**Cover Letter**

Ladies and Gentlemen,

A Situational Analysis (SA) conducted by stakeholders to this project in Georgia indicates that educational, research and extension institutions which can the support the agriculture and rural sector are in preliminary stages of development, undergoing reorganization, and lacking funding, human resources, and access to Information Technology (IT). There has been a structural dismantling of the support system for agricultural programs on a national and regional level, and currently most farmers do not have any access to any Agricultural Extension Services (AES) or continued adult education that could support them in their rural communities.

Even agricultural colleges and programs have been closed and the future of agricultural and rural development threatened. This is unfortunate, however, this problem has been identified and this proposal seeks to take an important first step in reintroducing agricultural and vocational education in Georgia that meets current and evolving needs.

Firstly, we as a consortium of stakeholders are fully aware that farmers are seen as beneficiaries of extension services rather than clients and have not included in designing extension efforts, as such as has been provided by the NGO sector in some regions. However, those providing such help, “extensionists” themselves have little say in the organization and direction. Moreover, often they do not have adequate tools and clear approaches for defining problems and information needs. There is little to no accountability to farmers and community members in terms of the quality of services provided, and information flows within extensions and between the public and private sector are severely limited, and often do not exist at all.

Consequently “There is a need to analyze current and emergent trends in the agricultural sector, but the existing agricultural knowledge and information is ineffective”. Concurrently a need exist to establish a systematic approach for managing knowledge and information. This needs to be developed and put in place however the funding for such a system is lacking. For now, attention is place on program planning and outlining the model where these other needs can be added on at some point in the future.

Entities such as private sector firms acting as consultants, input suppliers, and international companies who transfer knowledge and information through sales or provisions of fee-based services are filling gaps of this sort. Private extension systems are key to knowledge sharing and technology transfer, however, the problem is lack of trained staff and farmers who can benefit from best management practices.

The public extension systems have been basically destroyed and this proposal is the first step in establishing one that is need driven, otherwise there can be little chance of sustainability. However, it is necessary to keep in mind that neither public nor private agricultural extension approaches alone can address the challenges farm and rural families face.

This model may not be realistic for every region and all the population in given the financial, infrastructural, and socio-economic challenges Georgia and its people currently face. For effective change to be bought about, one would assume that 1) a well-functioning university (or other) research system is in place, 2) extensions can easily access information and technical resources for their clients, 3) clients know that extension services are available, and 4) farmers and other end users can readily access the inputs, information, and other resources needed to adopt new technologies and practices. This is has not always the case in Georgia and the region.

Many smallholders are diversifying their livelihood systems in response to lost markets (especially the Russian market), land fragmentation and non-resident land sales that have taken away their basic livelihoods. When information and innovations do not address clients’ problems or require expensive (and sometimes unavailable) resources, they do not adopt or adapt what is offered because they cannot.

With this in mind, SBA and Association, PEOPLE for PEOPLE proposes to introduce the concept and practice of alternative extension approaches to participants during this project, and, if there is interest on the part of MCA-G and those involved with this concept draft, to carry out a more in-depth needs analysis and follow-on training in the future.

Our overall aim is to empower locals, provide them with problem-solving tools and methods, trained staff and slow down the rural brain drain and massive depopulation of many regions, and with this in mind to can enrich linkages between rural families, technology users, extension agencies, and researchers.

**Certificate Program Description, Sustainable Agricultural and Rural Development, Caucasus, Republic of Georgia (Piloting Project Design)**

**“Creating Capacity for Rural Advisory Services (Cooperative Extension)”**

**Overview: Project Proposal**

This proposal is in line with the current educational and developmental needs of Georgia. Particular attention has been paid to the agricultural section and other cross-cutting developmental issues. The objective is to combine the need for vocational and professional education to be reflective of community needs. The aim is to accomplish this through the integration of vocational, agricultural, environmental education and cooperative extension. We plan to implement a diversified need-driven certificate-based program which will include outreach and collaboration at regional vocational schools.

Training would include both academic and vocational education, study tours, and frontline extension agents in which they would visit public and private organizations that use alterative extensive approaches. These approaches include Participatory Rural Appraisal, Participatory Action Research, Participatory Monitoring and Evaluation, On-Farm, Client-Oriented Research (OFCOR), and other farmer-driven methodologies.

The next stage is establishing a Rural Advisory Services to incorporate participatory approaches into cooperative extension efforts. Georgia is facing a crossroads, as the rural livelihood systems change is faced with the need to change in response to the current acute socio-economic conditions facing rural communities. With the economic crisis in some regions, brought about the lack of solid macro economic development, the aftermath of the 2008 Georgian-Russian war and other pressures and a lack of clear economic priorities since 2003/

We are fully aware of the socio-culturally defined roles of women and men in agricultural production and rural development. Gender roles and decision-making processes have changed over time. Because all household members participate in on and off-farm livelihood activities—their roles in such activities must be must be better understood and more fully integrated into extension efforts.

We hope, therefore, that a number of participants in this program will be women, ethnic minorities and those with disabilities. The purpose is to address rural and agricultural development issues in a more holistic way. It should be noted that rural development is not solely agricultural development and instructions will be provided to how to make maximum use of local resources and cluster analysis when it comes to enterprise development, but in terms of added-value along the agricultural supply chain, and not only to instruct as to producing for expanding markets but for import substitution and home consumption.

**Overall Goal:**

Our proposal seeks to provide high quality empowerment and training assistance schools that will bring about rapid improvement in the communities' abilities to solve their own problems, including targeted and highly-specialized training projects, such as rural development, cooperative extension, agricultural production and environmental education. This can be incorporated into the existing school curriculum in public schools or provided as club-related activities in the early stages and the piloting process.

Much reform has been instigated in Georgia, often “across-the-board”, (all spheres), and especially in terms of education – both basic schooling to grade 12 and higher education. However, it is debatable if this has been done in the most effective fashion, and much has been undertaken with a top-down approach. Moreover, it is more difficult to determine if schools are working for the needs of local communities or even providing the most essential skills needed for workforce development and running local businesses.

To make schools more responsive there needs to be some devolution, and more voices need to be heard in the process of educational reform and curriculum development, rather than the central Government introducing “one-size-fits-all" courses of study in all Georgian schools.

The communities who have seasonal lifestyles, in the lowlands and mountain regions, have been active over the centuries in making-decisions that have best suited local traditions. Community leaders were selected on the basis of their knowledge and experience, and made decisions binding on all members of a tightly-knit community. However, few of their actual practices are well-documented, and have only been handed down by word-of-mouth. Key decisions were made by village elders and respected persons and their decisions were respected by all.

The project that will be proposed will look at ways to insert local needs into broader development processes in a participatory fashion – and in real terms.

 Other regions, such as Adjara, have a greater degree of independence over their education system because of its legal status of an Autonomous Republic. The community and government representatives have the freedom to decide local educational issues, and deciding what works best for them in developing schools that fit their local needs, such as specialized schools for Tourism and Hospitality Management, and these efforts have been supported by the central Government and International organizations such as USAID and its specialized Vocational Educational Project. This project, now completed, provides practical training and retraining for people of all ages, with a large adult education component in tourism and hospitality-related spheres.

The VEP project encouraged innovative approaches to increase the sustainability of the centers through public-private partnerships and the application of business models to their development.

We are convinced that such a project can be useful, and suitably modeled, for the national level as well. However, it would not only be related to agriculture, trades and tourism but broader community needs, including continued adult education.

Many in international organizations and local educational professionals understand that Georgia needs a higher standard of professionals in the hospitality and tourism industry, not solely university based. The delivered training needs to be based on local requirements, and geared not only for the domestic market but also to provide skills that can be used internationally.

**What can we do?**

We want to start such a kind of program by piloting it in a local vocational training centre, SBA and not as a standalone program. It is clear that access to such quality education is essential, and by finding ways to expand the diversity of current educational program with enrichment activities, not only in terms of curriculum but also in terms of age and gender mix, we will achieve this with additional area specific units.

**AGRO-ECOLOGY “Program of Sustainable Agriculture Production, Rural Development/Tourism, & Environment”**

Goal: At this stage, we want to emphasize that our project is addressing the needs of the community taking lead efforts to develop vocational and career education with specific focus on agricultural and rural development inclusive of sustainable development/rural development

The problem based on desk research as described by many locals, is that economic development programs are simply perceived as a scheme available to a select few, as so much of the funding goes on hastily thought-out projects, drawn up by outsiders, and are “grant driven” which in the past have not been effective, especially in the case of Georgia.

Due to the lack of a thorough situational analysis (SA) where considerations for the local economies, agricultural systems and the community’s actual needs had not been accurately identified and local expertise on a ground level was lacking, such projects were not always cost effective or sustainable. Secondly the timescales for such programs and projects designed by outsiders was far too short a duration to be sustainable or to begin to show growth and measurable benefits.

The program of study is focused on providing solutions and giving a realistic view of Georgia today and insight into its future motivate young people to perceive agriculture as a part of their daily lives and which provides them a greater knowledge for how ecosystems co-exist and how they can participate in the agricultural economy.

**Short: PROGRAM DESCRIPTION a “Multi-Disciplinary Approach”**

* Introduction to ecology
* Ecology Laboratory
* Behavior & Ecology and Social Science (Rural Sociology)
* Introduction to Agro Ecology
* Advanced Agro Ecology
* Climate and Protection Soil & Animals
* Agronomy and Crop Science
* General Entomology
* Farm soil management
* Conservation of Biological Diversity
* Perspectives in Agriculture History
* Humans and Agriculture
* Industrial agriculture history and future trends
* Sociology of Agriculture and Rural Societies
* Environmental Economics, Law and Policy

***Introduction to Agro Ecology Course***

***Advanced Agro ecology Course and Laboratory***

Developed specifically for SBA College in Tbilisi:

Much reform has been instigated in Georgia, often “across-the-board”, (all spheres), and especially in terms of education – both basic schooling to grade 12 and higher

Introduction to ***Agro Ecology Course*** ***Certificate***:

The course establishes a foundation for the agricultural ecology minor. This course will introduce students to the ecological concepts applied to in farming systems and sustainable agriculture production. Academically we learn about a multi-disciplinary approach with very interesting lectures in hygiene, discipline, safety standards and Hazard Analysis Critical Control Check Points (HACCP). For practical hands-on experience we have field trips which include construction and welding lessons, even tractor driving and farm safety lessons. This course will enable students to analyze the environmental, social, and economic interconnections within agricultural systems.

This course fulfills the Natural Sciences, Social Sciences, Veterinary medicine, and technological general education requirements. It involves farmers, interactive workshops, who will eventually be adult students/instructors. They are more in tune with a greater understanding about innovative techniques and best management practices aimed at improving environmental quality.

**Advanced Agro Ecology Certificate:**

This credit lecture and laboratory course applies agro-ecological principles introduced in the "Agro Ecology Course” to critically examine the various agro ecosystems for their ecological, economic, and social sustainability. Students will examine food, fiber, and other production systems in terms of productivity and sustainability as they address the simultaneous need to protect natural environments and assure biodiversity on which agro ecosystems depend. Topics included discussions of national and international government policies, need for diversified farming systems and not “one crop spreads.”

Both of the courses provide an understanding of the importance of agronomic crops for Georgia; how agronomic growth, development, and yield interact with environmental factors during the production season, sustainable production systems for agronomic crops (rotations), and ways of marketing and distribution issues for these crops and food products. The insect and pest issue will be addressed also how to work without limited or no chemicals, practices of integrated pest management (IPM) to provide Georgia with a competitive advantage in organic food production. Courses will vary in instruction style with exam methods, involving assignments, case studies, and internships. They will include an assortment of on-line instruction methodology, video and PowerPoint presentations, outside readings and online discussion sessions.

**"Strengthening Community Agro Security Planning"**

 Identification of plants and pests, molds or bacteria from water, soil and air

\* Pesticide residue determinations

\* Identification of Plant and animal pathogens (disease)

\* Nematode assays; identification standard assay

\* Plant Problem Clinic, Diagnosing and Reporting

\* Positive identification of certain viruses.

\* Soil analyze in total according different methods

\* Plant/Weed identification and Control

***Food Business: Developing a Market Strategy & Business Plan***

One of the first steps in developing a successful food business is to develop a Market Strategy and a Business Plan which considers various strategies and the market place. Here visiting potential retail sites and observing and taking notes on details, such as, the customers, geographical locations, products, package design, pricing, competitor products, lighting, packaging graphics, shelf-space and allocations all contribute to the Market Strategy as a whole.

**The Business Plan:**

Enterprise and Cash-Flow Budges, Sole Proprietorship, Partnership, Limited Partnership, Corporation, Statutory Close Corporation, etc.

**Securing Business Financing:**

1. **Enterprise Budget – “bankable deals”**
2. **Farm record keeping, rural credit**
* **Location of Business, Registration & Licensing**
* **Promoting the Business**
* **Managing the Business**
* **Insuring the Business**
* **Bookkeeping & Accounting**

***Cultivating know ledge and human capacity in Organic and Sustainable students, farmers and educators! “Student Organic Farm”***

Much reform has been instigated in Georgia, often “across-the-board”, (all spheres), and especially in terms of education – both basic schooling to grade 12 and higher education. However, it is debatable if this has been done in the most effective fashion, and much has been undertaken with a top-down approach. It is hard to determine if schools are working for the needs of local communities or even providing the most essential skills needed for workforce development and running local businesses

The Organic farmer Training Program is a 9 month intensive training program in year-round organic farming focusing on diversified production of vegetables , grains and cereals , flowers , fruits , grapes and herbs for local markets in Georgia or else.

Students engage in the management of app. 4.5 hectare in Kakheti (Allazani Valley). The students developed the fields by them self and do all necessary field services so even cleaning. Students also develop competencies in farm skills through skills trainings and by engaging in the day-to-day work and operation of the farm. Hands-on-training is combined with workshops, lectures, readings, and assignments that build participants knowledge and understanding of organic farming principles and practices.

The Program is designed to give participants a strong background in production skills as well as the knowledge, management, and decision making skills necessary to operate a diversified small farm. Program components include learning about soil use and management, proper rotations. Farm Stand and Propagation, as well as management and oversight of a production field and supervised occupational experiences programs, and individual advising sessions with instructors.

The Training Program prepares graduates for careers in Organic and Sustainable farming, Urban Agriculture / Community gardening and other related careers. Program participants who satisfactorily complete the Program will earn a Certificate from the SBA College in Cooperation with the NGO Association “New world Agriculture" in Georgia.

Partners and educators are from Georgia, Netherlands, Slovakia, Ireland and the United States. In the period of 9 months we shall visit the Netherlands and Ireland as part of the improvements in our most Unique COURSE ' delivered in “Sustainable Georgia”

**Specialized Areas for Vocational Training – Short Courses**

* Animal science, sheep and livestock production
* Auto mechanic/agricultural equipment repair, welding
* Bee keeping, horticulture
* Guesthouse/restaurant manager, tour guide
* Handicrafts, local sporting activities – cultural guiding
* Recreation and sporting event manager

**Program of Study – Diversity of and Curriculum and students**

Access to such quality education is essential, and the diversity of the study program is not only in terms of age and gender mixed but also many people are returning to a vocational program for the objective of retaining – and to develop the skills so necessary in order to find gainful employment. Some of those who graduate from Georgian universities with high level degrees are unable to find employment because they lack practical experience and job related skills; they find it difficult to find jobs because they lack added value on their CV with hands on and supervised experience.

The curriculum has been designed and improved over the years in collaboration with both local and foreign experts. These experts visit the centre and provide training on a regular basis, and are international experts in their respective fields. The vocational center has a great future with new hotels becoming part of the tourism landscape

It is clear from the experience of other regions of Georgia that many people are returning to a vocational program with the objective of retaining and developing the skills so necessary in order to find ‘gainful’ employment. Even graduates with university degrees have not been able to find employment because they lack practical experience and job related skills. Such students are looking for practical retraining.

However, this will be the next step of incorporating a vocational aspect in the programs of local schools, on a voluntary basis, using a public-private partnership model, including schools, tourism associations, etc.

We want to use local and international experience in suggesting a curriculum to policy makers that comes from the community level. It has been developed locally and in a participatory fashion, not with a top down approach. Training without hands-on applications is not useful, and part of the proposed training will include on-the-job supervised experience programs where students will gain a solid foundation for continued professional education and career advancement upon graduation.

However in many regions of Georgia educational reform has in practice been somewhat one size fits all. Much of what has been implemented has not taken the diverse range of student and community needs, cultural traditions and the nature of local economies into consideration. The result is that specialized, technical and vocational education has been neglected. This is unfortunate, as schools have been modeled in part on the total number of years of required attendance for graduation, as in the West, and the number of years to receive a diploma has been extended from 11 to 12.

We don’t consider that not having additional courses to teach was an intended consequence of the education reform. However, so much has already been accomplished in addressing this. For this reason we are convinced that local innovations and initiatives will be welcomed and supported, both in terms of policy reform and matching financial support. Nonetheless, some of those responsible are often not experienced in such spheres, and still hold the mindset that any reform must come from above and local needs are irreverent.

Employment and skill development are current problems, and in some instances the current structure of education as applied has forced many students to drop out, especially those from ethnic minorities, as they seek immediate work and realize that they are not being taught anything different from what they already know. Even if they can do well in national standardized examinations, it is clear that there are few to no opportunities for them to find gainful jobs upon completing a higher education. They would be open to participating in cooperative education, internships, and opportunities to gain work experience and specialized training while they attend public schools, and this includes leadership skills and working for the development of their schools and local communities.

Another problem contributing to the lack of relevant quality education is that well trained and motivated teachers and professionals are in short supply. Students don’t have the background to go to the better universities and lack financial resources, and even among the more elite institutions, education outcomes are often far removed from both individual and community needs.

Those who graduate from universities share much the same plight as do high school graduates. They remain without any viable options for employment, as they have few marketable skills, and even if they have, it would mean having to migrate to the larger towns or leave Georgia altogether to seek employment in other countries. In some cases, college graduates are looking to vocational schools in Georgia and other countries to acquire the skills necessary to find secure and gainful employment.

**What steps need to be taken and what are our options?**

1) Already a rapid stakeholder analysis has been conducted at the local and regional levels, in cooperation with local schools and the regional university, which has a certificate program in tourism.

The active participation of students has been of real importance. The possible role and relationships between the various organizations and needs have been discussed. It is important to ensure that the needs and concerns of the affected communities are captured thoroughly by the stakeholder’s coordination group and integrated appropriately into the decision-making process.

2) We need to define roles, responsibilities and accountability procedures among the stakeholders. Upon the identification of the representing members from different schools and the tourism and environmental management/agriculture sectors to participate in the planning and project proposal stage, and each of their roles, responsibilities and communication/accountability structures must be clearly defined to maximize effectiveness and minimize redundancy and competing goals.

This process helps create ownership and commitment “buy-in” within the stakeholders group.

3) This process allows individual members to be involved in policymaking in their respective constituencies and the sectors that they best understand.

4) Such an approach will bring results that are in line with the overall objectives of the project, as started early, particularly in term of quality empowerment and training assistance schools that will bring about rapid improvement in the communities' abilities to solve their own problems, including targeted and highly specialized training projects, such as tourism development and environmental education. This can be incorporated into the existing school curriculum or provided as club-related activities in the early stages and the piloting process.

5) The success of the training programs depends mainly on the motivation of the trainees and their mentors, but also on the full support of various public-private partnerships, including appropriate professional inputs from the organized mobilization and training teams, mostly consisting of locals.

 We list below a few of these external factors which might and/or will have a significant influence on the expected success and long-lasting impact of the programme.

6) The key aspect in this type of technical assistance is the appropriation of technical knowledge and practice through mentoring/on-the-job coaching, capacity building or empowerment activities.

7) Proposition of a training plan and implementation methodology, includes alternative training schemes where necessary, and taking into account special needs of learners.

8) Provide in-community tailored-made training services to exiting teachers and local professionals:

9) Supervise cascade training to be performed by the trained staff early in the piloting stage;

10) Provide services which are in accordance with generally recognized professional standards of vocational and community based education, and are culturally appropriate, and target the intended local teachers, protected areas staff and students;

12) Provide an M&E plan including establishment of incentive awards based on verified performance and structured so as to provide, adequate student and staff motivation and be sustainable over the long-term;

13) Provide advice on relevant equipment to be acquired in line with the training to be implemented;

14) Propose a further HR and professional educational development plan to be implemented alongside the piloting, including opportunities for sharing the experience with other regions and Protected Areas of Georgia

**Who is to benefit from all this?**

Traditionally the local economy in East Georgia and other regions is based on animal agriculture and sheep production. Take for instance, Tushetians who are basically sheep herders whose lives and community life is based on the seasons. However agricultural development is not necessarily rural development and schools have the potential to train the next generation in many spheres, both traditional and evolving. However, such training needs to be need-driven and based on local cultural and economic realities.

Old traditions continue to this day, and locals are still actively engaged in sheep and cattle raising (animal husbandry) as the main economic activity of highland Tusheti. Local shepherds spend the summer months in the highland areas of Tusheti but live in the lowland villages of Zemo Alvani (higher) and Kvemo Alvani (lower) in the winter and spring months.

**What has been done?**

Locals are fully aware of their tourism potential as a driver of economic development and efforts have been made at promoting Rural and Eco-Tourism through local festivals and the establishment of an association of guesthouses. Adult education is already underway via volunteers and program staff from NGOs and Government agencies with an interest in maintaining local customs and encouraging rural development in a sustainable fashion. Many opportunities are present, not only in the tourism sector but also in cottage industries that can support the sale of local products, including handicrafts.

The Georgia Employment and Infrastructure Initiative (GEII), GEOCELL, Tusheti Protected Areas and the local NGOs Elkana and Alvani 2000 sponsored the Zezvaoba and Tusheti Carpet Festival to increase the awareness of tourism destinations in rural areas of Georgia last year. The festival promoted local handicrafts, traditional food and agricultural products which generate incomes and increases market access.

It was estimated that over 400 guests attended, including the Ambassadors of Poland and Romania, the Governor of Kakheti, international tourists and various members of different ministries. The event included a traditional concert, archery competitions and horse racing.

**Ways and Means**

The leading NGO and other stakeholders, Alvania 2000 and the Tusheti Protective Area and local schools, have a solid foundation and substantial experience over many years of organizing communities to help them develop solutions to their own problems

**This proposal is committed to the following basic principles:**

 1) Quality

 2) Objectivity and consistency

 3) Empowerment and capacity building (rural development)

 4) Participatory development

 5) Sustainable agriculture and ecosystems

 6) Agricultural mechanism, farm shop, farm safety

These principles are the pillars of our approach and of our work with Government bodies with respect to the local customs of all stakeholders, a major part of the planned delivery and implementation of projects.

**ORGANIC EDUCATION & FARMING in Georgia 2012 – 2017**

*“Local Engine.......Global thinking”*

The above-mentioned vocational education and sustainable organic agriculture project in Georgia strives to be the best case example for creating a world without borders and achieving food security. It is based on the premise that there is a need to teach how to maintain and develop sustainable farming and agricultural processing methods which will support organic farming in various ways. It is designed to create a win-win situation, in which Georgian farmers have both competitive and absolute advantages. It is based on principles of vocational education and the need for best known practices to be taken to the local level for the greatest degree of sustainability.

A high priority for the course is to establish a model organic farm which will conduct research to determine the most cost-effective, safe, efficient, and environmentally-sound methods of producing grains, beans, vegetables, potatoes, tomatoes and varieties of fruit, and also train students and small farmers to make a successful transition from the standard practice, albeit to one not totally traditional or conventional by modern day standards. It is understood that chemical based agriculture is not practical or financially possible or sustainable for most farmers. This is why a more sustainable and environmentally-friendly agriculture based on solutions and cutting-edge initiatives for rural extension fits the model of effective best practice and soil/use and management. This also includes aspect of soil and pasture management, use of animal/poultry manure and crop residues.

* Other priorities of the course will include training students and local farmers in developing marketing strategies for their organically grown produce. Information will be given, via a dedicated desk, about the advantages of organic farming, including those of food safety and quality, HACCP and human and animal health.
* The model farm will include a laboratory and cottages to sleep in and thus contribute to rural tourism. It will also contain the mostlogically effective mechanical equipment for working the land, in order to create in Georgia the best quality sustainable agriculture training centre in the world today. . We seek to move “from a sword to plowshares and pruning hooks”, which effectively means that we need to have the will and motivation to put this into practice and not encourage people, and particularly our students, to put their hopes on factors which degrade life, health and environment.
* The revitalization of Georgian agriculture will help local farmers and make the country much more attractive to the sustainable agriculture and food industry. Companies from abroad who would like to produce organic products and cosmetics and are interested in what Georgia really offers in Infrastructure, production scale and quality assurance.
* The promotion of local plants, trees and seeds, both ancient and contemporary, is very important in promoting Georgia as a sustainable agriculture country. Students who come on our course will always remember the time they spend in what is really “another world” and obtain many benefits in their personal lives, which they can pass on to help others.
* Georgia's presently fragile agricultural sector needs an enormous boost and education is much needed. Our coursewill strengthen knowledge of sustainable and beneficial practice among students and local farmers. Discussing local needs and solutions with farmers in their villages is one of the means we can help each other, in a healthier way, to increase their productive possibilities.
* Georgia need a more stable agriculture portal and an information centre providing a choice of appropriate alternatives. The chemical lobby should thus be banned, and no influence from companies dealing with “junkfood” or other services which influence students and farmers in a negative way will be tolerated. To clean the soil we must first start with cleaning our minds.
* Animals, and how to take care to them, are central to our course.
* The course is dedicated to achieving all the above goals for the betterment of our entire Society.
* E.U. Policy is that 10% of our food should be organic but Georgia could easily produce a higher percentage than this - however such food should contain appropriate nutrients, minerals and vitamins, which Georgian production does not necessarily do at present.
* The Georgian Tomato, for exanple, does not have even 25% of the energy value it should ......even in village produce we see a lot of diseases deriving from poor plant and soil conditions. Lack of crop rotation, no natural fertilizing and the use of too many chemicals contribute to this process.
* Consultants will show us the correct way to do things and international, highly motivated people will be brought in to teach here in Georgia.
* We have accepted the challenge of conductiong this program to bring the world to Georgia and demonstrate how model farming can be undertaken at the right sustainable level.
* We will not produce waste or food which has questionable quality. This is our slogan. All life on earth began from the soil.

**Conclusion**

In conclusion, we look forward to providing a full proposal which will include education and training interventions, a model of how we will develop the proposed curriculum, a budget, and how we will provide in-service training to teachers, community leaders and other stakeholders, when necessary, based on specific needs, bringing in outside trainers to supplement local and regional human resources.

We are convinced that such a model of education for life will prove to be more successful when its planning and implementation are based on real interaction, focused on specific objectives and directed to groups of individuals who are provided with the opportunity to reflect on their own needs and future aspirations and share common values in a sustainable way. To really help Georgian agriculture is our mission, undertaken through our passion to bring energy to the Soil and motivate the people. To make everyone proud of have a beautiful agricultural country like Georgia is our target today . We hope, through our work, that ultimately we can really say that we have entered the “Promised Land” – a land flowing with milk and honey.

*Willem van der Weide*

*John B. Bradford – Tbilisi Georgia*