



Empowered lives.
Resilient nations.

PROJECT DOCUMENT
Country: Republic of Azerbaijan

Project Title: Promotion of inclusive education through Traditional Arts (PIETA)
Project Number: 00H2227
Implementing Partner: UNDP, Administration of State Historical-Architectural Reserve Icherisheher

Brief Description

The overall objective of the project is to increase access to inclusive vocational programs to children and youth with disabilities tailored to their developmental needs.

The specific objectives of the project are:

1. Develop cooperation scheme of special schools and Icherisheher Centre for Traditional Art (ICTA) of the Scientific and Cultural Center of Icherisheher Administration;
2. Adjust curriculum to the needs of people with disabilities;
3. Establish access to vocational education on the traditional arts and craft for unemployed adults, children and youth with disabilities;
4. Train teachers and instructors on inclusive vocational education;
5. Increase the employability of graduates on the traditional arts and crafts;
6. Develop and submit policy recommendations for the integration of the children with disabilities to the program of the Administration of Icherisheher.

The project will contribute to the Sustainable Development Goal 4. "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; Target 4.5 "By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations".

Start Date: June 2018

End Date: June 2021

PAC Meeting date: 4 June 2018

Contributing Outcome (UNDAF/CPD, RPD or GPD):

UNAPF 2016-2020 Outcome 2.1: By 2020, Azerbaijan has enhanced institutional capacities for transparent, evidence-based and gender-responsive policy formulation and implementation.

Strategic Plan Outcome 1. Growth and development are inclusive and sustainable, incorporating productive capacities that create employment and livelihoods for the poor and excluded.

Indicative Output(s) with gender marker: GEN2

Total resources required:	USD 742,091	
Total resources allocated:	UNDP TRAC:	USD 74 263
	EU:	USD 667, 828
	Government:	-
	In-Kind:	-
Unfunded:		

Agreed by (signatures):

Government partner

Mr. Asgar Alakbarov

Chairman of Administration of State Historical-Architectural Reserve

Date: 08 June 2018



UNDP

Mr. Alessandro Fracassetti

UNDP Resident Representative a.s.

Date: 08 June 2018



Table of contents

I. Development Challenge.....	3
II. Strategy.....	3
III. Results and Partnerships	5
IV. Project Management	13
V. Results Framework	14
VI. Monitoring And Evaluation.....	20
VII. Multi-Year Work Plan	23
VIII. Governance and Management Arrangements.....	28
IX. Legal Context and Risk Management.....	29

I. DEVELOPMENT CHALLENGE

According to the statistics of the Ministry of Education for 2016-2017, out of 6396 of children with disabilities registered getting formal education, 5656 children are enrolled in special schools or boarding schools while 740 children at the special classes are based in mainstream schools. The majority of the children are deprived from any kind of the inclusive activities with the participation of the children. Moreover, the majority of special schools are tailored to specific disabilities such as special school for children with hearing or sight impairment. Such environment does not contribute to their adaptation to the society and future independent life of these children.

Despite the fact that there are pilot inclusive education programs for children with disabilities, it mainly covers the primary school system in Baku city. Special schools accommodate children only with the specific type of the disabilities and provide minimum vocational skills necessary for the further employment of its graduates.

Besides, vocational education and training (VET) system of Azerbaijan has many challenges in terms of management, financial support, staff and content of education, material and technical base and infrastructure. In the last decade, the Government of Azerbaijan has implemented various activities in the education sector, however, there have been limited progress witnessed in integration of the youth with disabilities into the vocational education system.

Overall objective of PIETA project is to increase access to inclusive vocational programs to children and youth with disabilities tailored to their developmental requirements and needs.

Specific objective of the project is to design and introduce an inclusive traditional arts vocational program for children and youth with disabilities in Baku city.

II. STRATEGY

The project will be implemented according to CPD national priority to strengthen institutional capacities and effective public and social services, and UNAPF outcome 2 to enhance institutional capacities for transparent, evidence-based and gender-responsive policy formulation and implementation. To this end, UNDP will implement the project based on several methodological concepts and principles to achieve the expected results:

- **Inclusive education:** Within the framework of the project, youth with disabilities will get a chance to share experience developing professional skills on arts and crafts together with youth without disabilities.
- **Using best practices:** The project aims to use the best possible expertise in inclusive vocational education at both local and international level. One of the international partners in the implementation of this project is the Prince's School of Traditional Arts, which provides technical assistance to Icherisheher Centre for Traditional Art (ICTA) of the Scientific and Cultural Center of Icherisheher Administration. The project management will identify additional European organizations which can provide expert advice on identifying the best practices in including youth with disabilities into vocational programs. The project may significantly benefit from the consultancy provided by the countries which have gone through the adjustment of vocational education programs for people with disabilities in recent years including but not limited to Baltic States.
- **Capacity building:** Capacity development is the core methodological principle of this project which aims to develop capacity of the human resources participating in the special education programs, training programs for the traditional arts and crafts professionals, special service

providers who have very limited or even absent knowledge and experience in the principles of inclusive education. The trainings programs will enhance their technical capacity in the working with the people with and without disabilities in one vocational setting. They will question their own prejudices and stereotypes, enrich their understanding and knowledge in innovative educational and therapy approach. The ultimate goal is to raise their awareness and make them believe in the benefits of the inclusive models during the process of the project implementation.

- **Gender balance:** Gender balance will be a primary consideration in the project. One of the methodological principles underpinning this intervention is to resist common gender stereotypes related to education and labor existing in the country. The project aims to focus on individual dreams, interests and abilities of the beneficiaries who will get full support from the project to discover and realize their potential and self-fulfillment. Awareness raising about gender equality and balance among trainers and beneficiaries will be a key aspect of the trainings.
- **Engaging all stakeholders into project activities:** This project will contribute to the establishment of a collaborative model between all stakeholders accountable for expected equal access to the vocational education for people with disabilities. The ICTA of the Scientific and Cultural Center of Icherisheher Administration will be in the role of the vocational training provider and potential employer. This project will activate the public sector and demonstrate the model of successful cooperation. As a result of the initiative, the beneficiaries will run community-based projects and engage in private labor sector.

The project will contribute to the **Sustainable Development Goal 4**. “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; **Target 4.5** “By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”.

Project objective:

The overall objective of this project is to increase access to inclusive vocational programs to children and youth with disabilities tailored to their developmental needs. The major outcome of the project will result in the creation of a VET Center accessible for people with disabilities and ensure its responsiveness to the labor market needs. Teachers and instructors recruited for this project will be equipped with knowledge and skills to teach the youth with disabilities together with the youth without disabilities.

Project Outputs:

The objective of the action will be achieved through the delivery of the following outputs and results:

Estimated result 1: Cooperation Scheme of special schools and ICTA of the Scientific and Cultural Center under the Administration of Icherisheher has been established;

Estimated result 2: Curriculum is adjusted to the needs of the youth with disabilities and implemented;

Estimated result 3: Access of unemployed adults and youth with disabilities to vocational education on traditional arts and crafts have been established;

Estimated result 4: Training of trainers-instructors (ToT) in order to prepare them for inclusive vocational education is organized;

Estimated result 5: The skills and employability of the graduates of the traditional arts and crafts program are increased;

Estimated result 6: Awareness on EU best practice in inclusive education is increased.

III. RESULTS AND PARTNERSHIPS

Expected Results

The overall objective of this Action is to increase access to inclusive vocational programs to children and youth with disabilities tailored to their developmental needs. The main target groups of the Action are:

1. Children, Youth and adults with disabilities with formal education background from special schools;
2. Youth without disabilities interested to get involved in vocational training on the arts and crafts.
3. Trainers and special educators involved into the educational process;
4. Staff of the Icherisheher Centre for Traditional Art (ICTA) of the Scientific and Cultural Center of Icherisheher Administration and selected special schools.

The expected results of the proposed project are structured under components which are described in further details below:

Estimated Result 1: Cooperation Scheme of special schools and ICTA has been established

The main outcome of this component is that all key stakeholders who promote inclusive education in vocational training will acquire a better understanding of the needs and challenges facing youth with disabilities in their personal and professional development. The beneficiaries of the program and their parents will get a chance to share their perspectives on how their needs could be met and promoted to enable the equal treatment of disabled children and youth.

A preliminary assessment and consultations with the stakeholders carried out at the stage of project preparation showed that current segregation of children with disabilities in special schools does not contribute to their proper integration in society. They graduate with some academic knowledge but very limited exposure to any vocational or life-skills training programs. Moreover, the special schools they attend are equipped with, old-fashioned teaching methods and interventions with very low level of practical use. As a result, as soon as youth with disabilities graduate from school they are almost never able to participate in the labor market or to collaborate or compete with youth without disabilities. The main cause of such inequality and segregation is that the secondary education system, vocational training and labor market is seriously fragmented and does not take into account the real abilities and desires of the target group – i.e. people with disabilities.

Therefore, the rationale for this component is to establish a bridge between education and potential employment providers.

The Estimated Result 1 will be achieved through the following activities:

Activity 1.1 Organization of consultations between schools and ICTA;

Activity 1.2 Needs assessment among youth and parents with and without disabilities conducted to identify their needs, expectations and challenges related to the inclusion process;

Activity 1.3 Identification of areas of cooperation and implementation of the new cooperation scheme;

Estimated Result 2: Curriculum is adjusted to the needs of the youth with disabilities and implemented

The main outcome of this Component is a modernized curriculum to enhance quality, equality and access of youth with disabilities in the vocational training on professional arts and crafts. Since the Icherisheher (Old City) Centre for Traditional Art (ICTA) of the Scientific and Cultural Center of Icherisheher Administration has experience in the provision of trainings and master classes in high-quality production of handmade arts and crafts for sale, this center will play the role of an expert ready to adjust their programs to meet the needs of the youth with disabilities. The center will benefit from the project by acquiring a newly established training center, a program targeting youth with disabilities which can be replicated, newly educated beneficiaries of the project and potential employees for the center. One of the advantages of the ICTA is that it functions in close collaboration with the British the Prince's School of Traditional Arts and uses its expertise and consultancy services during the projects it implements. During a regular working visit to ICTA, the experts of the British Prince's School of Traditional Arts will also provide consultancy services for this project. The project will only cover the accommodation of the visiting experts while per diem for the consultancy days and other expenses will be covered by ICTA.

To ensure high quality curriculum, international consultants specialized in the development of inclusive vocational programs in European countries will be engaged the project. In addition, a group of local experts on arts and crafts, inclusive education and special services will be recruited to work as a team on the modules of the curriculum.

The new curriculum will reflect the vision, desires and expectations of the youth with disabilities and their parents. It will be child-centered, interactive, universal and adjusted to the diversity of the children rather than demanding children to adjust to it. The program will be developed by a working group consisting of diverse specialists (see above in this section) whose role in the promotion of inclusion is fundamental. Their task is to make sure that the curriculum guarantees quality training equipping the beneficiaries with competitive and tangible vocational skills suitable for the labor market. This action is aimed at demonstrating that it is not people with disabilities who cannot adjust to the labor market but the labor market and the education system which need to modernize and develop to include the needs of the disabled.

The Icherisheher (Old City) Centre for Traditional Art (ICTA) of the Scientific-Cultural Centre of the Administration center runs different types of educational programs: three-month, six-month one and three-year programs. The projects plans to focus on specific modules on working with wood, silk and the production simple souvenirs.

The Estimated Result 2 will be achieved through the following activities:

Activity 2.1 Review of the existing curriculum and creation of linkage with other education providers;

Activity 2.2 Development of new curriculum - producing simple souvenirs;

Activity 2.3 Development of training programs and support, involving aspects of inclusive education.

Estimated Result 3: Access of unemployed adults and youth with disabilities to vocational education on traditional arts and crafts have been established

The main outcome of this component is the adaptation of the Training Center under ICTA to the needs of the youth with disabilities. It will have entrances accessible for people with disabilities, minimal level of ladders, enough space to accommodate diverse groups of youth, separate rooms for individual counseling and therapy sessions, a spacious canteen to ensure that children have enough

space to socialize during tea and snack breaks and accessible restrooms. Based on preliminary consultations with the management team of Icherisheher Administration, it was agreed that the Old City Administration will provide free of charge the necessary premises for the conduct of the trainings. The premises will be renovated in order to facilitate replication of this inclusive education program in the future. The recruitment process of beneficiaries of the project will be implemented by the project staff and staff of ICTA and Scientific and Cultural Center of the Administration through pilot schools and open call activities.

The Estimated Result 3 will be achieved through the following activities:

Activity 3.1 Development of redesign and reconstruction of training premises;

Activity 3.2 Construction process and purchase of necessary equipment, materials and supplies;

Activity 3.3 Support for the accreditation of vocational education provided at the ICTA of the Scientific and Cultural Center of Icherisheher Administration;

Activity 3.4 Recruitment of beneficiaries of the project;

Estimated result 4: Training of trainers-instructors (ToT) in order to prepare them for inclusive vocational education is organized

The main outcome of this component is the development of a unique in-service training program to strengthen the technical capacity on inclusive education of trainers and special service providers involved in the project. Our initial assessments and consultations reveal that the majority of ICTA trainers have no experience and knowledge in working with youth with disabilities. At the same time, the teachers of special schools are trained to teach children with disabilities in isolation from other children in accordance with special education programs. They are not aware of inclusive education or have very limited knowledge and understanding of innovative teaching approaches to children with disabilities. Therefore, the strategic goal of this project is to raise awareness among trainers on the advantages of inclusion while increasing their competency in serving the youth with and without disabilities together in one classroom environment. The project will assign one trainer on arts and crafts and two special educators or support teachers in one classroom for each training session. The role of the special educators will be to ensure that the participation of youth with disabilities is implemented in accordance with their individual development plans.

The Estimated Result 4 will be achieved through the following activities:

Activity 4.1 Develop training program for trainers and special educators involved in the project;

Activity 4.2 Conduct trainings in rehabilitation and social work for additional support teachers or special needs educators;

Activity 4.3 Prepare special services providers for individual assistance to the beneficiaries of the project to develop their independent life skills;

Activity 4.4 Conducting trainings for ICTA staff on how to handle children with disabilities.

Estimated Result 5: The skills and employability of the graduates of the traditional arts and crafts program are increased

The employability of the beneficiaries is the final and most significant expected outcome of the project. For youth with disabilities to be employable and competitive, they will first need to go through

professional arts and crafts training and develop vocational skills from the level of hobby and interest to an ability to run individual self-employment projects. Their core professional skills will be strengthened by meeting their individual needs in psychological counseling, special services and constructive parental involvement facilitated by the project. As a result, youth with disabilities will be empowered and motivated to compete in the labor market and become independent adults with concrete goals and plans for the future.

The Estimated Result 5 will be achieved through the following activities:

Activity 5.1 Development of core professional skills of beneficiaries;

Activity 5.2 Development of individual self-employment projects by youth with disabilities;

Activity 5.3 Policy recommendations submitted to the Administration of Icherishesher.

Estimated Result 6: Awareness on EU best practice in inclusive education is increased

This activity is designed to help the ICTA staff of the Scientific-Cultural Centre of the Icherishesher Administration to gain a deeper knowledge and understanding of the best practices in inclusive education in the EU countries. The activity will enable the staff to learn and select the most suitable and effective models, mechanisms and approaches in terms of inclusive education.

The Estimated Result 6 will be achieved through the following activity:

Activity 6.1 Study tour to one EU country to learn best practice in inclusive education is organized.

Resources Required to Achieve the Expected Results

UNDP will manage and maintain the oversight on the overall budget and procurement of inputs required for implementation of the action. For this purpose, a UNDP Programme Analyst will be assigned to the action and he/she will be responsible for monitoring the implementation of the action by the project team, quality assurance, timely reporting of its progress to the EC as well as for organizing the required external evaluation. UNDP Operations staff will support the project team with guidance and compliance with UNDP operational rules and procedures. UNDP will also assign its Communication Specialist to support the action's visibility plan.

Risks and Assumptions

The risk analysis is presented in the Risk Log below:

Risk description	Type of risk	Impact and Probability	Mitigation measures
Lack of support from the Government	Political	I=high P=low	The support of the Administration of Icherishesher is critical for this action. Without this official support, the pilot schools will not be interested or consistent in collaboration process. Therefore, the consultations with the Administration of Icherishesher

			have started before the application process. This Project's clear support to social development policy priorities minimize the probability of risk occurrence.
Lack of community level engagement at the stage of self-employed projects	Economic	I=high P=low	At the end of the project beneficiaries will apply for a grant for self-employment projects. The grants will be partially provided in kind. The success of the individual projects depends on the level of the community engagement in dissemination of arts and crafts production as well as contribution to sales process, helping with advertising, etc. Low level community engagement may influence the outcomes of self-employment projects.
Health and Safety Risks	Physical	I=high P=medium	Since the beneficiaries of the project are people with special needs, the program of vocational education should avoid any physical or mental level danger and risks. The curriculum and training program will be adjusted to people with disabilities, but still it requires adherence to HSE policy and standards. During the trainings for trainers a special attention will be given to HSE requirements. The project staff will make briefings for all employees within the project.
Lack of trust and interest in Vocational Education and Inclusive Education	Social	I=high P=medium	Since the collapse of Soviet Union, Vocational Education lost its attractiveness in the society due to low quality education programs, old infrastructure, limited teaching human resources, low employment opportunities. This Action aims to collaborate with ICTA which is profitable and successful traditional arts and crafts supplier. Through this collaboration, the project will break the stereotype that Vocational Education is a waste of time. Another risk is a lack of understanding the benefits of the inclusion process among people with and without disabilities. The

			stigma existing in the society that people with disabilities should go through some special education and trainings separately from typical peers results in very low interest in inclusion. This Action will question societal fears and demonstrate the positive experience of integration and trust.
Possibility of waste of resources	Environmental		All the project activities will be implemented in an environmentally friendly manner. Taking into consideration that the beneficiaries will make arts and crafts out of natural resources such as wood and silk, during training sessions special attention will be given to the topic of HSE requirements and responsibilities expected from the beneficiaries as well as project staff.

Preconditions and Assumptions:

- There is a continued commitment of the Government of Azerbaijan to modernize the VET sector and extend inclusive education for the children with disabilities;
- There is a high level interest and motivation among all partners to cooperate for the achievement of the action results;
- Target communities are interested in the creation of the quality and accessible inclusive vocational education system;
- Traditional arts and crafts are popular souvenirs preferred by the tourists which create new opportunities contributing to the employability of the youth with the disabilities;
- There are no expectations of the serious political or environmental destabilization in the region that may cause suspension of the project.

Stakeholder Engagement

Key project stakeholders will be:

Administration of State Historical-Architectural Reserve Icherisheher

The Icherisheher Centre for Traditional Art (ICTA) of the Scientific and Cultural Center, a joint project of Icherisheher Administration, Heydar Aliyev Foundation and the UK-based the Prince's School of Traditional Arts. The center provides a unique opportunity to Azerbaijani young people to engage with the artistic principles of their cultural heritage and find a contemporary means of its expression in the field of the arts and crafts. It supports young people seeking to develop vocational craft skills and Art Academy students wishing to fulfill first year elective requirements. The ICTA currently provides module based short-term and long-term courses in ceramics, jewelry making, woodcrafts and batik textiles.

The role of ICTA of the Scientific and Cultural Center of the Administration in this Action is to become a pilot school that will adjust vocational craft skills programs to engage young adults with disabilities struggling with isolation and stigma. ICTA will be accountable for the provision of the space for the trainings; technical assistance in the development of adjusted training programs for the beneficiaries and provision of arts and crafts instructors. In addition, ICTA will ensure the sustainability of the program through replication of the trainings and job offering to successful and hardworking graduates of the program with and without disabilities.

Potential synergies with other initiatives

The project will cooperate with similar projects to be funded under the same grant call. The project team will closely communicate with UNICEF's work inclusive education to explore partnership opportunities and complementary activities.

Project will also coordinate its activities with the Self Employment Program run by the Ministry of Labor and Social Protection.

In addition, project will also be coordinated with two EC funded VET project in Jalilabad and Ganja. Under this Action it is proposed that the overall coordination and management of the Action will be provided by the Management staff (Project Manager and Project Officer) of the ongoing VET projects. This will ensure cost savings and reduced Project Management cost for the Proposed Action that will only hire one Project Assistant.

Knowledge

Project will use the services of the Istanbul Regional Hub for the required expertise and technical guidance. UNDP Istanbul Regional Hub operates within a framework that help deliver quality, accessible and locally relevant services to the 22 countries and territories in which UNDP works in Europe and CIS.

The activities of the action, its accomplishments and lessons learnt will be disseminated through the following channels:

- An official opening of the accessible Training Center for youth with disabilities will be organized at the start of the project to communicate the action objectives, expected results and activities to the concerned stakeholders;
- Press releases will be issued to inform the public about the specific activities/outputs (including the trainings, events in region, equipment handover etc.);
- At least two success stories per year will be produced to capture and promote the project results and best practices. Success stories will be disseminated through media, UNDP and EU website and UNDP regional and global knowledge networks to ensure outreach outside Azerbaijan;
- Publications to summarize and disseminate the results and recommendations of the action. The management team of the action will determine, if any of the technical reports and analysis produced by the engaged local or international experts merit formal publication and will also (in consultation with EC and UNDP) plan and produce these publications in a consistent and recognizable format with a due recognition of their sponsors;
- Final workshop will be organized at the completion of the project with media participation to disseminate information on the self-employed projects results to all concerned stakeholders.

Sustainability and Scaling up

The project sustainability will be ensured by focusing on the following dimensions:

Financial sustainability:

Financial sustainability will be ensured:

-
- As a result of the project the ICTA of the Scientific and Cultural Center will have a Training Center accessible and adjusted to the needs of the people with disabilities and will be able to apply for the additional grant programs to replicate the project
 - At the end of the project ICTA will hire successful trainees of this program.
 - In addition to the existing types of the arts and crafts production the ICTA will have a new line – simple souvenirs which will open new opportunities for the collaboration with the corporate clients of ICTA and popularization of this initiative involving people with disabilities. It may also extend sales requests and profits.

Institutional sustainability:

Taking into account that the educational part of the project will be implemented by ICTA through the adjustment of its vocational program to meet the needs of youth with disabilities, the Training Center constructed for this purpose will keep functioning under this governmental structure. Moreover, there is a positive experience started in October 2015, when ICTA has been contracted to design, and teach modules as part of a joint education programs for SABAH groups. ICTA may replicate similar to PIETA initiatives by using already prepared resources such as:

- Adjusted Curriculum and training programs
- Trained teachers and instructors and training programs for trainers and capacity building programs as well as
- All published manuals, materials, booklets
- Quality Assurance standards and recommended accreditation system

Policy Level Sustainability:

The following documents are the main policy and strategy documents of education sector in Azerbaijan that were considered in designing the action:

- 1) "Azerbaijan–2020: The Vision of the Future" Development Concept, December 2012
- 2) The Action Plan on the implementation of the National Strategy for the Development of Education, January 2015
- 3) Strategic Roadmap on Vocational Education and Training, December 2016

These documents tackle inclusive programs for the children with the special needs, access to the vocational education, equal rights without discrimination and segregation. This Action reflects on the specified priorities focusing on children with the special needs and aims to pilot the initiative, which is accessible, inclusive, providing vocational skills and independent life skills. The results and lessons learned within the Action will be presented to the Administration of Icerishesher as a set of recommendations for future implementation of inclusive vocational programs.

Environmental sustainability:

In order to avoid negative effects on the natural resources all Action activities will be implemented in accordance with laws and regulations on protection of environment in Azerbaijan. HSE guidelines will be presented and discussed during the training sessions to both trainers and the students.

IV. PROJECT MANAGEMENT

UNDP as an applicant and project implementer, will be accountable for the overall management of the project activities, budget and procurement. For this purpose, a UNDP Program Officer/Specialist will be assigned to the action and he/she will be responsible for monitoring the implementation of the action by the project team, quality assurance, timely reporting of its progress to the EC as well as for organizing the required external evaluation. UNDP Operations staff will support the project team with guidance and compliance with UNDP operational rules and procedures. For this purpose, a UNDP Programme Officer (with 6% work time allocation) will be assigned to the action and he/she will be responsible for monitoring the implementation of the action by the project team, quality assurance, timely reporting of its progress to the EC as well as for organizing the required external evaluation. UNDP Operations staff, including Finance and Procurement Associates (with 11% work time allocation per each), will support the project team in project implementation in compliance with UNDP operational rules and procedures. UNDP will also assign its Communication Officer (with 15%-time allocation) to support the action's visibility plan.

UNDP will be also responsible for the establishment of collaboration and networking with related initiatives, institutions and similar projects in the country. In Addition, the project management team will work in partnership with ICTA under the Icherishahar (Old City) Administration.

Project Expert Committee: In order to develop a collaborative mechanism from the beginning of the project, a Project Expert Committee (PEC) will be established. The Expert Committee will consist of one representative of UNDP, one representative of EUD, one representative of the Administration of Icherishahar and one representative of ICTA and will be accountable for the direction and decision-making over the project's overall strategy. The PEC will meet on annual basis to supervise the working team.

Project Working Group: The project management team will recruit the Working Group consisting of the representatives of the pilot schools (one representative from each school), one representative of ICTA – an expert on arts and crafts vocational training; inclusive education specialist; curriculum development specialist; education and training specialist, special services specialist and quality assurance specialist. At the different stages of the project, the working group will involve different experts in their meetings and consultations.

V. RESULTS FRAMEWORK¹

<p>Intended Outcome as stated in the UNDAF/Country Programme Results and Resource Framework: UNAPF 2016-2020 Outcome 2.1: Azerbaijan has enhanced institutional capacities for transparent, evidence-based and gender-responsive policy formulation and implementation</p> <p>Outcome indicators as stated in the Country Programme Results and Resources Framework, including baseline and targets:</p> <p>Indicator 2: Human Development Index Baseline: 0.747, Target: 0.752</p> <p>Indicator 3: Gender Inequality Index Baseline: 0.340, Target: 0.325</p> <p>Indicator 5: Networked readiness index Baseline: 4.31, Target: 4.7</p> <p>Applicable Output(s) from the UNDP Strategic Plan: OUTCOME 1: Growth and development are inclusive and sustainable, incorporating productive capacities that create employment and livelihoods for the poor and excluded</p>	<p>By 2020,</p>
--	-----------------

<p>Project title and Atlas Project Number: Promotion of inclusive education through Traditional Arts (PIETA)</p> <p>Project ID: 0011227</p>				
INTENDED OUTPUT	OUTPUT TARGETS	INDICATIVE ACTIVITIES	RESPONSIBLE PARTIES	INPUTS, USD

¹ UNDP publishes its project information (indicators, baselines, targets and results) to meet the International Aid Transparency Initiative (IATI) standards. Make sure that indicators are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant and Time-bound), provide accurate baselines and targets underpinned by reliable evidence and data, and avoid acronyms so that external audience clearly understand the results of the project.

<p>Indicator 1.1 Cooperation Scheme of special schools and ICTA has been established</p>	<p>-The roles and responsibilities of all the stakeholders are concretely specified – ICTA and 6 pilot schools</p> <p>-Needs Assessment among youth and parents with and without disabilities to identify their needs is carried out - 6 focus groups and 20 interviews</p>	<p>A1.1: Organization of consultations between schools and ICTA</p> <p>A1.2: Needs assessment among youth and parents with and without disabilities conducted to identify their needs, expectations and challenges related to inclusion process. Selection of the target group</p> <p>A1.3: Identification of areas of cooperation and implementation of the new cooperation scheme</p>	<p>UNDP, ICTA</p>	
---	---	---	-----------------------	--

<p>Indicator 1.2 Curriculum is adjusted to the needs of youth with disabilities and implemented</p>	<ul style="list-style-type: none"> -Two curricula – one on woodcrafts and one on pottery crafts are reviewed - 6 month and 12 month training programs in each direction are developed -Needs assessment to identify the direction for new curriculum on simple souvenirs is carried out – 20 interviews with 10 producers and 10 sellers of simple souvenirs -New curricula on simple souvenirs-6 month and 12 months training program and training manual is developed -Five-day training program to create inclusive environment are developed -135 Booklets distributed among beneficiaries of the project (booklets with the guidelines and rules in the class) 	<p>A2.1: Review of the existing curriculum and creation of linkage with other education providers A2.2: Development of new curriculum - producing simple souvenirs A2.3: Development of training programs and support, involving aspects of inclusive education</p>	<p>UNDP, ICTA</p>	
---	--	---	-----------------------	--

<p>Indicator 1.3 Access of unemployed adults and youth with disabilities to vocational education on traditional arts and crafts have been established</p>	<p>-The training centre is renovated accessible for the youth with disabilities -Number of youth with disabilities applied to participate at the Action</p>	<p>A3.1: Development of redesign and reconstruction of project training premises A3.2: Construction process and purchase of necessary equipment, materials and supplies A3.3: Support for the accreditation of vocational education provided at the ICTA A3.4: Recruitment of beneficiaries of the project</p>	<p>UNDP, ICTA</p>	
<p>Indicator 1.4 Training of trainers-instructors (ToI) in order to prepare them for inclusive vocational education is organized</p>	<p>-Number of trainings conducted for arts and crafts instructors, special educators and special services providers - 7 topics for 7 weeks of training sessions.</p>	<p>A4.1: Develop training program for trainers and special educators involved in the project; A4.2: Conduct trainings in rehabilitation and social work for additional support teachers or special needs educators; A4.3: Prepare special services providers for individual assistance to the beneficiaries of the project to develop their independent life skills; A4.4: Conducting trainings for ICTA staff on how to handle children with disabilities.</p>	<p>UNDP, ICTA</p>	

<p>Indicator 5 The skills and employability of the graduates of the traditional arts and crafts program are increased</p>	<ul style="list-style-type: none"> -Number of vocational training sessions held for beneficiaries of the Action within 12 months -Individual development plans for 45 beneficiaries with disabilities with information on their progress are developed -Twenty applicants – grantees of self-employed projects are selected -Official presentations of self-employed projects by 20 grantees is held. 	<p>A5.1: Development of core professional skills of beneficiaries A5.2: Development of individual self-employment projects by youth with disabilities A5.3: Policy recommendations submitted to the Administration of Icerishesher</p>	<p>UNDP, ICTA</p>	
<p>Indicator 6 Awareness on EU best practice in inclusive education is increased</p>	<p>-A study tour to EU countries are organised</p>	<p>A6.2: Study tour to one EU country to learn best practice in inclusive education is organized</p>	<p>UNDP, ICTA</p>	
<p>Project Management</p>				

<p>Indicator 7 Project Management</p>	<p>Project is managed according to the work plan and produces deliverables within allocated resources and timeframe.</p>	<p>Activity 7.1 Establishment of project management unit; Activity 7.2 Ensure on-going project management, monitoring and reporting.</p>	<p>UNDP</p>	
--	--	--	-------------	--

VI. MONITORING AND EVALUATION

Monitoring Plan

Monitoring Activity	Purpose	Frequency	Expected Action	Partners (if joint)	Cost (if any)
Track results progress	Progress data against the results indicators in the RRF will be collected and analysed to assess the progress of the project in achieving the agreed outputs.	Quarterly, or in the frequency required for each indicator.	Slower than expected progress will be addressed by project management.		
Monitor and Manage Risk	Identify specific risks that may threaten achievement of intended results. Identify and monitor risk management actions using a risk log. This includes monitoring measures and plans that may have been required as per UNDP's Social and Environmental Standards. Audits will be conducted in accordance with UNDP's audit policy to manage financial risk.	Quarterly	Risks are identified by project management and actions are taken to manage risk. The risk log is actively maintained to keep track of identified risks and actions taken.		
Learn	Knowledge, good practices and lessons will be captured regularly, as well as actively sourced from other projects and partners and integrated back into the project.	Quarterly	Relevant lessons are captured by the project team and used to inform management decisions.		
Annual Project Quality Assurance	The quality of the project will be assessed against UNDP's quality standards to identify project strengths and weaknesses and to inform management decision making to improve the project.	Annually	Areas of strength and weakness will be reviewed by project management and used to inform decisions to improve project performance.		

Review and Make Course Corrections	Internal review of data and evidence from all monitoring actions to inform decision-making.	As required	Performance data, risks, lessons and quality will be discussed by the project board and used to make course corrections.		
Project Report	A progress report will be presented to the Project Board and key stakeholders, consisting of progress data showing the results achieved against pre-defined annual targets at the output level, the annual project quality rating summary, an updated risk log with mitigation measures, and any evaluation or review reports prepared over the period.	Annually			
Project Review (Project Board)	The project's governance mechanism (i.e., project board) will hold regular project reviews to assess the performance of the project and review the Multi-Year Work Plan to ensure realistic budgeting over the life of the project. In the project's final year, the Project Board shall hold an end-of project review to capture lessons learned and discuss opportunities for scaling up and to socialize project results and lessons learned with relevant audiences.	Annually	Any quality concerns or slower than expected progress should be discussed by the project board and management actions agreed to address the issues identified.		

Evaluation Plan²

Evaluation Title	Partners (if joint)	Related Strategic	UNDAF/CPD	Planned	Key Evaluation	Cost and Source of
------------------	---------------------	-------------------	-----------	---------	----------------	--------------------

² Optional, if needed

					Completion Date	Stakeholders	Funding
e.g, Mid-term Evaluation		Growth and development are inclusive and sustainable, incorporating productive capacities that create employment and livelihoods for the poor and excluded.	Azerbaijan has enhanced institutional capacities for transparent, evidence-based and gender-responsive policy formulation and implementation	May 2019	Administration of Iccrisheshet, ICTA	7,000 USD Project budget	

VII. MULTI-YEAR WORK PLAN³⁴

Project Title: Promotion of inclusive education through Traditional Arts (PIETA)

EXPECTED OUTPUTS	PLANNED ACTIVITIES	Planned Budget by Year			RESPONSIBLE PARTY	PLANNED BUDGET		
		Y1	Y2	Y3		Funding Source	Budget Description	Amount
Output 1: Promotion of inclusive education through Traditional Arts	<i>1. Cooperation Scheme of special schools and ICTA has been established</i>				UNDP, ICTA			
	<i>Activity 1.1: Organization of consultations between schools and ICTA Resources Required to Achieve the Expected Results</i>	X				EU	Local consultant	\$ 20 000
	<i>Activity 1.2: Needs assessment among youth and parents with and without disabilities conducted to identify their needs, expectations and challenges related to the inclusion process.</i>	X				EU		

³ Cost definitions and classifications for programme and development effectiveness costs to be charged to the project are defined in the Executive Board decision DP/2010/32

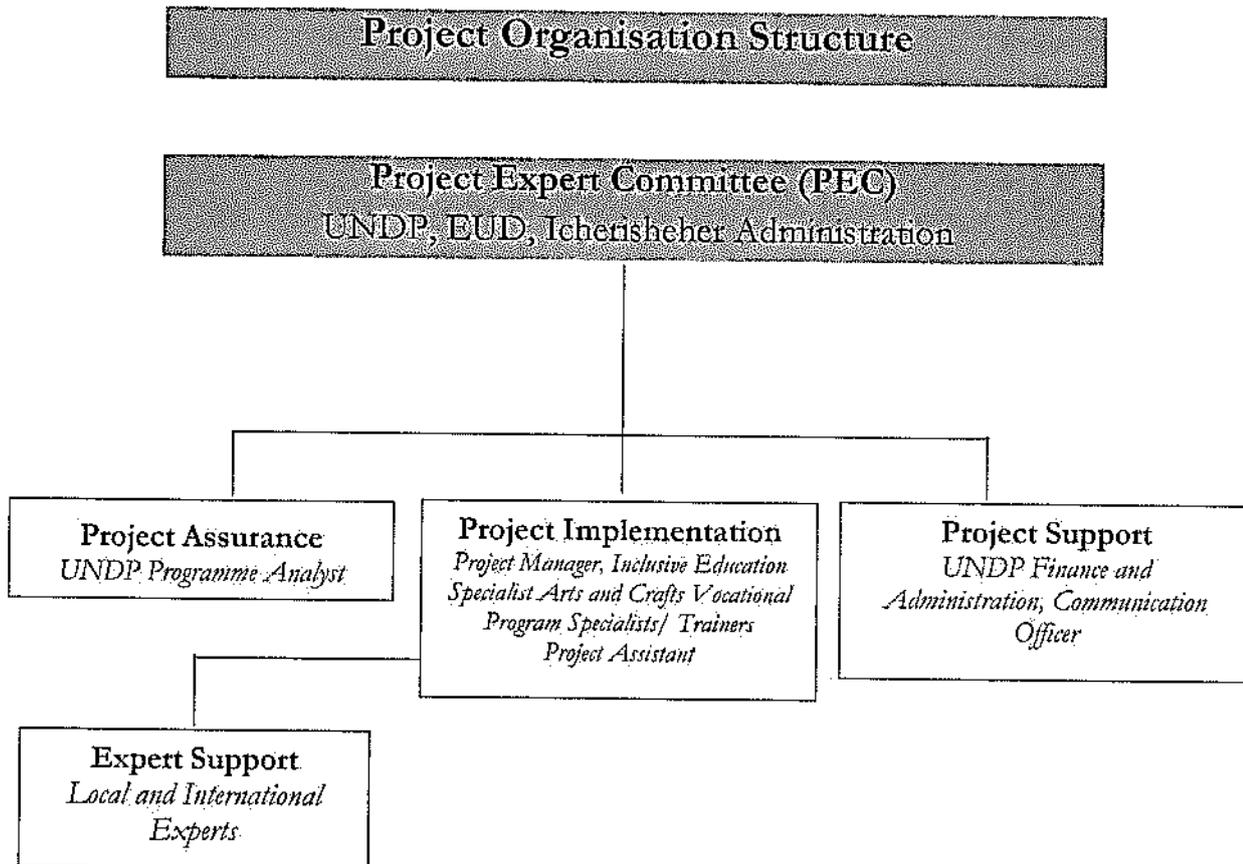
⁴ Changes to a project budget affecting the scope (outputs), completion date, or total estimated project costs require a formal budget revision that must be signed by the project board. In other cases, the UNDP programme manager alone may sign the revision provided the other signatories have no objection. This procedure may be applied for example when the purpose of the revision is only to re-phase activities among years.

<p><i>Activity 3.2:</i> Construction process and purchase of necessary equipment, materials and supplies</p>	<p>X</p>	<p>X</p>	<p>EU</p>	<p>Contractual Services - Companies</p>	<p>\$46 986</p>
<p><i>Activity 3.3:</i> Support for the accreditation of vocational education provided at the ICTA</p>	<p>X</p>	<p>X</p>	<p>EU</p>	<p>Local Consultants</p>	<p>\$44500</p>
<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p>\$162 586</p>
<p>4. <i>Training of trainers-instructors (ToT) in order to prepare them for inclusive vocational education is organized</i></p>					
<p><i>Activity 4.1:</i> Develop training program for trainers and special educators involved in the project;</p>	<p>X</p>	<p>X</p>	<p>EU</p>	<p>Local consultant</p>	<p>\$23 650</p>
<p><i>Activity 4.2:</i> Conduct trainings in rehabilitation and social work for additional support teachers or special needs educators;</p>	<p>X</p>	<p></p>	<p>UNDP,</p>	<p>Contractual services - Companies</p>	<p>\$60 000</p>

	<i>Activity 4.3:</i> Prepare special services providers for individual assistance to the beneficiaries of the project to develop their independent life skills;		X			EU	Local consultant	\$ 20 000
	<i>Activity 4.4:</i> Conducting trainings for ICTA staff on how to handle children with disabilities.	X						\$103 650
	<i>5. The skills and employability of the graduates of the traditional arts and crafts program are increased.</i>							
		<i>Activity 5.1:</i> Development of core professional skills of beneficiaries;	X			EU	International consultant	\$ 50 200
		<i>Activity 5.2:</i> Development of individual self-employment projects by youth with disabilities;				UNDP, ICTA	EU	
	<i>Activity 5.3:</i> Policy recommendations submitted to the Administration of Icerishesher.		X			EU		\$50 200

VIII. GOVERNANCE AND MANAGEMENT ARRANGEMENTS

I. Project Governance. The project will be nationally implemented with UNDP acting as Responsible Party. The roles and responsibility for the implementation of the programme will be in line with UNDP Rules and Regulations for Project Management that defines minimum requirements to ensure UNDP's accountability for programming activities and use of resources. Icherisheher Administration will serve as the Government counterpart and will be responsible for the facilitating of all project events, consultant missions undertaken within the context of this project.



II. Project Management. Under this Project it is proposed that the overall coordination and management of the Action will be provided by the Management staff (Project Manager and Project Officer) of the ongoing VET projects. This will ensure cost savings and reduced Project Management cost for the project that will only hire one Project Assistant.

Project Manager (already hired by UNDP) - responsible for the management and coordination over project activities.

Inclusive Education Specialist – responsible for the establishment of the inclusive education system for the Action. Coordination of the activities among all involved experts and service providers.

Arts and Crafts Vocational Program Specialists/ Trainers – responsible for coordination over provision of professional vocational trainings (three directions: woodcrafts, pottery crafts and simple souvenirs). ICTA will provide trainers on Woodcrafts and Ceramics for the Project Activities.

Project Assistant - will support the Project Manager in day-to-day work. He/she will be responsible for all administrative matters such as procurement, contracting, organizational/logistical matters, and

financial management of the project including disbursements, record keeping, cash management, preparation of requests for direct payment and advances, and compilation of financial reports.

In addition, the project foresees the involvement of international and local consultants in different areas such as inclusive education, vocational education programs development, ~~arts and crafts~~, curriculum development and ToT.

III. Project Assurance. UNDP will designate a Programme Analyst to provide independent project oversight and monitoring functions, to ensure that project activities are managed and milestones accomplished. The UNDP Programme Analyst will be responsible for reviewing the project reports, produced by the PM.

IV. Project Support. UNDP will provide financial and administrative support to the project including procurement, contracting, travel and payments.

V. Expert support. Local/International experts and/or consultancy companies will be recruited by UNDP as required for the implementation of each component, to develop training/awareness raising materials, conduct of studies and surveys.

IX. LEGAL CONTEXT AND RISK MANAGEMENT

Legal Context Standard Clauses

This project document shall be the instrument referred to as such in Article 1 of the Standard Basic Assistance Agreement between the Government of (country) and UNDP, signed on (date). All references in the SBAA to "Executing Agency" shall be deemed to refer to "Implementing Partner."

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

RISK MANAGEMENT STANDARD CLAUSES

1. Consistent with the Article III of the SBAA, the responsibility for the safety and security of the Implementing Partner and its personnel and property, and of UNDP's property in the Implementing Partner's custody, rests with the Implementing Partner. To this end, the Implementing Partner shall:
 - a) put in place an appropriate security plan and maintain the security plan, taking into account the security situation in the country where the project is being carried;
 - b) assume all risks and liabilities related to the Implementing Partner's security, and the full implementation of the security plan.
2. UNDP reserves the right to verify whether such a plan is in place, and to suggest modifications to the plan when necessary. Failure to maintain and implement an appropriate security plan as

required hereunder shall be deemed a breach of the Implementing Partner's obligations under this Project Document.

3. The Implementing Partner agrees to undertake all reasonable efforts to ensure that no UNDP funds received pursuant to the Project Document are used to provide support to individuals or entities associated with terrorism and that the recipients of any amounts provided by UNDP hereunder do not appear on the list maintained by the Security Council Committee established pursuant to resolution 1267 (1999). The list can be accessed via http://www.un.org/sc/committees/1267/aq_sanctions_list.shtml.
4. Social and environmental sustainability will be enhanced through application of the UNDP Social and Environmental Standards (<http://www.undp.org/ses>) and related Accountability Mechanism (<http://www.undp.org/secu-strm>).
5. The Implementing Partner shall: (a) conduct project and programme-related activities in a manner consistent with the UNDP Social and Environmental Standards, (b) implement any management or mitigation plan prepared for the project or programme to comply with such standards, and (c) engage in a constructive and timely manner to address any concerns and complaints raised through the Accountability Mechanism. UNDP will seek to ensure that communities and other project stakeholders are informed of and have access to the Accountability Mechanism.
6. All signatories to the Project Document shall cooperate in good faith with any exercise to evaluate any programme or project-related commitments or compliance with the UNDP Social and Environmental Standards. This includes providing access to project sites, relevant personnel, information, and documentation.
7. The Implementing Partner will take appropriate steps to prevent misuse of funds, fraud or corruption, by its officials, consultants, responsible parties, subcontractors and sub-recipients in implementing the project or using UNDP funds. The Implementing Partner will ensure that its financial management, anti-corruption and anti-fraud policies are in place and enforced for all funding received from or through UNDP.
8. The requirements of the following documents, then in force at the time of signature of the Project Document, apply to the Implementing Partner: (a) UNDP Policy on Fraud and other Corrupt Practices and (b) UNDP Office of Audit and Investigations Investigation Guidelines. The Implementing Partner agrees to the requirements of the above documents, which are an integral part of this Project Document and are available online at www.undp.org.
9. In the event that an investigation is required, UNDP has the obligation to conduct investigations relating to any aspect of UNDP projects and programmes. The Implementing Partner shall provide its full cooperation, including making available personnel, relevant documentation, and granting access to the Implementing Partner's (and its consultants', responsible parties', subcontractors' and sub-recipients') premises, for such purposes at reasonable times and on reasonable conditions as may be required for the purpose of an investigation. Should there be a limitation in meeting this obligation, UNDP shall consult with the Implementing Partner to find a solution.
10. The signatories to this Project Document will promptly inform one another in case of any incidence of inappropriate use of funds, or credible allegation of fraud or corruption with due confidentiality.

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

11. The Implementing Partner agrees that, where applicable, donors to UNDP (including the Government) whose funding is the source, in whole or in part, of the funds for the activities which are the subject of this Project Document, may seek recourse to the Implementing Partner for the recovery of any funds determined by UNDP to have been used inappropriately, including through fraud or corruption, or otherwise paid other than in accordance with the terms and conditions of the Project Document.

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

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