

SOCIAL AND GENDER INTEGRATION PLAN

*Millennium
Challenge Account -
Georgia*

Contents

Abbreviations	2
INTRODUCTION	4
Compact Background.....	4
Rationale and Objectives	4
Methodological Approach	5
Data Sources	5
SOCIAL AND GENDER SITUATIONAL ANALYSIS	6
Brief Summary of the Overarching Social and Gender Issues in the Country	6
International Framework.....	8
National Framework	9
Education Policies.....	9
Social and Gender Issues Relevant to Compact Projects.....	9
SOCIAL AND GENDER INTEGRATION ACTION PLAN.....	14
MONITORING AND EVALUATION	28
PRIVATE SECTOR ENGAGEMENT.....	28
CURRENT AND POTENTIAL PARTNERSHIPS	29
Institutional Assessment of Organizations and Programs Related to the Compact Programs	29
Coordination with other Social and Gender Agencies and Initiatives	32
COMMUNICATIONS	33
BUDGET ARRANGEMENTS.....	35
COMMUNITY AND CORPORATE SOCIAL RESPONSIBILITY	36
MCA CAPACITY ASSESSMENT	36
SGIP REVIEW AND UPDATING PROCESS	37
ANNEX 1. SITUATIONAL ANALYSIS AND NATIONAL POLICY REVIEW	38
ANNEX 2. LIST OF DOCUMENTS CONSULTED.....	49
ANNEX 3. LIST OF PEOPLE MET	51
ANNEX 4. INDICATOR DOCUMENTATION TABLE.....	53
ANNEX 5. COMPACT-WIDE PROGRAM LOGIC.....	65

Abbreviations

BoT	Board of Trustees
CEDAW	Convention on the elimination of All Forms of Discrimination Against Women
CP	Condition Precedent
CPD	Continuous Professional Development
EFA	Education for All
EMIS	Education Management Information System
ERR	Economic Rate of Return
ESP	Environment and Social Performance
ESIA	Environment and Social Impact Assessment
ESMP	Environment and Social Management Plan
ESMS	Environment and Social Management System
ESP	Environment and Social Protection
ETF	European Training Foundation
FGD	Focus Group Discussions
GDP	Gross Domestic Product
GeoStat	National Statistics Office of Georgia
GoG	Government of Georgia
GOPA	Gesellschaft für Organisation, Planung und Ausbildung mbH
HE	Higher Education
ICT	Information and Communication Technology
IE	Implementing Entity
IFC	International Finance Corporation
LEPL	Legal Entity of Public Law
M&E	Monitoring and Evaluation
MCA-Georgia	Millennium Challenge Account Georgia
MCC	Millennium Challenge Corporation
MDG	Millennium Development Goals
MES	Ministry of Education and Science
NAEC	National Assessment and Examination Center
NCD	National Curriculum Department

NCEQE	National Center for Educational Quality Enhancement
NGO	Non-governmental Organization
NQF	National Qualifications Framework
O&M	Operations and Maintenance
PD	Professional Development
PISA	Program for International Student Assessment
RAP	Resettlement Action Plan
SGA	Social and Gender Assessment
SGIP	Social and Gender Integration Plan
SPDF	School-Based Professional Development Facilitators
STEM	Science, Technology, Engineering and Mathematics
TIMSS	Trends in International Mathematics and Science Study
TALIS	Teaching and Learning International Survey
TPDC	National Center for Teacher Professional Development
TVET	Technical and Vocational Education and Training
USD	United States Dollar
UN	United Nations

SOCIAL AND GENDER INTEGRATION PLAN (DRAFT)

INTRODUCTION

Compact Background

On July 26, 2013, The Millennium Challenge Corporation signed a five-year, \$140 million compact with the Government of Georgia, to improve workforce development and human capital. The compact seeks to increase Georgians' earning potential by addressing weaknesses in quality of education in science, technology, engineering and math (STEM) and strengthening Georgia's ability to attract investment in fast-growing sectors such as energy, construction, agriculture, information technology and transportation/logistics.

The compact builds on the success of Georgia's first compact with MCC, completed in April 2011, which rehabilitated a major highway, improved energy and water security and supported agribusinesses. The investments supplemented Georgia's efforts to promote stability, good governance and private enterprise development in the years following the 2004 Rose Revolution.

In January 2011 MCC's Board selected Georgia as eligible to develop a second compact.

For the second compact, the Government of Georgia conducted an analysis that identified the quality of human capital as a binding constraint to economic growth, particularly acute in STEM areas.

The Compact will make strategic investments from the start of students' general education to their graduation from technical training and advanced degree programs, and will focus on increasing the participation of women and socially disadvantaged groups in STEM professions.

Compact details are available at www.mcc.gov/georgia.

Building on recent policy reforms in education, the Compact comprises three projects:

- Improving General Education Quality
- Developing Industry-Led Skills and Workforce
- Promoting STEM Higher Education

Rationale and Objectives

MCC recognizes that gender inequality can be a significant constraint to economic growth and poverty reduction and commits to promoting gender integration in all Compact programs at every stage of implementation to ensure equitable access and benefits. Millennium Challenge Account – Georgia (MCA-Georgia) will implement its programs in compliance with MCC guidelines on social and gender integration and make efforts to maximize the positive social and gender impacts of the compact investments. MCC gender policy will serve as a guiding framework for social and gender integration into Compact activities, and the MCC Gender

Milestones and Operational Procedures, which articulate MCC's commitment to social and gender equality, will provide concrete guidance during implementation and development¹.

The Social and Gender Integration Plan (SGIP) is a Condition Precedent (CP) for the Second Disbursement in the Entry into Force (EIF) Compact period. The SGIP is intended to systematize social and gender integration across Compact activities in a way that optimally benefits both women and men as well as socially disadvantaged groups. It highlights particular opportunities across sectors as well as risks that need to be mitigated.

MCA Georgia will jointly implement the SGIP with the Implementing Entities (IEs), Contractors, Consultants, and beneficiaries, in collaboration with MCC and other stakeholders such as international donor organizations, cooperating partners and non-governmental organizations.

Methodological Approach

The Program Implementation Agreement (PIA) requires that the SGIP be developed and approved prior to the second disbursement of Compact funds and revised annually. The SGIP is prepared by the Social and Gender Assessment Director of the Millennium Challenge Account-Georgia. It includes an initial desk review of legislation; targeted stakeholder and institutional analysis; and grounded consultations with MCA-Georgia's project directors, major counterparts, implementing entities, and key players in the field of social and gender equality in Georgia. The Plan covers almost all potential key initiatives (existing and upcoming) compiled according to the Compact activities and social and gender entry points.

The core of the SGIP is the Action Plan, which stipulates activities, outputs, responsibilities and timeframe. As the SGA sector collaborates with the Environment and Social Performance unit in reviewing MCA-Georgia's environmental and social goals, analyzing environmental and social risks and impacts to reduce negative impacts and comply with legal requirements, the Action Plan also incorporates relevant ESP issues.

Data Sources

MCA-Georgia's Social and Gender Integration Plan draws on social and gender analyses undertaken during the Georgia Compact II development phase. This includes MCC Consultant's due diligence and trip reports, the report on "Studies of Labor Demand, Barriers to Participation in STEM Education Programs and Occupations" commissioned by MCA-Georgia to the IPM Research, consultations with the MCC SGA director and Social and Gender Consultant, local counterparts and stakeholders, donors and NGOs; and a thorough review of MCA-Georgia's project work-plans, local legislation, international agreements to which Georgia is a signatory

¹ The *Gender Milestones* require that Georgia has to develop a Social and Gender Integration Plan as a Condition Precedent to the second disbursement of MCC Program funding.

and commitments undertaken by Georgia, relevant surveys, reports and social and gender assessments.²

SOCIAL AND GENDER SITUATIONAL ANALYSIS

Brief Summary of the Overarching Social and Gender Issues in Georgia

Georgian culture highly values education. Primary and secondary school enrollment rates are high for both males and females. Due to the Soviet education system of mandatory universal primary and secondary schooling, adult literacy rates have always been consistently high in Georgia. The Soviet Georgian education system was well-staffed and well-equipped.³

The civil war in the mid-1990s, economic instability and a substantial decrease in education funding negatively impacted the quality of education after independence. As a result, in June 1997, Georgia adopted a new education law, aimed at strengthening and improving primary and secondary schools through the mobilization of necessary resources. Beginning in 2001, supported by international contributions, Georgia's education system undertook reforms to comply with international standards, including extending secondary education through twelfth grade and introducing new curricula and an assessment of teachers' professional capabilities.

The current school system in Georgia is structured as follows: primary school – grades 1-5; basic classes – grades 6-8; and secondary school – grades 9-12. Strong tradition of education explains almost universal primary school enrollment rates across the country. Concerns remain about the general quality of education and the poor infrastructure of many schools, as well as the growing disparity in educational standards between rural and urban areas. Costs of education may hinder access for children from low-income families, and drop-out rates are progressively higher in later stages of schooling, particularly in rural areas. Patriarchal norms are still influential; more than one study found that if parents cannot afford to educate all their children, they prefer to send their sons to school.⁴ Although slightly more women than men are enrolled in post-secondary institutions, this is likely due to men being able to find work more easily after secondary school.

While the Georgian Government has made significant reforms in recent years, considerable differences between the status of men and women and their prescribed social roles persist. Women in Georgia are active in civil society, participate in the workforce, and are enrolled in tertiary education at relatively equal or even slightly higher rates than men. However, they are still expected to be the primary caretakers of children and the household and have a limited role

² Key references include:

Marlaine Lockheed, Back to Office Working Document, Gender and Social Assessment, General Secondary, TVET and Higher Education in Georgia;

Project Concept, Improvement of Human Capital and Education Quality in Science and Technology Area, Government of Georgia; MCC Gender Policy, May 18, 2011; MCC Gender Integration Guidelines, March 2011; Analysis and Recommendations; Gender Mainstreaming in Education in Georgia; "Women and Men in Georgia" Statistical Publication, National Statistical Office of Georgia. Tbilisi 2013.

³ Dobert, H., W. Horner, W. Mitter, & B. von Kopp. (2007). Georgia. In the Education System of Europe. The Netherlands: Springer.

⁴ Gender and Society: Georgia. Tbilisi: Institute for Policy Studies

in the decision-making process. Their expected roles are an additional burden that can and often do, hinder career advancement and other forms of personal fulfillment. Men, on the other hand, are expected to be visible in the public sphere and to be the primary household breadwinners and they generally serve as the principal decision-makers in the family.

In the labor force, women mainly fill lower-level support roles. Women dominate in teaching, social services and healthcare, while men dominate at the management positions in the government, private sector (energy sector, information technology and construction) and etc. Women are also more likely to be primary or secondary school teachers than professors at the tertiary level. Thus, the Georgian economy is characterized by both horizontal segregation, in which women tend to work in less profitable sectors of the economy, and vertical segregation, in which women tend to occupy lower-paying positions than men within the same sector. As a result of such segregation, women earn on average less than men.

Although the number of women in science and engineering is growing, men continue to outnumber women, especially at the upper levels of these professions. Research findings show that in the upper secondary classes, girls and boys perform equally well, or girls even slightly outperform boys, and about as many girls as boys leave school prepared to pursue science and engineering. Yet fewer women than men pursue these careers. Girls are less likely than boys to say that they aspire to education in STEM programs. In addition, latent stereotypes that STEM is more for boys than girls are reinforced by teachers and parents, as well as textbooks.⁵

The CEDAW Committee, to which Georgia is a signatory, has recommended that the Government of Georgia continues its efforts to eliminate gender stereotyping in education and strengthen the mainstreaming of gender perspectives in curricula and textbooks (CEDAW committee, 2006). A 2012 review⁶ of ten history and civic education textbooks for schoolchildren revealed that men are represented in terms of number – more pictures and more characters -- and in terms of quality - more positive discussions and greater praise of their activities. In addition, most textbooks contain stereotypical information on gender roles and responsibilities.

Spatial inequalities in educational achievement and attainment are currently under-researched. Whereas influences of an individual's family are considered to be significant, area effects are also recognized as contributing to educational outcomes. Geographical differences may be important aspects of stratification related to educational choices and outcomes. Findings indicate that urban applicants consistently score higher on university entrance exams compared to rural applicants. Rural applicants are several more times likely to apply to the least prestigious education institutions than are applicants from urban areas. Rural and language minority students' self-selection away from higher education is another challenge for the Georgian Compact.

Relatively few socially disadvantaged students continue to post-secondary education due to poverty and parental and cultural attitudes, all of which are important determinants of schooling

⁵ Studies of labor demand, barriers and opportunities in STEM education programs and occupations in Georgia 2013. Tbilisi: IPM Research.

⁶ Khomeriki, I. Javakhishvili, M. Abramishvili, T. (2012). Gender Equality Issues in Studying Social Sciences. Gender Analysis of Textbooks. Center for Civil Integration and Inter-Ethnic Relations

outcomes for these students. Socially disadvantaged students, in the main, find STEM subjects, particularly physics and chemistry, hard, and they receive less support at home. This points to the need to improve the learning experience for socially disadvantaged students at school as well as change teacher attitudes and improve teaching quality. In parallel to the aforesaid, the majority of surveyed teachers report that parental engagement in socially disadvantaged students' education is inadequate and that that parents should be more involved in their children's education.

Ethnic minorities indicate that the knowledge of the Georgian language is one of the main obstacles to equal access to education. A high percentage of students applied for the preparation courses in Georgian language, a special program presented for ethnic minorities. On the one hand, that means that the language program works well; on the other hand, it shows that it is still a challenge for ethnic minorities to get a satisfactory education in Georgian language in secondary schools.

Review of Social and Gender Equality and Women's Empowerment Goals and Gaps in National Policies and International Commitments

In general, Georgian policies stress non-discrimination in and equal rights to education, and include some limited actions designed to remediate inequities.

Georgia is a signatory to several international treaties and the UN programmatic documents pertaining to human rights, non-discrimination and equal access to education. With these treaties comes the responsibility to fulfill all necessary steps to comply with the conventions.

While the overall policy framework for gender and social equity in education is positive, however, policies do not appear to be monitored through a systematic review of gender and social differences, particularly for upper secondary, TVET and higher education.

International Framework

A full-scale review is provided below in Annex 1.

- Convention against Discrimination in Education (1992)
- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1994)
- Beijing Declaration and Platform for Action (1995)
- European Convention on Human Rights (1999)
- Millennium Declaration (2000)
- Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women (2002)
- European Framework Convention on National Minorities (2005)

Significant progress has been made by the Georgian Government in ensuring a proactive implementation of gender equality commitments through national policies and frameworks.

National Framework

A full-scale review is provided below in Annex 1.

- Constitution of the Republic of Georgia (1995)
- Labor Code of Georgia, 2006
- Georgian State Concept on Gender Equality in Georgia (2006)
- Law of Georgia on Gender Equality (2010)
- The Non-discrimination Law of Georgia (2014)
- Presidential Order #48 on the establishment of the State Commission on Elaboration of State Policy on the Advancement of Women (1999)
- Decree 511 about the Measures on Strengthening the Protection of Human Rights of Women in Georgia (1999)
- Law on Combating Trafficking in Persons (2006)
- Law of Georgia on the Elimination of Domestic Violence, Protection and Assistance to the Victims of Domestic Violence (2006)
- Gender Equality National Action Plan 2014-2016
- Multilingual Education Strategy and Action Plan – 2009

Education Policies

A full-scale review is provided below in Annex 1.

- The Law on General Education (2005)
- The Law on Higher Education
- The Law on Development of Quality of Education
- The Law of Georgia on Education Quality Enhancement
- The Law on Tolerance and Civil Integration (2008)
- The Strategy and Action Plan of Special Needs Education (2008)
-

Social and Gender Issues Relevant to Compact Projects

The overall objective of the Georgia II Compact is to reduce poverty through economic growth by improving the quality of human capital in Georgia, particularly in the fields of science,

technology, engineering and mathematics. To equip Georgians with the education and skills they need to succeed, this compact invests in three major areas:

- *The Improving General Education Quality Project* seeks to improve the quality of general education through rehabilitation of deteriorating schools, establish an overall operations and maintenance system for education institutions, training for educators and school managers and support for education assessments.
- *The Industry-Led Skills and Workforce Development Project* aims to improve the link between market-demanded skills and the supply of Georgians with those technical skills, along with providing technical assistance and expertise to the Ministry of Education and Science and Center for Education Quality Enhancement.
- *The STEM Higher Education Project* will be implemented by a consortium comprising one American and three Georgian universities to modernize science, technology, engineering, and math education by offering high-quality degree bachelor programs that boost productivity and growth and increase employment opportunities.

International best practice recognizes that good education quality is achieved when the following components are present in an education system: knowledgeable and motivated teachers, strong school management, a curriculum responsive to student and market needs, good teaching materials, student testing and performance evaluation, a safe and effective physical learning space, and a supportive policy environment. The proposed investment targets the weakest areas of Georgian education sector, namely, the physical environment, teacher knowledge, management capacity, and performance evaluation, TVET programs closely linked to industries and STEM bachelor programs. By addressing current weaknesses, these interventions will strengthen the system as a whole.

All compact activities will integrate social and gender analysis and objectives to address inequalities that could constrain economic growth and poverty reduction.

Improving General Education Quality Project: An Overview

The project's approach to improving sector performance is based on a three-pronged strategy: **i) school infrastructure rehabilitation**, to enhance the learning environment in secondary schools through facility rehabilitation and equipment upgrades (provision of laboratory equipment) and professional development in the use (operating and maintenance) of equipment and facilities; **ii) teacher and principal continuing professional development**, to improve teacher pedagogy skills, curriculum delivery, use of equipment, classroom based assessment and schools management strengthening; and **iii) support for development** of a coherent national system of **classroom assessment**, strengthening quality and implementation of current **national assessments** and supporting participation in **international assessments**.

Activity 1: Improved Learning Environment Infrastructure Activity. This activity consists of rural school rehabilitation to create a safe and effective physical learning environment for Georgian students in grades 1-12. Many schools do not have adequate heating or protection from

the elements and therefore do not provide an appropriate learning environment, necessitating investments in school rehabilitation. MCC and the Government of Georgia will select up to 100 schools for rehabilitation with Compact funding, using **social criteria** such as the **per school population of socially vulnerable students, rural (villages and mountains) location of schools and the school's language of instruction.**

Quality rather than access is the main challenge to general education in Georgia. Small pockets of unequal access to education in Georgia can be found, particularly in minority areas. Gender differences are few, with girls slightly outperforming boys throughout general education. The remaining concern is about a growing disparity in quality of education standards and poor infrastructure between rural and urban areas. There can be hidden costs of education which may hinder access for children from low income families, and contribute to drop-out rates that become progressively higher at later stages of schooling, particularly in rural areas.

Even though Georgian schools, including rural, have been provided with electricity, new windows and roofing, conditions related to water, sanitation and hygiene (WASH) remain underdeveloped in most of the places. Poor WASH has a direct impact on learning achievements.

In addition, MCC investments are required to improve access and quality education for children with disabilities, minority groups and those from a poor background.

Activity 2: Training Educators for Excellence Activity. This activity includes the development and roll-out of new training modules for professional development for educators, including improving (a) secondary school teachers' and other education professionals' performance in the classroom in science, math, English language, and ICT, (b) school management, and (c) curriculum delivery support. Compact investments will strengthen the capacity of the Teacher Professional Development Centre (TPDC) by improving its ability to provide effective professional development post-Compact. Specialized training or support will be provided to educators serving large populations of vulnerable/minority students and specialized training will be developed on addressing cognitive, physical, social or behavioural challenges in the classroom. Context-appropriate programs and tools are recommended to sensitize and train school principals, teachers, and School-based Professional Development Facilitators with respect to encouraging girls, the socially vulnerable and ethnic minorities to choose career options in STEM. Training materials / curricula that address social and gender issues (e.g. the problem of subtle teacher bias) will also be provided to TPDC.

Activity 3: Education Assessment Support Activity. The GOG recognizes the importance of ongoing national and international assessments in a results-based education system by strengthening the national assessment system to provide baseline information, monitor student's learning achievements over time (with the possibility of segregation by gender and social status), and to support national curriculum revision and support.

This activity will support and build capacity of the National Assessment and Examination Center (NAEC) to carry out national (chemistry, biology, physics, geography, mathematics, English language and ICT), international (PISA, TIMS, TALIS) and classroom assessments of student learning with a focus on using the results for improving the quality of general education. More

broadly, it will ensure an effective, well designed and high quality assessment system, both national and classroom, for education policy and improvement of teaching/learning. National assessments will be reviewed during their development by NAEC against the **application of preliminarily agreed conceptual framework to ensure fairness in national assessment, including a review for social and gender bias in assessment.**

In addition, the MCC investment will introduce an E-learning platform to enable **teachers in rural and remote schools to increase their subject matter and pedagogical skills through distance education.**

Additional activity that MCA-G is committed to is a **Nationwide Challenge in STEM for High School Students of Georgia**, which will promote STEM by organizing an open competition, the winners of which can take part in the Conrad Foundation's Spirit of Innovation Challenge held annually at NASA's Space Center Houston in the US. Using science, technology, engineering and math skills, and with support from their coaches (e.g. parents, teachers), teams develop innovative products across four categories which address global and local priorities while encouraging global sustainability. **Value added benefits of the program include inclusion and encouragement of girls and socially disadvantaged students to participate** as well as creation of a partnership platform between schools and the business community.

Industry-led Skills and Workforce Development Project: An Overview

The Industry-led Skills and Workforce Development (ISWD) Project aims to improve the linkage between market-demanded skills and the supply of Georgians with technical qualifications relevant to the local economy. Investments in TVET are necessary to address industry demand for skilled technicians and to reach potential beneficiaries who may not have the opportunity to obtain further education and training, with particular emphasis on girls and socially disadvantaged youth.

The four activities under this project are designed to: 1) run a competitive process to solicit and fund innovative, industry-driven proposals from Georgian TVET providers for establishing new or expanding/improving existing training programs, to meet industry needs (Activity 1: Competitive Program Improvement Grants); 2) strengthen TVET provider practice by identifying, strengthening, documenting, disseminating, and promoting uptake of good practices across the sector (Activity 2: Strengthening TVET Provider Practice); 3) strengthen national policy with respect to industry engagement in the Georgian TVET sector (Activity 3: Strengthening TVET Sector Policy); 4) host an annual TVET conference (Activity 4: Annual TVET Conference).

Investments in secondary level TVET and STEM higher education carry the danger of reinforcing both vertical and horizontal gender and social inequities, unless specific interventions are undertaken to counteract the effects of gender stereotypes and segregated opportunities. This grant program will therefore pay particular attention to **ensuring that girls aren't directed toward "gender-appropriate" training and professions, and that the grant program encourages and recognizes proposals that demonstrate innovative approaches to both social and gender inclusion.**

The project provides for developing precise operational guidelines / manuals by the grant management company to ensure that procedures for disbursing grants for innovative technical education programs and replication of best practices are transparent and consistently followed. Grant disbursement guidelines should emphasize inclusion of social and gender concerns so that women and socially disadvantaged share in the programs benefits.

STEM Higher Education Project: An Overview

Georgia's industrial, infrastructure, information technology and transport related economic growth requires well-educated graduates from STEM degree programs. In order to achieve the delivery of high quality education programs to boost productivity and growth and increase employment opportunities, the STEM Higher Education Project attracted an American University (San Diego State University) to support the Government's effort to modernize STEM education in partnership with three local universities, I. Javakhishvili Tbilisi State University, Ilia State University, and Georgian Technical University. The purpose of the proposed investment is to (i) build capacity within Georgian public universities to deliver high quality STEM education and (ii) deliver high quality STEM bachelor degrees from accredited foreign institutions in Georgia. The Action Plan laid out below in Annex 4 explicitly demonstrates the entry points for SGA interaction with San Diego State University's planned activities in Georgia.

Over the long run, the Program "San Diego – Georgia 2020" plans to address the issues of girls' and vulnerable groups' underrepresentation in STEM education programs and occupations through well-planned outreach, professional orientation and coaching, and provision of enrichment English language and STEM programs. A scheme of scholarships will be developed to provide financial support to low income and disadvantaged students.

SOCIAL AND GENDER INTEGRATION ACTION PLAN

The proposed Action Plan is a detailed work-plan that identifies concrete issues and activities to support social and gender integration across the projects of Georgia's Compact II. It ensures that MCC Gender Integration Milestones and Operational Procedures are followed. Where relevant, sustainability issues are identified and concrete actions to support sustainability proposed. Each activity is aligned and integrated into relevant project work-plans. The SGIP is a living document that evolves and changes as needed throughout the course of the Compact, and reflects the ongoing consultative process. The status column notes the progress against the key activities and any issues affecting implementation and will be populated during the annual review and update process. For ease of reference, the Action Plan is presented as a table organized according to compact activities, main inputs, outputs, responsible parties and time-line. This organization is intended to make the document an effective management tool.

Compact Entry Point	Key SGA Inputs /Objectives	Outputs	Responsible Parties	Status
Development of SGIP	Develop SGIP work plan and budget	Developed SGIP work plan and budget	MCA-G SGA Director MCC SGA Director	
	Review Social, Gender and Labor studies for application to SGIP	Reviewed Studies	MCA-G SGA Director	
	Conduct SGIP consultations	SGIP consultations are kept ongoing with MCA project directors	MCA-G SGA Director, Gen Ed project director, Tertiary project director, Infrastructure project director, M&E director, ESP director, PR director	
	Draft SGIP and monitor approval process	SGIP is drafted and approved	MCA-G and MCC SGA directors	
	Conduct annual update of SGIP	Annual updates are done to note progress against key activities and any issues affecting implementation	MCC and MCA-G SGA directors	
Integrate Social and Gender Concerns into Compact Activities	Review Compact RFPs and TORs	Compact RFPs and ToRs integrate social and gender concerns	MCC and MCA-G SGA directors	
	Advise MCA-G team on Technical	Proper SGA expertise is in place, TEP	MCA-G SGA director	

	Evaluation Panel member selection and familiarizing TEP with relevant social and gender concerns as needed, provide criteria to ensure that focus on women and vulnerable groups is among selection and evaluation criteria	members are sensitized to social and gender issues, SGA criteria are approved and implemented; these criteria are used while evaluating project proposals		
	Provide technical input to contract documents, to ensure meaningful participation and benefits of women and potentially marginalized groups	Contracts specify responsibilities for social and gender integration	MCC and MCA-G SGA directors	
	Review and provide feedback on deliverables from contracts	Deliverables effectively integrate social and gender issues	MCC and MCA-G SGA directors	
	Provide ongoing input and comment on Compact Project documents and activities	Routine documents and project-wide activities effectively integrate social and gender concerns	MCC and MCA-G SGA directors	
	Incorporate SGA input into the programs and project WORK PLANS	Social and gender concerns are effectively integrated into all programs and project Work Plans	MCA-G SGA director	
Integrate with Environment and Social Performance (ESP)	Review and comment on Environment and Social Implementation Assessments (ESIA) and Environment and Social Management Framework (ESMF) to ensure integration of social and gender aspects into these documents	SGA is integrated into ESP documents, plans and frameworks to ensure equity participation and benefits to females and potentially marginalized groups	MCA-G SGA director and ESP director	
	Provide SGA participation in public consultations for ESIA and ESMPs	SGA input is provided to public consultations for ESIA and ESMP	MCA-G SGA director, ESP director, relevant contractor	
Integrate with Monitoring and Evaluation	Review project logic, indicators and surveys, baseline questionnaires against incorporation of SGA questions; integrate sex disaggregated data collection and analysis of social and gender impacts in impact evaluation	All M&E documents adequately reflect SGA inputs; evaluation report include gender analysis	MCA-G SGA director, M&E director,	

	Provide input into TORs for independent impact evaluation of project activities	SGA is integrated into TORs for project activities and evaluations	MCA-G SGA director, M&E director, independent evaluating firm	
Integrate with implementation workshop	Prepare SGA module for Implementation Workshop	SGA module is developed	MCC and MCA-G SGA directors	Completed
	Conduct training needs assessments for MCA-G staff, Implementing Entities and other relevant stakeholders	Training needs, that close knowledge and information gaps with regard to social and gender issues, are identified	MCA-G SGA directors, communications director	
	Procure training services for SGA training for MCA, implementing entities, local partners, other stakeholders	SGA training is developed & delivered to MCA-G, implementing entities, local partners and stakeholders	MCA-G SGA director, communications director	
Ensure interaction with community, provide outreach and consultations	Work with the already-established Gender Theme Group to serve as a reference group	Gender Theme Group provides input to SGA activities and issues as needed	MCA-G SGA director	
	Provide required SGA input into public information sessions and workshops	Public information sessions and workshops integrate SGA concerns	MCA-G SGA director and communications director	
	Support country-wide outreach campaign to popularize and increase student intake of MCA-G supported educational programs	Increased student interest and uptake, particularly among socially disadvantaged and female students	MCA-G SGA director, communications director, relevant education providers and partner institutions	
	Ensure meaningful publicity support that is focused on women and vulnerable groups (MCA-G web-page, press releases, newsletters, blogs, newspaper articles, TV shots, radio interviews, commercials, STEM conferences and competitions)	All types of printed and online Media instruments, networking and other forms of publicity integrate SGA issues	MCA-G SGA director and communications director; Media representatives	
	Identify role models who can potentially	A pool of STEM role models is	MCA-G SGA director,	

	participate in public events aiming at promoting women and socially disadvantaged students in STEM	identified	communications director, respective project directors	
	Provide SGA input to public events, contests and competitions to promote gender inclusive approach	SGA concerns are integrated into STEM related PR activities	MCA-G SGA director, communications director	
Interact with Donors and MCA-G Board	Provide support to the meetings of donors and MCA-G Board to ensure SGA inclusive update/reporting and advocating of main concerns	Regular meetings with donors and MCA-G Board members ensure SGA inclusive update and reporting; concerns of females and vulnerable groups are advocated	MCA-G SGA director and communications director	
Support to engagement with industry and private sector	Establish links and two-way communications between the industry and school/TVET/Higher Ed graduates, that strongly increase efforts to place girls and socially disadvantaged in employment	Increased number of girls and socially disadvantaged are employed in STEM occupations	MCA-G SGA director, communications and private sector engagement director, education institutions	
Develop Community and Corporate Social Responsibility	In cooperation with MCA-G ESP and PR directors provide ongoing SGA input to the implementing entity for CCSR	Implementing entity incorporates SGA issues into plans and activities	MCA-G SGA director, ESP director, PR director, implementing entity	
Manage Technical Studies	Identify social and gender constraints in STEM education and employment as well as sources of best practices and STEM labor market gaps	Studies are carried out and the report is completed publicly available at: http://www.mcageorgia.ge/	MCC and MCA-G SGA directors, contractor company	Completed
	Disseminate information from studies through workshops and presentations	Workshops, presentations and discussions containing relevant information from the studies were carried out	MCA-G SGA director, communications director	Completed
	Integrate findings of studies into all compact activities, as appropriate	Findings of Social, Gender and Labor studies are integrated into all compact activities	MCA-G SGA director, communications director	Ongoing
COMPACT PROJECTS				
I. General Education				

Improved Learning Environment Infrastructure Activity Equally Benefits male, female and socially disadvantaged	Provide SGA consultations to selection process of the eligible schools (revised targeting formula and indicators proposed by consultant are gender inclusive)	Share of socially vulnerable and ethnic minority students benefitting from renovated schools remains selection criteria	MCC and MCA-G SGA directors, infrastructure rehabilitation project director, M&E director	
	Ensure SGA participation in preliminary assessment of schools, integrate SGA questions into the questionnaires for assessment of schools (MCC and MCA-G)	Questionnaire adequately disaggregates gender data and to the degree possible, disaggregates social data	MCA-G SGA director, infrastructure rehabilitation project director, M&E director	
	Provide SGA input to drafting design consultant selection and evaluation ToR	Design consultant's ToR includes SGA considerations	MCC and MCA-G SGA directors, infrastructure rehabilitation project director	
	Review and provide feedback into design packages for school renovations provided by consulting company; provide feedback, as needed, on other design issues	SGA input is integrated to school design packages	MCC and MCA-G SGA directors, infrastructure rehabilitation project director	
	Identify potential members who will advocate for inclusive education to be members of Stakeholder Committees	Stakeholder Committees include members who advocate for girls and persons (students and teachers) with special needs	MCA-G SGA director	
	Ensure SGA participation in stakeholder meetings/consultations and general activities to advocate for gender and social concerns	Stakeholder Committee meetings and activities address SGA issues	MCA-G SGA director, infrastructure rehabilitation project director, ESP director,	

			communications director	
	Provide social and gender analysis of Resettlement Action Plans (RAP), as needed	RAPs integrate social and gender analysis	MCA-G SGA director, ESP director	
	Provide SGA oversight to procurement and operations of construction/rehabilitation service company	SGA input is in place with regard to construction company activities; anti-trafficking and sexual harassment information is presented to workers (in a format of a half-day training)	MCA-G SGA director, infrastructure rehabilitation project director, communications director, contractor company	
	Provide SGA input to development of inclusive strategy/design of learning facilities (renovation of school premises, classrooms and laboratories)	Appropriate language on trafficking in persons and sexual harassment is included in construction bidding documents; advertisements for workers includes appropriate language to reach out to women in particular	MCA-G SGA director, communications director, infrastructure rehabilitation project director, contractor company	
	Provide oversight of selection and operations of supervising company	SGA input is in place with regard to construction supervising company activities	MCA-G SGA director, infrastructure rehabilitation project director, contractor company	
Train Educators for Excellence	Provide SGA input to international consultant (GOPA) deliverables to ensure professional development programs and training curricula for teachers, principals and school professional development facilitators include SGA considerations, with specific emphasis on those who serve socially vulnerable students and minorities	Specialized training/support is provided to educators serving large populations of vulnerable/minority students; and specialized training is developed on addressing cognitive, physical, social or behavioural challenges in the classroom. Context-appropriate programs and tools are recommended to sensitize and train school principals, teachers, SPDF with	MCA-G SGA director, Gen Ed project director, local consultant, respective implementing entity	

		respect to promoting girls, the socially vulnerable and ethnic minorities choosing career options in STEM.		
	Provide SGA consultancy / assistance to Teacher Professional Development Center (TPDC)/other contractors in development of gender sensitive and inclusive training modules, materials and information packages for the teachers of STEM (math, physics, chemistry, biology, ICT, English), principals, trainers, school-based professional development facilitators	Training materials / curricula, that contain social and gender issues (eg. address the problem of subtle teacher bias) are provided to TPDC	MCA-G SGA director, Gen Ed project director, respective implementing entity (subject matter experts from TPDC)	
	Provide consultant with the results of gender, social and labor studies commissioned by MCA-Georgia to inform the design and scope of training modules	International consultant company (GOPA) materials include relevant guidance derived from the studies	MCA-G SGA director, consultant company, respective implementing entity	Completed
	Review training curricula, materials and instruction process and provide feedback	SGA feedback is provided on training curricula, materials and process of instruction	MCA-G SGA director, respective implementing entity	
	Review and provide SGA concerns into the implementing entity agreements with partnering agencies of the GenEd project	Implementing Entity Agreements with Teacher Professional Development Center (TPDC) and National Assessment and Evaluation Center (NAEC) incorporate social and gender concerns	MCA-G SGA director, Gen Ed project director, respective implementing entities	
Establish E -Learning Platform	Provide SGA input to development and implementation of E-Learning platform to ensure proper geographical coverage and inclusion of minority teachers	Minority teachers from remote areas participating in E-Learning Platform	MCA-G SGA director, Gen Ed project director, respective implementing entity, contractor company	
Develop the capacity of TPDC	Introduce social and gender considerations to develop capacity	TPDC strategy and activities integrate attention to the specific needs of teaching	MCA-G SGA director, respective	

	building strategy and activities of TPDC staff (in particular train subject matter coordinators)	staff related to minority status, disability, gender etc.	implementing entity)	
Strengthen international, national and classroom assessments that enable meaningful participation and benefits of women and potentially marginalized groups	Ensure the compliance of conducting international assessments with internationally accepted guidelines to ensure fairness in international assessment activities	Application of fairness guidelines in survey instruments is confirmed	MCA-G SGA director, GenEd project director, respective implementing entity	
	Review the national assessments during their development by National Assessment and Evaluation Center against application of preliminarily agreed conceptual framework to ensure fairness in national assessment, including a review for bias in assessment	Confirmation that NAEC has applied agreed conceptual framework with a focus on fairness in tests and social/gender inclusion is provided	MCA-G SGA director, Gen Ed project director, respective implementing entity	
	Review the classroom assessment model during its development by international consultant company (GOPA) against application of guidelines to ensure fairness	Confirmation that part of the assessment development training is devoted to informing teachers about the professional guidelines covering fairness in testing and classroom assessment is provided	MCA-G SGA director, consultant company, respective implementing entity	
	Review existence of technical testing/assessment reports for evidence of non-bias	Classroom assessment fairness tool is applied	MCA-G SGA director, consultant, respective partner entity	
Carry out Conrad STEM Competition to promote social and gender equity	Provide SGA input to development of guidelines/instructions for a challenge to ensure increased participation of girls and socially disadvantaged students	Guidelines incorporate social and gender considerations	MCA-G SGA director, Gen Ed project director, PR director	

	Provide SGA input to information dissemination campaign to ensure increased interest and participation of girls and socially disadvantaged students	Information dissemination campaign includes social and gender considerations to ensure equal participation of boys and girls and socially disadvantaged students	MCA-G SGA director, Gen Ed project director, PR director	
Establish modern LABS	Review the design and placement of labs to make them accessible for disabled persons	Labs are located in such premises that are easily accessible to physically disabled pupils and teachers	MCA-G SGA director, infrastructure rehabilitation director, consultant company	
Develop Operation and Maintenance Strategy	Provide input to O&M consultant to ensure SGA inclusion in O&M strategy and work plans	SGA input is mainstreamed to O&M strategy and work plans	MCA-G SGA director, O&M consultant, respective project directors	
II. TVET				
Manage TVET Grants to ensure equal social and gender impact and increased participation	Provide input to Grant Manager's operations and preparation of Social and Gender Integration Plan	Social and Gender Integration Plan elaborated by a Grant's Manager is coordinated with MCA-G SGIP	MCA-G SGA director, TVET Grant's Manager company, tertiary education project director	
	Provide social and gender input to development of Grant Operations Manual, to ensure criteria for evaluating grant proposals include gender and social considerations	Grant Operations Manual provides clear guidance on gender and social criteria to consider when evaluating proposals	MCA-G SGA director, TVET Grant's Manager company, tertiary education project director	
	Provide social and gender input to development of Best Practice Capacity Building Manual, to ensure criteria for evaluating best practices include gender and social considerations	Best Practice Capacity Building Manual provides clear guidance on gender and social criteria to consider when evaluating best practices	MCA-G SGA director, TVET Grant's Manager company, tertiary education project director	

	Provide social and gender input to TVET Grant Manager's work plans to ensure increased participation of girls and potentially marginalized groups	Grant Manager's work plans explicitly include procedures outlined in Grant Manager's Social and Gender Integration Plan	MCA-G SGA director, TVET Grant's Manager company, tertiary education project director	
	Provide social and gender input to planning and preparation of the annual TVET Conference to ensure adequate reflection social and gender issues and equal participation	TVET conferences arranged by Grant manager include participation by women and socially disadvantaged groups and address topics and cases regarding social and gender inclusion	MCA-G SGA director, TVET Grant's Manager company, tertiary education project director, PR director	
	Provide social and gender input to launching several rounds of grant facility disbursement and best practice identification, including selection of Technical Evaluation Panel members	TEPs include members with social and gender expertise; grant disbursement and best practice cycles/cases identified by Grant's Manager exemplify strong gender and social inclusion	MCA-G SGA director, TVET Grant's Manager company, tertiary education project director	
	Providing social and gender consultancy and guidance at public workshops to orient potential applicants in developing strategies for supporting women and marginalized students and support them in responding to required SGIP elements	SGA consultancy and guidance is included in public workshops for bidders; orientation meetings are conducted to ensure that bidders develop a strategy for supporting women and marginalized	MCA-G SGA director, TVET Grant's Manager company, tertiary education project director, PR director	
	Provide social and gender consultancy and guidance to grant manager while developing tasks for technical assistance for relevant national agencies (including MES and EQE)	Technical assistance tasks include social and gender considerations	MCA-G SGA director, grant's manager company, tertiary education project director MES, EQE representatives	
	Provide social and gender input to establishing criteria for evaluating proposals by independent Technical Evaluation Panel and guidelines for final grant and best practice selection by the	Criteria for evaluating proposals and best practices includes social and gender considerations	MCA-G SGA director, TVET Grant's Manager company, tertiary education project	

	Investment Management Committee		director	
	Ensure that all TVET grant winners include as part of training on occupational safety a module on human trafficking and sexual harassment	All TVET grant programs include adequate trainings on trafficking and sexual harassment	MCA-G SGA director, TVET Grant's Manager company, tertiary education project director, PR director	
Grants	Ensure observing grant documents review process	Gender and social criteria is considered when evaluating proposals	MCA-G SGA director, grant's manager company	
	Ensure provision of an ongoing due diligence	Due diligence process is carried out referring on gender and social criteria	Grant Manager's company	
Best practices	Ensure observing the best practice documents reviewing process	Provide clear guidance on gender and social criteria to consider when evaluating proposals	MCA-G SGA director, grant's manager company	
	Endure provision of an ongoing due diligence	Due diligence process is carried out referring on gender and social criteria	Grant Manager's company	
III. HIGHER EDUCATION				
Produce ABET assessment	Review faculty development plans for STEM programs	Faculty development plans include actions designed to increase participation of women in STEM faculty and to improve climate for female STEM faculty	MCA-G SGA director, tertiary education project director, respective consultant/company, partner higher education institutions	Completed
	Review gender and social distribution of STEM faculties	Report of STEM faculty in Georgian partner Higher Education Institutions reflects gender considerations	MCA-G SGA director, tertiary education project director, consultant company, partner higher education institutions	Completed
Evaluate	Provide input to composition of Technical	TEPs include SGA qualified experts to	MCC and MCA-G	Completed

Proposals Submitted by Consortia of American and Georgian Partner Institutions	Evaluation Panels (TEPs) to ensure that evaluation process focus on inclusion of social and gender considerations	ensure meaningful inclusion of social and gender considerations	SGA directors, tertiary education director, procurement director	
	Provide information from Social, Gender, Labor studies to finalists providing for meaningful social and gender analysis	Report is provided to finalists	MCA-G SGA director, finalist consortia of universities, tertiary education project director	Completed
	Review Interim and Final proposals against provision of social and gender inclusive strategies; during final evaluation inform the TEPs on the results from SGL studies and results from the interim evaluation	Proposals are evaluated against inclusion of SGA strategies	MCA-G SGA director, Technical Evaluation Panel members tertiary education project director	Completed
Ensure that Program Implementation promotes Increased Participation of Women and Potentially Marginalized Groups	Review staffing plan for gender mainstreaming into the faculty	Gender parity issues are considered in the staffing plan	MCA-G SGA director, San Diego State University (SDSU) and partner Georgian universities	
	Provide support to the SDSU Dean's office (Admission's director) on defining the status of socially vulnerable students eligible for financial assistance	SDSU builds the capacity of defining the status of socially vulnerable students eligible for financial assistance	MCA-G SGA director, SDSU-Georgia respective staff, tertiary education project director, MES Student's Social Assistance programs	

			division	
	Provide social and gender input to planning a kick-off event	Higher education program kick-off event integrates social and gender issues	MCA-G SGA director, SDSU-Georgia respective staff, tertiary education project director, PR director	
	Provide social and gender input to the composition of Advisory Board for SDSU-Georgia to ensure that programs meaningfully benefit for males and females and potentially marginalized groups	Advisory Board consists of members who advocate for females and disadvantaged	MCA-G SGA director, SDSU-Georgia respective staff, tertiary education project director, PR director	
	Provide social and gender input to Articulation Team composition and pre-enrollment plan development	Articulation Team consists of members advocating for inclusive approach and pre-enrollment plan explicitly demonstrates social and gender needs	MCA-G SGA director, SDSU-Georgia respective staff, tertiary education project director	
	Provide social and gender input to English/STEM Preparatory Institute recruitment planning to ensure meaningful participation and benefits for women and potentially marginalized groups	English/STEM Preparatory Institute recruitment plan contains social and gender concerns which provide for increased inclusive participation	MCA-G SGA director, SDSU-Georgia respective staff, tertiary education project director, PR director	
	Ensure development of a student recruitment / enrollment strategy that mainstreaming social and gender inclusion	Student recruitment / enrolment scheme explicitly demonstrates representation of socially disadvantaged and females	MCA-G SGA director, SDSU-Georgia respective staff, tertiary education project director, PR director	
	Provide SGA input to facilities development strategy/designs (renovation of classrooms and laboratories)	Appropriate language on trafficking in persons and sexual harassment is included in construction bidding documents; advertisements for workers includes appropriate language to reach out to	MCA-G SGA director, SDSU-Georgia respective staff, tertiary education project	

		women in particular	director, infrastructure rehab project director, ESP director	
	Review outreach and guidance programs (including information materials) for women and socially vulnerable students	Outreach activities and guidance programs are focused on socially disadvantaged and girls in particular	MCA-G SGA director, SDSU- Georgia respective staff, tertiary education project director, PR director	
	Review partner universities' work-plans for SGA inclusion	Social and gender concerns are present in the work-plans of partner universities	MCA-G SGA director, SDSU- Georgia respective staff, tertiary education project director	
	Provide social and gender feedback on the overall implementation of programs	Social and gender concerns are incorporated into program implementation	MCA-G SGA director, SDSU- Georgia respective staff, tertiary education project director	

MONITORING AND EVALUATION

Since MCA-Georgia is focused on results, monitoring and evaluation (M&E) play an important role. The M & E Plan explains in detail how MCC and MCA - Georgia will monitor the various projects to determine whether they are achieving their intended results, and measure their larger impacts over time through evaluations.

Overall, the M&E Plan is much more than guidelines for qualitative and quantitative research. It provides the rationale for economic analysis, the economic rate of return (ERR). Indicators have been selected to demonstrate changes in performance, attitudes, perceptions and aspirations of girls and poor in STEM education programs and employment opportunities over the period of time – the ultimate goal of social and gender mainstreaming. While quantitative indicators can measure changes in school attendance and/or increased employment, qualitative indicators measure changes in perceptions, aspirations and performance. To measure gender and social integration effectively, regardless of the sector in which the initiatives take place, both qualitative and quantitative indicators are required.

MCA-Georgia's M&E MIS currently **includes data disaggregated by gender/social vulnerability criteria, and urban/rural location**. Other indicators may be incorporated into specific evaluations undertaken by independent evaluators during Compact implementation to measure changes that may occur as social and gender integration proceeds. The majority of indicators relate to goal, process, outcome and output levels.

MCA-Georgia's M&E MIS is provided in Annex 4 of the SGIP.

PRIVATE SECTOR ENGAGEMENT

The overall objective of the Private Sector Engagement is to catalyze private investment in MCC partner countries in line with the Compact goals. Throughout the development and implementation of the Private Sector Engagement Plan, SGA will ensure that women and other vulnerable groups benefit from MCC investments through access to STEM education, employment and capacity building.

The Private Sector Engagement process will be carried out in close cooperation with the MCA-G Private Sector Engagement Specialist through: consulting non-governmental actors to understand key growth sectors and impediments to private investment; obtaining private sector insight to program design, project activities, and policy reform; identifying opportunities for gendered collaboration during the project cycle; and exploring forms of community and corporate social responsibility.

The Georgian Compact offers significant opportunities to leverage private and public sector partners as well as partnerships with other donors to extend the impact of MCC and local government investments. The SGIP will outline initiatives underway to either coordinate or directly partner with, among others, the World Bank, USAID, the EU Mission to Georgia,

German Technical Assistance, Swiss Cooperation, Microsoft and other IT partners, the American Chamber of Commerce in Georgia and Business Association of Georgia and their members, as well as industry representatives.

CURRENT AND POTENTIAL PARTNERSHIPS

Institutional Assessment of Organizations and Programs Related to the Compact Programs

The ultimate authority, governance and responsibility for education and thus the teaching profession are shared between the legislature (the Parliament) and the executive (the Government of Georgia, its Ministry and its subordinated agencies). The Parliament of Georgia is responsible for developing state policy. The Government of Georgia defines national objectives, per capita funding standards, and the amount of school vouchers. The Ministry of Education and Science of Georgia develops indicators and quality standards, designates educational institutions as legal entities of either public or private law and has the authority to reorganize or liquidate them, and is responsible for state control of public educational institutions.⁷

The education sector in Georgia consists of the following sub-sectors: Preschool, Primary, Basic Grades, Secondary Grades, Higher Education and Vocational/Professional Education. According to the law, completion of basic education is compulsory in Georgia.

Ministry of Education and Science (MES)

As stated above, the MES is accountable to the Parliament for the execution of education policy. The MES through its National Curriculum Department has the responsibility for developing the National Curriculum at pre-school, primary and secondary education. As noted by stakeholders, the curriculum is the basis for Teacher Standards, for pre-service teacher education programs, entrance exams and teacher certification. **The MCA SGA Director will closely cooperate with the Department of Students' Social Assistance at MES, which plans and implements special programs of financial aid for socially disadvantaged students. The First Deputy Minister of Education and Science is the designated gender focal point responsible for implementing commitments made in the current Gender Action Plan (described in Annex 1). With regard to inclusivity in MCC funded activities, the SGA Director will closely cooperate and consult with the Department of Inclusive Education of MES and the Center to Support Inclusive Education in Georgia.**

National Centre for Teacher Professional Development

The Teacher Professional Development Center (TPDC) was established by the Government of Georgia in 2006 and charged with developing teachers' standards and provided funding for in-service teacher training, nationwide. TPDC developed Professional Development scheme as a steering mechanism for teachers' career advancement. TPDC develops and implements teacher

⁷ In the autonomous republics of Adjara and Abkhazia, some of these powers are delegated to the Ministries of Education of the autonomous republics.

professional development policies, which are subject to the approval of Parliament or the MES. TPDC is accountable for the registration and certification of teachers. TPDC, together with the National Center for Education Quality Enhancement Center (see below), develops teacher in-service professional accreditation and teacher training, targeted regional programs, professional development of school principals/administration members, Board of Trustees members, Education Recourse Center's professional development; ICT trainings, inclusive education, VET teacher trainings. It should be noted that teacher registration databases are held by Education Management Information Systems (EMIS).

MCA-G SGA topics will be incorporated into the design and contents of training packages for STEM subject teachers, school principals and school based professional development facilitators.

National Centre for Education Quality Enhancement

The National Center for Education Quality Enhancement (NCEQE) is responsible for authorization and accreditation of public and private educational institutions, including teacher education providers. The authorization accords the right to provide educational activities. Academic programs, infrastructure, and human resources of educational institutions are evaluated according to their compliance with the National Authorization Standard, which is a tool to decide which degree programs a university can offer and the number of students that may be enrolled in a degree program. Universities can only operate as degree granting institutions upon receiving authorization from the NCEQE. Universities are entitled to develop their own programs, but NCEQE evaluates the quality and accredits a program. The curricula and syllabi of study programs are assessed through the program accreditation procedure in line with accreditation standards.

National Assessment and Examination Centre

National Assessment and Examination Center (NAEC) was established in 2005 and it is responsible for the development and administration of national and international testing including teachers' certification examinations. The latter is designed and developed in close collaboration with the TPDC and the MES. NAEC also develops and implements Unified National Examinations (UNE). UNE were introduced in 2005 and serves as the only admission path to all tertiary (including teacher training) programs. While the MES decides on the number and of mandatory exams for all programs, tertiary educational institutions set weights for each exam (e.g. GAT, foreign or Georgian language). At the master's level, universities are free to add additional entry requirements and procedures.

Social and gender aspects will be communicated in an ongoing fashion throughout the process of designing national and classroom assessment strategies and methodologies.

Higher Education Institutions

Higher Education Institutions (HEI) are responsible for teacher pre-service education. Teacher education programs must be accredited, as teaching is a 'protected' profession. Programs may be at undergraduate and/or postgraduate levels. The Law on General Education specifies primary

teacher qualification, that can be earned through undergraduate pedagogical education and subject matter teachers can earn their educational qualifications by successfully completing relevant undergraduate education and one year of pedagogical training (equivalent to 60 credits).

Following the introduction of university program accreditation, groups of peers from other universities as well as TPDC representatives evaluate teacher preparation programs' curricula against the Common Core Curriculum introduced in 2009. Within the framework of the program accreditation requirements, universities are free to develop their own curricula and teacher education programs.

Within the framework of the higher education improvement activities, social and gender aspects will be mainstreamed into the student recruitment strategy and bachelor science programs implementation, including female faculty development.

Schools

Schools have, as a result of decentralization, the authority to hire, evaluate and dismiss teachers. With reference to employment of new teachers, it is important to note that a candidate must have an appropriate degree from an accredited university program. TPDC introduced in 2008 a teacher induction program, which was planned to become a career entry pre-requisite for new teachers. However, due to amendments to the Law on Education in 2012, this induction requirement is no longer mandatory for new entrants. The evaluation of teacher performance is now the responsibility of individual school. However, there is little if any information available on what mechanisms schools use to evaluate teachers. Schools are also responsible for providing teachers with professional development opportunities.

Language minority schools are smaller than average, and most are located in two regions. The majority of Armenian language schools are located in Samtskhe Javakheti (77.4%) and Kvemo Kartli (17%), while the majority of Azeri schools are located in Kvemo Kartli (86.5%). Over half of Russian language schools are located in Kvemo Kartli (33.8%) and Tbilisi 27.7%).

Within the framework of the General Education Project implementation, the MCA-G SGA will focus on ensuring that measures taken to improve the learning environment through meaningful rehabilitation of school infrastructure and introduce proper operations and maintenance integrate gender and social considerations.

Technical Vocational Education and Training (TVET) Facilities

TVET comprises both craft/professional training as well as technical professional training. In Georgia, TVET programs are delivered in three types of public institutions: 19 state vocational colleges deliver craft/vocational TVET level I-III (trainees have completed grade 9), three state vocational colleges deliver craft/vocational and technical professional TVET levels I-V, and 20 universities deliver technical professional TVET levels IV-V (trainees have completed grade 12). Recent analysis of the TVET sector has concluded that there is a significant mismatch between the supply of TVET graduates and the demand for the TVET skills in Georgia, and argues for greater investment in TVET levels I-III to meet the demand for craft/vocational workers.

The Industry-led Skills and Workforce Development (ISWD) Project will enable TVET providers competing for MCC grant funding to **mainstream social and gender concerns into**

the design and replication of vocational education programs in a way that encourages increased female participation in the technical fields of education and employment where they are currently underrepresented.

Education Management Information System (EMIS)

EMIS was established in 2012 to develop modern MIS in the field of education that provides for establishing proper infrastructure of information technologies. EMIS allows for accessibility of communication technologies as well as their monitoring and evaluation. The system also supports professional education program implementation, registering of school principals, members of board of trustees, student personal data, higher education providers, professional training programs, Georgian language programs and etc. **In close cooperation with EMIS, the MCA SGA Director ensure that key education performance indicators are disaggregated by gender, social and minority status wherever appropriate.**

Education and Science Infrastructure Development Agency (ESIDA)

ESIDA has been operational since 2009 under the MES. Its purpose is to ensure that the education environment meeting international standards and requirements, to improve school infrastructure, and introduce modern technologies into the education process. ESIDA is also for rehabilitation and constructing, planning and designing, and furnishing and equipping all premises of MES. ESIDA also oversees the development and accessibility of IT infrastructure. **Gender and social interests (including needs of persons with disabilities) will be integrated into the unified system of operation and maintenance of education facilities. The MCA-Georgia's SGA Director will closely collaborate with the ESIDA designee to ensure inclusive utilization of science labs and appropriate water, sanitation and hygiene conditions.**

Coordination with other Social and Gender Agencies and Initiatives

Several international organizations and a few locally established organizations support social and gender issues in Georgia. While the United Nations, United States, European Union and other bi-lateral donors are all mandated to mainstream social and gender issues in their programming, there is variation on how gender is addressed and what topics are given priority. Fewer donors support projects that solely address women's empowerment or women's rights.

Women are especially active in civil society in Georgia and, arguably one of their most visible public roles is as NGO leaders. Women outnumbered men in the NGO workforce in both Tbilisi (where 58% of NGO staff are women) and in regional organizations (63% are women). Women's predominance in the third sector may very well be related to the more limited employment opportunities they face in other spheres, lack of access to political office, traditional concern for social problems as well as donor support for the development of women's NGOs. Civil society organizations identified as "women's NGOs" include both those that provide social services and those that specifically work towards women's empowerment and gender equality. Despite their prominence in the third sector, "NGOs that work on women's rights are viewed as marginal groups that only achieve success in particular areas rather than becoming strong players

in Georgian civil society.”⁸ Other groups also face marginalization and distinct difficulties in civic participation. Women from ethnic minorities, for example, may be isolated due to language and cultural constraints.

MCA-G SGA Director has a seat at the **Gender Theme Group** meetings (coordinated primarily by UN agencies), which serve as platforms for information sharing between all donors and NGOs supporting gender related projects or initiatives, and/or advocating for women’s rights on an executive and a policy level in Georgia.

COMMUNICATIONS

SGIP implementation will be communicated in compliance as part of overall MCA Communication and Outreach strategy. Social and Gender Assessment activities will be carried out through consultative processes to better reflect sector priorities. A two-way communication about SGIP development and implementation will occur between the MCA-G SGA and stakeholders (including ministries, organizations, NGO’s representing interests of women and other vulnerable/underrepresented groups at national, regional and local levels) to promote smooth and transparent communication and facilitate continuous interaction and feedback. A consultative process will be strategically organized to provide and collect information from the stakeholders regarding compact / SGIP implementation. This type of cooperation will establish a sustainable mechanism for effective civic/public engagement in the Compact. Consultations and communication conducted at appropriate times throughout the compact will promote realistic public understanding, thorough awareness and expectations of the MCA-G Compact projects, activities, SGIP implementation, and reinforce broader support.

The two components – social inclusion and gender mainstreaming -- will be communicated through tactics developed by MCA-Georgia’s Government, Business and Public Relations Director in line with MCC branding guidelines. A plan developed by Government, Business and Public Relations Director will ensure SGA visibility in communication and outreach products, including MCA-Georgia’s website and newsletters. MCA-Georgia’s Stakeholder Committee has a representative covering gender and social aspects.

Mode of Communication	Outputs
MCA-Georgia Website	<ul style="list-style-type: none"> - A section on Social and Gender Assessment; - SGA interaction with projects; - Social and Gender Integration Plan - MCC SGA Newsletter (semi-annual) - MCA-G Newsletter (including SGA section) - Social media products

⁸ Sabedashvili Tamar, Gender and Democratization the Case of Georgia 1991-2006, p. 30.

Printed Media Materials/Visual Materials	<ul style="list-style-type: none"> - Printed materials describing SGA activities - Info-graphical products - MCA-G printed materials referencing social and gender equity objectives and gender work (newsletter, general MCA-G brochure) - Messages that highlight examples and success stories of women and men integrated into MCA-G projects - Banners, flyers (gender inclusive)
Press Releases	<ul style="list-style-type: none"> - A press release regarding SGIP approval - Press releases on Compact events covering achievement of social and gender milestones
Events Calendar (STEM)	<ul style="list-style-type: none"> - International Women's Day – event/outreach/web-story focused on gender equality within MCA work - Success stories featured or interviews connected to women's month
TV, Media Appearances	<ul style="list-style-type: none"> - Interviews and talks contain social and gender equity messages - TEDx / STEMx talks in Tbilisi - Assembled pool of STEM speakers
STEM Promo Videos and Shooting	<ul style="list-style-type: none"> - Story telling on promoting STEM females - Shots of prominent STEM female role models
STEM Competitions / Olympiads / Exhibitions / Fairs / Conferences / Awards	<ul style="list-style-type: none"> - Award created for girls in STEM competitions - STEM Summer/Winter Schools - Conrad Foundation – Innovation Challenges for kids (Science Olympiad 2.0) - STEM/TVET Youth Festival

STEM Campaign / Magazines	- Success stories featuring or interviews in connection with women's month
Donor Coordination Meetings and Interaction with STEM Board	- Collaboration with donors, stakeholders, Board Members
Outreach Activities	<ul style="list-style-type: none"> - Student recruitment strategy in place - Student recruitment sessions and presentations to promote STEM education in TVET, Bachelor programs and English Language Institute of San Diego University - Regular (seasonal) visits to high schools to create a pipeline of potential students
STEM After School Classes	- STEM enrichment classes and hands-on science practices
Women in STEM	<ul style="list-style-type: none"> - STEM women's associations aiming at equipping women with project writing, grant application skills and STEM education and employment access skills - Business incubators for women in STEM/TVET to promote employment and empowerment

BUDGET ARRANGEMENTS

The table below describes budgetary arrangements for supporting social and gender inclusive activities. Project-specific activities are funded by project budgets.

No.	Budget Item	Amount
	MCA-Georgia SGA sector specific activities (including selected studies, travel, monitoring and cross-sector project oversight activities)	
	"Studies of Labor Demand, Barriers and Opportunities in STEM Education programs and Occupations in Georgia"	USD113,542.55 (609G proceeds) Completed.
	Technical assistance for social inclusion and gender mainstreaming to implementing entities, project stakeholders, beneficiaries and etc.	

Technical assistance for information dissemination,
communication and other PR activities

Cost of preparing the social and gender integration
strategy by SDSU

Social and gender impact evaluation

Total Budget

COMMUNITY AND CORPORATE SOCIAL RESPONSIBILITY

Millennium Challenge Account – Georgia will develop a partnership program so that general, vocational, and higher education providers can work together with businesses to help Georgian students improve their academic performance, particularly in STEM fields, and more generally, to enhance girls’ and boys’ social, emotional and physical development in and beyond the school environment.

The program will include semi-structured and guided activities undertaken by businesses and educational institutions involved in the Compact. In addition to business leaders, MCA-Georgia will look at engaging well-known athletes and women who are prominent in STEM fields, as well as fathers and alumni of the education institutions participating in the Higher Education project of MCA-Georgia. Activities will center on enhancing STEM education, fostering gender-equitable engagement in industry-based activities, exposing youth to STEM courses and careers, and increasing IT literacy and environmental awareness.

MCA CAPACITY ASSESSMENT

The MCC Gender Integration Guidelines (March 2011) mandates that gender training be conducted for all MCA-Georgia staff and implementing partners. From time to time, training needs assessments will be conducted to assess project-related knowledge gaps and areas needing improvement within MCA-Georgia, implementing entities, including other stakeholders. The needs assessments will be conducted in order to develop targeted training that can address knowledge and information gaps, and increase awareness about the value of social inclusion and gender mainstreaming. Training should give participants some practical skills in social and gender analysis and curb misconceptions regarding gender mainstreaming.

Annual SGIP reviews and management plans will include specific training programs for MCA-Georgia staff, Implementing Entities and other stakeholders identified in the training needs assessments.

SGIP REVIEW AND UPDATING PROCESS

The SGIP will be updated annually to ensure that implementation of the plan is in line with the social and gender integration guidelines and milestones. As this Plan is being completed at the early implementation stage of the compact, some of the described activities are ongoing, while others are future commitments. During the implementation of the Plan, new opportunities, challenges, gaps and funding opportunities or constraints may arise, and these will be addressed during the annual review process, along with issues identified through the quarterly implementation review.

Social and Gender Assessment Directors of both MCC and MCA-Georgia will also review each project for gender integration performance and successful integration of social and gender concerns on a quarterly basis.

Annual reviews will begin a year after the SGIP is approved. Reviews will identify gaps, note progress in meeting the MCC Guidelines on Gender Integration and identified milestones. The reviews will note if and when additional consultations with MCC, MCA-Georgia and targeted populations may be required.

ANNEX 1. SITUATIONAL ANALYSIS AND NATIONAL POLICY REVIEW

Gender Analysis

When designing the second compact, MCA-Georgia commissioned studies to identify barriers to girls and socially disadvantaged groups in STEM education programs and employment and understand why female STEM talent and skills are systematically lost for Georgia as girls progress through the education system,

Girls' achievements and interest in math and science are shaped by their environment – this is one of the main messages learned from the studies. The report demonstrates the effects of societal beliefs and the learning environment on girls' achievements and interest in science and math. Although most of the teachers and principals interviewed for the studies stated that they did not notice any difference in the treatment of male and female students, findings from focus groups indicated that teachers and parents were less supportive of girls than boys, with respect to STEM.

Interviewed directors stated that schools provide equal access to school resources for both boys and girls, and noting, moreover, that boys and girls learn in the same classrooms and take the same mandatory subjects. Most teachers and principals said they had the same expectations of male and female students and treated them the same in the classroom.

In contrast to the opinion of school teachers and principals, several gender and education experts, as well as student focus group participants and individual students, pointed to distinct differences in the treatment and expectations of male and female students. Female students described teachers as referring to them as weak and emotional as opposed to boys, who teachers referred to as were smart and open-minded. Alternatively, girls who stood out as very bright were praised as having “men’s brains.”

The studies concluded that bias, often unconscious, ultimately discourages girls from pursuing traditionally male-dominated STEM subjects in school and limits women’s progress in scientific and engineering fields. This bias not only affects individual’s attitudes towards others but may also influence girls’ and women’s likelihood of cultivating their own interest in math and science. Therefore, teachers seem to be the “heaviest carriers of these traditional attitudes“, and unconscious creators and perpetuators of the gender stereotypes in the classroom. They rarely see their interactions in the classroom through a gender lens. Only few teachers interviewed admitted, that after completing a gender awareness training course, they started making special efforts not to judge, discriminate, or treat their students differently, which suggest that educating teachers on how to be gender aware can lead to the promotion of equal treatment of students.

Established norms of “men’s work” and “women’s work” are also prevalent in the society. Although school enrollment and literacy levels are high for both males and females, women continue to dominate in lower-paid professions such as teaching, healthcare and social services.

Gender stereotypes and norms can also influence the kinds of subjects that boys and girls focus on and study. For example “hard subjects,” such as science, mathematics and technology tend to attract male students while other subjects, such as languages and literature, tend to attract female students. Within STEM fields, boys gravitate toward physics and math while girls are likelier to pursue biology or natural science. This means that the content of different subjects attracts boys

and girls on the basis that “this is what is proper for girls/boys and what is not”. An important step to improving the gender balance in feminized and masculinized professions is to promote non-traditional courses of study in secondary education.

Empirical research shows that negative stereotypes about girls’ abilities in STEM can measurably lower girls’ self-perceptions and aspirations for science and engineering careers over time. All these illustrate that changes in learning environment can improve girls’ achievement in STEM.

Social Analysis

Due to a multifaceted geographic setting and demographic distribution there are differences between regions, which impact on education delivery and access. The population in mountainous areas is more isolated, for example, and often has less access than urban populations to quality education. Ethnic minority population teachers may have fewer opportunities than their ethnic majority counterparts to participate in professional development programs due to language barriers.

The Georgian population is ethnically diverse, and includes Armenians, Azerbaijanis, Abkhaz, Ossetians, Russians, Ukrainians and others. In many instances, minority groups have a limited command of Georgian language, which affects their inclusion into the mainstream of education.

Social disadvantage in Georgia is classified in four main categories: ethnic minorities (Armenians living in Samtskhe-Javakheti and Azeris living in Kvemo-Kartli make up to 10-12% of population speaking other languages than Georgian), low income families under the poverty threshold (about 25% of the population is defined as poor; of this 25%, 64% live in rural communities ranking below the poverty threshold by the Social Service Agency of the Ministry of Labour, Health and Social Affairs of Georgia), families from remote mountain areas (about 7-8% of population) and others, including those internally displaced as a result of conflict.

Today there are Government of Georgia’s funded Armenian language schools, Azerbaijani language schools, Russian language schools and Ossetian language schools, as well as bi-lingual and tri-lingual schools.

According to the most recent national census in 2002 minorities constituted 16.2 per cent of the population. The census stated that the largest minority community is Azeri (284,761), followed by Armenians (248,929) and Russian community numbered 67,671. There are also smaller communities of Abkhaz, Assyrians, Greeks, Jews, Kists/Chechens, Kurds, Ossetians, Roma, Ukrainians, and Yezidis.

To promote Georgian language knowledge among ethnic minorities, the Government of Georgia has set up a number of programs, including deployment of Georgian teachers to minority schools. Other programs include promotion of popularization of Georgian as a state language, administration of minority-language university entrance exams and guarantees that minority students can continue with their education. TPDC is currently implementing two such programs:

1. Georgian as a second language; and 2. Georgian for future success. These programs provide funding for Georgian language teachers and every subject co-teacher for ethnic minority areas.⁹

The Government of Georgia also funds Armenian language schools, Azerbaijani language schools, Russian language schools and Ossetian language schools, as well as bi-lingual and tri-lingual schools.

An absence of Georgian socio-cultural life in ethnic minority regions weakens national cohesion. Education is therefore a major tool to promote social cohesion. It is often affected by the social structure, which is a combination of such factors as social-economic (socially disadvantaged, marginalized and vulnerable populations) ethnic, linguistic and religious backgrounds. These social groups exhibit diverse attitudes and values towards the utility of education, its priorities and the way in which it is delivered.

Traditional cultural views influence access to and participation in schooling. Such views are often tied to the contents and methods of education, including the language used in teaching and learning. Although cultural and social issues were not identified as important constraints that teachers should consider, international research has shown that language of instruction can be a barrier to learning.

Review of Social and Gender Equality and Women's Empowerment Goals and Gaps in National Policies and International Commitments

Outlined below are descriptions of legal obligation and political commitments the Government of Georgia has undertaken, ratified and agreed to in relation to gender.¹⁰

International Framework

Convention against Discrimination in Education (1992): This Convention paved the way for equal education opportunities for males and females. The Convention is not only directed at the elimination of discrimination in education but also concerns the adoption of measures aimed at promoting equality of opportunity and treatment in this field.¹¹

Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1994): This Convention guarantees women equal rights with men in many spheres of life, including education, employment, health care, political participation, nationality and marriage. The Convention also “takes an important place in bringing the female half of humanity into the focus of human rights concerns.”¹² Georgia expressed its readiness to fight discrimination against women and support gender equality by signing and ratifying the Convention without reservations in 1994. Under Article 6¹ of the Convention, as an international treaty, CEDAW prevails over national legislation, making the Convention legally binding and enforceable by Georgia's courts.

⁹ TPDC commented that “TPDC has elaborated 12 level textbook of Georgian language for minority schools, which had been disseminated to all schools free of charge”.

¹⁰ The date in parentheses refers to the date that the convention or agreement was adopted by Georgia.

¹¹ United Nations Educational, Scientific and Cultural Organization. (1960) Convention against Discrimination in Education.

¹² United Nations General Assembly. (1979) Convention on the Elimination of all Forms of Discrimination against Women.

Beijing Declaration and Platform for Action (1995): The Platform for Action is a groundbreaking agenda for women's empowerment that brought the concept of gender mainstreaming into the international discourse. It aims to remove "all obstacles to women's active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making."¹³ In 1995, at the Fourth World Conference on Women, Georgia was among the 189 Member States of the United Nations who adopted the Beijing Declaration and Platform for Action. The Declaration was a statement of the political commitment by governments to work toward men and women and toward women's empowerment.

European Convention on Human Rights (1999): This Convention sets forth a number of fundamental rights and freedoms. Article 14 prohibits discrimination with respect to rights under the Convention. Article 2 of protocol 1 provides for the right to not be denied an education; however, it does not guarantee any particular level or quality of education.¹⁴

Millennium Declaration (2000): This Declaration created the **Millennium Development Goals (MDGs)**, eight goals that range from halving extreme poverty rates to halving the spread of HIV/AIDS and providing universal primary education, to be achieved by 2015 that respond to the world's major development challenges. They form a blueprint agreed upon by the majority of the world's countries and as well as the world's leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world's poorest. **Goal 2, achieving universal primary education** and **Goal 3, which promotes gender equality and empowerment of women**, are particularly applicable to the Second Compact of the Millennium Challenge Account – Georgia.¹⁵ The post-2015 development agenda suggests addressing sustainable development topics of current international concern. One of the main outcomes of the Rio+20 Conference was the agreement by member states to launch a process to develop a set of sustainable Development goals (SDGs), which will build upon the Millennium Development Goals and converge with the post-2015 development agenda. A new post-2015 international development agenda is focused on the MDG strengths, while avoiding their weaknesses. It should still consist of a number of manageable goals that are easy to understand and measure.

Therefore, providing equitable and inclusive quality education and life-long learning and attaining gender equality, empowering of women and girls everywhere become new **Sustainable Development Goals for 2030**.

MCC Gender Integration Guidelines and MCC Gender Policy: In compliance with the MCC Gender Policy, the guidelines provide operational guidance to MCC's country partner on their role to integrate social and gender analysis. Since gender inequality is a barrier to economic growth, execution of each Compact is expected to take into account social and gender integration that reflects MCC's dedication to gender equality as a development objective. It is therefore the ultimate responsibility of MCA Georgia to integrate all components designed to address gender inequalities that limit women, men, youth and other vulnerable groups from participation in and benefitting from MCC investments.

¹³ United Nations Fourth World Conference on Women. (1995) Beijing Declaration and Platform for Action

¹⁴ Council of Europe. (1950) European Convention on Human Rights

¹⁵ United Nations General Assembly. (2000) Resolution Adopted by the General Assembly: United Nations Millennium Declaration

International Finance Corporation (IFC) Performance Standards: IFC Performance Standards provide guidance on ensuring environmental, social and gender integration in development projects. The eight Performance Standards are as follows: assessment and management of environmental and social risks and impacts; labor and working conditions; resource efficiency and pollution prevention; community health, safety and security; land acquisition and involuntary resettlement; biodiversity conservation and sustainable management of living natural resources; indigenous people and cultural heritage. The Compact shall be guided by the IFC Performance Standards to prevent and mitigate environmental, social and gender impacts.

Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women (2002): the Optional Protocol enables individuals to raise complaints with the CEDAW Committee and allows the Committee to investigate human rights violations in member states. By ratifying the Optional Protocol, Georgia recognized the competence of the CEDAW Committee to receive and consider complaints from individuals or groups within its jurisdiction.¹⁶

Georgia is expected to fulfill obligations endorsed by the United Nation's Security Council Resolution 1325 on Women, Peace and Security for increasing women's role in peace-building and conflict transformation.

It is important to note that since 1994, the Georgian Government has promoted gender equality by implementing new gender-related policies, establishing national committees to promote gender equality through the creation of new laws, and adopting international conventions and treaties prohibiting gender-based discrimination.

National Policy Frameworks

Constitution of the Republic of Georgia (1995): the Constitution is the supreme law of Georgia. The following articles of the Constitution are particularly applicable to the Second Compact of the MCC to Georgia: Article 6, which states that legislation shall correspond to universally recognized principles and rules of international law; Article 7, which provides that the state shall recognize and protect universally recognized human rights and freedoms; Article 14, which contains an equality clause and posits that everyone is equal before law regardless of race, skin color, language, sex, religion, political and other opinions; Article 35, which states that everyone shall have the right to receive education and the right to free choice of the form of education. Provisions of the Constitution use gender-neutral terms towards both sexes such as "person", "citizen" or "individual".¹⁷

Labor Code of Georgia, (2006)

Labor relations in Georgia are regulated by the Labor Code. The Labor Code includes antidiscrimination and protection clauses. The Labor code prohibits concluding a labor contract with a pregnant or breastfeeding women for performing hard, hazardous and dangerous work.

¹⁶ UN General Assembly. (1999) Optional Protocol to the Convention on the Elimination of All Forms of Discrimination against Women.

¹⁷ Parliament of Georgia. (1995) Constitution of the Republic of Georgia

Same prohibitions apply to the work during night and overtime work, unless there is consent from the employee. The Labor Code also considers it unlawful to dismiss on the grounds of pregnancy, maternity leave or marital status. In September 2013, upon the initiative of the Parliamentary Healthcare Committee, amendments to the labor Code have been adopted and entered into force from 1 January 2014 about official leave during pregnancy, child-birth and child care. Women officially retire and receive an old-age pension from age 60. The respective age for men is 65. The Labor code could affect women working in engineering or technical, construction related fields, and act as a legal barrier. It would be very interesting to find out how this code is actually implemented, and whether it results in discrimination toward women in jobs that involve night shifts, travel, etc.

Gender equality was defined by the **Georgian State Concept on Gender Equality in Georgia (2006)**. The Concept institutionalizes the significance and priority for equality of women and men in Georgian society. The Concept was developed in line with the ideals behind the Rose Revolution, when Georgians expressed their will to build a democratic state. It was thus believed that every Georgian should be given equal rights in order for every citizen to contribute to the further development of the state. The Concept is primarily philosophical and states few actual concerns for women in Georgia. This political statement of will introduces definitions for “gender”, “gender equality”, “direct and indirect discrimination”, “gender mainstreaming” and other important terms. The Concept is viewed as a precursor to the Law on Gender Equality.¹⁸

Law of Georgia on Gender Equality (2010): The law establishes the fundamental guarantees of equal rights, freedoms and opportunities of women and men granted by the Constitution, defined legal mechanisms and conditions for their implementation in relevant spheres of social life. The law mandates the collection of data disaggregated by sex; equality of the spheres of education, labor relations, family relations, healthcare and social protection; and equal voting rights for men and women. **Article 7** of the Gender Equality law deals specifically with education and scientific areas: i) everyone has the freedom to select his/her profession and specialty according to their own capabilities. This equality is ensured through the equal availability of general, professional and higher education without discrimination; the state ensures the creation of equal conditions in acquiring general, professional and higher education in every kind of educational institutions for the male and the female, including participation in the implementation of educational and scientific processes.¹⁹

The Non-discrimination Law of Georgia (2014): clearly states that it is unacceptable to discriminate on the basis of gender identity, sexual orientation, race, color, language, national, ethnic or social belonging, sex, pregnancy or maternity, etc.

In order to implement the international commitments and obligations taken under the Beijing Declaration and Platform for Action and to support and improve conditions of women in Georgia, the **Order #48** of the President of Georgia was issued on February 20, 1999, which established the State Commission on Elaboration of **State Policy on the Advancement of Women within Georgia’s National Security Council**. Under the auspices of this Commission,

¹⁸ Parliament of Georgia (2006) State Concept of Georgia on Gender Equality

¹⁹ Parliament of Georgia (2006) Law of Georgia on Gender Equality

the president issued a policy document, which was strongly influenced by CEDAW and the Beijing Platform for Action: a **Decree 511 about the Measures on Strengthening the Protection of Human Rights of Women in Georgia (1999)** - charges governmental bodies with different tasks associated with the protection of women's rights, which in turn are influenced by the strategic objectives and actions addressing critical areas of concern from the Beijing Platform for Action. It calls for, among other things, the Ministry of Education to conduct a gender analysis of textbooks, eliminate gender stereotyping in education and strengthen and mainstream gender perspectives in curricula and text-books.

The Gender Equality Council in the Parliament proved to be quite an effective mechanism, especially for gender sensitive law-making. The **Law on Combatting Trafficking in Persons** was adopted in 2006 to determine legal and organizational framework for preventing and combating trafficking. The **Law of Georgia on the Elimination of Domestic Violence, Protection and Assistance to the Victims of Domestic Violence**, adopted in 2006 establishes administrative legal mechanisms for the response to the cases of domestic violence by authorized agencies and their representatives. In 2010 it adopted the Law on Gender Equality.

The current **Gender Equality National Action Plan (NAP) 2014-2016** was also developed under the Gender Equality Council leadership and adopted by Parliamentary decree N 1945-RS in January 2014. The Gender Equality Council (GEP) invited all Ministries to draft individual sections, where within the assigned funding the agencies could include gender equality considerations or implement activities in support of promoting women's rights. The eight sections of the NAP cover main areas of work in line with the Beijing Platform of Action. NAP calls for introducing gender aspects in the educational field and increasing public awareness on gender equality issues. Item 2 of the National Action Plan provides for gender equality mainstreaming and awareness-raising in the field of education. The commitment of the Ministry of Education and Science was to include gender considerations in the principal laws on education, promote gender equality at the institutions of vocational education in the technical direction (sciences, technologies, engineering and mathematics); raise awareness among youngsters about their civil rights and responsibilities through the informal education; fight against gender stereotypes and gender inequality through awareness raising; raise public awareness on gender equality principles; raise awareness for representatives of minority population; inform ethnic-minority representatives on gender issues and etc.

The Office of Public Defender is granted authority to monitor and take responsive measures on violations of gender equality.

The Law on Gender Equality along with the NAP represents efforts toward an all-inclusive system to promote gender equality in Georgia.

Social / Minority Issues

Georgian government is becoming more cognizant of the importance of impact of language policies on the access to and participation of ethnic minorities in education. Specifically, the government has focused its attention on the development of Georgian language programs as a vehicle for civil and social assimilation of minority groups.

In 2005, the Government of Georgia committed itself to ratification of the **European Framework Convention on National Minorities**. Based on data from Georgia's last census (2002), ethnic Azeri and Armenian residents together made up just over 12% (284,148 ethnic Azeris and 249,175 ethnic Armenians) of Georgia's population of 4.37 million, in 2002. Georgian-language instruction is compulsory in all of the country's minority-language public schools. However, limited exposure to spoken Georgian in some areas (see for example Kvemo Kartli and Samtskhe-Javakheti regions), which have large ethnic Azeri and Armenian populations respectively, means that minority students do not always have a functional knowledge of the national language.

In May 2009, the Government of Georgia adopted the National Concept of Tolerance and Civil Integration in 2009.²⁰ This National Concept has the following foci:

1. Better access for members of ethnic minorities to pre-school, general, higher and adult education and vocation training;
2. Improved competencies of Georgian as the state language among members of ethnic minorities;
3. Ensuring safeguard of minority languages.

Noteworthy is that the Ministry of Education and Science of Georgia adopted a “**Multilingual Education Strategy and Action Plan – 2009**” Within this plan, a pilot “Multilingual Education Program” was conducted. It encompassed 40 non-Georgian schools.

It should be acknowledged that ethnic minority schools have also been supported through other programs of the Ministry of Education and Science of Georgia, including the ‘Deep Leap’ program, which provides schools with computers, thereby enhancing knowledge acquisition through modern ICT.

Education Framework

Georgia's education sector development has undergone many changes. The period from 1991 to 2003 was characterized by a declining education budget. This inadvertently led to a general weakening of the quality of education. In 1997, the Ministry of Education developed an ambitious program with the introduction of the Education Law. The aim was to improve the quality and efficiency of the primary and general secondary education sub-sectors by strengthening institutional capacity and mobilizing public and private resources.

In 2001, the World Bank-funded Education System Realignment and Strengthening Program was introduced, with a focus on professional development of teachers, development of educational standards and a national assessment infrastructure.

The changes implemented in the Georgian education sector from 2004 to 2009 are set out in the Government Program approved in 2004. Key objectives stated in this document included: social inclusion; civil integration; and supporting the establishment of a knowledge-based environment.

²⁰ See: <http://www.smr.gov.ge/docs/doc203.pdf>

During this period, there were other notable achievements such as: piloting and subsequent development of the first national curriculum, textbook development, teacher standards and training of teachers, decentralization of schools, development of EMIS, introduction of new legal statuses for schools and universities and per capita funding mechanisms, and joining the Bologna Process.

After 2010, greater emphasis was placed on controlling processes and educational outcomes. Key elements of this process have included: MES assuming power to appoint and dismiss school principals; centralization of textbook development and teacher development infrastructure; starting school exit exams in eight subject areas (Computer Adaptive Tests); and introducing school resource officers (*Mandaturi*) to control implementation of MES bylaws. Other achievements encompass: implementation of the revised curriculum, development of a Teacher Professional Development Scheme by the Teacher Professional Development Center (TPDC), which provides a framework for teacher continuous professional development, carrying out national assessments, university entrance exams, teacher certification exams, computer adaptive school leaving examinations by NAEC, distribution of “*Bukis*,” a local version of the Intel Classmate laptops, improving English language proficiency through the “Teach and Learn in Georgia” program, which brings native English speaking volunteers to teach English in schools, etc.

Laws on Education

The Law on General Education (2005)

This law governs the education system in Georgia. It is the main legislation guaranteeing rights and freedoms of teachers, students and pupils and their parents. It also legalizes the structure of school management and funding provisions for general education schools. According to this law the government provides funding to general education school on per capita financing model. Furthermore according to this Law, boards of trustees govern schools, and teachers’ councils and student unions take part in and contribute to school governance²¹.

The Law on General Education acknowledges each general education school as a legal entity of public law. This enables schools to establish and manage their own budget and to have administrative independency. This also allows schools to develop and implement their own curriculum as long this curriculum is aligned with the national curriculum and as long the school curriculum achieves the standards stated in the national curriculum.²²

The Law legalizes government approach towards, general education, language education, duration of education, rights of teachers and parents, funding of general education, general education institutions’ management principles, accreditation, property management and other issues. There have been numerous amendments made to the Law on General Education since its enactment, especially relating to de- and re-centralization.

The Law on Higher Education (2004)

²¹ Source: Teach and Learn with Georgia (TLG) <http://www.tlg.gov.ge/content.php?id=130&lang=eng>

The Law on Higher Education regulates the procedures governing scientific research activities of higher education institutions, the guidelines and measures for funding of higher education system, rules and requirements for establishment, performance, restructuring and closing-down of higher education institutions, and rules for authorization and accreditation of higher education institutions. The law differentiated between three types of higher educational institutions: (a) college—a higher educational institution that offers a first-level educational program; (b) “teaching university”—a higher educational institution that offers B.A. and M.A., but not Ph.D., programs; and (c) university—a higher educational institution that offers programs at all three levels. Higher educational institutions offer both academic and professional programs at the undergraduate and graduate (Master and Doctoral) levels²³.

Following the Bologna Process to which Georgia is signatory, the three-cycle system has been implemented in Georgia, namely Bachelor degree (240 ECTS credits), Master’s degree (120 ECTS credits) and Doctoral degree (180 ECTS credits).

Law on Development of Quality of Education

This Law defines legal foundation of mechanisms of assistance to development of quality of education. This law provides for mechanisms of assistance to development of Quality of Education, namely that: the development of quality of education is performed through internal and external procedures; external mechanism of assistance deals with the development of quality of education through authorization and accreditation; and internal mechanisms are performed by educational facilities in accordance with an order defined by the legislation of Georgia.²⁴

Law of Georgia on Education Quality Enhancement

This Law enabled the establishment of the National Center for Education Quality Enhancement as a legal entity of public law in 2010 and a successor of the National Center for Educational Accreditation. Following the amendments to the Law of Georgia on General Education mandatory licensing and institutional accreditation were substituted by the authorization procedure. Authorization is a mandatory procedure for educational institutions, whilst accreditation is a voluntary one.

The Law on Tolerance and Civil Integration (2008)

The State Law covers, inter alia, education, culture and social and regional integration of society. It proclaims that according to Georgian Constitution every citizen of Georgia has the right to secondary education in her/his native language. Furthermore, this Law ensures that the right of students to obtain an education in the native language as close as possible to their place of residence. Thus this Law promotes the availability of education to students from Georgia’s minority languages backgrounds and social integration.²⁵

The Strategy and Action Plan of Special Needs Education (2008)

²³ Source: Law of Georgia on Higher Education,

<http://eqe.ge/uploads/LawsRegulaions/LAWOFGEORGIAONHIGHEREDUCATION.pdf>

²⁴ Source: Law of Georgia on Development of Quality of Education

http://eqe.ge/uploads/LawsRegulaions/ENG/Law_Education_Quality_Development_2107_2010_ENG.pdf

²⁵ Source: <http://www.una.ge/pdfs/publications/UNAG-Publication-English.pdf>

This document has opened up the mainstream system of education for students with special education needs. The strategy and policy instrument propagates the right of all students, including students with special education needs, to receive quality education; enjoy equity of access to education opportunities; and receive mainstream instruction. To improve state efforts in the field of education for persons with disabilities, the MES closely cooperates with the Office of the Ombudsman and its Center for Disability Rights.

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ANNEX 3. LIST OF PEOPLE MET

MCA-Georgia

Irkali Chkhaidze – Finance Director
Kartlos Kipiani – School Infrastructure Rehabilitation Project Director
Giorgi Kopaleishvili – Government, Business and Public Relations Director
Zurab Simonia – Monitoring and Evaluation Project Director
Nodar Surguladze – Higher Education Project Director
Natia Verulashvili – General Education Project Director
Giorgi Zedginidze – Social and Environment Performance Director

Implementing Entities

Eka Dgebuadze – Head of the Inclusive Education Department, MES
Valeri Gobronidze – Head of the Students' Social Assistance Department of the MES
Natia Jokhadze – National Curriculum Department, MES
Thea Kvintradze – Deputy Director of Teacher Professional Development Centre (TPDC)
Nino Revishvili – National Assessment and Examination Centre (NAEC)
David Saghinadze – Education Management Information System, Head of Statistics Division
Marina Zhvania – Education Quality Enhancement Center, MES

Consultants and Contractors

Carlos Gargiulo – Operation and Maintenance, International Consultant
Victor Jakupec – Teacher Professional Development Expert, International Consulting Company
GOPA
Gregory Sales – Classroom Assessment Specialist, International Consulting Company
GOPA
Alberto Treves – Operation and Maintenance, International Consultant
Ken Walsh – Dean of the SDSU-Georgia Bachelor Science Programs

Other State/International Organizations and NGOs

Eric Barrett – Jumpstart, Executive Director
Tinatin Baum – UNICEF, Social Policy Specialist
Eduarda Castel-Branco – ETF, Country Manager
Nino Chinchaladze – Centre for International Education, Executive Director
Ewa Chylinski – Regional Director, European Centre for Minority Issues
Nana Gegelishvili – Centre for Education of Persons with Disabilities
George Gongiashvili – British Petroleum Sustainable Development Initiative Coordinator
Natia Gorgadze – Centre for Civil integration and Inter-Ethnic Relations
Kathie Julian – Resident Representative, Asian Development Bank, Georgia Resident Mission
Giorgi Kalakashvili – National Statistics Office, GEOSTAT
Nino Kochishvili – Delegation of the European Union to Georgia
Erika Kvapilova – UN Women, Gender Adviser for Georgia (Gender Theme Group)
Joseph Lobjanidze – Social Service Agency, Deputy Director
Keti Makharashvili – UNDP, Enhancing Gender Equality in Georgia
Jelena Milosevic, Business Development Manager, European Consulting Group
Marita Munks – International Consultant Company PEM, Project Director

Shota Murtskhvaladze – Academic Programs Manager, Microsoft Georgia
Elene Rusetski – Women’s Information Centre, Director
Tamar Sabedashvili – UN Women (Gender Theme Group)

ANNEX 4. INDICATOR DOCUMENTATION TABLE

Common Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Reporting Frequency	Additional Information
Improving General Education Project: Improved Learning Environment Infrastructure Activity									
	Output	# of schools fully rehabilitated	The number of educational facilities constructed or rehabilitated according to standards stipulated in MCA contracts signed with implementers.	Number		ESIDA	MCAG/ESIDA	Annual	
	Output	# of science labs installed and equipped	The total number of science labs installed through MCC-funded school rehabilitations. Science lab must be operational in order to be counted	Number		ESIDA	MCAG/ESIDA	Annual	
	Output	# of students benefitting from MCC-installed/improved science labs	# of students benefitting from MCC-installed/improved science labs	Number	Gender / social vulnerability, minority where appropriate	ESIDA	MCAG/ESIDA	Annual	
	Process	Signing of Phase 1 Construction Contracts	Quarter in which Phase 1 construction contracts are signed	Date		MCAG	MCAG	Annual	
	Process	Installation of Phase 1 Science Labs	Quarter in which all Phase 1 schools' science laboratories are installed	Date		MCAG	MCAG	Annual	

Common Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Reporting Frequency	Additional Information
	Process	Total disbursement of construction contracts	The value of all signed construction contracts for educational facility construction, rehabilitation, or equipping (e.g. information technology, desks and chairs, electricity and lighting, water systems, latrines) using compact funds.	US Dollars		MCAG	MCAG	Quarterly	
	Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	The total disbursed amount of all signed construction contracts for education facility works or equipping divided by the total value of all signed contracts.	Percentage		MCAG	MCAG	Quarterly	
Improving General Education Project: Training Educators for Excellence Activity									
	Output	# school-based professional development facilitators trained	The number of school-based professional development facilitators who complete MCC-supported training focused on supporting teachers in implementing new techniques	Number	Gender/social/minority status where appropriate	TPDC	MCAG/TPDC	Annual	
	Output	# school principals trained	The number of school principals who complete MCC-supported training focused on supporting teachers in implementing new techniques	Number	Gender/social/minority status where appropriate	TPDC	MCAG/TPDC	Annual	
	Output	# science, math, English, and ICT instructors trained	The number of science, math, English, and ICT instructors who complete MCC-supported training focused on instructional quality as defined by the compact training activity	Number	Gender/social (minority status where appropriate)	TPDC	MCAG/TPDC	Annual	
	Output	% of teachers enrolled in training who complete training course	Calculated as the number of teachers completing compact's designed training course divided by total number of training enrollees	Percentage		TPDC	MCAG/TPDC	Annual	

Common Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Reporting Frequency	Additional Information
	Output	# teachers receiving new training materials	# of Teachers Receiving New Training Materials	Number	Gender social/minority status where appropriate	TPDC	MCAG/TPDC	Annual	
	Process	Completion of first cohort of teacher/principals/facilitators training	Defined as the Quarter in which first cohort of at least 100 teachers/principals/facilitators completes training activity	Date		TPDC	MCAG/TPDC		
	Process	Completion of teacher training design framework	Defined as the Quarter in which design consultant's final activity design deliverable is formally approved by MCA	Date		MCAG/Design Consultant	MCAG/Design Consultant		
Improving General Education Project: Education Assessment Activity									
	Output	# of ministry officials trained (including at sub-Ministry agencies, e.g. NAEC, TPDC)	Number of staff trained by MCC-funded, assessment-relevant activities at Ministry and sub-Ministry entities	Number		MoES	MoES/MCAG	Annual	
	Output	# of national assessment/testing frameworks	# of national assessments/testing frameworks developed and implemented with MCC funding	Number		NAEC	NAEC/MCAG	Annual	
	Output	# of international assessments	# of international assessments implemented with MCC funding. Indicator will be counted upon completion of full reporting cycle specific to each international assessment (TIMSS, PISA, and TALIS)	Number		NAEC	NAEC/MCAG	Annual	
	Output	# of secondary teachers trained in-class assessments	# of secondary teachers trained in classroom assessment	Number		NAEC	NAEC/MCAG	Annual	

Common Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Reporting Frequency	Additional Information
	Process	Completion of pilot testing of national assessment instruments	Quarter in which MCC-funded national assessment instruments are implemented in pilot form for feedback and further development	Date		NAEC	NAEC/MCAG		
	Process	Full-scale implementation of national assessment instrument	Quarter in which all MCC-funded national assessment instruments are implemented at full scale, as determined in the compact assessment activity	Date		NAEC	NAEC/MCAG		
	Process	Full-scale implementation of international assessment instrument	Quarter in which all MCC-funded international assessment instruments are implemented at full scale, as determined in the compact assessment activity	Date		NAEC	NAEC/MCAG		
Industry-led Skills and Workforce Development Project									
	Outcome	Enrollment in qualifications-granting programs (as a % of total TVET enrollment)	Nationwide enrollment in qualifications-granting TVET programs, especially level IV and V coursework	Percentage	Gender/social /minority status where appropriate	MoES/Survey / Grant Managing Company	Data Collection Firm/MoES/ Grant Managing Company	Annual	
	Outcome	Industry co-investment in TVET provision	Industry co-investment in supported programs, including both cash and in kind support	US Dollars		Grant Managing Company	MCAG/Grant Managing Company	Annual	
	Output	Conferences held which showcase provider best practice	# of conferences held which showcase provider best practice	Number		Grant Managing Company	MCAG/Grant Managing Company	Annual	
	Output	TVET providers implementing tracer studies	# of TVET providers implementing tracer studies	Number		Grant Managing Company	MCAG/Grant Managing Company	Annual	

Common Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Reporting Frequency	Additional Information
	Output	Number of TVET grants fully disbursed	Number of competitive grants whose full amount is disbursed before the compact end date	Number		Grant Managing Company	MCAG/Grant Managing Company	Annual	
	Output	# of graduates per year	Number of students graduating in one year from all program recipients of Program development grant funding	Number	Gender	Grant Managing Company/MoES	Grant Managing Company/MoES	Annual	
	Output	# of teachers trained throughout TVET supported programs	# of teachers trained throughout TVET supported programs	Number	gender/social/minority status where appropriate; type of TVET providers (public/private)	Grant Managing Company	MCAG/Grant Managing Company	Annual	
	Process	Date first grant agreement is signed	Quarter in which first grant agreement is signed with the winner of competitively-selected TVET provider	Date		Grant Managing Company	MCAG/Grant Managing Company		
	Process	Date final grant agreement is signed	Quarter in which final grant agreement is signed with the winner of competitively-selected TVET provider	Date		Grant Managing Company	MCAG/Grant Managing Company		
	Process	Total grant outlays	Total disbursement of grant funding under compact's competitive grant facility	Number		Grant Managing Company	MCAG/Grant Managing Company	Annual	
	Process	Disbursement of TA Contracts	Value of all disbursement under TA Contracts	US Dollars		Grant Managing Company	MCAG/Grant Managing Company	Annual	
STEM Higher Education Project									

Common Indicator Code	Indicator Level	Indicator Name	Definition	Unit of Measure	Disaggregation	Primary Data Source	Responsible Party	Reporting Frequency	Additional Information
	Outcome	Formal ABET accreditation for Georgian degree program	This indicator assumes that the option of ABET accreditation is pursued. This indicator is not relevant if this option is not pursued with Compact funds.	Date		MoES/EQE	MoES/EQE		
		Transition Rate of Students in MCC-funded Bachelor's programs	Percentage of students advancing from one level (year) of study to the next	Percentage	Outcome	SDSU	SDSU	Annual	
	Output	Number of enrolled degree candidates	The total number of students enrolled in MCC degree program in during the quarter data is reported	Number	Gender/social /status where appropriate	SDSU	SDSU	Annual	
	Output	Georgian faculty members receiving US-based training from US partner institution	# of Georgian faculty members receiving US-based training from US partner institution	Number	Gender	SDSU	SDSU	Annual	
	Output	Georgian faculty members receiving Georgia-based training from US partner institution	# of Georgian faculty members receiving Georgia-based training from US partner institution	Number	Gender	SDSU	SDSU	Annual	
	Process	Signing of partnership agreement	The quarter in which a formal partnership agreement is signed between U.S. institution(s) and Georgian institution(s)	Date		MCAG	MCAG		
	Process	First cohort of students enters MCC-funded Bachelor's program	The quarter in which a cohort of incoming students begins study in an MCC-funded Bachelor's program.	Date	Gender/social status where appropriate	MCAG	MCAG		
	Process	Disbursement rate against construction, rehabilitation and equipment contracts	% disbursed against construction, rehabilitation and equipment contracts	Percentage		MCAG	MCAG	Annual	

Indicator Baselines and Targets

N	Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline (Year)	Y1	Y2	Y3	Y4	Y5
Improving General Education Project: Improved Learning Environment Infrastructure Activity										
1	Output	# of schools fully rehabilitated	Number	Cumulative	0	TBD	TBD	TBD	TBD	130
2	Output	# of science labs installed and equipped	Number	Cumulative	0	TBD	TBD	TBD	TBD	130
3	Output	# of students benefitting from MCC-installed/improved science labs	Number/gender/social status disaggregated	Cumulative	0	TBD	TBD	TBD	TBD	TBD
4	Process	Signing of Phase 1 Construction Contracts	Date	Date	N/A	Q2				
5	Process	Installation of Phase 1 Science Labs	Date	Date	N/A	Q4				
6	Process	Total disbursement of construction contracts	US Dollars	Cumulative	0	5,400,000	21,600,000	37,800,000	54,000,000	54,000,000
7	Process	Percent disbursed of educational facility construction, rehabilitation, and equipping contracts	Percentage	Cumulative	0	10.00%	40.00%	70.00%	100.00%	100.00%

N	Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline (Year)	Y1	Y2	Y3	Y4	Y5
Improving General Education Project: Training Educators for Excellence Activity										
8	Output	# school-based professional development facilitators trained	Number/gender/social status disaggregated	Cumulative	0	TBD	TBD	TBD	TBD	2,085
9	Output	# school principals trained	Number/gender/social status disaggregated	Cumulative	0	TBD	TBD	TBD	TBD	2,085
10	Output	# science, math, English, and ICT instructors trained	Number/gender/social status disaggregated	Cumulative	0	TBD	TBD	TBD	TBD	23,400
11	Output	% of teachers enrolled in training who complete training course	Percentage/gender/social status disaggregated	Level	0	TBD	TBD	TBD	TBD	74%
12	Output	# teachers receiving new training materials	Number/gender/social status disaggregated	Cumulative	0	TBD	TBD	TBD	TBD	TBD
13	Process	Completion of first cohort of teacher/principals/facilitators training	Date	Date	N/A		Q6			
14	Process	Completion of teacher training design framework	Date	Date	N/A	Q4				
Improving General Education Project: Education Assessment Activity										

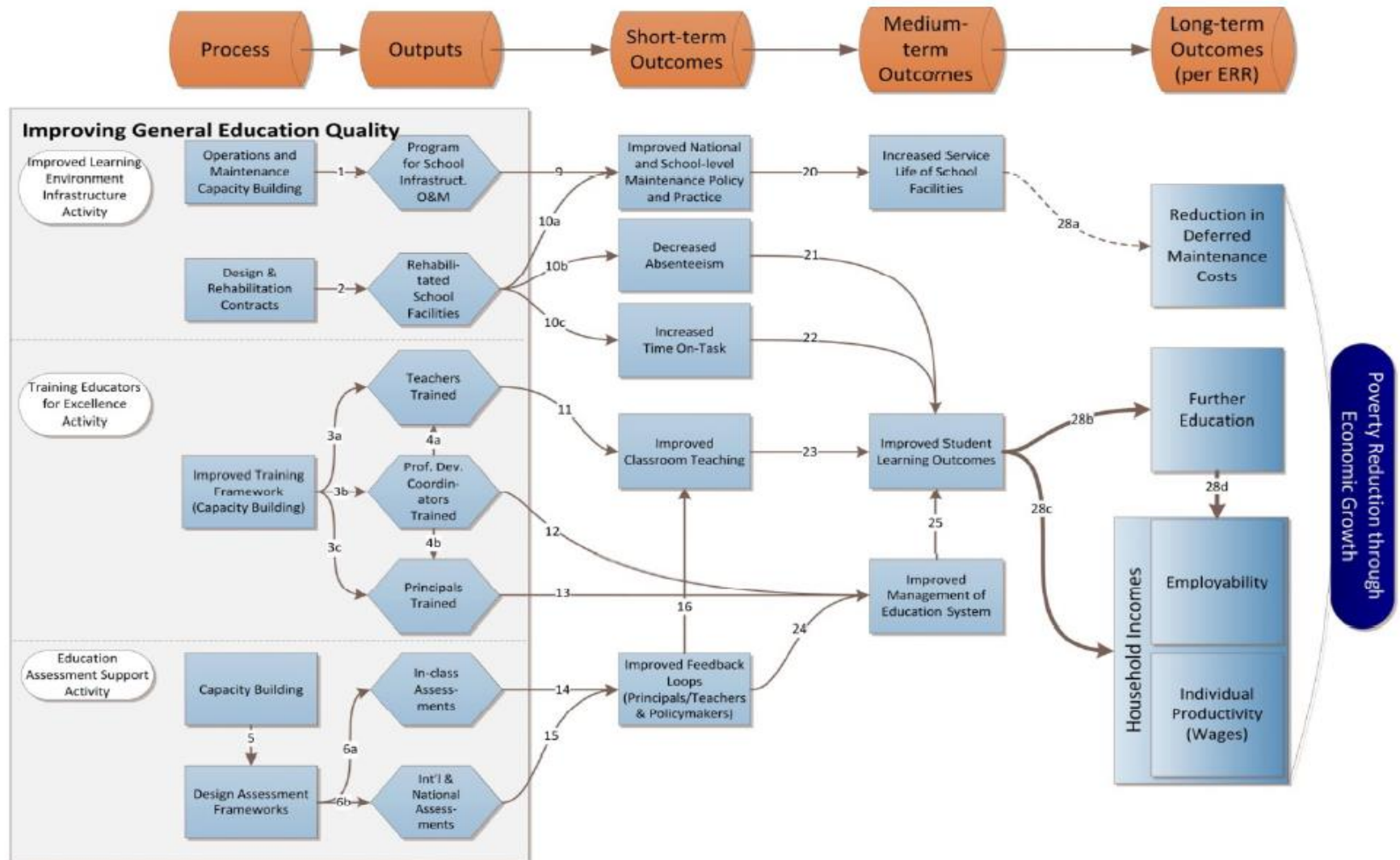
N	Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline (Year)	Y1	Y2	Y3	Y4	Y5
15	Output	# of ministry officials trained (including at sub-Ministry agencies, e.g. NAEC, TPDC)	Number/gender disaggregated	Level	0	TBD	TBD	TBD	TBD	TBD
16	Output	# of national assessment/testing frameworks	Number	Cumulative	0	TBD	TBD	TBD	TBD	TBD
17	Output	# of international assessments	Number	Cumulative	0	TBD	TBD	TBD	TBD	5
18	Output	# of secondary teachers trained in-class assessments	Number/gender/social status disaggregated	Cumulative	0	TBD	TBD	TBD	TBD	TBD
19	Process	Completion of pilot testing of national assessment instruments	Date	Date	N/A		Q8			
20	Process	Full-scale implementation of national assessment instrument	Date	Date	N/A			Q12		
21	Process	Full-scale implementation of international assessment instrument	Date	Date	N/A					TBD
Industry-led Skills and Workforce Development Project										

N	Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline (Year)	Y1	Y2	Y3	Y4	Y5
22	Outcome	Enrollment in qualifications-granting programs (as a % of total TVET enrollment)	Percentage	Level	0	TBD	TBD	TBD	TBD	TBD
23	Outcome	Industry co-investment in TVET provision	US Dollars	Cumulative	0	900,000		1,800,000		1,800,000
24	Output	Conferences held which showcase provider best practice	Number	Cumulative	0	N/A	1	2	3	4
25	Output	TVET providers implementing tracer studies	Number	Cumulative	0	N/A	TBD	TBD	TBD	TBD
26	Output	Number of TVET grants fully disbursed	Number	Cumulative	0	TBD	TBD	TBD	TBD	TBD
27	Output	# of graduates per year	Number/gender disaggregated	Cumulative	0	N/A	133	266	399	532
28	Output	# of teachers trained throughout TVET supported programs	Number/gender/social status disaggregated	Cumulative	0	N/A	TBD	TBD	TBD	TBD
29	Process	Date first grant agreement is signed	Date	Date	N/A	Q4				

N	Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline (Year)	Y1	Y2	Y3	Y4	Y5
30	Process	Date final grant agreement is signed	Date	Date	N/A			Q12		
31	Process	Total grant outlays	Number	Cumulative	0	6,000,000		12,000,000		12,000,000.00
32	Process	Disbursement of TA Contracts	US Dollars	Cumulative	0	TBD	TBD	TBD	TBD	2,000,000.00
STEM Higher Education Project										
33	Outcome	Formal ABET accreditation for Georgian degree program	Date	Date	N/A	N/A	N/A	N/A	N/A	TBD
34	Outcome	Transition Rate of Students in MCC-funded Bachelor's programs	Percentage/gender disaggregated	Level	0	N/A	92%	92%	92%	92%
35	Output	Number of enrolled degree candidates	Number/gender disaggregated	Cumulative	0	N/A	500	1000	1500	2000
36	Output	Georgian faculty members receiving US-based training from US partner institution	Number/gender disaggregated	Cumulative	0	TBD	TBD	TBD	TBD	TBD

N	Indicator Level	Indicator Name	Unit of Measure	Indicator Classification	Baseline (Year)	Y1	Y2	Y3	Y4	Y5
37	Output	Georgian faculty members receiving Georgia-based training from US partner institution	Number/gender disaggregated	Cumulative	0	TBD	TBD	TBD	TBD	TBD
38	Process	Signing of partnership agreement	Date	Date	N/A	Q1				
39	Process	First cohort of students enters MCC-funded Bachelor's program	Date	Date	N/A		Q7			
40	Process	Disbursement rate against construction, rehabilitation and equipment contracts	Percentage	Cumulative	0	TBD	TBD	TBD	TBD	100%

ANNEX 5. COMPACT-WIDE PROGRAM LOGIC



Note: Numbers in the figure refer to the Key Assumption and Evaluation Question tables (to be included in the M&E Plan.)

Note: Arrows with dotted lines refer to links not expected to be evaluable/measurable.

