

Description of Action/Joint Programme Document

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Participating UN Organizations" or PUNOs

UNDP



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## II. EXECUTIVE SUMMARY

This Joint UN Programme of UNDP, UNICEF and FAO has the **overall objective to improve access to quality vocational education and training (VET) in Abkhazia** for children and young people, girls, boys, young women and men, throughout the region and irrespective of their nationality and place of residence.

The programme will promote integrated, comprehensive and sustainable solutions that ensure greater coherence and stronger impact by mapping the concrete needs in the VET sector and the labour market in Abkhazia. The programme will aim at identifying the gaps and challenges and their interlinkages across sectors and establishing comprehensive responses by **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)\*.

The aim of the joint programme is to bring changes through **5 specific objectives** to comprehensively address both the actual needs and also to build the people's skills and capacity with an ultimate goal to improve their lives:

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;**
5. **Creating a pool of master trainers in plant protection sector.**

The **final beneficiaries** of the intervention will include boys and girls, men and women and the population of disadvantaged regions [areas where local population has limited access to social services, education, economic opportunities, etc] in equal manner with particular focus on vulnerable groups. The programme is **gender-mainstreamed**. It contains gender markers and gender specific targets and aims to equally empower local men and women and to offer them equal opportunities.

The initiative will follow the **human rights-based approach (HRBA)** in programming, including the UN General Assembly Resolution on the Improvement of the Situation of Women in Rural Areas, the UN Convention on the Rights of Persons with Disabilities and other human rights instruments. By applying the HRBA, the proposed intervention will aim at improving the situation of right holders, especially the poor and most disadvantaged in the breakaway region in line with universal principles of the international human rights and humanitarian law, including the right to access to quality education, women and youth empowerment as well as the rights of persons with disabilities and disadvantaged groups. The proposed development assistance shall support the rights-holders - the boys and girls, men and women and the population of disadvantaged regions - to claim their rights effectively and empower through enhancing their ability to think and to act freely, to take decisions and to fulfil own potential as full and equal members of the society.

The **efficiency and effectiveness** of the joint programme will be assessed through **measurable indicators** with disaggregated indicator targets in order to ensure that cross-cutting issues, such as gender, youth, vulnerable groups (IDPs, PwD, ethnic/religious minorities, households living in remote and/or rural areas) are monitored in a comprehensive manner.

The programme will be in line with the 2030 Agenda for Sustainable Development and contribute to achievement of respective Sustainable Development Goals (SDGs). The intervention will also contribute to implementation of the **UN Partnership of Sustainable Development (UNPSD)** for the period of 2016-2020. Expected results of the programme will also fit within the priorities of the country specific program documents

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\* FAO's component will be implemented in partnership with UNDP

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].

### III. SITUATION ANALYSIS

Hostilities of 1992-93 in Abkhazia as well as ensuing economic breakdown and political isolation of the breakaway region has led to significant deterioration of Abkhazia's education system. Due to the conflict destruction and continuous underfunding, the education system today suffers from dilapidated, improper infrastructure, as well as low teaching standards, outdated teaching methods, lack of textbooks and other teaching materials. This concerns the field of Vocational Education and Training (VET) as well.

There have been few attempts by the authorities in control to improve the education system in Abkhazia, including the VET sector. A "concept note on development of initial vocational and secondary vocational education"<sup>1</sup> was presented back in August 2016 by *de facto* Minister of Education and Science. But despite those attempts of *de facto* authorities, no systemic educational reform has been carried out in Abkhazia so far.

Local stakeholders continue to express willingness and interest in improving the VET sector, including in public statements. In his recent address to the "National Assembly" in December 2017, *de facto* President highlighted the need of promoting the vocational education opportunities among the youth in Abkhazia. Involvement of international community in improvement and facilitation of changes in the field of VET will be a right step in current circumstance to address the existing problems and fill up the gaps.

The education system in Abkhazia, including the vocational education sector has been adjusted to educational standards of the Russian Federation since 1993. Currently, a number of institutions of "secondary vocational education" are present in different towns and/or districts of the breakaway region. Formerly known as "professional-technical schools" (*professionalno-tekhnicheskoye uchilishche*), they are now called "colleges" and provide vocational education for a number of professions, including construction workers (of different specialization), cooks, hairdressers, mechanics, drivers, accountants, tourism services, nurses, midwives, pharmacists, and many others.

A comprehensive VET Directory<sup>2</sup> developed by local NGO Amilatt Resurskua (National Resources) under the joint EU-UNDP project COBERM III enlists 11 VET colleges in Abkhazia, out of which 7 are located in Sukhumi, 2 in Gagra, 1 in Tkvarcheli and the remaining 1 in Gali district. The education establishments have the status of "state" and/or "non-state" entities and operate under supervision of line *de facto* ministries: "Ministry of Culture", "Ministry of Education" and "Ministry of Healthcare":

1. Sukhumi State College of Culture;
2. Sukhumi College of Humanities and Ecology;
3. Sukhumi Musical College;
4. Sukhumi Medical College;
5. Sukhumi State College;
6. Abkhazia Multi-Industrial (многоотраслевой) College in Sukhumi;
7. Sukhumi Arts (художественное) College;
8. Gagra Medical College;
9. Gagra College of Humanities and Industry;

<sup>1</sup> "The Concept of development of secondary-vocational education", Apsnypress, Irena Dzhopua, 31.08.2016, accessed on 09.05.2018, <http://www.apsnypress.info/en/news/the-concept-of-development-of-secondary-vocational-education/>

<sup>2</sup> "Справочник для поступающих в среднеспециальные образовательные учреждения Республики Абхазия", "Амилатта ресурскаа", 2017, accessed on 09.05.2018, <http://amilat.info/upload/files/spravochnik-amilat-info.pdf>

10. Tkvarcheli College of Humanities and Industry;
11. Gali College of Humanities;

#### Map of 11 colleges in Abkhazia



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The number of students in VET establishments varies from college to college. According to the recent report prepared by NGO Amilatt Resurskua, there were 302 students and 30 teachers in Sukhumi State College<sup>3</sup>, for example, as of October 2017. The usual duration of education in colleges is two years (with longer education in specialized colleges), and usually starts after completion of 9 grades of the general secondary education (students who completed 11 years of general secondary education can be accepted straight to the second year of a vocational institution).

NGO Amilatt Resurskua's other report<sup>4</sup> on mapping the structures and functions of the VET System in Abkhazia (Mapping Report) suggests that VET or VET-similar services are additionally provided by "vocational technical education establishments" under various "state/non-state" institutions. For instance, the *de facto* Ministry of Tourism provides training programs for tour guides and bears responsibility for the curricula. The "Chamber of Commerce of Abkhazia" runs the Center of Business Education in Sukhumi and offers a number of courses to young people. There are also sewing courses at the Sukhumi Fashion House and over ten private or "state" educational entities that offer driving classes, language or accounting courses.

Furthermore, an initial assessment has been conducted by UNICEF of the medical colleges in Sukhumi and Gagra. These medical colleges are responsible for training nurses and medical assistants and are important elements in training healthcare workers who can deliver quality services to children and families. The assessment identified significant deficiencies, which included an outdated curriculum, weak teaching skills of the instructors, a lack of proper training and reference materials and dilapidated facilities.

<sup>3</sup> "Картографирование основных структур и функций системы ПО в Абхазии" - исследование в рамках проекта "Expanded education and employment opportunities for multiethnic local youth in Abkhazia", "Амилатта Ресурскаа", 2017;

<sup>4</sup> Mapping Report on structures and functions of the VET System in Abkhazia; "Амилатта ресурскаа", 2018;

At the same time, the current general education system does not adequately prepare students for vocational training. Teacher centered instruction, the teaching method employed during the Soviet times, is very passive and does not impart such important competencies and skills as critical thinking, problem solving, reasoning, listening, synthesizing information, research, self-direction, planning, adaptability, initiative, leadership, teamwork, communication, speaking and presenting etc. Subsequently, students are not well prepared to pursue vocational education and careers.

Due to the lack of life skills and competency based general education and the low quality of vocational education, there is a mismatch between the needs of the labor market (private and public\* employers) and the actual skills of school and vocational education graduates. This results in a low quality of many private economy activities and public services, e.g. in the health sector.

In addition, there is a significant social stigma surrounding vocational work in Abkhazia. Parents overwhelmingly want to see their children pursue “prestige” careers in such fields as medicine and law. Vocational education is seen as something for students who are not able to perform in school. Approximately 80 to 90 percent of students attend universities either in Abkhazia, Russia or in Georgia proper. In more developed countries the rate is closer to 30 to 40 percent. In Abkhazia, families do not see vocational careers as a viable option even though a student may be more inclined to pursue such a career path.

Key problems/gaps in Abkhazia’s VET sector include but are not limited to:

- Infrastructure in poor conditions in most cases
- Absence of dormitories and thus lack of access to colleges for students from remote areas;
- Social attitudes towards VET;
- Quality of education;
  - Lack of educational preparation in essential competencies and life skills;
  - Outdated curricula, which do not comply and respond to local labor market needs;
  - Outdated training equipment;
  - Lack of training material;
  - Low professionalism of teachers and instructors due to a lack of teacher training opportunities;
- Weak linkages between secondary schools, VET establishments and potential (private and public) employers;

#### ***Stakeholder Engagement on the Ground:***

The joint programme assumes that the public and private stakeholders will actively engage in development activities. Due to the positive track record of engagement with various stakeholders in Abkhazia UNDP, UNICEF and FAO are viewed as trustworthy and impartial partners, which is an important precondition for successful implementation of the proposed intervention. In addition, UNDP, UNICEF and FAO participate in coordination mechanisms including the Abkhazia Strategic Partnership (ASP) and Regional ASP which allows for coordination of activities between UN Agencies and other international non-governmental organizations. This close coordination of activities of programmes in Abkhazia enhances the likelihood of establishing linkages to complimentary interventions.

Although the management of VET institutions will be the primary stakeholders and interlocutors on the ground, the participating UN organizations will be in communication with respective structures of de facto

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\* Under public employers, it is meant here establishments of public sector, which fully or partially depend on budgetary assistance, for example some of health care and education establishments.

authorities in Abkhazia including on local district level. As mentioned above, the VET establishments operate under supervision of line *de facto* ministries, depending on the nature of VET professions. Therefore, the interlocutors for joint programme will be *de facto* Ministry of Education and Science, *de facto* Ministry of Health and *de facto* Ministry of Resorts and Tourism. On district level, the communication will be carried out with *de facto* district administrations as well as district education offices.

The primary target group of the proposed action are the rights holders living in Abkhazia: boys and girls, men and women with specific focus on population in disadvantaged regions. The joint programme will aim to ensure that there is strong representation from youth\*, women, minorities, people with disabilities as well as those from remote areas in various events and opportunities promoted, supported or facilitated within the intervention. The target group will also include individual entrepreneurs, private businesses, active community members, professional associations, development-oriented community organizations as well as socially or economically excluded residents.

Besides, the joint programme will work closely with local non-governmental organizations (NGOs) in Abkhazia. Some of the activities under the intervention is planned to be carried out with the support of local NGOs. Selected organizations will receive financial means to implement field activities and will benefit from the joint programme by enhancing their knowledge in VET sector, improving the planning and project management skills and widening the networking circles.

In terms of the stakeholder engagement to promote Integrated Pest Management and Farmer Field School, FAO has had several rounds of discussions with the different actors active in the field of agriculture in Abkhazia, explaining the importance of Integrated Pest Management as the core pillar for plant protection, in order to reduce the possible environmental impact derived from the use of chemicals without a concrete framework of action. Consultations with the public and private stakeholders, involving the Ecology institute of Abkhazia, the Botanical Institute, the Agriculture Research Institute of Abkhazia, as well as international and national NGOs such as Action Against Hunger (AAH), Danish Refugee Council (DRC), Apsabara and Mountains of Abkhazia. FAO is joining efforts with other stakeholders in order to promote more sustainable practices in terms of pest control, and to reduce the possible impact on environment of the use of chemicals, and this will also be a code of conduct of FAO under the implementation of this project. On top of this, FAO has intensive communication with the Commission created under the *de facto* Ministry of Agriculture to deal with forest and plant protection issues. This commission will involve all the mentioned stakeholders, as well as other public and private stakeholders active in agriculture, and will serve as a platform for discussion, but also as a grievance platform for discussion on plant protection issues, specially in terms of the appropriate and safe use of pesticides for demonstration purposes in the Farmer Field Schools.

Events should be primarily held in relevant locations linked to the project activities or at beneficiaries' premises. Hotel conference rooms should be avoided, if possible. Where outside locations are necessary, modest venues shall be chosen and locations avoiding carbon print increase to the extent possible.

#### **IV. STRATEGIES, INCLUDING LESSONS LEARNED AND THE PROPOSED JOINT PROGRAMME**

##### ***BACKGROUND/CONTEXT:***

The Joint programme will address the Sustainable Development Goals (SDGs), which are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The expected results of the programme will contribute to achievement of the Global Goals, primarily the SDG 4 (Quality

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\* The term youth is defined as persons in the age of 14-29 years, further noting the variations of definition of the term that may exist on the national and international levels, including the definition of youth in the UN Security Council Resolution 2250 on Youth, Peace, and Security and the UN General Assembly Resolutions A/RES/50/81 and A/RES/56/117;

Education) but also SDG 1 (No Poverty), SDG 3 (Good Health and Well-being) and SDG 16 (Peace, Justice and Strong Institutions) as possible.

The programme will further contribute to implementation of the UN Partnership for Sustainable Development (UNPSD) for the period of 2016-2020. It will particularly address achievement of Outcome 5 (inclusive and high-quality education), Outcome 6 (provision of quality, equitable and integrated health services) and Outcome 7 (better security and stronger resilience of conflict-affected communities). The programme is also aligned with the priorities of the country specific program documents of the three implementing UN agencies.

From UNDP's perspective, the expected results of the proposed initiative will be aligned with respective outcomes and outputs of UNDP Georgia's Country Programme Document for 2016-2020. The programme will contribute to enhancement of human security and resilience among the conflict-affected communities through improving the access to basic social services, including education.

UNICEF's programme component will be aligned with UNICEF's Georgia Country Programme Document for 2016-2020, specifically Outcome 1 and 2, which aim amongst others at strengthening access to quality education for children in Abkhazia and at improving the capacities to provide quality maternal and child health services, including professional capacities of doctors and nurses.

FAO's component will fall under FAO Strategic Objectives 2 and 3.

Strategic Objective 2: Increase and improve provision of goods and services from agriculture, forestry and fisheries in a sustainable manner;

- Organizational Outcome 201: Producers and natural resource managers adopt practices that increase and improve agricultural sector production in a sustainable manner;

Strategic Objective 3: Reduce rural poverty;

- Organizational Output 30103: Support to improve access of poor rural producers and households to appropriate technologies and knowledge, inputs and markets;

The intervention is expected to also make a considerable contribution in terms of awareness raising, creating incentives and introducing new modus operandi to activate the private sector in Abkhazia and to open channels for knowledge transfer and cooperation across the conflict divide. If the circumstances allow, the proposed initiative may explore potential new openings under the Government of Georgia's recent peace initiatives on enhancing educational opportunities for the residents of breakaway regions and facilitation of trade across dividing lines<sup>5</sup>.

#### **LESSONS LEARNED:**

Based on the lessons learnt, practice and knowledge accumulated over many years of support to communities on the ground, UNDP's, UNICEF's and FAO's joint proposal on the Vocational Education and Training programme in Abkhazia centers around improvement of quality, effectiveness and accessibility of the education system, formal VET, non-formal education and entrepreneurial learning, so that it serves the needs of the wide range of population as well as specific target groups.

#### **UNDP**

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<sup>5</sup> Peace Initiative "A STEP TO A BETTER FUTURE", Website of the Office of State Minister of Georgia for Reconciliation and Civic Equality, accessed on 30.08.2018, <http://smr.gov.ge/FileList.aspx?ID=97>

UNDP is a leading development organization, possessing resources and capabilities to deliver results in a systemic manner, enabling sustainable changes in many areas in the world. Considerable experience and successful implementation of VET initiatives both in Georgia, as well as in many other countries predisposes UNDP to deliver extensive VET programme in the post-conflict environment of Abkhazia. UNDP has been supporting the Government of Georgia in modernization of vocational education and training system in Georgia since 2007.

UNDP is experienced in implementing complex projects in sensitive and intricate political and social contexts. The organization has established trusted relations with all key stakeholders on the ground - *de facto* authorities of Abkhazia, Georgian government, as well as civil society and experts on both sides of the Inguri river.

Thanks to its unique ability to operate on humanitarian-recovery-development nexus, UNDP has delivered numerous projects in Abkhazia since mid-90s, including projects aimed at enhancing employment and fostering education opportunities. It recently supported a VET and employment project within the COBERM in 2016-2017, and accumulated lessons learnt and knowledge in the area. In the rest of Georgia, UNDP has an extensive experience of supporting VET, and has developed necessary tools (textbooks, curricula, syllabi, teaching and classroom standards, training kits, etc) that can be used on the territory of Abkhazia to approach the problem from the systemic perspective.

In September 2017, UNDP expanded its flagship Horizons project in Abkhazia, funded by USAID and implemented in partnership with UNICEF, with an additional component on Business Education and Vocational Training. The initiative intends to address gaps in business and professional employment skills for youth by enhancing the access of young people to knowledge and practical skills in entrepreneurship and vocational education. In the area of business training and development, the project aims to create spaces for skills training, business planning, marketing and value chain, idea development and implementation, as well as provide advisory services to startups and established small and micro enterprises. In the field of vocational education, the project is responding to the need of assessment of vocational education institutions and providing essential equipment, tools and material. The initiative also aims at fostering the dialogue with employers through career and entrepreneurship skills development at the "Abkhaz State University".

As a part of the UN family, and enjoying respect by many parties on the ground, as well as thanks to its convening power and political neutrality, UNDP is well positioned to implement sensitive and systemic projects in Abkhazia, which go beyond the delivery of trainings or workshops. In such comprehensive projects UNDP is capable to nimbly involve other actors, including International Non-Governmental Organizations, serving as technical, fiduciary and operational umbrella for result-oriented initiatives.

## UNICEF

UNICEF is the mandated UN agency advocating for the protection of children's rights, to help meet children's basic needs and to expand children's opportunities to reach their full potential. UNICEF has extensive experience in Georgia to support sustainable change and development in the health, child protection, education and social protection systems.

In Abkhazia, UNICEF, with the support of the EU, SIDA and USAID, has been leading international health interventions since 2010 by building the capacity of local healthcare workers and by introducing modern evidence-based methodologies in mother and child healthcare, immunization, primary healthcare, electronic health information system development, health promotion and communication, and beyond. UNICEF also works closely with the staff of Sukhumi Medical College to engage them in

trainings and healthcare education debates in Abkhazia. UNICEF has in the past provided small-scale investments in training equipment and materials for Sukhumi Medical College and is recently conducted and is finalizing a curriculum assessment of the Sukhumi Medical College with the assistance of international WHO experts. This effort will support future engagements to improve the medical college's education process.

Since 2014, UNICEF has, with EU and USAID support, also been intensively working to modernize the education system in Abkhazia. Over 700 teachers have been trained in Student Centered Instruction which is a methodology that encourages interaction in the classroom and focuses the education process on the child. This interactive approach is complemented by life skills training which UNICEF has been introducing in the educational process in Abkhazia. Workshops have been conducted for regional education administrations on the importance of life skills inclusion in the education curriculum and meetings on life skills have been organized with parental groups to promote their support of the initiative.

UNICEF also established and supports parenting groups to promote positive parenting practices and to discuss issues related to education, child protection, health, etc. This work will be important to support the work envisaged with parents on VET.

Finally, UNICEF established with EU support teacher resource centers in each district of Abkhazia. These resource centers serve as training venues for teachers as UNICEF works to deepen and further roll out its programme in student centered instruction and mother tongue based multilingual education (MTB-MLE). These venues will also serve to support the introduction of life skills related curriculum and other initiatives related to the support of VET.

## FAO

FAO has developed the methodology of Farmer Field Schools (FFS) as a consolidated learning methodology for hands on training for smallholder farmers that promotes the farmers involvement in the decision making of the cropping activities. The FFS was initially piloted to promote Integrated Pest Management at field level, working together with the farmers to understand the challenges of pests and diseases and how to combat them in a cost-efficient manner.

FAO has been supporting Abkhazia in the recent outbreaks of Box Tree Moth and Brown Marmorated Stink Bug (BMSB), that have inflicted serious losses to the forest and crops in the last years. FAO has developed a good understanding of the local challenges and facilitated the dialogue with other partners to put Integrated Pest Management in the agenda of the response to the infestation of pests and diseases.

During the cropping season of 2018, there are observations stating the less impact suffered by the farmers that integrated techniques of Integrated Pest Management into their day to day work. Preliminary data would decrease the levels of infestation of both BMSB and fungus to a 15% loss compared to much significant losses suffered by farmers that didn't apply any IPM practices (the media crop loss was around a 40% based on this preliminary data). The project intends to intensify the understanding of these positive observations and intensify the awareness raising amongst farmers to mainstream these practices.

The participating UN organizations will use the knowledge and lessons learned as well as tested solutions from previous and current projects in Abkhazia. Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and be integrated into the joint programme.

Selected lessons learnt include e.g.:

- Lack of experience and knowledge of local stakeholders about the development support through expertise building, integrated solutions and knowledge sharing - the participating UN organizations will continue advocacy and awareness building of local stakeholders;
- Low expert capacities in Abkhazia - the programme will use resources of international advisors to build local expert capacities;
- Changing political environment that may affect negatively on programmatic implementation of the intervention - the programme will adopt certain degree of flexibility (in terms of methodology, development solutions) to react to changing political environment in Abkhazia, including the modus operandi of international organizations in Abkhazia.

### **THE PROPOSED JOINT PROGRAMME:**

The **overall objective** of the joint programme is to **improve quality, effectiveness and accessibility of the vocational education system in Abkhazia**, including in disadvantaged regions so that it serves the needs of the wide range of population, both of men and women in equal manner as well as specific target groups.

The goal of the programme is to bring changes through 5 specific objectives to comprehensively address both the actual needs and also to build the people's skills and capacity with an ultimate goal to improve their lives:

1. Assessing the ways to Improve the management and delivery of VET in Abkhazia;
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;
5. Creating a pool of master trainers in plant protection sector.

### **OUTPUT 1. ASSESSING THE WAYS TO IMPROVE THE MANAGEMENT AND DELIVERY OF VET (UNDP lead);**

There are neither comprehensive sector policies on youth/education/employment development in Abkhazia, nor substantive interventions by the *de facto* authorities in support of the VET sector. The operating vocational education establishments in Abkhazia are mostly concentrated in Sukhumi and Gagra towns. Young people living in districts face a lack of choice and serious challenges connected to professional education and job placement opportunities. The current Vocational Education and Training system in Abkhazia can be characterized as outdated and inefficient. Therefore, it requires serious and consolidated efforts of relevant stakeholders to strengthen the sector and adapt to the challenging environment. There is a mismatch between labour demand and supply. A more effective matching of labour supply and demand would be possible through a well-established anticipation system of current and future skills needs in the labour market.

Specific activities under Output 1 are as follows:

#### **1.1 Comprehensive institutional assessment of VET sector (policy analysis, approach, coordination, service providers, client orientation, etc);**

The programme will ensure that the intervention is carried out in an evidence-based and results-oriented manner by identifying the concrete challenges, gaps and needs in the VET sector and monitoring the improvement. The comprehensive institutional assessment of the vocational education sector will be made by an independent international expert and the exercise will include not only the detailed mapping of needs but recommendations as well on how to fill-in the gaps with the resources

available in short and long-term perspectives. The task will also cover a follow-up assessment by the international consultant to identify the status of the progress and see if the progress of respective component of the intervention respond to the suggested recommendations and needs. It is anticipated that the follow-up assessment will be carried out at least once, preferably during the intensive phase of activities by the end of second year of joint programme implementation.

### **1.2 Elaboration of mid-term vision with due consideration of Life-Long Learning (LLL) / Continuing Education;**

It is important to continue education both for personal and professional development by acquiring necessary skills to adapt to the ever-changing world. It can be done through learning over one's life in and beyond formal educational settings. The current general education system in Abkhazia does not adequately prepare the youngsters for education and careers. It is important that the youth develops important competencies and skills such as critical thinking, problem solving, reasoning, listening, synthesizing information, research, self-direction, planning, adaptability, initiative, leadership, teamwork, communication, speaking and presenting etc. In addition, some cross-cutting themes need to be streamlined in all education levels and types, from secondary education to VET and higher education; e.g. career guidance and counselling, entrepreneurial learning and entrepreneurship key competence development, emphasis on soft/ generic skills, language and digital skills, all of which are needed in a modern labour market. The programme will develop the mid-term vision on supporting the Life-Long Learning (LLL) / Continuing Education in Abkhazia through international consultancy but in consultation and coordination with local stakeholders. The exercise will be carried out with due consideration formal, non-formal and informal learning. The vision with set of recommendations will be shared with local stakeholders to further consult on the ways to address the gaps in this field.

### **1.3 Carrying out Labor Market Demand Survey to identify the demand/supply challenges in private and public sectors;**

Through support of international and local expertise, the programme will carry out a comprehensive survey of the labour market demand in Abkhazia to see if there are gaps and challenges in interlinkages across the private and public sectors as well as to identify the extent of mismatch between the demand and supply. The survey will show whether there is demand of workers with certain skills and competences the education sector is not producing or vice-versa. The exercise shall be carried out with involvement of international expert in the capacity to provide the overall oversee of the survey process while the field work will be done by the local partner organization. Findings of the survey will help the programme to map the growing or declining demand for respective skills and professions on the local labour market for current and future need.

### **1.4 Identification of partner colleges and respective VET programmes (at least 3) for further support;**

In line with the mid-term vision and based on the findings of the comprehensive institutional assessment of the VET sector as well as results of the labor market demand survey, the programme will identify partner colleges (at least 3) and respective VET programmes (up to 3) for further support. The criteria of the selection of colleges/programmes will include, but not limited to: the most demanded professions within the local labour market; addressing the needs of population in disadvantaged regions (remote and/or rural areas); geographical balance between western/northern and eastern districts of Abkhazia, professions that could be accessible in equal manner for boys and girls, men and women as well as vulnerable groups (IDPs, PwD, ethnic/religious minorities, etc); readiness and openness of respective colleges to development solutions in support of improved VET management and delivery.

## **OUTPUT 2. SUPPORTING THE ELABORATION AND IMPLEMENTATION OF BEST VET PRACTICES IN SELECTED AREAS (UNDP & UNICEF lead);**

The proposed action aims at building the capacity of VET providers in the development of new methodologies, standards and training programmes. Special attention should be paid to improving teaching methods and skills of teachers. The VET teacher profession is not attractive and the majority of teachers lack competences in modern teaching methods and experience. The programme will support professional development activities for teachers to make the profession more attractive and improve teachers' skills.

Preference for higher education over VET is predominant in Abkhazia. Efforts need to continue to make VET a more attractive choice among learners and to inform students, parents, the general public and businesses on the possibilities and perspectives of VET.

Specific activities under Output 2 are as follows:

### **2.1 Elaboration of VET standards, Teachers Skills Development Concept, teaching programmes and relevant syllabus in selected professions with special focus on women accessibility (UNDP);**

Through international consultancy/expertise, the programme will support the selected VET professions (3) in elaboration of vocational education standards, Teachers Skills Development Concept based on the local context and international best practices, teaching programmes (preferably modular based teaching approach) as well as development of syllabus in selected professions with special focus on diversifying girls' and women's access to education and training opportunities. As a follow-up measure, a third country study trip for selected academic personnel of VET establishments shall be arranged. The country of destination will be identified at later stage taking into account both the substance and technicalities, for example the need of visa, etc. It is anticipated that the study trip may take place either in EU member states, Balkans or countries where VET sector is well developed and fits with the Abkhaz context. The visiting team will get acquainted with modern teaching approaches as well vocational education standards in the country of destination and bring back the knowledge and observations to further translate them into the local context. Besides, the trainings of relevant academic and administrative personnel of VET institutions, including from eastern districts of Abkhazia shall be arranged locally through help of international trainer/s. The methodology shall be explored and consulted with international non-governmental organizations/institutions/think-tanks with profound expertise in similar trainings and programmes. The European Training Foundation (ETF) might be among those entities. The training will be split into two components: training of academic staff in new methodologies and the training of administrative personnel in management of VET establishments. For sustainability purposes, the Training of Trainers (ToT) courses will be provided for selected VET teachers of respective professions/colleges with an aim to establish the pool local trainers.

### **2.2 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);**

In order to strengthen medical education and training of nurses, medical assistants and doctors in the field of Mother and Child Healthcare (MCH) in Abkhazia, UNICEF will support improvements to the education process and conditions in the medical colleges in Sukhumi and Gagra.

UNICEF will support an update of the curricula for both pre-service and in-service education programmes for nurses and medical assistants. International experts will work with UNICEF, the *de facto* MoH and the management and teachers of the medical colleges to update the curricula to reflect international standards

and best practices of evidence-based medicine. To better understand the need and options for reform, one or two study visits to countries with more developed medical education systems will be organized to expose stakeholders from Abkhazia to relevant models of medical colleges. Both the *de facto* MoH and the administrations of the two medical colleges have expressed their support of this initiative.

Also, in contact with the *de facto* MoH, UNICEF will assess the current and future needs for mid-level healthcare staff on central, district and local levels. This will help to develop a mid-term training plan for mid-level healthcare staff in Abkhazia. One priority will be to ensure that the healthcare staff in remote rural primary healthcare centers (medical points) are properly trained in all Maternal and Child Health technologies including Integrated Management of Childhood Illnesses (IMCI), Effective Perinatal Care (EPC), Neonatal Care, Breastfeeding, Nutrition, Home Visiting, Immunization, etc.

Additionally, teachers of obstetrics and gynecology in the medical colleges will be trained to increase their knowledge on evidence-based medicine, EPC and effective antepartum care in line with the new WHO antepartum and intrapartum care guidelines. The teachers of obstetrics and gynecology will also be included in the working group for revision of obstetrics protocols under the *de facto* MoH and support the work on the revision of medical protocols to include new WHO recommendations on ante- and intrapartum care. Other medical protocols will also be revised or finalized (eg. hypertensive disorders during pregnancy). Eventually, the teachers will be trained to train future nurses and medical assistants in line with those medical protocols. The teachers will also be trained in modern teaching and evaluation methodologies to increase the effectiveness of the teaching in the two colleges.

Finally, to provide the basis for an improved education process, the classrooms and training facilities in two medical colleges will be partially refurbished, appropriately furnished and equipped with computers, visuals, TV, LCD, training materials, WHO/UNICEF evidence-based manuals, manikins and other supplies for a modern education process. The facilities of the medical colleges will also be prepared in a way that they can serve as training centers for life-long learning (pre- and in-service training) for nurses, medical assistants, midwives and doctors to benefit ultimately the mothers and children in Abkhazia.

### **2.3 Assessment of quality and adaptation of the existing material and elaboration of new teaching materials (UNDP);**

Following the comprehensive institutional assessment of the VET sector, the programme will further look into the education standards and ensure assessment of the quality of existing teaching materials in the selected professions (3) and help in adaptation and/or elaboration of new teaching materials, including but not limited to textbooks, training kits, teaching equipment and furniture, etc. The support will include provision of teaching materials in the form of hard copies, electronic, audio and multimedia formats. Trainings shall be provided for respective academic and administrative staff of selected professions/colleges in use of new teaching materials as well as multimedia equipment.

### **2.4 Rehabilitation of selected VET institutions (at least 3 colleges) (UNDP);**

Based on findings of the comprehensive institutional assessment of the VET sector as well as identification of selected professions in line with the results of the labor market demand survey, the programme will ensure rehabilitation of at least 3 VET institutions. Selection of colleges for rehabilitation will be carried out in complementarity and synergy with other projects, notably the USAID funded Horizons project. The selection will be taken in close consultation with the EU Delegation. The programme will also take into account a geographical balance [notably, the balance between western/northern and eastern districts in Abkhazia] as well as the needs of population living in disadvantaged regions (remote and/or rural areas) so that it serves the interests of the wide range of population as well as specific target groups.

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

The general education system is the basic framework for the creation of conditions enabling students to prepare for VET. It should especially be the basic foundation for children to develop the necessary competencies and skills needed for VET and ultimately vocational careers. Unfortunately, in the current general education system in Abkhazia, the education process and teaching approach does not provide the necessary conditions to enable students to develop the basic skills and competencies to successfully undertake VET, such as critical and inventive thinking, information literacy, reasoning, problem solving, effective communication, planning etc.

To improve students' opportunities to develop relevant competencies and skills, UNICEF will engage with the *de facto* MoE, districts education offices, school directors and teachers to extend the existing, but so far language focused teachers training programme on Student Centered Instruction (SCI) and life skills education, funded by the EU's IcSP, to teachers of those subjects relevant for the preparation of students for VET, including science, technology, engineering and mathematics (STEM). International experts with experience in developing STEM programmes will identify the teachers and subjects together with UNICEF and in contact with the *de facto* authorities and other project stakeholders.

SCI is a teaching methodology that encourages active learning through project and group work and focuses attention on the development of competencies and skills of students, including analytical and critical thinking, planning, problem solving, team work, communication and cooperation, self-directed learning etc. This approach will be strengthened through specific life skills instruction for crucial skills needed for the development of a work force in the vocational sector. The subject focus will be on science, technology, engineering and mathematics (STEM) and to promote a STEM education programme that is based on the idea of educating students in an interdisciplinary and applied approach. For example, STEM programmes support practical work with robotics and computer programming so students can apply the learning achieved in the classroom into real life exercises. Special attention will also be made to encourage girls for participation in STEM programmes.

Furthermore, UNICEF will work to improve parents', teachers' and students' understanding of VET as a genuine path that can lead to a fulfilling and successful career. The aim will be to break down social stigmas and to support VET as a legitimate educational alternative to university.

Building on the achievements of its EU IcSP funded 2016-2018 programme which supported the promotion of mother tongue based multi-lingual education (MTB MLE) in Abkhazia, UNICEF's programme component will also include an element of support to language education development in those areas important for students to successfully engage in VET and in vocational careers in the multilingual labor market in Abkhazia.

UNICEF's work on life skills in schools will also be complementary and have synergies with the parallel SKYE programme carried out by World Vision. While WV focusses on youth exiting school without plans of attending vocational or higher education, UNICEF concentrates on schools and school-related youth and parents in order to orient them towards the option of vocational education and to build their related competencies and skills.

UNICEF will base its work in the framework of the VET programme on its good working relations with the *de facto* MoE, district education offices, school directors and teachers throughout Abkhazia, as well as the eight education resource centers established in the framework of the above mentioned 2016-2018 EU IcSP funded programme to promote MTB MLE. UNICEF will also make linkages to the European Training Foundation (ETF) in Georgia to review their previous and on-going activities and explore modalities for cooperation to utilize their extensive experience and knowledge to support initiatives in Abkhazia. UNICEF will also work UNDP and FAO

through the coordination mechanisms and during day-to-day engagements to ensure that the education development activities also are well integrated into the other related project outputs and activities.

Specific activities under Output 3 are as follows:

### **3.1 Training of teachers on life skills and language instruction to support VET**

Life skills and language knowledge are an important part of the educational development of students who wish to pursue vocational training. Life skills instruction will impart important skill sets to future vocational school students' skills that will significantly contribute to their abilities to better learn their trade and succeed in their chosen field. Language skills also contribute by facilitating communication which is important in several trades.

UNICEF began introducing life skills teaching methodologies to teachers and this programme will be deepened and expanded. UNICEF will engage with international expertise to develop a teacher's guide on life skills. This guide will describe the elements that are needed to support life skills education with a particular focus on preparing students for vocational education training. The guide will also support the training of both pre-service and in-service teachers on life skills instruction practices and UNICEF will also support the design and printing of 500 copies of the guide book which will cover the pre-service and in-service training needs. This book will be presented to teachers, the teacher resource centres and to the Sukhumi State University to support the training of teachers. 12 trainings on the teacher's guide will also be conducted.

UNICEF will also deepen and expand the training of teachers on the instruction of languages through SCI methodologies and will focus on the continued development of teaching capacities in English and other EU specific languages. Consultants will conduct trainings for teachers utilizing the already developed "Teachers Guide on Student Centered Methodologies for Language Teaching in Abkhazia".

### **3.2 Training of science and technical subject teachers on how to use SCI through the 'whole school' approach in order to interest student in VET**

Discussions with *de facto* authorities reveals anecdotally that most school graduates in Abkhazia opt to study humanity related subjects while only a very limited number of students decide to study sciences or math. One reason for this is that most of the teachers use very outdated approaches to teaching sciences or math. SCI puts the focus on the students and makes them the central part of the education process in the classroom. This approach will make studying math and science more interesting for students and ultimately increase their aptitude in these subjects. UNICEF has so far been supporting training of mainly language teachers on SCI methodologies in Abkhazia and will in the framework of this programme expand these trainings to math, technology and science teachers. This will be done on the basis of the earlier established resource centers and teacher resource groups and trainers who will further deepen and expand SCI training for teachers and its usage in the classroom. Participation by teachers in the training and application of SCI approaches in teaching sciences and technical subjects will ultimately help develop student interest and desire to take part in VET.

UNICEF will support an international expert to develop a teacher's guide with a focus on the skills and elements that are needed to apply SCI. This will also support the training of both pre-service and in-service teachers on life skills instruction practices. UNICEF will also support the design and printing of 600 copies of the SCI guide book and this book will be presented to school teachers, the UNICEF supported teacher resource centres and to instructors of teachers at the Sukhumi State University for two years. 21 trainings will also be conducted for teachers and teacher trainers on the guide.

### **3.3 Development and piloting of STEM (science, technology, engineering and math) programmes**

Schools in Abkhazia offer science and math classes, but they very rarely establish a cross-subject link or allow students to apply their practical knowledge in classes. Science, technology, engineering and mathematics (STEM) programmes are essential for students of middle school in helping them establish analytical and critical thinking, as well as learn how to develop and implement complex projects and apply science and math in the real world. STEM education will help students be better prepared to VET programmes and eventually vocational careers.

UNICEF will first support an assessment of the needs regarding the introduction of STEM in Abkhazia. A STEM programme will then be adapted and developed to meet the realities and needs in Abkhazia by a UNICEF international education expert in close cooperation with teachers of math and sciences from UNICEF supported teacher resource groups. A STEM manual will also be developed and 250 copies will be printed and training on the guide will be conducted with teachers from 10 identified pilot schools. 10 STEM pilot courses, one in each pilot school, will then be launched and field visits will be conducted during the course to relevant local vocational related businesses.

### **3.4 Establishment of model STEM Labs in schools in Abkhazia**

Model STEM Labs will be developed in three schools, each one in central, eastern and western Abkhazia. STEM labs have proven to be an important tool in supporting STEM education and they will give students a better chance to understand the subject matter and develop necessary skills and competencies while performing STEM activities. First, three schools will be identified that host STEM courses as developed under Activity 3.3 in order to make the linkage with other planned project elements. UNICEF will then support the establishment of three fully equipped STEM labs in these schools under the supervision of a UNICEF international expert. Introductory training and a master-class workshop will also be conducted for the teachers.

### **3.5 Support awareness raising of parents, teachers and students to understand the importance and value of VET**

UNICEF has supported the development of parent circles and committees at schools in Abkhazia and these have been important in reaching out to parents to discuss issues related to the education of their children. Vocational education in Abkhazia carries a social stigma and many parents and families do not consider vocational education as a legitimate option for their children. Therefore, UNICEF will work with these parent circles and committees to increase parents' understanding of the importance and value of vocational education and the perspective it offers for their children to pursue satisfying and successful professional careers by supporting three workshops for parents on VET. The work with parents will also provide valuable insights into existing social stigmas and possible ways to address them so to better reach parents, teachers and students. UNICEF will also develop an awareness campaign for parents' teachers and students so that they better understand the value of VET and video materials will be developed to promote interest development in VET. A vocationally oriented career or school fair will also be organized for students, parents and teachers to better build their understanding of the VET schools and potential vocational careers. UNICEF will also work to increase the awareness and raise appeal of the VET through a public relations campaign that will demonstrate success stories of those who landed successful trade careers after attending VET institutions.

## **OUTPUT 4. ESTABLISHING COOPERATION SCHEMES AND DIALOGUE WITH PUBLIC AND PRIVATE EMPLOYERS (UNDP lead);**

The VET sector suffers from low reputation in Abkhazia and it's partially reasoned due to a significant social stigma about the vocational education in the breakaway region. Parents overwhelmingly want to see their children pursue "prestige" careers in such fields as medicine and law while the vocational education is seen as something for students who are not able to perform in schools. Apart from that, the VET sector is not focused on entrepreneurship training and SME skills development, which has resulted in low engagement of youth in

VET and very poor employability opportunities.

There is significant need to develop cooperation schemes and dialogue with local employers. Enhancement of cooperation with the private and public sector will be essential in order to increase skills relevance and adaptability to the labour market. Efforts are needed to make the VET a more attractive choice among learners and to inform the general public and labour market on the VET offer. In addition, some cross-cutting themes need to be streamlined through VET sector, including but not limited to: career guidance and counselling, emphasis on soft/ generic skills, language and digital skills, all of which are needed in a modern labour market.

Specific activities under Output 4 are as follows:

#### **4.1 Promotion of entrepreneurial culture and facilitation of professional orientation and career counselling services to increase employability opportunities;**

Given the limited job creation in local labour market and wide self-employment, the entrepreneurship development is a viable option for individual earnings for the population in Abkhazia. But the lack of entrepreneurship key competence and absence of a relevant coherent policy vision in the education system hinders stimulation of an entrepreneurial culture for youth and adults as well as SME development in the breakaway region. The programme will ensure promotion of entrepreneurship including the development of entrepreneurship as a key competence. The programme will also support measures to improve development of SME skills in VET institutions by helping in elaboration of the specific entrepreneurial study programmes, thus widening future career opportunities of young people and adults, including disadvantaged groups. The programme will facilitate professional orientation, career guidance and counselling services with involvement of VET providers and employers in order to ensure higher employability of potential workers and job seekers in the breakaway region.

#### **4.2 Facilitation of continuous dialogue between VET establishments and public/private sector**

One of the key problems/gaps in Abkhazia's VET sector is weak linkages and lack of communication between VET establishments and potential (private and public) employers. The programme will support the partnership between the VET Sector and the labour market in Abkhazia. It shall be done through sharing the knowledge, best practices and success stories of other countries as well as facilitation of regular dialogue between the stakeholders with an ultimate goal to establish strong partnerships. In this regard, the labour market will be encouraged to identify their skills needs and inform the VET sector accordingly and vice-versa. The programme will also make a considerable contribution in terms of awareness raising, creating incentives and introducing new modus operandi to activate the public/private sector in Abkhazia and to open channels for knowledge transfer and cooperation across the sectors. Facilitation of dialogue will be carried out in complementarity and synergy with other projects, notably the USAID funded Horizons project.

#### **4.3 Facilitation of joint study tour(s) abroad for identification of best practices.**

Joint study trip/s to a third country shall be organized with participation of respective representative from VET establishments as well as private/public sector of Abkhazia. The mixed group, including the participants from eastern districts of Abkhazia will have the opportunity to share the knowledge and best practices of the country of destination in terms of partnership between VET Sector and the labour market. The country/ies of destination will be identified at later stage taking into account both the substance and technicalities, for example the need of visa, etc. It is anticipated that the study trip/s may take place either in EU member states, Balkans or countries where cooperation between VET sector and labour market is well developed and fits with the Abkhaz context

## **OUTPUT 5. CREATING A POOL OF FARMER FIELD SCHOOL MASTER TRAINERS IN PLANT PROTECTION SECTOR (FAO lead)**

The list of gaps identified above in terms of quality of education to a certain degree explains also the fact that extension and advisory services in agricultural sector in Abkhazia are not providing capacity-building and technical advice for farmers, leading to less efficient use of resources, increased costs in farming and livestock rearing, and low yield per hectare and productivity of livestock.

Provision of extension services to individual farmers have been neglected for a long time in the breakaway region, leading to significant lack of capacities, as it has been recently proved as a result of infestation of Brown Marmorated Stink Bug (BMSB) since 2017. In the assessment commissioned by INGO Action Against Hunger (AAH) and FAO, it became clear the importance that affected farmers were giving to increased technical advice in their day to day activities, especially in terms of plant protection to be able to increase their resilience to external shocks.

This programme component builds up on the past and ongoing efforts made by AAH and FAO in terms of technical support to Abkhazia with the support from the EU and Austrian Development Agency (ADA), in order to minimize the impact of the 2017 infestation of BMSB and other pests (Box Wood Moth, Chestnut Blight and Red Palm Weevil). Under the ENPARD II project, FAO has dedicated, together with AAH, significant efforts to provide technical advice to the Abkhazian partners on the challenges derived from Plant protection issues in general and the BMSB infestation, in particular. In this sense, the facilitation of the policy discussion amongst technical experts in Abkhazia has allowed for a better and more comprehensive understanding of the possible response in terms of plant protection. This technical support will be continued by FAO and AAH under their ongoing respective interventions within ENPARD III and ADA-funded projects.

The different assessments missions made to Abkhazia have identified the serious deficiencies from farmers in terms of capacities needed to protect their crops from BMSB and other pests and diseases. While it is desirable (and efforts will continue in this sense) that more efforts will be made by Abkhaz partners in supporting farmers in terms of agriculture advice in the future, it becomes clear that international partners can support and start up the process through concrete actions, such as the ones proposed under this programme proposal.

While the creation of a full extension service is a very costly action that needs sustained support and significant investments in terms of infrastructure, this programme can already start working with the existing platforms that work already providing agricultural advice to farmers, and more concretely with the two Agriculture Training Centers (ATCs) created by AAH. FAO has analysed the ongoing work of the ATCs and they could be easily used as platforms for a fast implementation of FFS. Likewise, other platforms for information exchange at farmers level could be used too, and the training of master trainings and facilitators, although have certain limitations in the number of trainees, could still absorb few more platforms that would be interested in using this methodology.

The Farmer Field School approach emerged from the acknowledgement that conventional extension based on simplified messages was largely inadequate to support farmers dealing with complex problems from an agro-ecological perspective. The FFS has significantly changed this approach towards a higher role of farmers in the definition of their problems and their pro-active role in the decision and testing of proposed techniques on the farm.

The FFS methodology developed by FAO has been tested in many countries. Needless to argue that it also requires to be aligned to relevant programmes in the breakaway region. The goal and objectives formulated (In the case of this project in Abkhazia, the promotion of Integrated Pest Management and Crop Diversification) have had a very positive response from provincial/regional stakeholders in Abkhazia. The methodology consists

of several steps: 1) the capacitation of FFS master trainers (MTs), that require thorough and extensive experience and education on FFS programme organization and implementation; 2) The training done by MTs to individual facilitators, linked to extension services or other private or public organisations, and 3) The training of farmers by facilitators directly in the farm and linked to a particular crop production cycle.<sup>6</sup>

This FAO output under this project will focus on providing a training to the pool of experts who will become MTs through a comprehensive season-long course, which will include apart from building capacity around FFS methodology, also substantial elements of programme management, participatory approaches, M&E and training/curriculum design skills. The duration of the training will be around a biological season (for instance a cropping season). TMT programmes will support and complement public or private extension delivery or community development mechanisms across the mosaic of approaches. MTs will be sourced from current extension services and other organizations working in Abkhazia with experience in farmers' education.

Each concrete FFS will be based in one (or several) crops, that will be the ones cultivated in the site that will serve as a basis for the Farmer Field School. The FFS accompanies the farmers in the full cycle of production (from seed to harvest), but normally, there is a specific focus in a particular topic. In the case of Abkhazia, the focus will be made in Integrated Pest Management (IPM), as this has been the main problem in the agricultural production since the severe infestation of BMSB. During the cropping cycle, the farmers will be trained to take particular measures to diminish the impact of pests and diseases, and to understand and manage concepts such as the early warning interventions, the economic thresholds of interventions, the appropriate use of chemicals and the diversification of crops to increase resilience against particularly virulent pests such as BMSB.

However, one of the findings of the AAH/FAO 2018 Assessment on the impact of the BMSB was the lack of understanding of smallholder farmers on the opportunities for crop diversification to include new crops that could be less affected by particular pests and diseases. This would be the second main pillar of the curricula to be developed within the FFS, to provide to farmers a certain amount of possibilities within the agriculture and livestock production, also allowing farmers to diversify or change the crops they produce throughout the year and better adapt to possible disruptive external factors or use opportunities for economic diversification based on high value crops.

The implementation of these activities will be done in coordination with the efforts within this same programme in increased provision of technical advice to farmers. The FFS will use the ATCs created by AAH as the basis for the Trainings of Master Trainers, and for the selection of facilitators (lead farmers) that will allow that the training activities will take place on their plots. FAO through this project will provide small investments in equipment to the facilitators to be able to showcase some of the field trainings, especially when the introduction of new techniques or equipment is requested.

The following activities will be carried out under this output:

- 5.1 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;
- 5.2 Develop training modules for Master Trainers TMTs;
- 5.3 Organize two (2) indoor Trainings of Master Trainers (TMT) on FFS methodology and plan the season-long FFS programme;

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<sup>6</sup> Within this project, the steps 2 and 3 will be done in coordination with the ACF/DRC/WV project, as these steps need to be based upon field work on plots.

- 5.4 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;
- 5.5 Organize and at least two (2) national IPM conferences/workshops on good agricultural practices and review experience of other countries and raise awareness on modern technologies;
- 5.6 Strengthen existing agricultural training centers to implement Farmer Field Schools with a focus on IPM and increase access to and apply non-chemical based pest control measures and crop diversification.
- 5.7 Provide technical advice in the implementation of 4 Farmer Field Schools (in coordination with Action Against Hunger)

#### **KEY CROSS-CUTTING ISSUES:**

The initiative will follow the human rights-based approach (HRBA) in programming, including the UN General Assembly Resolution on the Improvement of the Situation of Women in Rural Areas, the UN Convention on the Rights of Persons with Disabilities and other human rights instruments. The proposed intervention will aim at improving the situation of right holders in the breakaway region in line with universal principles of the international human rights and humanitarian law, including the right to access to quality education, women and youth empowerment as well as the rights of persons with disabilities and disadvantaged groups.

While women in general are not legally, socially, or culturally constrained in Abkhazia from pursuing education (general, professional and higher education), careers outside homes, or holding important positions in private or public sectors, there are still certain challenges for local women in terms of education and employment opportunities. A possible explanation to this situation is the societal perception of women's responsibilities in home, which, while considered a "culturally sensitive" issue, will be addressed through the application of the human-rights based approach to programming methodology from the commencement of programme activities. By applying the HRBA, the proposed intervention will aim at improving the situation of girls and women to claim their rights effectively and empower them through enhancing their ability to think and to act freely, to take decisions and to fulfil own potential as full and equal members of the society. Besides, the joint programme will aim to ensure that there is strong representation of women in various events and opportunities promoted, supported or facilitated within the intervention.

Specifically, the programme will be gender-mainstreamed. It will contain gender markers and gender specific targets and aim to equally empower local men and women and to offer them equal opportunities. Besides, the efficiency and effectiveness of the intervention will be assessed through measurable indicators with disaggregated indicator targets in order to ensure that cross-cutting issues, such as gender, youth, vulnerable groups (IDPs, PwD, ethnic/religious minorities, households living in remote and/or rural areas) are monitored.

#### **SUSTAINABILITY OF RESULTS:**

Sustainability is the key consideration of the proposed intervention. While sustainability of programme results in protracted conflict settings is at higher risk due to sensitivity of the territory to political perturbations, this risk will be mitigated by participating UN organizations through close monitoring and building the ownership and partnership with local stakeholders. For the latter to be sustainable after completion of the programme, it is essential to obtain a "buy-in" from wide range of public and private stakeholders already in the programme planning stages and to maintain this ownership and partnership throughout the programme implementation.

The participating UN organizations will ensure that the impact of the intervention will be sustainable not only at the institutional level, but also at the level of individuals, including boys and girls, men and women and the population in disadvantaged regions in equal manner with particular focus on vulnerable groups. Therefore, the programme considers this individual development as the key area of sustainability since the skills,

knowledge and experience imparted will remain.

UNICEF will work to mainstream its efforts into the education system. The guide books on STEM and life skills will be provided to the teacher resource centres which are located in each district and Sukhumi State University and training will be given provided to the instructors of teachers on these guides so they may continue to broaden and expand the training on these subjects to reach a broader school base in all regions of Abkhazia. Furthermore, efforts will be taken to support the formalization of these initiatives with the *de facto* Ministries of Health and Education and Sciences to ensure their acceptance and integration within the existing training systems.

UNICEF will also work to break the social stigmas surrounding VET. Working with students, teachers and parents and by supporting an awareness campaign will work to ensure that VET becomes more socially acceptable and therefore more attractive to students. This will support the sustainability of the activities undertaken in schools but will support development of VET as a whole.

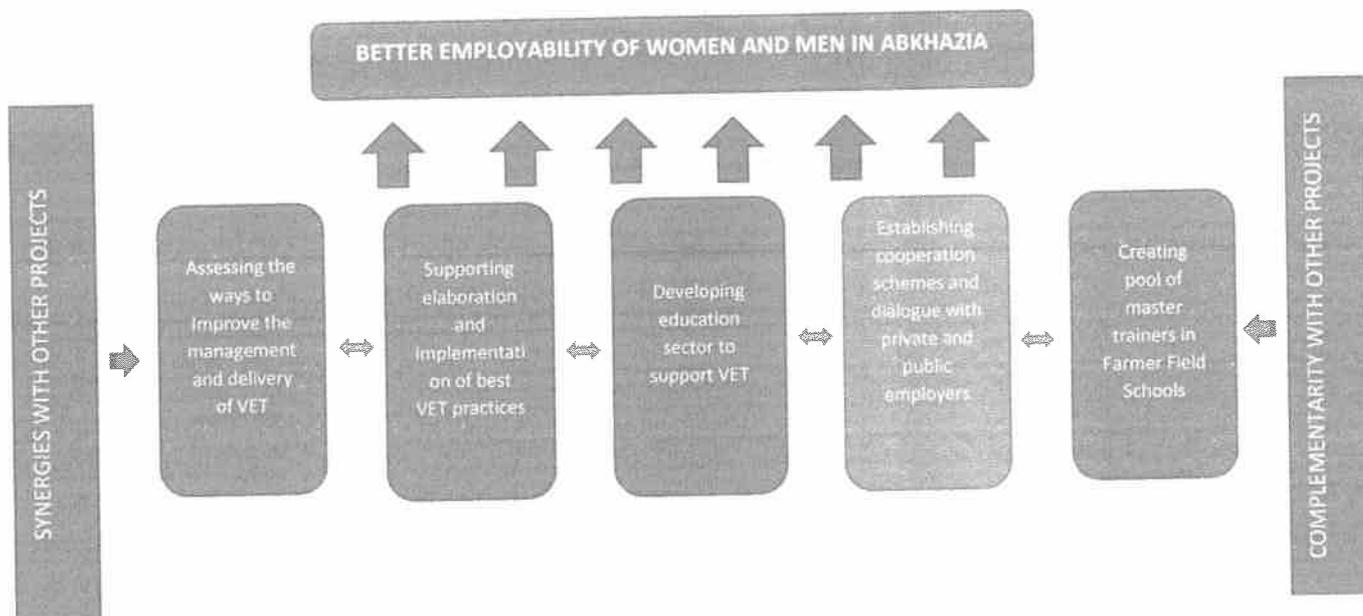
FAO is already making efforts to raise awareness amongst the different stakeholders on the methodology of Farmer Field Schools, with a very positive feedback. The sustainability of the creation of a good pool of master trainers needs to be linked to the capacity of the public and private extension officers to absorb this qualified staff. The opportunities for improved agriculture and livestock production in Abkhazia, and the critical level of yield per hectare as well as the negative balance in terms of import and export of food stuffs, provides a good basis to consider that an improvement of the local capacities to provide adequate support to farmers will always be a positive impact of this project. This project also comes as a complement of several other initiatives that are taking place in Abkhazia (Local Action Groups, support in Integrated Pest Management) and therefore there are clear sustainability paths for master trainers educated under this project. During the infestation of BMSB in 2018, there are preliminary observations about lesser levels of infestations in farms where IPM strategies were implemented.

The implementing partners will put special attention to ensuring that the systems and structures created during the programme life-cycle remain and continue, enabling the communities to access the services independently from implementing partners and donors beyond the programme duration.

## **V. RESULTS FRAMEWORK**

The VET can be a powerful tool for improving employability and self-employment. The intervention will also seek improving the access of local population to active labour market measures such as career guidance, job search assistance, apprenticeships as well as to employment support services and work-based learning. The programme also aims at improving the readiness of students for vocational education by inclusion of essential competencies and life skills in general education.

The intervention logic of the proposed joint programme is driven by the objective to increase the employability of men and women in Abkhazia, including in disadvantaged regions in equal manner.



The initiative will promote integrated, comprehensive and sustainable solutions that ensure greater coherence and stronger impact by mapping the concrete needs in the VET sector and the labour market in Abkhazia. The programme will aim at identifying the gaps and challenges and their interlinkages across sectors and establishing comprehensive responses by three UN agencies.

The proposed intervention will bring integrated solutions with greater coherence and stronger impact by mainstreaming the human security and human development approaches in the implementation process to comprehensively address both the actual needs and also to build the people's skills and capacity with an ultimate goal to improve their lives.

The initiative will ensure complementarity, coherence on the goals and the allocation of responsibilities among the different actors with UNDP, UNICEF and FAO as co-implementers and AAH, DRC and WV as partner organizations. Coordination between the two consortiums will be ensured through bilateral and multilateral formats both on senior management and technical [field] level. There are already well-functioning multilateral settings such as Joint Consultative Forum, Humanitarian Coordination Group and Abkhazia Strategic Partnership, which could be used as platform for further coordination on coherence and complementarity among the respective players on the ground. In addition, representatives of UN agencies and INGOs meet in bilateral format from time to time (at least twice a year) and discuss the progress of their respective achievements, lessons learnt and possible synergies/complementarities. The coordination meetings shall be held either in Tbilisi or Sukhumi with participation of designated EUDEL representative/s, upon availability.

The expected results of the proposed intervention to be carried out jointly by UNDP, UNICEF and FAO are the following:

- Learning conditions (teaching programmes, relevant syllabus in selected professions, teaching materials, improved infrastructure, etc) of no less than 1000 students of VET institutions improved;
- The overall framework of education for 5 professions are improved in Abkhazia – including assessment of quality, elaboration of new teaching materials, training of teachers, providing equipment,

- application of new programmes, etc;
- Pool of 15 to 20 Farmer Field School master trainers is established in plant protection sector and suitable MTs available to provide technical support to FFS programmes in the future;
  - At least 4 Farmer Field Schools operational in Abkhazia (to be done in coordination with AAH component)
  - Enhancement of the education system to provide essential competencies, life skills and STEM instruction focuses;
  - VET Teachers Skills Development Concept developed;
  - Rehabilitation works performed in at least 3 colleges and some renovation work will be undertaken at the two medical colleges;
  - Set of recommendations with regard to Life Long Learning / Continuing Education and VET quality improvement developed;
  - Awareness of parents, teachers and students on value and importance of VET is raised;
  - Multi-lingual education is promoted to support skills development relevant to VET.

UNDP, UNICEF and FAO are committed to evidence-based programming and have extensive and integrated monitoring and evaluation capacities, which ensure that activities uphold the highest standards of aid effectiveness and that actions and interventions remain relevant and maintain impact or are adjusted with changing circumstances on the ground.

LOGICAL FRAMEWORK				
	Intervention logic	Objectively verifiable indicators of achievement	Sources & means of verification	Assumptions
Overall objective	To improve quality, effectiveness and accessibility of the vocational education system in Abkhazia	<p><b>1.Indicator:</b> # of youngsters have improved access to quality VET services; Baseline (0); Target: (at least 1000 with at least 30% female youth)</p> <p><b>2.Indicator:</b> Overall framework for education for # of VET professions improved; Baseline (0); Target: (5, including women-centered 2 professions)</p> <p><b>3. Indicator:</b> # of trained professionals in different areas ready to provide VET training to target audience (students, farmers, etc.) Baseline (0); Target: (65)</p>	Reports and assessments of EU, UNDP, UNICEF, FAO, local NGOs and the media.	Process not derailed by the political climate; Attempts by <i>de facto</i> authorities to interfere in the actual implementation due to political reasons are kept to a minimum; Active and broad engagement of stakeholders (particularly grassroots organizations)
Specific objectives/Outputs	Output 1. Assessing the Ways to Improve the management and delivery of VET	<p><b>1.1 /Indicator:</b> Institutional assessment of VET sector carried out; Baseline (No); Target: (Yes)</p> <p><b>1.2. /Indicator:</b> # of follow-up assessments of VET sector; Baseline (0); Target: (1)</p> <p><b>1.3 /Indicator:</b> Mid-term vision with due consideration of LLI developed; Baseline (No); Target: (Yes)</p> <p><b>1.4. /Indicator:</b> # of consultation meetings with local stakeholders to address the gaps in the field of LLL; Baseline (0); Target: (10)</p> <p><b>1.5 /Indicator:</b> Labor Market Demand Survey carried out; Baseline (No); Target: (Yes)</p> <p><b>1.6. /Indicator:</b> # of consultation meetings with potential partner colleges; Baseline (0); Target: (at least 10, including in disadvantaged areas)</p>	Reports and assessments of EU and UNDP, local NGOs and the media Feedback from beneficiaries	Process not derailed by the political climate; Attempts by <i>de facto</i> authorities to interfere in the actual implementation due to political reasons are kept to a minimum; Active and broad engagement of stakeholders (particularly grassroots organizations)

<p>Output 2. Supporting the elaboration and implementation of best VET practices in selected areas;</p>	<p><b>2.1. /Indicator:</b> Teachers Skills Development Concept elaborated; Baseline (No); Target: (Yes)</p> <p><b>2.2. /Indicator:</b> # of syllabus developed in selected professions through international consultancy/expertise; Baseline (0); Target: (4)</p> <p><b>2.3. /Indicator:</b> # of academic personnel of VET establishments to visit third country on a study trip; Baseline (0); Target: (15 with at least 50% female participants)</p> <p><b>2.4. /Indicator:</b> # of academic staff of VET establishments trained locally in new teaching methodologies; Baseline (0); Target: (50 with at least 50% female staff)</p> <p><b>2.5. /Indicator:</b> # of administrative staff of VET colleges trained locally in management of VET establishments, Baseline (0); Target: (15 with at least 40% female staff)</p> <p><b>2.6. /Indicator:</b> # of local VET teachers provided with ToT courses, Baseline (0); Target: (15 with at least 50% female teachers)</p> <p><b>2.7. /Indicator:</b> # 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><b>2.8. /Indicator:</b> # 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><b>2.9. /Indicator:</b> # of students have improved access to rehabilitated VET institutions; Baseline (0); Target: (1000 with at least 30% female students)</p>	<p>Reports and assessments of EU, UNDP, UNICEF, local NGOs and the media. Feedback from beneficiaries, international consultants.</p>	<p>Process not derailed by the political climate; Attempts by <i>de facto</i> authorities to interfere in the actual implementation due to political reasons are kept to a minimum; Active and broad engagement of stakeholders (particularly grassroots organizations)</p>
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<p><b>Output 3. Developing the education system to support VET;</b></p>	<p><b>3.1 /Indicator: # of teachers trained on Life Skills to support VET;</b> Baseline (120); Target: 1200 teachers trained;</p> <p><b>3.2 /Indicator: # of life skills guidebooks produce;</b> Baseline (0); Target: 500</p> <p><b>3.3 /Indicator: # of science and technical subject teachers trained on SCI;</b> Baseline (350); Target: 750 teachers from all districts of Abkhazia were trained;</p> <p><b>3.4 /Indicator: # of SCI teacher guidebooks produce;</b> Baseline (0); Target: 600</p> <p><b>3.5 /Indicator: number and quality of STEM programmes;</b> Baseline (0) Target: STEM programmes in 10 schools;</p> <p><b>3.6 /Indicator: # of STEM manuals produce;</b> Baseline (0); Target: 250</p> <p><b>3.7 / Indicator: # of established STEM Labs in schools;</b> Baseline (0); Target: STEM Labs in 3 schools in Abkhazia (center, west and east);</p> <p><b>3.8 / Indicator: # of parents, teachers and students, who have taken part in awareness raising activities on VET;</b> Baseline (0); Target: 1600 parents, students and teachers exposed to VET activities;</p> <p><b>3.9 /Indicator: # of activities carried out to support the multi-lingual language education;</b> Baseline (3 round tables, 1 study trip, 2 international conference, series of trainings); Target: 6 activities</p>	<p>Reports and assessments of EU, UNDP, UNICEF, local NGOs and the media. Feedback from beneficiaries, international consultants.</p>	<p>Process not derailed by the political climate; Attempts by <i>de facto</i> authorities to interfere in the actual implementation due to political reasons are kept to a minimum. Active and broad engagement of stakeholders (particularly grassroots organizations)</p>
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<p><b>Output 4. Establishing cooperation schemes and dialogue with private and public employers;</b></p>	<p><b>4.1. /Indicator:</b> # of youngsters have access to specific entrepreneurial study programmes; Baseline (0); Target: (200 with at least 30% female youngsters including at least 20% from disadvantaged groups)</p> <p><b>4.2. /Indicator:</b> # 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><b>4.3. /Indicator:</b> # of dialogue meeting facilitated between VET establishments and potential (private and public) employers; Baseline (0); Target: (30)</p> <p><b>4.4. /Indicator:</b> # of awareness raising events/measures arranged to activate the public/private sector in Abkhazia; Baseline (0); Target: (10)</p> <p><b>4.5. /Indicator:</b> # of representatives from VET establishments as well as private/public sector participate in a study trip to the third country; Baseline (0), Target: (30 with at least 50% female participants and 30% representatives from disadvantaged groups)</p> <p><b>4.6. /Indicator:</b> # of partnership documents signed between VET establishments and public/private actors of labour market, Baseline (0); Target: (6)</p>	<p>Reports and assessments of EU, UNDP, local NGOs and the media. Feedback from beneficiaries, international consultants.</p>	<p>Process not derailed by the political climate; Attempts by <i>de facto</i> authorities to interfere in the actual implementation due to political reasons are kept to a minimum; Active and broad engagement of stakeholders (particularly grassroots organizations)</p>
<p><b>Output 5. Creating a pool of master trainers in plant protection sector.</b></p>	<p><b>5.1. /Indicator:</b> # of Farmer field schools' curriculum developed and Training modules for Master Trainers TMTs developed Baseline (0); Target: (1)</p> <p><b>5.2. /Indicator:</b> # Framework of Indicators for extension advice on Integrated Pest Management and Crop Diversification Identified; Baseline (0); Target: (1)</p> <p><b>5.3. /Indicator:</b> # of Master Trainers trained and ready to lead FFS implementation; Baseline (0); Target: (15)</p> <p><b>5.4. /Indicator:</b> # 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><b>5.5. /Indicator:</b> # of Farmer Field Schools operational (in coordination with Action Against Hunger) Baseline (0); Target: (4)</p>	<p>Reports from FAO and other stakeholders</p>	<p>The Farmer Field School remains as a priority for the different Stakeholders working in support to smallholder farmers in Abkhazia. Integrated Pest Management and Crop Protection remain priorities for farmers. Integrated Pest Management is considered as a useful means to reduce cropping losses due to pests and diseases.</p>

Activities	<p>1.1 Comprehensive institutional assessment of VET sector (policy analysis, approach, coordination, service providers, client orientation, etc);</p> <p>1.2 Elaboration of the mid-term vision with due consideration of Life-Long Learning (LLL) / Continuing Education;</p> <p>1.3 Carrying out Labor Market Demand Survey to identify the demand/supply challenges in private and public sectors;</p> <p>1.4 Identification of partner colleges and respective VET programmes (at least 3) for further support.</p> <p>2.1 Elaboration of VET standards, Teachers Skills Development Concept, teaching programmes and relevant syllabus in selected professions with special focus on accessibility of women to education and training;</p> <p>2.2 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;</p> <p>2.3 Assessment of quality and adaptation of the existing material and elaboration of new teaching materials;</p> <p>2.4 Rehabilitation of selected VET institutions (at least 3 colleges).</p> <p>3.1. Training of teachers on Life Skills and language instruction to support VET</p> <p>3.2. Training of science and technical subject teachers on how to use SCI through 'whole school' approach in order to interest student in VET</p> <p>3.3. Development and piloting of STEM (science, technology, engineering and math) programmes</p> <p>3.4. Establishment of model STEM Labs in schools in Abkhazia</p> <p>3.5. Support awareness raising of parents, teachers and students to understand the importance and value of VET</p> <p>4.1 Promotion of entrepreneurial culture and facilitation of professional orientation and career counselling services to increase employability opportunities;</p> <p>4.2 Facilitation of continuous dialogue between VET establishments and public/private sector</p> <p>4.3 Facilitation of joint study tour(s) abroad for identification of best practices.</p> <p>5.1 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;</p> <p>5.2 Develop training modules for Master Trainers TMTs;</p> <p>5.3 Organize two (2) indoor Trainings of Master Trainers (TMT) on FFS methodology and plan the season-long FFS programme,</p> <p>5.4 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;</p> <p>5.5 Organize and at least two (2) national IPM conferences/workshops on good agricultural practices and review experience of other countries and raise awareness on modern technologies.</p> <p>5.6 Strengthen existing agricultural training centers to implement Farmer Field Schools with a focus on IPM and increase access to and apply non chemical based pest control measures and crop diversification</p> <p>5.7 Provide technical advice in the implementation of 4 Farmer Field Schools (in coordination with Action Against Hunger)</p>
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**Notes:** The target of the first Indicator of the overall objective [at least 1000 with at least 30% female youth] is calculated based on tentative estimated figures of UNDP and UNICEF. Since the proposed joint programme aims to improve overall framework of up to 5 professions\* (3 UNDP and 2 UNICEF), including rehabilitation of at least 3 VET colleges and provision of teaching materials for students, etc., UNDP and UNICEF assume that the intervention will manage to improve the access of about 1000 youngsters to quality VET services. At the given stage it's difficult to quote the exact figure of targeted audience, including the percentage of female beneficiaries because the professions and colleges that are going to be supported, will be identified during the project implementation process. Since the numbers of students per college/profession differ, the quoted number [1000 youngsters] is a tentative estimated figure based on initial rough analysis and assumptions. The tentative figures as well as percentage of female beneficiaries might be revised during the implementation period in agreement with the European Union Delegation.

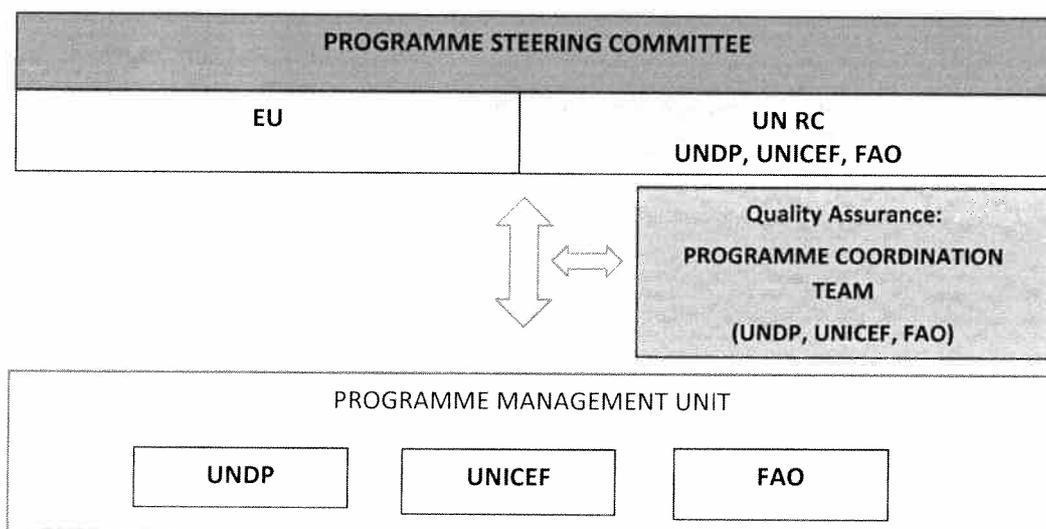
\* Up to 3 professions to be supported under UNDP's component will be identified and clarified based on findings of the institutional assessment of the VET Sector in Abkhazia, in case of UNICEF, the 2 professions are already identified; it will be Nursing and Midwifery;

**VI. MANAGEMENT AND COORDINATION ARRANGEMENTS (TWO PAGES)**

The Joint Programme will be jointly managed, coordinated and implemented by UNDP and UNICEF as well as FAO but in partnership with UNDP (thereinafter referred as “Participating UN Organizations” or PUNOs). The Multi-Partner Trust Fund Office (MPTF Office) of the UNDP will serve as the Administrative Agent (AA) of the Joint Programme. The AA functions are fully described in the Fund Management Arrangement Section below. The Joint Programme will be jointly managed and coordinated by the Participating UN organizations through the following bodies/structures:

**The Steering Committee**

As per internal procedures and requirements of participating UN organizations, the programme will introduce a Programme **Steering Committee (SC)** to ensure smooth and successful implementation of the joint programme. This SC will be co-chaired by UN Resident Coordinator (UN RC) and the designated authorities from the EU delegation in Georgia. It will also be comprised of Senior Management representatives from UNDP, UNICEF and FAO. UNDP Georgia will act as a Convening Agency. The **Steering Committee** will provide strategic guidance for a coherent and coordinated programme implementation and ensure that funds are managed properly and in a cost-efficient manner.



The programme executive role will rest with participating UN organizations but whenever needed they shall request guidance and directions from the Programme **Steering Committee**. It shall review and approve Joint Programme Document and annual work plans, provide strategic direction and oversight, set allocation criteria, allocate resources, review implementation progress and address problems, review and approve progress reports budget revisions/reallocations, and evaluation reports, note audit reports (published in accordance with each PUNOs’ disclosure policy), and initiate investigations (if needed). In the programme’s final year, the Programme **Steering Committee** shall hold an end-of programme review to capture lessons learned and discuss opportunities for scaling up and to socialize programme results and lessons learned with relevant audiences.

Due to sensitivities with regard to operation in Abkhazia, the beneficiary will usually not be invited to SC meetings but may be represented by participating UN organizations and their partners. In any case, the

programme **Steering Committee** will strive to reflect the beneficiary's positions via other means, such as focus groups or consultations prior to SC meetings or, in less sensitive cases, having representatives of beneficiaries join parts or the entirety of such SC meetings (to be decided by the Programme **Steering Committee** on a case by case basis). The Programme **SC** meetings are to be held at least annually in Tbilisi or Sukhumi.

### **The Programme Coordination Team**

The Programme Coordination Team will be established with participation of the designated quality assurance personnel of the Participating Agencies with the responsibility to coordinate the planning and implementation for the Joint Programme, assuring the quality of the implementation and reporting vis-à-vis the Programme **Steering Committee**, as well as ensuring the joint approach to the cross-cutting themes, such as visibility.

The coordination team will be jointly responsible to identify and foster synergies across various project initiatives and promote joint/consolidated implementation. The Team will meet at least on a quarterly basis, or more often if required to review the progress, work-plans and ensure the coordinated implementation. The team will jointly serve as a quality assurance to the programme **Steering Committee**.

### **The Programme Management Unit**

The programme will set up a Programme Management Unit for successful implementation of the programme results and activities towards achievement of the Joint Programme results. The Programme Management Unit will consist of personnel, designated for this programme and responsible for the day-to-day implementation of this programme, including with managerial, technical and administrative responsibilities.

The team will be coordinated by the UNDP designated manager responsible for, among others, coordination of joint planning and implementation. Regular team meetings [preferably every month or at least once in a quarter] will be institutionalized with participation of all staff of the programme (including permanent personnel and short-term experts, if applicable) for coordination and coherence of programmatic and operational activities.

Guided by respective Country Office units of participating UN organizations, the Programme Implementation Unit will be responsible for all aspects of programme execution, including coordination with local partners, oversight of implementing partners (selected NGOs), achievement of set results under the respective results, overall monitoring and reporting. The EU representative responsible for this programme will be invited and may partake in the coordination meetings.

The participating UN organizations will act as collectively responsible for attainment of the programme objectives and will be jointly accountable for successful implementation of the activities as specified in the results/outputs section:

- Output 1. (UNDP lead)
- Output 2. (UNDP & UNICEF Lead)
- Output 3. (UNICEF lead)
- Output 4. (UNDP lead)
- Output 5. (FAO lead)

Efficient coordination between the implementing organizations with UNDP, UNICEF and FAO on the one hand and DRC, AAH and WV on the other, as well as synergies and complementarity with other projects in the field of education, health, agriculture and rural development will be ensured. Coordination with other UN agencies and INGOs will be ensured through the above described multilateral coordination mechanisms (see chapter V).

### **UNDP**

UNDP will aim at making the synergies between the proposed intervention and the ongoing projects in Abkhazia, such as EU funded ENPARD III, CSSP, COBERM III and the USAID funded Horizons programmes. The initiative will seek particular complementarity with respective components on Business Skills Development and Vocational Training Support under the project Horizons. Furthermore, the intervention will synergize and be synergized with Local Action Groups and Agriculture Training Centers components under ENPARD III. Complementarity with respective sub-projects of CSSP and COBERM programmes in the field of education will be explored and ensured. The issues of complementarity and synergies with certain activities of other projects will be regularly discussed within the Programme Coordination Team and Programme Management Unit with involvement of representatives from respective projects (Horizons, CSSP, COBERM, etc) and further consultation with donor organizations (EU, USAID, etc). The objectives of the complementarity between respective activities under various projects may include but will not be limited to: more cost-efficient and value for money programming, larger multiplication effect, knowledge sharing, scaling up, etc.

## **UNICEF**

UNICEF's activities under the proposed programme will be complementary and create synergies with its MTB MLE related in-service and pre-service teacher training activities under the USAID-funded Horizons project, as well as Word Vision's SKYE programme on youth exiting schools without plans for vocational or higher education. The work to improve the quality of pre-service training of medical professionals in the medical college in Sukhumi undertaken in the framework of this programme will be based on an assessment of the college carried out under UNICEF's health component of the Horizons project, and will complement and create synergies with UNICEF's in-service trainings for doctors and nurses on Effective Perinatal Care (EPC) and Integrated Management of Childhood Illnesses (IMCI) under Horizons, as well as UNICEF's immunization support programme funded by the Global Vaccine Alliance (GAVI).

## **FAO**

FAO's component (output 5) will be complementary to other ongoing efforts implemented or being implemented in Abkhazia to combat several plant pests and diseases, including the efforts of FAO and AAH under ENPARD II and III, as well as AAH efforts under the parallel ADA funded project on pest management. While from FAO side the ongoing efforts are mainly dedicated to technical support to Abkhazian partners in forest health and plant protection, as well as concrete infestation control measures for Box Tree Moth, Chestnut Blight and Red Palm Weevil, this projects comes as a support to improve the extension advice provided to farmers, using the ongoing ATCs being implemented by AAH in the field, and providing for the FFS methodology, through the capacitation of Master Trainers, to be able to increase and improve the service provided to farmers, taking into consideration the linkages and programming with the Abkhazian stakeholders. FAO will support, together with AAH, the implementation of at least 4 Farmer Field Schools.

UNDP, UNICEF and FAO have good examples of successful partnership in projects implementation in Abkhazia. The same goes with AAH, DRC and WV. The iNGOs have been and until now are tightly cooperating under various projects with UN agencies based in Abkhazia.

The co-partner UN agencies will continue to participate in the coordination platforms such as Abkhazia Strategic Partnership, Humanitarian Coordination Group and Joint Consultative Forum. The donor community and partner organizations will be regularly updated about the progress and results of the intervention.

### ***Project Office\****

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\* Actual costs of the project office will be reported in line with Article 7.1 1 of the Special Conditions.

## UNDP

The UNDP **project office** located in Sukhumi (with programme support from Tbilisi office and the coordination support from MPTF Office) will include staff carrying out various tasks, such as technical assistance, administration and management that are directly attributable to the implementation of the joint programme. It will comprise of full-time dedicated and part time specialized project staff. The latter will be charged for the time spent directly attributable to the implementation of the joint programme.

The project office will consist of the following project staff:

**International Project Manager (P2):** The International Project Manager (IPM) will be recruited to be based in Sukhumi. The IPM will be responsible for the overall management of the joint programme, lead planning, implementation and monitoring/internal evaluation, reporting on project activities and results, financial expenditures. He/she will be leading the team and liaising with Abkhazia stakeholders and partnership building. The Project Manager will be charged for 100% of the working time spent directly attributable to the implementation of the Project during the period from 1 May 2019 till January (including) 2022. The salary rate will include salary, post-adjustment costs and all other UNDP-regulated entitlements for International Personnel. Since the recruitment process takes time, it is anticipated that the Project Manager will be on board from 1 May 2019. Designated personnel from the Country Office or the international personnel on the ground may assume the responsibilities of the Project Manager before finalization of the recruitment process.

**Project Officer** based in Sukhumi: oversees daily activities under the project and supports Project Manager in planning, implementation and monitoring of activities; supports in analysis of the situation and partnership building; The Project Officer will be charged for 100% of the working time spent directly attributable to the implementation of the Project during the period from April 2019 till January (including) 2022. The salary will be calculated in accordance with UNDP Service Contract Salary Scale. Estimation for potential salary increase based on performance review and upcoming salary scale revision is included. Since the recruitment process takes time, it is anticipated that the Project Officer will be on board from 1 March 2019.

**Project Assistant** based in Sukhumi supports program implementation for UNDP activities in Abkhazia by maintaining daily contacts with implementing CSOs, overseeing vendors and companies (e.g. rehabilitation/refurbishment works), visiting VET colleges to monitor daily activities, organizing project events (incl. supporting international and local experts in logistics, event planning etc.), supporting procurement, contributing to planning and implementation activities. The Project Assistant will be charged for the time spent directly attributable to the implementation of the Project, not exceeding 50% of the working time during the period from during the period from April 2019 till January (including) 2022. The salary is calculated in accordance with UNDP Service Contract Salary Scale. Estimation for potential salary increase based on performance review and upcoming salary scale revision is included. Since the recruitment process takes time, it is anticipated that the Project Associate will be on board from 1 April 2019.

**Administrative and Finance Assistant** based in Sukhumi is responsible for provision of finance, administrative, procurement and logistics assistance to the project team, including preparing financial reports, projections, payments, asset management, premises management, salaries, recruitment etc. The Administrative and Finance Assistant will be charged for the time spent directly attributable to the implementation of the Project, not exceeding 50% of the working during the period from 1 April 2019 till January (including) 2022. The salary is calculated in accordance with UNDP Service Contract Salary Scale. Estimation for potential salary increase based on performance review and upcoming salary scale revision is included. Since the recruitment process takes time, it is anticipated that the Project Associate will be on board from 1 April 2019.

**Driver** based in Sukhumi provides transportation services to project staff in Abkhazia and will be charged for 100% of the working time spent directly attributable to the implementation of the Project period from 1 April 2019 till January (including) 2022. The salary is calculated in accordance with UNDP Service Contract Salary Scale. Estimation for potential salary increase based on performance review and upcoming salary scale revision is included. Since the recruitment process takes time, it is anticipated that the Driver will be on board from 1 April 2019.

Additionally, the quality assurance, project oversight, monitoring and operational functions will be provided by:

**The UNDP Crisis Prevention and Recovery Team Leader (CPR TL):** he/she will provide overall quality assurance, oversight and monitoring of the project to ensure that the project produces the results (outputs) specified in the project document and compliant with the required standard of quality and within the specified constraints of time and cost. The CPR TL will provide liaison support with donor and national partners (mainly government) in Tbilisi, oversee reporting (both for the EU delegation and internal UNDP reporting), provide additional analysis of risks and mitigation measures (linked to Georgian stakeholders), ensure coherence and promote cooperation between this project and other UNDP and non-UNDP projects operating in Abkhazia. The UNDP CPR Team Leader will also be a focal person for the donor on this project. UNDP CPR Team Leader will be charged for the time spent directly attributable to the implementation of the Project, not exceeding 10% of the working time during the period from 1 February 2019 till January (including) 2022. The salary rate includes salary and UNDP regulated entitlements for this position for Fixed-Term National Staff.

**The UNDP Programme Associate:** based in Tbilisi, he/she will provide quality assurance for financial matters and reporting and advice project personnel on financial, administrative and reporting procedures. The UNDP Programme Associate will be charged for the time spent directly attributable to the implementation of the Project, not exceeding 5% of the working time during the period from 1 February 2019 till January (including) 2022. The salary rate includes salary and UNDP regulated entitlements for this position for Fixed-Term National Staff.

The UNDP Country Office will provide M&E, HR, Procurement and Finance supports through respective staff members based in Tbilisi:

**The Monitoring and Evaluation Specialist:** based in Tbilisi, he/she will support the setting up of a rigorous monitoring system, including individual sub-projects, and will be responsible for external evaluation of the project. The Monitoring and Evaluation Specialist will be charged for the time spent directly attributable to the implementation of the Project, not exceeding 3% of the working time during the period from 1 February 2019 till January (including) 2022. The salary rate includes salary and UNDP regulated entitlements for this position for Fixed-Term National Staff.

**HR Team Leader:** based in Tbilisi, he/she will provide assistance and advice to the project on HR related matters such as, recruitment and management of project personnel, security and general administration briefings, trainings and learning tools. The position is funded from projects since it is directly tied to implementation of projects. The HR team leader conducts quality assurance of the HR procedures during the project implementation. The duties are stipulated in the respective terms of reference, which is in compliance with Standard Operating Procedures of the office. Cost of 3% is calculated based on the estimated time spent on similar project/s during the year. The HR team Leader will complete monthly timesheets reflecting actual time spent on the given project.

**Procurement Team Leader:** based in Tbilisi, he/she will provide assistance and advice to the project on procurement related matters, such as, assistance in conducting tenders to acquire property, plant and equipment or services for projects, Logistics support services such as travel, event management for project

staff and project activities, Equipment and Asset Management services, including Information Technology equipment, maintenance, licenses and support for the project team and project activities. The position is funded from projects since it is directly tied to implementation of projects. Procurement team leader conducts quality assurance of the procurement procedures during the project implementation. The duties are stipulated in the respective terms of reference which is in compliance with Standard Operating Procedures of the office. Cost of 3% is calculated based on the estimated time spent on similar project/s during the year. The Procurement Team Leader will complete monthly timesheets reflecting actual time spent on the given project.

**Financial Analyst:** based in Tbilisi, he/she will provide assistance and advice to the project on finance related matters, such as, assistance with Financial advice on budgeting, expenses tracking, financial transaction, project level reporting at CO level. The position is funded from projects since it is directly tied to the implementation of projects. Finance Analyst conducts quality assurance of the finance procedures during project implementation. The duties are stipulated in the respective terms of reference, which is in compliance with Standard Operating Procedures of the office. Cost of 3% is calculated based on the estimated time spent on similar project/s during the year. The Financial Analyst will complete monthly timesheets reflecting actual time spent on the given project.

Coordination of the project implementation will be carried out by **UNDP's MTPF Office**, serving as the Administrative Agent for the Joint Programme. The Administrative Agent will charge direct costs for respective staff of the MTPF Office based in New York to carry out the following activities:

- (a) Sign PAGODA and SAAs with donors and receive contributions from donors that wish to provide financial support to the Fund/Programme through the AA.
- (b) Administer such funds received in accordance with its regulations, policies and procedures, as well as the relevant MOU and Fund Terms of Reference (TOR) and PAGODA/SAA, including the provisions relating to winding up the Fund account and related matters;
- (c) Subject to availability of funds, disburse such funds to each of the PUNOs in accordance with decisions from the Steering Committee (SC), taking into account the budget set out in the approved TOR/JP documents;
- (d) Ensure consolidation of statements and reports, based on submissions provided by each PUNO, as set forth in the TOR/JP document and provide these to each donor that has contributed to the Fund/Programme account and to the SC;
- (e) Provide final reporting, including notification that the Fund/Programme has been operationally completed;
- (f) Disburse funds to any PUNO for any additional costs of the task that the SC may decide in accordance with the programmatic document/JP document.

Other costs of a project office will include travel and subsistence costs for staff and other persons directly assigned to the operations of the project office; depreciation costs, rental costs or lease of equipment and assets composing the project office; costs of maintenance and repair contracts specifically awarded for the operations of the project office; costs of consumables and supplies specifically purchased for the operations of the project office; costs of IT and telecommunication services specifically purchased for the operations of the project office; costs of energy and water specifically supplied for the operations of the project office; costs of facility management contracts including security fees and insurance costs specifically awarded for the operations of the project office.

**General Expenses:** To support all project activities, this proposed project includes expenses related to office rent in Sukhumi, 24-hour security guards for the office and operation of Gali radio room operators, communication and internet, stationary and other office supplies, and office equipment maintenance. Per

MOSS requirements, territory of Abkhazia qualifies as security zones level 3 and 4, which requires constant tracking of UN staff operating on this territory. Radio room located in UNHCR office in Gali, staffed with 4 radio operators, provides tracking of travel of UN staff on the territory of Abkhazia and ensures 24/7 communication system for all UN staff on the territory of Abkhazia, including cases of emergency. UNHCR provides office space and communication costs in-kind, UN agencies pay only for the salary of the radio operators, which is shared among UN agencies. Based on the number of staff, the given project will be charged 25% of monthly rent/security/radio operators fee, which makes average 1300 EUR per month.

**Materials Expenses:** For this project's main activities relating to capacity building within the VET sector, public awareness and outreach, technical advisory, rehabilitation/refurbishment and expertise building activities, the primary means required includes the procurement of teaching materials, training program materials, teaching/training equipment and other materials for UNDP to implement the project related activities.

**Transportation and Vehicle-Related Expenses:** Support to this activity requires maintenance, depreciation and fuel costs to ensure safe, reliable transportation for the Project Staff.

**Maintenance & Repair and Outfitting Costs:** This project envisages the repair of office space, if necessary, and the outfitting of the spaces with the necessary furniture and IT equipment to facilitate effective operations.

Upon the completion of this project, any remaining available assets or materials procured will be either maintained for further usage for development initiatives in Abkhazia or transferred to project beneficiaries if necessary, according to Article 9 of the General Conditions (of the European Union contracts).

## **UNICEF**

UNICEF maintains a Field Office in Sukhumi with fixed term supported by short-term technical personnel. The work of the Field Office is further supported by the Country Office in Tbilisi which provides quality assurance as well as overall oversight on the planning, implementation, evaluation and reporting of programmes, as well as on operational matters. The Country Office also coordinates the Field Office's programmes in Abkhazia with the Government of Georgia (Office of the State Minister for Reconciliation and Civic Equality), as well as with UNICEF's Brussels Office, Regional Office in Geneva and Headquarters. The Field Office staff will be responsible for the planning, implementation, monitoring, evaluation and reporting of all technical programme activities and the management functions of this joint programme. directly attributable to the present joint project. The staff costs will be charged to the project budget for the time spent on the work directly attributable to the implementation of the joint programme.

The following staff will be assigned to this project:

**International Project Manager (P4):** The Head of UNICEF's Sukhumi Field Office will serve as international project manager for UNICEF's component of this joint programme. He is based in Sukhumi and will be responsible for the daily direct supervision, guidance and management of the Field Office's staff, international and local consultants, and activities related to this project, including planning, implementation, monitoring, evaluation and reporting, continuous policy dialogue, advocacy, management of project finances, provision of quality assurance, coordination with UNDP and FAO, liaison with the Donor and other stakeholders, extensive involvement in the advocacy with local and international stakeholders. The project is intended to cover up to an estimated 15% of the annual standard cost of this International Professional post (P4) in accordance with UNICEF HR policy.

**International Health and Nutrition Specialist (P3):** The H&N Specialist is based in Sukhumi and will lead and coordinate the implementation of the work in the medical colleges under this project by providing international technical expertise and best practices to the colleges and related de facto authorities, and by guiding and supervising the work of the National Project Officer/Health and other short-term technical staff, as well as international and local consultants. The H&N Specialist also ensures daily liaison with all relevant local partners and stakeholders. As the H&N Specialist also leads the implementation of all other health related UNICEF activities in Abkhazia, this project will cover only the costs for time spent by the Specialist on his work directly attributable to the implementation of this project, i.e. up to 10% of the annual standard cost of the International Professional staff in accordance with UNICEF HR policy;

**Project Officer/Health (NO1):** The Project Officer/Health will be based in Sukhumi and will be responsible for the daily technical implementation of the health-related project activities in the medical colleges in Sukhumi and Gagra. As the Project Officer/Health is also implementing other UNICEF health activities in Abkhazia, this project will cover only the costs for time spent by the Officer on work directly attributable to the implementation of this project, i.e. up to 25% of the annual estimated cost for staff member in the national officer category during the period of 30 months in accordance with UNICEF HR policy;

**Project Officer/Education (NO1):** The Project Officer/Education will be based in Sukhumi and will be responsible for the planning and implementation of project activities related to Output 3 on developing the education sector to support VET. As the Project Officer/Education is also implementing other UNICEF education activities in Abkhazia, this project will cover only the costs for time spent by the Officer on work directly attributable to the implementation of this project, i.e up to 25% of the annual estimated cost for staff member in the national officer category will be covered during the period of 30 months in accordance with UNICEF HR policy;

**Project Associate/Sukhumi (GS6):** The Project Associate is based in Sukhumi and will be responsible for financial, administrative, procurement and logistics support to the project, monitoring the vendors and other service providers. As the Project Associate also serves all other UNICEF programmes in Abkhazia, this project will cover only the costs for time spent by the Project Associate on work directly attributable to the implementation of this project, i.e up to 25% of the annual standard cost of the UN staff member in the General Service (GS) category during the period of 36 months in accordance with UNICEF HR policy;

**Project Associate/Tbilisi (GS6):** The Project Associate is based in Tbilisi and will be responsible for daily quality administrative support and monitoring of the financial implementation of the project from the Country Office in Tbilisi, including support to procurement and logistics, developing inputs for financial reports, payments, etc. As the Project Associate also serves all other UNICEF programmes in Abkhazia, this project will cover only the costs for time spent by the Project Associate on work directly attributable to the implementation of this project, i.e up to 25% of the annual standard cost of the UN staff member in the General Service (GS) category during the period of 36 months in accordance with UNICEF HR policy;

**Driver (GS2):** The driver is based in Sukhumi and will be responsible for all transportation related to the implementation of this project. The driver also serves all other UNICEF programmes in Abkhazia, and the budget of this project therefore will only cover the costs for time spent by the driver on work directly attributable to the implementation of this project, i.e. up to 35% of the annual standard cost for the UN staff member in the General Service (GS) category in accordance with UNICEF HR policy.

In addition to the staff costs, it is anticipated to cover the following expenses in accordance with the harmonized cost categories:

**Equipment, vehicles and furniture:** covering 40% of the cost of fuel and maintenance of two vehicles with an estimated monthly amount of EUR 563 to support the health and education work of UNICEF's project component. (As the Field Office has only one driver, the second vehicle will be driven – on exceptional basis – by specifically authorized other staff members assigned to this project.)

**General operating and other direct costs:**

- **Small value office supplies** – to cover the costs of small value stationary and other office supplies for the project needs at the monthly estimated amount of EUR 66;
- **Office communication costs** – to cover the cost of office communication at 25% rate (mobile/telephone communication and internet) costs at monthly estimated cost of EUR 132;
- **Office and utility services** – considering the budgetary limitations, the project will be charged with up-to 15% of the annual cost of common premises expenses with an estimated monthly cost of EUR 944. The cost is projected to cover the costs of: utilities (electricity/heating/water, etc), office rent in accordance with the number of staff and occupied space, 24-hours security service. In addition, this cost includes cost-sharing of the operations of the radio room in Gali which is located in the premises of UNHCR, while all UN Agencies co-fund the costs of radio room operators. The radio room ensures continued monitoring and functionality of the security communication systems and transport equipment in accordance with the MOSS (Minimum Operation Security Standard) requirements of the UN Department for Safety and Security. The security requirements are defined in accordance with the regulations of the UN Department for Safety and Security classifying Abkhazia as security zone 3 and 4 requiring 24/7 monitoring of safety and security of UN personnel, technical staff as well as its premises.

**FAO**

**International Staff (Plant Protection and Forest Health Specialist)**

The project will contribute to a 20% of the salary of this position for a duration of 3 years. His/her tasks will be to ensure the provision of technical support to the project activities as well as to ensure the overall coordination and management of field activities.

**Administration and Finance Assistant**

The project will contribute to a 20% of the salary of this position for a duration of 3 years. He/she will be responsible for provision of finance, administrative, procurement and logistics assistance.

**Desk Support for Operations**

The project will contribute to a 20% of the salary of this position for a duration of 3 years. His tasks will be to provide operational support to the project and ensure that the FAO corporate procedures are fully respected throughout the life of the project.

**Technical Support Services (FAO HQ and REU support)**

The project will contribute to cover the salary for this position for 6 working days. This budget line covers the costs of the involvement of the FAO technical staff inputs to the project, both from the Regional Office and from FAO headquarters for backstopping, technical guidance, quality control, and any ad hoc technical inputs that may be required, to ensure the corporate FAO guidance to the international consultants. This budget line will also cover the technical support provided by FAO staff in cross-cutting issues, such as gender and environmental support to the project activities.

### **Supplies, Commodities, Materials - Small equipment/investment in Farmer Field Schools**

This budget line covers the procurement of items of expendable nature (agricultural inputs), that will be used during the implementation of the establishment and functioning of the 4 Farmer Fields Schools

### **Equipment, Vehicles, Furniture, Depreciation**

#### **Vehicle costs**

This budget Line will cover the cost of Vehicle's fuel, maintenance and insurance.

#### **Office Equipment**

This budget line covers the expenditure for IT equipment (laptops, screens, IT equipment, cameras, projector) and furniture for office space. Calculation is done based on similar costs for similar number of staff members in other project/s.

### **Contractual Services - International Farmer Field School**

International contract for the Training of Trainers on Farmer Field Schools Programme.

#### **Travel**

This budget line covers the costs for all travel activities of both national and international project staff as well as travel costs for technical backstopping of officers involved in project implementation. It includes airfares and per diems for staff as well as other local travel costs. It also includes travel costs of non-FAO staff that need to participate in trainings in country.

#### **General Operating**

This budget line covers the operating costs of the project for communication, telephone, office rent and office running costs, office consumables as well as any other very low procurement of this kind to be covered locally.

## **VII. FUND MANAGEMENT ARRANGEMENTS**

The present UN Joint Programme will follow the pass-through fund management modality according to the UNDG Guidelines on UN Joint Programming, with UNDP's MTPF Office, serving as the Administrative Agent for the Joint Programme.

The Administrative Agent will charge direct costs, which are included under the personnel/staff budget line for MPTF Office staff based in New York to carry out the following activities:

- (a) Sign PAGODA and SAAs with donors and receive contributions from donors that wish to provide financial support to the Fund/Programme through the AA.
- (b) Administer such funds received in accordance with its regulations, policies and procedures, as well as the relevant MOU and Fund Terms of Reference (TOR) and PAGODA/SAA, including the provisions relating to winding up the Fund account and related matters;
- (c) Subject to availability of funds, disburse such funds to each of the PUNOs in accordance with decisions from the Steering Committee (SC), taking into account the budget set out in the approved TOR/JP documents;
- (d) Ensure consolidation of statements and reports, based on submissions provided by each PUNO, as set forth in the TOR/JP document and provide these to each donor that has contributed to the Fund/Programme account and to the SC;
- (e) Provide final reporting, including notification that the Fund/Programme has been operationally completed;

- (f) Disburse funds to any PUNO for any additional costs of the task that the SC may decide in accordance with the programmatic document/JP document.

The Participating UN Organizations will:

- Assume full programmatic and financial responsibility and accountability for the funds disbursed by the AA.
- Establish a separate ledger account for the receipt and administration of the funds disbursed to it by the Administrative Agent.
- Each UN organization is entitled to deduct their indirect costs on contributions received according to their own regulation and rules, taking into account the size and complexity of the programme. Each UN organization will deduct 7% as overhead costs of the total allocation received for the agency.

The Joint Programme Account will be administered by the Administrative Agent in accordance with the regulations, rules, directives and procedures applicable to it, including those relating to interest.

Prior to the launch of the Joint Programme, a Memorandum of Understanding will be signed between the Participating UN Organizations and the Administrative Agent. A common annual work plan will be elaborated. A detailed joint annual work-plan as a part of this programme will be developed for one year of the implementation before the first month of each yearly cycle.

Some of the local Implementing Partners of the Joint Programme have been already identified by the Participating UN Organizations through previous cooperation experience and partners' capacity assessments, these are: local CSOs Amilatt Resurskua and Sukhumi Youth House. Other Implementing Partners will be identified through open tenders and competition in accordance with participating UN agencies' regulations, rules, directives and procedures.

**Transfer of cash to local Implementing Partners:** Cash transfer modalities, the size and frequency of disbursements, and the scope and frequency of monitoring, reporting, assurance and audit will be agreed prior to programme implementation, taking into consideration the capacity of implementing partners, and can be adjusted in its course in accordance with applicable policies, processes and procedures of the Participating UN Organizations.

### **VIII. MONITORING, EVALUATION AND REPORTING**

A Joint Programme monitoring, evaluation and audit will be carried out in accordance with the respective regulations, rules and procedures of the Participating UN Organizations.

Joint Programme Monitoring Framework (JPMF)

Expected Results (Outcomes & outputs)	Indicators (with baselines & indicative timeframe)	Means of verification	Collection methods, with indicative time frame & frequency	Responsibilities	Risks & assumptions
<b>Outcome: To improve quality, effectiveness and accessibility of the vocational education system in Abkhazia</b>	<p><b>Indicator:</b> # of youngsters have improved access to quality VET services; Baseline (0); Target: (1000 with at least 30% female youth)</p> <p><b>Indicator:</b> Overall framework for education for # of VET professions improved; Baseline (0); Target: (5, including women-centered 2 professions)</p> <p><b>Indicator:</b> # of trained professionals in different areas ready to provide VET training to final users (students, farmers, etc.) Baseline (0); Target: (65)</p>	Reports and/or assessments	<p>Monitoring visits/internal monitoring reports and/or feedback from beneficiaries/stakeholders and/or media reports and/or external evaluation;</p> <p>Annually, or in the frequency required for each indicator</p>	Jointly by Administrative Agent [UNDP] together with UNICEF and FAO;	<p>Risks are identified by project management and actions will be taken to manage the risk. The risk log will be actively maintained to keep track of identified risks and actions taken</p> <p>Any quality concerns or slower than expected progress shall be discussed by the project Steering Committee and management actions will be agreed to address the challenges, if any. Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.</p>
<b>Output 1. Assessing the Ways to Improve the management and delivery of VET</b>	<p><b>1.1 /Indicator:</b> Institutional assessment of VET sector carried out; Baseline (No); Target: (Yes)</p> <p><b>1.2 /Indicator:</b> # of follow-up assessments of VET sector; Baseline (0); Target: (1)</p> <p><b>1.3 /Indicator:</b> Mid-term vision with due consideration of LLL developed; Baseline (No); Target: (Yes)</p> <p><b>1.4 /Indicator:</b> # of consultation meetings with local stakeholders to address the gaps in the field of LLL; Baseline (0); Target: (10)</p> <p><b>1.5 /Indicator:</b> Labor Market Demand Survey carried out; Baseline (No); Target: (Yes)</p> <p><b>1.6 /Indicator:</b> # of consultation meetings with potential partner colleges; Baseline (0); Target: (at least 10, including in disadvantaged areas)</p>	Reports and/or assessments	<p>Monitoring visits/internal monitoring reports and/or feedback from beneficiaries/stakeholders and/or media reports;</p> <p>Quarterly, or in the frequency required for each indicator.</p>	Administrative Agent [UNDP];	<p>Risks are identified by project management and actions will be taken to manage the risk. The risk log will be actively maintained to keep track of identified risks and actions taken</p> <p>Relevant lessons will be captured by the project team and used to inform management decisions. Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance</p>
<b>Output 2. Supporting the elaboration and implementation of best VET practices in selected areas;</b>	<p><b>2.1 /Indicator:</b> Teachers Skills Development Concept elaborated; Baseline (No); Target: (Yes)</p> <p><b>2.2 /Indicator:</b> # of syllabus developed in selected professions through international consultancy/expertise; Baseline (0); Target: (4)</p> <p><b>2.3 /Indicator:</b> # of academic personnel of VET establishments to visit third country on a study trip; Baseline (0); Target: (15 with at least 50% female participants)</p> <p><b>2.4 /Indicator:</b> # of academic staff of VET establishments trained locally in new teaching methodologies;</p>	Reports and/or assessments	<p>Monitoring visits/internal monitoring reports and/or feedback from beneficiaries/stakeholders and/or media reports;</p> <p>Quarterly, or in the frequency required for each indicator.</p>	Administrative Agent [UNDP] with respective input from UNICEF;	<p>Risks are identified by project management and actions will be taken to manage the risk. The risk log will be actively maintained to keep track of identified risks and actions taken.</p> <p>Relevant lessons will be captured by the project team and used to inform management decisions.</p>

	<p>Baseline (0); Target: (50 with at least 50% female staff)</p> <p><b>2.5. /Indicator: # of administrative staff of VET colleges trained locally in management of VET establishments;</b> Baseline (0); Target: (15 with at least 40% female staff)</p> <p><b>2.6. /Indicator: # of local VET teachers provided with ToT courses;</b> Baseline (0); Target: (15 with at least 50% female teachers)</p> <p><b>2.7. /Indicator: # of students in selected professions supported with new teaching materials, including textbooks, training kits, teaching equipment, furniture, etc</b> Baseline (0); Target: (800 with at least 40% female students)</p> <p><b>2.8. /Indicator: # of academic and administrative staff of VET colleges provided with training in using the new teaching material and multimedia equipment;</b> Baseline (0); Target: (30 with at least 50% female staff)</p> <p><b>2.9. /Indicator: # of students have improved access to rehabilitated VET institutions;</b> Baseline (0); Target: 1000 with at least 30% female students)</p>				<p>Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.</p>
<p><b>Output 3. Developing the education system to support VET;</b></p>	<p><b>3.1 /Indicator: # of teachers trained on Life Skills to support VET;</b> Baseline (120); Target: 1200 teachers trained;</p> <p><b>3.2 /Indicator: # of lifeskills guidebooks produce;</b> Baseline (0); Target: 500</p> <p><b>3.3 /Indicator: # of science and technical subject teachers trained on SCI;</b> Baseline (350); Target: 750 teachers from all districts of Abkhazia were trained;</p> <p><b>3.4 /Indicator: # of SCI teacher guidebooks produce;</b> Baseline (0); Target: 600</p> <p><b>3.5 /Indicator: number and quality of STEM programmes;</b> Baseline (0) Target: STEM programmes in 10 schools;</p> <p><b>3.6 /Indicator: # of STEM manuals produce;</b> Baseline (0); Target: 750</p> <p><b>3.7 / Indicator: # of established STEM Labs in schools;</b> Baseline (0); Target: STEM Labs in 3 schools in Abkhazia (center, west and east);</p> <p><b>3.8 / Indicator: # of parents, teachers and students, who have taken part in awareness raising activities on VET;</b> Baseline (0); Target: 1600 parents, students and teachers exposed to VET activities;</p> <p><b>3.9 /Indicator: # of activities carried out to support the multi-lingual language education;</b> Baseline (3 round tables, 1 study trip, 2 international conference, series of trainings); Target: 6 activities</p>	<p>Reports and/or assessments</p>	<p>Monitoring visits/internal monitoring reports and/or feedback from beneficiaries/stakeholders and/or media reports;</p> <p>Quarterly, or in the frequency required for each indicator.</p>	<p>UNICEF</p>	<p>Risks are identified by project management and actions will be taken to manage the risk. The risk log will be actively maintained to keep track of identified risks and actions taken.</p> <p>Relevant lessons will be captured by the project team and used to inform management decisions. Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.</p>

<p><b>Output 4. Establishing cooperation schemes and dialogue with private and public employers;</b></p>	<p><b>4.1. /Indicator:</b> # of youngsters have access to specific entrepreneurial study programmes; Baseline (0); Target: (200 with at least 30% female youngsters including at least 20% from disadvantaged groups)</p> <p><b>4.2. /Indicator:</b> # 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><b>4.3. /Indicator:</b> # of dialogue meeting facilitated between VET establishments and potential (private and public) employers; Baseline (0); Target: (30)</p> <p><b>4.4. /Indicator:</b> # of awareness raising events/measures arranged to activate the public/private sector in Abkhazia; Baseline (0); Target: (10)</p> <p><b>4.5. /Indicator:</b> # of representatives from VET establishments as well as private/public sector participate in a study trip to the third country; Baseline (0); Target: (30 with at least 50% female participants and 30% representatives from disadvantaged groups)</p> <p><b>4.6. /Indicator:</b> # of partnership documents signed between VET establishments and public/private actors of labour market; Baseline (0); Target: (6)</p>	<p>Reports and/or assessments</p>	<p>Monitoring visits/internal monitoring reports and/or feedback from beneficiaries/stakeholders and/or media reports;</p> <p>Quarterly, or in the frequency required for each indicator.</p>	<p>Administrative Agent [UNDP];</p>	<p>Risks are identified by project management and actions will be taken to manage the risk. The risk log will be actively maintained to keep track of identified risks and actions taken.</p> <p>Relevant lessons will be captured by the project team and used to inform management decisions. Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance</p>
<p><b>Output 5. Creating a pool of master trainers in plant protection sector.</b></p>	<p><b>5.1. /Indicator:</b> # of Farmer field schools' curriculum developed and Training modules for Master Trainers TMTs developed Baseline (0); Target: (1)</p> <p><b>5.2. /Indicator:</b> # Framework of Indicators for extension advice on Integrated Pest Management and Crop Diversification identified; Baseline (0); Target: (1)</p> <p><b>5.3. /Indicator:</b> # of Master Trainers trained and ready to lead FFS implementation; Baseline (0); Target: (15)</p> <p><b>5.4. /Indicator:</b> # of Trainings of Master Trainers (TMT) for local professional staff and extension service providers, farmer associations and NGOs and # of Trainings of Facilitators (in coordination with ACF) for lead farmers Baseline (0); Target: (15)</p> <p><b>5.5. /Indicator:</b> # of Farmer Field Schools operational (in coordination with Action Against Hunger) Baseline (0); Target: (4)</p>	<p>Reports and/or assessments</p>	<p>Monitoring visits/internal monitoring reports and/or feedback from beneficiaries/stakeholders and/or media reports;</p> <p>Quarterly, or in the frequency required for each indicator.</p>	<p>FAO</p>	<p>The Farmer Field School is not considered as a priority for the different Stakeholders working in support to smallholder farmers in Abkhazia. Integrated Pest Management and Crop Protection are not seen as priorities for farmers. Integrated Pest Management is not considered as an useful means to reduce cropping losses due to pests and diseases. The project will use pesticides for demonstration purposes without following the proper security protocols in terms of capacity development of the users and appropriate use of protective equipment, as a result of ACF corporate rules and procedures approved by AGP division</p>

Monitoring and Evaluation of the project will be conducted based on the enclosed logframe and in accordance with the EU Results Framework Indicators (reference: <https://europa.eu/capacity4dev/eu-rfi/>)

Monitoring & Evaluation of this project and its achievement will be done in line with the General Conditions set out in Annex 2 to the present EU-UNDP agreement. UNDP will report on the results and impact as per the results & resources framework included in this “Description of the action”. Progress and final reports will be produced in line with the requirements set out in Art. 3 of the said General Conditions.

More specifically:

**Monitoring:** The Joint Programme will be monitored throughout its duration and evaluated in accordance with the programme M&E plan. Participating UN Organizations will share information and progress updates and undertake joint visits where appropriate. Programme monitoring will be carried out by the Programme Implementation Unit in accordance with the policies and procedures of Participating UN Organizations. The programme implementation will be assessed continuously at the level of results. Results will be measured at regular intervals and against clearly defined indicators. Specific programme activities will serve as benchmarks indicating the progress achieved. The results of monitoring activities will be presented to the Programme **Steering Committee** by the Programme Implementation Unit. The programme will likely be subject to Result-Oriented Monitoring (ROM) missions organized by EU.

**Annual/Regular reviews:** As mentioned above, the Programme Steering Committee will carry out annual reviews of the implementation.

**Evaluation:** An External evaluation of the joint programme will take place once during the Joint Program lifetime. The evaluation will be carried out after 18 months of the JP implementation to collect feedback from stakeholders – partners and beneficiaries, analyse the results achieved and challenges encountered, adjust implementation modalities as needed and incorporate changes throughout all program components.

**Reporting:** Reporting will be carried out in line within the deadlines established for the respective type of the agreement. The participating UN agencies will ensure results and impact-oriented reporting through regular narrative progress reports. Monitoring and Evaluation of the project will be conducted using the project-specific logframe attached to the present description of the action. The partner should report on the results at impact, outcome and output levels, linked to sources of verification presented in the logframe. Reporting will be carried out through Progress, Interim and Final Reports as laid down in the present Description of the Action and general conditions as set out in Annex 2 to the present EU-UNDP (etc) agreement. Once arrangements are in place for UN agency access to the EU projects monitoring platform OPSYS, the partner will report through OPSYS. The results framework may be revised for further streamlining by the parties; with that in view, for the better quality of the logframes and indicators, the partners are encouraged to get familiar with DG NEAR guidelines on Indicators - P. 45 and the EU Results Framework. Wherever an indicator set out in the project logframe is also reflected in the EU Results Framework, project reporting will also mention that.

Financial reporting by the Administrative Agent will be carried out in line with the Annex III – Budget of the Action while PUNOs will further provide regular financial reporting against the detailed budget (Attachment I to the DoA) to meet the EU reporting requirements.

## IX. LEGAL CONTEXT OR BASIS OF RELATIONSHIP

#### Basis of Relationship

Participating UN organization	Agreement
UNDP	This Joint Programme Document shall be the instrument referred to as the Programme Document in Article I of the Standard Basic Assistance Agreement between the Government of Georgia and the United Nations Development Programme, signed by the parties on 1993.
UNICEF	Current Joint Programme Document is developed under the auspices of the Basic Cooperation Agreement signed by the Government of Georgia and UNICEF Georgia Country Office on 3 December 1999 and ratified by the Parliament of Georgia on 5 June 2001 and the 2016-2020 Georgia Country Programme Document.
FAO	The Food and Agriculture Organization of the United Nations and the Government of Georgia signed agreement for the establishment of the FAO Representation in Georgia on 26 January 2004.

*The Implementing Partners/Executing Agency agree to undertake all reasonable efforts to ensure that none of the funds received pursuant to this Joint Programme are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by Participating UN organizations do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via <http://www.un.org/Docs/sc/committees/1267/1267ListEng.htm>. This provision must be included in all sub- contracts or sub-agreements entered into under this programme document.*

#### X. WORK PLANS AND BUDGETS

**JOINT PROGRAMME INDICATIVE WORKPLAN**

		Years																																					
Activity		Year 1												Year 2												Year 3													
Implementer		1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12		
1.1	UNDP																																						
1.2	UNDP																																						
1.3	UNDP																																						
1.4	UNDP																																						
2.1	UNDP																																						
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3.5	UNICEF																																						
4.1	UNDP																																						
4.2	UNDP																																						
4.3	UNDP																																						
5.1																																							



## Risk Analysis.

Risk	Category	Probability and Impact	Management Response *
1/ General uncertainty about <i>de facto</i> government's position on development interventions by international organizations and usual carefulness with new thematic interventions;	Political	Programme implications: <ul style="list-style-type: none"> <li>Uncertain positions on international support as well as traditional carefulness to accept new thematic interventions make strategic planning difficult and could negatively impact the project implementation (P=3/I=3)</li> </ul>	<ul style="list-style-type: none"> <li>Flexible approach in determining the priorities and ensure conflict sensitivity in implementation</li> <li>Continuous (formal and informal) contact with the <i>de facto</i> government at all levels to keep an eye on changing positions and act accordingly;</li> <li>Maintaining dialogue with stakeholders on both sides to transparently inform about project objectives and results</li> <li>Careful communication policies performed by the programme</li> <li>Coordination of approaches at the ASP and Regional ASP levels to exchange information and coordinate responses to challenges that may occur.</li> <li>Brief regularly the UN Resident Coordinator who can hold discussions with high level <i>de facto</i> authorities on specific issues that may be hindering project progress.</li> </ul>
2/ Uncertainty about <i>de facto</i> government's priorities (changing frequently)	Political	Programme implications: <ul style="list-style-type: none"> <li>Uncertainty on priorities makes strategic planning difficult and could negatively impact the project implementation (P=3/I=3)</li> </ul>	Flexible approach in determining the priorities and ensure conflict sensitivity in implementation <ul style="list-style-type: none"> <li>Continuous (formal and informal) contact with the <i>de facto</i> government at all levels to understand and incorporate changing priorities into the programme</li> </ul>
3/ Outbreak of hostilities or violent internal confrontations	Political/Security	Programme implications: <ul style="list-style-type: none"> <li>Block implementation and ongoing discussions on future planning</li> <li>Evacuation of international staff (P=2/I=5)</li> </ul>	<ul style="list-style-type: none"> <li>Flexible approach in determining the priorities and ensure conflict sensitivity in implementation</li> <li>Monitor developments</li> <li>Contingency plan ready</li> <li>Continued Liaison with UNDSS</li> </ul>
4/ Access of international Project Manager/s, international technical advisors, international consultants	Political/Operational	Programme implications: <ul style="list-style-type: none"> <li>Delay roll out of planned activities</li> <li>Low efficiency in project implementation and delivery (P=3/I=3)</li> </ul>	<ul style="list-style-type: none"> <li>Continuous (formal and informal) contact with the <i>de facto</i> government at all levels to understand the reasons and act accordingly</li> <li>Continuous coordination and liaison with UN Country Team as well as donor organization (European Union) and other players on the ground, as relevant;</li> <li>Sharing information on access issues at the Regional ASP level and informing the UN Resident Coordinator of problems the issue can be raised and resolved during discussions with the <i>de facto</i> authorities</li> </ul>

<b>Risk</b>	<b>Category</b>	<b>Probability and Impact</b>	<b>Management Response *</b>
5/ Accidents, misconduct and/or maladministration	Operational	Programme Implications: <ul style="list-style-type: none"> <li>• Delay roll out of planned activities</li> <li>• Discredit the image if UN and EU</li> </ul> (P=1/I=4)	<ul style="list-style-type: none"> <li>• Staff members have completed courses on security in the field, sexual harassment, HIV/AIDS</li> <li>• Ensure safe driving</li> <li>• Ensure quality control of accounting</li> </ul>
6/ Insufficient capacity of the local specialists and service providers	Operational	Programme Implications: <ul style="list-style-type: none"> <li>• Low efficiency of the project</li> <li>• Time delays</li> <li>• Increased prices due to discrepancies between supply and demand</li> </ul> (P=3/I=2)	<ul style="list-style-type: none"> <li>• Well developed and clearly defined plans and specifications of activities to be undertaken</li> <li>• Close monitoring of the implementation process by the international project manager/s.</li> <li>• Consultations with local providers on the expectations and requirements vis-à-vis expected outcomes</li> </ul>
7/ Weak and unprepared stakeholders/interlocutors and communities with no prior experience of cooperating with similar programmes	Operational	Programme Implications: <ul style="list-style-type: none"> <li>• Time delays due to lack of experience of leaders and initial distrust of people</li> </ul> (P=4/I=2)	<ul style="list-style-type: none"> <li>• Developed plan of awareness building</li> <li>• Consultations with local stakeholders and champions to win their support for the programme</li> </ul>
8/ Limited number of civil society organizations having experience in VET sector development	Operational	Programme Implications: <ul style="list-style-type: none"> <li>• Lower quality of programme products</li> <li>• Time delays</li> </ul> (P=4/I=3)	<ul style="list-style-type: none"> <li>• Performing capacity assessment of all partner CSOs</li> <li>• Supporting CSOs (capacity building) in planning and implementation of their activities</li> <li>• Close monitoring of activities and results</li> </ul>
9/ Lack of interest on Plant Protection or Integrated Pest Management by Farmers, or lack of interest of stakeholders on the Farmer Field School methodologies	Operational	Programme Implications: <ul style="list-style-type: none"> <li>• Lower quality of programme products</li> <li>• Time delays</li> </ul> (P=4/I=3)	<ul style="list-style-type: none"> <li>• Intense awareness on Farmer Field Schools methodologies, based on concrete cases in other areas.</li> <li>• Data collection to ascertain the positive impact of Integrated Pest Management linked to reduced losses.</li> </ul>

### ANNEX 3: Standard Joint Programme Budget

#### JOINT PROGRAMME BUDGET\*

Total Resources for the transfer (US\$)**	3,131,425
% of Indirect Costs	7
Total Indirect Costs***	202,945
Total Direct Costs	2,928,480

Duration: 36 months starting on 1 February 2019 and finishing on 31 January 2022

PROJECT BUDGET		ESTIMATED UTILIZATION OF RESOURCES (US\$)			
	CATEGORY****	Total Amount (US\$)	Participating UN Organization - UNDP*****	Participating UN Organization - UNICEF	Participating UN Organization - FAO
1	Staff and other personnel costs	1,097,767	689,537	333,044	75,186
2	Supplies, Commodities, Materials	181,518	-	140,591	40,927
3	Equipment, Vehicles and Furniture including Depreciation	72,693	42,034	23,087	7,572
4	Contractual Services	1,153,925	757,392	351,007	45,526
5	Travel	73,658	32,453	27,035	14,170
6	Transfers and Grants Counterparts	297,565	170,805	126,760	-
7	General Operating and Other Direct Costs	167,270	87,065	52,734	27,471
	<b>Total Pass-Through Programme Costs</b>	<b>2,928,480</b>	<b>1,663,368</b>	<b>1,054,260</b>	<b>210,852</b>
8	Indirect Support Costs***	202,945	114,387	73,798	14,760
	<b>TOTAL Pass-Through Amount Approved</b>	<b>3,131,425</b>	<b>1,777,755</b>	<b>1,128,058</b>	<b>225,612</b>
	UNDP Co-finance	115,918	115,918	-	-
	<b>GRAND TOTAL*****</b>	<b>3,247,343</b>	<b>1,893,673</b>	<b>1,128,058</b>	<b>225,612</b>

\* This is based on the UNDG Harmonized Financial Reporting to Donors for Joint Programmes approved in 2012.

\*\* USD 29,266 to be charged on EU contribution and USD 2,048 to be paid to MPTFO by UNDP Georgia

\*\* Indirect support cost should be in line with the rate or range specified in the Fund TOR (or Joint Programme Document) and MOU and SAA for the particular JP. Indirect costs of the Participating Organizations should not exceed 7% of Total Programme Costs. All other costs incurred by each Participating UN Organization in carrying out the activities for which it is responsible under the Fund will be recovered as direct costs, in accordance with the UN General Assembly resolution 62/209 (2008 Triennial Comprehensive Policy Review principle of full cost recovery).

\*\*\*\* For the purpose of the JP agreement, a 'category' is considered a 'budget heading'.

\*\*\*\*\* UNDP Staff and other personnel costs includes Administrative Agent's (UNDP MPTFO) staff and personnel cost (UNIP Administration cost). No indirect cost is applied to UNIP Administration Cost.

\*\*\*\*\* GRAND TOTAL for UNDP includes UNDP Georgia Co-finance USD 115,918 (113,870+2,048), which is not included under 'Total Resources for the transfer'. No indirect cost is applied to UNDP Georgia Co-finance.

Approved by UNDP [Title of the DOA designee]:  
[Name of the DOA designee]:

Signature:

Date:













