested professional programs, the participants of the round table selected a culinary course at the Gali College as a pilot programme in addressing challenges through the programmatic intervention.

The UNDP's VET Project supported a culinary course at the local VET college by providing funding for local trainers, basic equipment and teaching materials, and helping to build bridges with the local private businesses and assisting in recruiting young women from remote rural areas. The culinary course was launched in 2019 and continued through year 2020. Several successful local businesswomen taught the course and attracted about 20-25 young women and men. This programme became a magnet for the local community and communities around Gali and Oчамchire not only because it supported capacity building and skills development, but also due to the fact that it empowered many community members, especially young women.

The programmatic intervention **resulted** in observable changes in the life of the local community in several ways. First, it helped to create a local focal point for young women to meet during and after culinary classes to test the dishes prepared by students and discuss local family and social issues. Second, it helped to build bridges with the private sector as local businesswomen not only taught classes on culinary skills, but also consulted on entrepreneurship and encouraged entrepreneurial culture among girls. Thirdly, the participants of the course acquired transferable professional skills and competencies allowing them to become more competitive in the local labour market or consider opening their own businesses. In fact, 20% of graduates received job offers within five or six weeks after graduation and about 20% of them considered opening their own home-based business.

Lessons learned: The main lesson learned from this intervention is that nurturing, facilitating and

managing positive relations with local stakeholders facilitates designing a very effective programmatic intervention at the community level, especially in identifying and developing professional educational programs and capacity building in remote rural areas.

Other Assessments or Evaluations (if applicable)

The team of local experts with support of the UNDP's VET Project jointly collected data on educational development and conducted interviews with the representatives of colleges and major stakeholders. The international experts, identified by the UNDP's VET Project through a competitive international process, have completed three assessments in 2020 as follows:

- 1) Developing the Mid-term Vision on Supporting Life-Long Learning (LLL)/Continuing Education in Abkhazia;
- 2) Development Strategy for Career Guidance Centre;
- 3) Closing the Gap: Skills Mismatch in Vocational Education and Training in Abkhazia (first draft version including preliminary demographic data, labour market estimates and some preliminary recommendations).

Due the restrictions on the international travels, the international experts conducted all three assessments online with the assistance from the local experts and staff members. These reports resulted in development of a comprehensive assessment report with a set of recommendations on improvement of quality, effectiveness and accessibility of the formal VET sector, non-formal education and Life-Long Learning

IV. Programmatic Revisions (if applicable)

The UNDP's VET Project requested one programmatic revision from the initially planned budget of the 1st AWP 2020 (revision February 2020) - USD 687, 348.11, by about 30 percent to USD 902,680.51 (2nd revision in SEPTEMBER 2020).

The reason for the programmatic revision was to reflect the increase of revised AWP2020.

V. Resources (Optional)

- Provide any information on financial management, procurement and human resources.
- Indicate if the Programme mobilized any additional resources from other partners.

ii) Indicator Based Performance Assessment:

Using the **Programme Results Framework from the Project Document / AWP** - provide an update on the achievement of indicators at both the output and outcome level in the table below. Where it has not been possible to collect data on indicators, clear explanation should be given explaining why, as well as plans on how and when this data will be collected.

Indicator	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
Outcome 1¹⁰. To improve quality, effectiveness and accessibility of the vocational education system in Abkhazia 1. Indicator: # of youngsters have improved access to quality VET services; Baseline (0); Target: (1000 with at least 30% female youth) 2. Indicator: Overall framework for education for # of VET professions improved; Baseline (0); Target: (5, including women-centered 2 professions) 3. Indicator: # of trained professionals in different areas ready to provide VET training to final users (students, farmers, etc.) Baseline (0); Target: (65)	1. Indicator: Partially achieved; 700 VET students (with at least 30% female youth) benefitted from accessing the Handbook and Billboards on soft skills capacity building related to job search activities for college students. 2. Indicator: Partially achieved; Overall framework for education for two VET professional programmes (women-centered professional programmes) was improved. 3. Indicator: Partially achieved; 8 professionals were trained in different areas ready to provide VET training to final users during a third country trip and a series of seminars organized upon return to Abkhazia	1. Indicator: This indicator is partially achieved as the work is in progress. The target number should be achieved over the period of three years. 2. Indicator: This indicator is partially achieved as most of the work was planned for 2020, which was adversely affected by COVID emergency situation, resulting in delays of activity implementation and underachievement of targets. Overall target number should be achieved over the period of three years. 3. Indicator: This indicator is partially achieved as most of the work was planned for 2020	Internal reports; on-site monitoring reports;

¹⁰ Note: Outcomes, outputs, indicators and targets should be as outlined in Project Document so that you report on your actual achievements against planned targets. Add rows as required for Outcome 2, 3 etc.

Indicator	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
<p>Output 1. Assessing the Ways to Improve the management and delivery of VET</p> <p>1.1 /Indicator: Institutional assessment of VET sector carried out; Baseline (No); Target: (Yes)</p> <p>1.2. /Indicator: # of follow-up assessments of VET sector; Baseline (0); Target: (1)</p> <p>1.3 /Indicator: Mid-term vision with due consideration of LLL developed; Baseline (No); Target: (Yes)</p> <p>1.4. /Indicator: # of consultation meetings with local stakeholders to address the gaps in the field of LLL; Baseline (0); Target: (10)</p> <p>1.5 /Indicator: Labor Market Demand Survey carried out; Baseline (No); Target: (Yes)</p> <p>1.6. /Indicator: # of consultation meetings with potential partner colleges; Baseline (0); Target: (at least 10, including in disadvantaged areas)</p>	<p>1.1 /Indicator: Achieved; Comprehensive Institutional assessment of VET sector completed, which provides comprehensive review and ranking of all active VET Institutions in Abkhazia (5 VET colleges), as well as assessment of physical conditions of VET colleges;</p> <p>1.2. /Indicator: Partially achieved: 0;</p> <p>1.3 /Indicator: Partially achieved: yes, (1);</p> <p>1.4. /Indicator: Achieved: 5 consultation meetings with VET local stakeholders took place in 2020 (12 in 2019). In total 17 meetings were conducted. The meetings involved representatives of related entities (df Ministry of Education/Culture/Tourism, representatives of local NGOs, Private Sector and colleges);</p> <p>1.5 /Indicator: Achieved: yes (1)</p> <p>1.6 /Indicator: Achieved: Project visited and had consultation meetings with 10 (ten) VET Institutions, including 2 (two) in</p>	<p>1.2. /Indicator: The work is in progress as this activity was planned for 2020</p> <p>1.3. /Indicator: The work in progress as this activity was planned for 2020</p> <p>1.5. /Indicator: The work is in progress as this activity was planned for 2020</p>	<p>Internal reports; on-site monitoring reports;</p>

Indicator	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
	disadvantaged regions (“Tkvarchel/i College of Humanities and industry” and “Gal/i College of Humanities”).		
Output 2. Supporting the elaboration and implementation of best VET practices in selected areas; 2.1. /Indicator: Teachers Skills Development Concept elaborated; Baseline (No); Target: (Yes) 2.2. /Indicator: # of syllabus developed in selected professions through international consultancy/expertise; Baseline (0); Target: (4) 2.3. /Indicator: # of academic personnel of VET establishments to visit third country on a study trip; Baseline (0); Target: (15 with at least 50% female participants) 2.4. /Indicator: # of academic staff of VET establishments trained locally in new teaching methodologies; Baseline (0); Target: (50 with at least 50% female staff) 2.5. /Indicator: # of administrative staff of	2.1. /Indicator; Achieved: No 2.2. /Indicator; Achieved: 4 syllabi for short-term (3 months) trainings developed in selected professions (Culinary&baking, Handcraft, Sewing&design, and Horticulture) 2.3. /Indicator; Partially Achieved: Second third country study trip was postponed from 2020 to 2021. First trip was conducted in 2019 with the involvement of 8 participants (ETF and ICT in Turin, Italy); 2.4. /Indicator; Achieved: 72 academic staff of VET establishments trained locally in new teaching methodologies (72 with 60% female staff) 2.5. /Indicator; Achieved: 22 administrative staff of VET colleges trained locally in management of VET establishments (22 with 60% female staff)	2.1. /Indicator; This indicator was achieved in 2020 2.2. /Indicator; This indicator was achieved in 2020 2.3. /Indicator; This indicator was partially achieved as a second third country study trip was planned for the fall 2020 (tentatively to North Macedonia). 2.4. /Indicator; This indicator was achieved for 2020 2.5. /Indicator; This indicator was achieved for 2020	Internal reports; on-site monitoring reports;

Indicator	<u>Achieved Indicator Targets</u>	Reasons for Variance with Planned Target (if any)	Source of Verification
<p>VET colleges trained locally in management of VET establishments; Baseline (0); Target: (15 with at least 40% female staff)</p> <p>2.6. /Indicator: # of local VET teachers provided with ToT courses; Baseline (0); Target: (15 with at least 50% female teachers)</p> <p>2.7. /Indicator: # of students in selected professions supported with new teaching materials, including textbooks, training kits, teaching equipment, furniture, etc. Baseline (0); Target: (800 with at least 40% female students)</p> <p>2.8. /Indicator: # of academic and administrative staff of VET colleges provided with training in using the new teaching material and multimedia equipment; Baseline (0); Target: (30 with at least 50% female staff)</p> <p>2.9. /Indicator: # of students have improved access to rehabilitated VET institutions; Baseline (0); Target: (1000 with at least 30% female students)</p>	<p>2.6. /Indicator; Achieved: 20 local VET teachers provided with ToT courses by a local ICT trainer (20 with 60% female staff)</p> <p>2.7. /Indicator; Achieved. 800 students in selected professions supported with new teaching materials, including textbooks, multimedia materials, training kits, teaching equipment, furniture, etc. (40% female students)</p> <p>2.8. /Indicator; Achieved: 40 academic and administrative staff of VET colleges received trainings and multimedia equipment (50% female staff)</p> <p>2.9. /Indicator; Partially achieved: 550 students have improved access to rehabilitated VET institutions in 2020 (40% female students)</p>	<p>2.6. /Indicator; This indicator was achieved for 2020</p> <p>2.7. /Indicator: This indicator was achieved.</p> <p>2.8. /Indicator; This indicator was achieved.</p> <p>2.9. /Indicator: Work in progress: This indicator is work in progress as most of the work was planned for the lifetime of the Project (2019 – 2021) and overall target number (1000) should be achieved over the period of three years.</p>	

Indicator	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
<p>Output 3. Developing the education system to support VET;</p> <p>3.1 /Indicator: # of teachers trained on Life Skills to support VET; Baseline (120); Target: 1200 teachers trained;</p> <p>3.2 /Indicator: # of lifeskills guidebooks produce; Baseline (0); Target: 500</p> <p>3.3 /Indicator: # of science and technical subject teachers trained on SCI; Baseline (350); Target: 750 teachers from all districts of Abkhazia were trained;</p> <p>3.4 /Indicator: # of SCI teacher guidebooks produce; Baseline (0); Target: 600</p> <p>3.5 /Indicator: number and quality of STEM programmes; Baseline (0) Target: STEM programmes in 10 schools;</p> <p>3.6 /Indicator: # of STEM manuals produce;</p>	<p>3.1 /Indicator: Achieved:0</p> <p>3.2 /Indicator: # of life skills guidebooks produced; Achieved 0</p> <p>3.3 /Indicator: # of science and technical subject teachers trained on SCI; Achieved: 0</p> <p>3.4 /Indicator: # of SCI teacher guidebooks produce; Achieved: 0</p> <p>3.5 /Indicator: number and quality of STEM programmes; Achieved: 0</p>	<p>3.1 /Indicator: This indicator is work in Progress and it is planned for achieving in 2021 due to delays in 2020.</p> <p>3.2 /Indicator: # of life skills guidebooks produced; This indicator is work in Progress and it is planned for achieving in 2021 due to delays in 2020.</p> <p>3.3 /Indicator: # of science and technical subject teachers trained on SCI; This indicator is work in Progress and it is planned for achieving in 2021 due to delays in 2020.</p> <p>3.4 /Indicator: # of SCI teacher guidebooks produce; This indicator is work in Progress and it is planned for achieving in 2021 due to delays in 2020.</p> <p>3.5 /Indicator: number and quality of STEM programmes; This indicator is work in Progress and it is planned for achieving in 2021. This indicator is work in Progress and it is planned for achieving in 2021 due to delays in 2020.</p>	

Indicator	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
<p>Baseline (0); Target: 250</p> <p>3.7 / Indicator: # of established STEM Labs in schools; Baseline (0); Target: STEM Labs in 3 schools in Abkhazia (center, west and east);</p> <p>3.8 / Indicator: # of parents, teachers and students, who have taken part in awareness raising activities on VET; Baseline: (0); Target: 1600 parents, students and teachers exposed to VET activities;</p> <p>3.9 /Indicator: # of activities carried out to support the multi-lingual language education; Baseline (3 round tables, 1 study trip, 2 international conference, series of trainings); Target: 6 activities</p>	<p>3.6 /Indicator: # of STEM manuals produce; Achieved: 0</p> <p>3.7 / Indicator: # of established STEM Labs in schools; Achieved: 0</p> <p>3.8 / Indicator: # of parents, teachers and students, who have taken part in awareness raising activities on VET; Achieved: 0</p> <p>3.9 /Indicator: # of activities carried out to support the multi-lingual language education; Achieved: 0</p>	<p>3.6 /Indicator: # of STEM manuals produce; This indicator is work in Progress and it is planned for achieving in 2021 due to delays in 2020.</p> <p>3.7 / Indicator: # of established STEM Labs in schools; This indicator is work in Progress and it is planned for achieving in 2021 due to delays in 2020.</p> <p>3.8 / Indicator: # of parents, teachers and students, who have taken part in awareness raising activities on VET; This indicator is work in Progress and it is planned for achieving in 2021 due to delays in 2020.</p> <p>3.9 /Indicator: # of activities carried out to support the multi-lingual language education; This indicator is work in Progress and it is planned for achieving in 2021 due to delays in 2020.</p>	
<p>Output 4. Establishing cooperation schemes and dialogue with private and public employers;</p> <p>4.1. /Indicator: # of youngsters have access</p>	<p>4.1. /Indicator: 117 youngsters successfully completed entrepreneurial study programmes through Ochamchire Youth House (OYH) Activities. (at least 30% female youngsters including at least 20%</p>	<p>4.1. Indicator: This indicator is partially achieved as the work is in progress.</p>	<p>Internal reports; on-site monitoring</p>

Indicator	<u>Achieved Indicator Targets</u>	Reasons for Variance with Planned Target (if any)	Source of Verification
<p>to specific entrepreneurial study programmes; Baseline (0); Target: (200 with at least 30% female youngsters including at least 20% from disadvantaged groups)</p> <p>4.2. /Indicator: # of youngsters receive professional orientation, career guidance and counselling services; Baseline (0); Target: (200 with at least 30% female youngsters including at least 20% from disadvantaged groups)</p> <p>4.3. /Indicator: # of dialogue meeting facilitated between VET establishments and potential (private and public) employers; Baseline (0); Target: (30)</p> <p>4.4. /Indicator: # of awareness raising events/measures arranged to activate the public/private sector in Abkhazia; Baseline (0); Target: (10)</p> <p>4.5. /Indicator: # of representatives from VET establishments as well as private/public sector participate in a study trip to the third country;</p>	<p>from disadvantaged groups) (Gali + Ochamchire regions)</p> <p>4.2. /Indicator: 108 youngsters (69% of female and 45% from disadvantaged regions (Tkvarcheli, Ochamchire and Gali) received professional orientation and career guidance services through Sukhum/i Youth House (95) and Ochamchira/e Youth House (60)</p> <p>4.3. /Indicator: 12 round tables took place to facilitate dialogue between VET establishments and Private/public employers through Amilatt-Resurskua and OYH Activities. The participants discussed multimedia materials on working professions and improving prestige of VET colleges and private sector;</p> <p>4.4. /Indicator: 3 awareness raising events took place (meeting with Public and Private Sector, Round tables and group discussions) including districts of Abkhazia;</p> <p>4.5. /Indicator: postponed to 2021;</p>	<p>4.2. Indicator: This indicator is partially achieved as the work is in progress.</p> <p>4.3. Indicator: This indicator is partially achieved as the work is in progress.</p> <p>4.4. Indicator: This indicator is partially achieved as the work is in progress.</p> <p>4.5. Indicator: This indicator is partially achieved as the work is in progress because a study trip to the third country for representatives from VET</p>	reports;

Indicator	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
<p>Baseline (0); Target: (30 with at least 50% female participants and 30% representatives from disadvantaged groups)</p> <p>4.6. /Indicator: # of partnership documents signed between VET establishments and public/private actors of labour market; Baseline (0); Target: (6)</p>	<p>4.6. /Indicator: 3 Partnership agreements between VET establishment and private companies were signed on providing apprenticeship for baking, hospitality, handicraft and Sewing /Design Class graduates;</p>	<p>establishments as well as private/public sector planned for 2020 and 2021 and only preparations for the tour were conducted.</p> <p>4.6. Indicator: This indicator is partially achieved as the work is in progress and it is planned that target number should be achieved in 2021</p>	
<p>Output 5. Creating a pool of master trainers in plant protection sector.</p> <p>5.1. /Indicator: # of Farmer field schools' curriculum developed and Training modules for Master Trainers TMTs developed Baseline (0); Target: (1)</p> <p>5.2. /Indicator: # Framework of Indicators for extension advice on Integrated Pest Management and Crop Diversification identified; Baseline (0); Target: (1)</p> <p>5.3. /Indicator: # of Master Trainers trained and ready to lead FFS implementation; Baseline (0); Target: (15)</p>	<p>5.1. /Indicator: 1 Farmer field schools' curriculum developed and 2 Training modules for Master Trainers (TMTs 1 and TMTs 2) developed.</p> <p>5.2. /Indicator: 0 Framework of Indicators for extension advice on Integrated Pest Management and Crop Diversification identified;</p> <p>5.3 /Indicator: 0 Master Trainers trained and ready to lead FFS implementation;</p> <p>5.4. /Indicator: 2 Trainings of Master Trainers (TMT) for local professional staff</p>	<p>5.1. /Indicator: 50% of implementation (TMT1 and TMT2 modules finalized, Curricula finalized for hazelnuts, apples and mandarins)</p> <p>5.2. /Indicator: In Progress, 40% of implementation achieved (Curricula finalized and indicators on modules on IPM for hazelnuts, mandarins and apples)</p> <p>5.3. /Indicator: In Progress, 40% of implementation (TMT1 and TMT2)</p> <p>5.4. /Indicator: In Progress, 40% of implementation (TMT1 and TMT2)</p>	Internal reports, assessments



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Indicator	<u>Achieved</u> Indicator Targets	Reasons for Variance with Planned Target (if any)	Source of Verification
<p>5.4. /Indicator: # of Trainings of Master Trainers (TMT) for local professional staff and extension service providers, farmer associations and NGOs and # of Trainers for Facilitators (In coordination with ACF) for lead farmers. Baseline (0); Target: (15)</p> <p>5.5. /Indicator: # of Farmer Field Schools operational (in coordination with Action Against Hunger) Baseline (0); Target: (4)</p>	<p>and extension service providers, farmer associations and NGOs and 1 of Trainers for Facilitators (In coordination with ACF) for lead farmers.</p> <p>5.5. /Indicator: 4 Farmer Field Schools operational (in coordination with Action Against Hunger)</p>	<p>included extensionists and farmers, FFS facilitators participated in training in horticulture in Tbilisi)</p> <p>5.5. /Indicator: In Progress, 40% of implementation</p>	



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