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## **LIST OF ABBREVIATIONS**

AA – Association Agreement

ALMP – Active Labour Market Policy

CEEC – Central and Eastern European Countries

CIS – Commonwealth of Independent States

CVET - Continuous Vocational Education and Training

CYNC - Children and Youth National Center

CYDF - Children and Youth Development Fund

DANIDA - Danish International Development Agency

DCFTA – Deep and Comprehensive Free Trade Area

EaP – Eastern Partnership

ENP – European Neighbourhood Policy

ENP AP – European Neighbourhood Policy Action Plan

ENI – European Neighbourhood Instrument

EU – European Union

EUD – Delegation of the European Union to Georgia

EBRD - European Bank for Reconstruction and Development

EMIS – Education Management Information System

GIZ - Deutsche Gesellschaft für Internationale Zusammenarbeit

GITA – Georgia's Innovation and Technology Agency

GoG – Government of Georgia

HEI – Higher Education Institution

IDP – Internally Displaced People

LLL – Lifelong Learning

LMIS – Labour Market Information System

LMIMS - Labour Market Information Management System

MoIDPLHSA - Ministry of Internally Displaced People from Occupied Territories, Labour, Health and Social Affairs

MoESCS - Ministry of Education, Science, Culture and Sports

MoESD – Ministry of Economy and Sustainable Development

MCC - Millennium Challenge Corporation

NEET – Neither in Employment, Education or Training

NCEQE - National Centre for Educational Quality enhancement

PAR – Public Administration Reform

PPP – Public-Private Partnership

PwD – People with Disability

SME - Small and Medium Enterprise

SEN - persons with special education needs  
SSA - Social Service Agency  
ESS – Employment Support Services  
SSF – Strategic Support Framework  
SDC – Swiss Agency for Development and Cooperation  
SDGs - Sustainable Development Goals  
SRPC - Sector Reform Performance Contract  
TA – Technical Assistance  
TNA – Training Needs Analysis  
VET – Vocational Education and Training  
UNDP - United Nations Development Programme  
WB – World Bank

## **1. BACKGROUND INFORMATION**

### **1.1. Partner country**

Georgia

### **1.2. Contracting Authority**

European Union, represented by the European Commission on behalf of and for the account of the partner country, Georgia

### **1.3. Country background**

Georgia is a small country with a population of 3.7 million, 1.1 million living in the capital Tbilisi. Overall 57% of population live in urban areas. Despite the economic growth during the past decade, the Georgian labour market features several structural problems: (i) limited (high-skilled) job creation; (ii) high share of non-productive self-employment in subsistence agriculture in rural areas; (iii) high level of urban unemployment, especially for youth. Roughly speaking, half of the total employment is in agricultural sector, 40% in services and 10% in manufacturing (Geostat). Majority of jobs created in the country are in the traditional, low-productivity sectors, which limits the demand for highly educated workforce.

Several studies and statistics reveal discrepancy between traditional employment structure and the current education system in Georgia. The results of first ever labour market demand survey done in 2015 by the Ministry of Labour, Health and Social Affairs (MoLHSA<sup>1</sup>) showed that the overall demand for labour remains very low due to a limited number of vacancies and job openings. The interviewed companies identified skills shortages in some occupations while the lack of applicants and higher salary expectation as the biggest obstacles for hiring. In one year, 18% of firms hired new workers while 13% of firms fired workers; the net increase in total employment was 1%. The following occupations were growing in demand: doctors, nurses, teachers, sales workers, customer service clerks; while construction workers, personal services, metal and machinery workers were declining occupations. The qualitative component of the survey revealed a number of positions such as marketing manager, sales manager, food technologist, project manager, financial specialist and risks analyst as 'hard-to-fill' vacancies.

There are also other analyses confirming the lack of relevant skills and qualifications of the locally available workforce for vacant jobs. As employers demand both technical as well as generic/transversal skills from potential workers, core employability skills (e.g. creative thinking, communication, ability to work independently, teamwork, problem solving, and analytical skills), foreign languages and digital skills are widely sought after. The lack of entrepreneurship key competences and absence of a relevant coherent policy vision in the education system hinders stimulation of an entrepreneurial culture for youth and adults as well as Small and Medium Enterprise (SME) development in the country. Although higher education institutions (HEIs) have observed improvement in their students' confidence and adaptability as evidenced by the Erasmus + evaluations, according to the World Bank<sup>2</sup>, general and higher education largely fail to develop cognitive and social skills in their students. Moreover, there is a growing demand for middle-skilled workers, which education sector is not producing.

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<sup>1</sup> Since 1 July 2018 this Ministry got additional functions and became the Ministry of IDPs from Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPLHSA)

<sup>2</sup> Education Sector Policy Review: Strategic Issues and Reform Agenda (2014), World Bank

#### 1.4. Current situation in the sector

This Technical Assistance project is part of the EU financed Sector Reform Performance Contract (SRPC) on Skills Development and Matching for Labour Market Needs<sup>3</sup>. The intervention logic of this Programme is driven by the objective of better employability of women and men in Georgia. It is based on the Government 4-point programme 2016-2020<sup>4</sup> and the specific sector strategies and action plans as well as the commitments of the Government of Georgia through international agreements such the Association Agreement (AA) with the European Union and UN Sustainable Development Goals (SDGs) as adopted by the Government of Georgia.

For this purpose, it supports all parts of the Georgian national Education/Skills Development and labour market strategies as well as specific parts of the national youth (career guidance, non-formal education) and SME (lifelong entrepreneurial learning, entrepreneurship key competence training) strategies.

This policy framework covering the three Georgian line ministries Ministry of Education, Science Culture and Sport<sup>5</sup> (**MoESCS**); Ministry of Internally Displaced People from Occupied Territories, Labour, Health and Social Affairs (**MoIDPLHSA**); and Ministry of Economy and Sustainable Development (**MoESD**) sets up a holistic approach to tackle human capital development and employability in the selected regions<sup>6</sup>. This Programme will, thus, provide impetus for coordinated national efforts via the enlarged mandate of the coordination body and mechanisms to increase access of the population in general, and vulnerable groups and the selected regions in particular to active labour market measures such as career guidance, job search assistance, apprenticeships, as well as to employment support services and work-based learning, increased affordability of formal VET, non-formal education and entrepreneurial learning. The table below summarises the themes covered under the three components of the SRPC.

More generally, with regards to policy development: the National Policy Planning System Reform Strategy, adopted by the Government of Georgia in August 2015 recognises the current weak link between the policy planning process and legislation drafting, the absence of practice of legislative impact assessment and the weak institutional capacity of ministries in policy planning. Improvement of policy planning and coordination is now a priority area of action for the Administration of Government under the Prime Minister and all line ministries. Furthermore, the Government, with international support, developed a uniform methodology for regulatory impact assessments, to be used by all legal drafters. Similar efforts were made with regards to developing a uniform approach to legal approximation. The Civil Service Bureau (CSB) is tasked with the development of uniform civil service state policy, including capacity building.

In this regards the project will ensure consistency between the review of the organizational set-up of the beneficiary institution with the national legislation regulating the organization of the state administrations and above mentioned analysis of the state agencies.

**Table 3: Themes covered under three components of the proposed programme**

<b>Component</b>	<b>(1) Skills Anticipation and Matching</b>	<b>(2) Skills Development</b>	<b>(3) Entrepreneurship Development and youth</b>
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<sup>3</sup> [https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/eni\\_2017\\_040319\\_skills\\_development\\_and\\_matching\\_labour\\_market\\_needs.pdf](https://ec.europa.eu/neighbourhood-enlargement/sites/near/files/eni_2017_040319_skills_development_and_matching_labour_market_needs.pdf)

<sup>4</sup> Since 1 July 2018, the restructured Government adopted programme for 2018-2020.

<sup>5</sup> In July 2018 the Ministry of Education and Science was merged with the Ministry of Culture and Sport

<sup>6</sup> Tbilisi – the capital, Adjara, Imereti, Kakheti, Kvemo-Kartli, Samegrelo and Shida-Kartli, Guria and Racha-Lechkhumi.

<b>Themes</b>	<ul style="list-style-type: none"> <li>• LMIS / labour market monitoring</li> <li>• Skills anticipation</li> <li>• ALMPs delivery</li> <li>• Career Guidance and Counselling</li> <li>• Public Employment Services and new service model</li> <li>• Labour policy and legislation</li> </ul>	<ul style="list-style-type: none"> <li>• VET provision development</li> <li>• Lifelong learning</li> <li>• Quality Assurance</li> <li>• Work-based learning and PPP</li> <li>• Evidence based policy making</li> <li>• Career Guidance</li> <li>• Teacher and headmasters training</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurial learning</li> <li>• Entrepreneurship key competence</li> <li>• Entrepreneurship training</li> <li>• Social entrepreneurship</li> <li>• Youth policy development</li> <li>• Delivery of youth services, non-formal education</li> </ul>
<b>Cross-cutting themes</b>	Gender, Youth, NEETs, Vulnerable groups (IDPs, PwD, SEN, ethnic/religious minorities), regions, green skills and green jobs, etc.		

### 1.5. Related programmes and other donor activities

The TA project will be complementary to the ongoing and upcoming EU budget support operations, such as (a) support to Public Administration Reform (PAR), in activities related to improved policy planning and coordination capacities in the beneficiary ministries:

1. Sector reform programme "Support to Public Administration Reform in Georgia": its overall objective is to improve the efficiency, accountability and transparency of the public administration of Georgia, in line with the European Principles of Public Administration. Implementation period: 2016-2021. Budget: € 30 million out of which € 20 million Budget Support and € 10 million complementary support (twinning to the Civil Service Bureau, substantial technical assistance, grants to CSOs).

2. Twinning project with Civil service Bureau: it aims to strengthen the capacity of the Bureau to implement the civil service reforms – with Lithuania (State Chancellery). Implementation period: 2018-2020, budget € 1,3 million.

3. Technical assistance project "Facility for the implementation of the EU-Georgia Agreements" phases I and II: It aims to strengthen Georgian public institutions (Government, Parliament and sectoral institutions) capacity to comply with commitments set out in the EU-Georgia Association Agreement (AA) including Deep and Comprehensive Free Trade Area and other agreements. The project focuses on 1- the coordination, monitoring, reporting on and awareness of the implementation of the AA, 2- the implementation of required legal and institutional reforms and coordination and monitoring of EU assistance, 3- the communication on EU-Georgia Agreements and key initiatives. Implementation in 2 phases: 2015- 2019 and 2019-2022. Budget € 5,6 million

(b) support to SMEs in activities linked to entrepreneurship support. Complementarity and synergy will be ensured through the EU - Georgia coordination and monitoring mechanisms.

This project as an integral part of the SRPC is in line with the joint programming Fiche on Human Capital Development elaborated for the Single Support Framework of EU support to Georgia<sup>7</sup> (2017-2020) with representatives of the EU Member States Embassies in Georgia and coordinated with other non-EU donor community such as the Millennium Challenge Corporation (MCC), USAID, International Financial Institutions (EBRD, World Bank) and UN agencies (see the list on

<sup>7</sup> [https://eeas.europa.eu/sites/eeas/files/georgia\\_2017-2020\\_ssf\\_final.pdf](https://eeas.europa.eu/sites/eeas/files/georgia_2017-2020_ssf_final.pdf)

donor coordination and complementary Appendix 2<sup>8</sup>). This exercise aimed at mapping the ongoing and planned interventions in the relevant fields covered by the SSF.

In addition to the EU, the main donors supporting skills development and labour market initiatives in Georgia are the MCC, SDC/UNDP, GIZ, USAID, Danish government/ILO and World Bank/UK Good Governance Fund. While implementing this TA project the Contractor is expected to seek for cooperation and complementarity with the relevant programmes and initiatives in consultation with the beneficiary ministries and the EU Delegation.

The previous EU financed TA project EUVEGE came to an end in November 2018. This TA project builds on its results and achievements. The SRPC on Skills Development and Matching for Labour Market Needs includes also two twinning projects (each with € 1.5 million funding and approx. 2 year duration), one with the NCEQE which will work on quality assurance of provision and qualifications and the other one with the MoIDPLHSA to align the Georgian Occupational Safety and Health (OSH) legislation with that of the EU. Both projects will run in parallel to this TA projects.

The German government approved a new project for dual VET, which is the second phase of the GIZ regional project ‘private sector development and TVET’ (2017-2020) focusing on VET and private sector development in tourism, construction and wine-production sectors to develop apprenticeships and work based learning schemes. The GIZ plans to include new sectors such as financial services to be confirmed by the government. €20 million loan was allocated for the regional programme, and another €3 million was allocated for technical support and TVET upscaling in Georgia. Crosscutting issues are gender, vulnerable groups, and employment.

The Swiss Development Agency approved a follow up funding for the UNDP to continue skills development project in agriculture which aims at improving VET providers’ capacity to engage private sector actors for the demand driven training provision as well as at strengthening extension services for farmers. The new project has almost \$7 million budget, launched in September 2018 for another 4 years. The main outcome of the project will be effective public-private partnerships and well developed agricultural VET system and high quality extension services which are accessible to all farmers.

The World Bank will launch a large capacity development project with the funding from the UK Good Governance Fund, focusing on VET teachers’ and managers’ continuing professional development. It is expected to start in spring 2019 and run until 2021. With the budget of around \$2.5 million, the project will include a policy part (e.g. teachers’ recruitment, management, evaluation, retraining), and training part (training of teachers and principals), with a possible focus on some sectors. In addition, the World Bank is negotiating with the Georgian government for a loan of \$100 million on a new investment project called “Georgia Innovation and Quality”. The project is expected to be approved in March 2019. It will cover all levels of education, from pre-primary to tertiary, except VET. Among the key components, it will include the extension of early childhood and pre-school education, improvement of learning processes in general education (whole school approach), integration and improvement of EMIS system and stakeholders’ cooperation, as well as quality improvements in higher education. The project is expected to run for 6 years (2019-2025).

In 2018, the ILO launched a new Danish government financed project called ‘Inclusive Labour Market for Job Creation in Georgia’ (\$ 4.5 million to be implemented in 2018-2021). It aims to improve Georgia’s capacity to enforce and respect labour laws and international labour standards as well promote youth entrepreneurship and responsible business conduct.

MCC will finalise in 2019 the Industry-led Skills and Workforce Development project which has been part of the Compact II Programme and provided both technical assistance in VET as well as a large number of grants to develop public-private partnerships and other skills development initiatives. MCC is in the process of considering a follow up programme for Compact II.

The USAID is launching the Economic Security Programme to accelerate the growth of Georgian sectors outside of agriculture that show strong potential to create jobs, to increase incomes, to increase micro, small, and medium enterprise (MSME) revenues, and to support diversification to more productive economic activities. Based on value chain assessment methodology, it will include the tourism sector and up to three additional sectors. One of the 4 is on 'industry-led workforce development'. The total budget of the Programme is \$18.5 million. It will run for 2019-2024.

There are a large number of other (smaller scale) projects and initiatives financed by the EU Member states, other development partners and countries. For details and reference, consult the Appendix 2 of the Action Document.

## **2. OBJECTIVE, PURPOSE & EXPECTED RESULTS**

### **2.1. Overall objective**

The overall objective of the project of which this contract will be a part is as follows:

To improve the employability of women and men in the selected regions of Georgia

### **2.2. Purpose**

The purpose of this contract is as follows:

Enhanced capacity of the beneficiary ministries & agencies as well as local communities to develop, implement, monitor and review skills development and matching policies

### **2.3. Results to be achieved by the Contractor**

#### **1. TRANSVERSAL**

**Result 1.1.** Enhanced capacity of the beneficiaries in national sector policy development, implementation and monitoring

#### **2. SKILLS DEVELOPMENT**

**Result 2.1.** Enhanced capacity of the MoESCS to further develop and modernise skills development and LLL systems

**Result 2.2.** Enhanced capacity of the MoESCS and the institutions to provide professional orientation and career guidance for learners in general, vocational and higher education institutions

**Result 2.3.** Enhanced capacity of EMIS to support education and training policymaking and draft evidence based analyses and policy briefs

#### **3. YOUTH AND ENTREPRENEURIAL LEARNING**

**Result 3.1.** Effective delivery of professional orientation and career guidance for the youth outside formal education system

**Result 3.2.** Increased variety of high quality non-formal education programmes available and accessible for the vulnerable youth who left formal schooling

**Result 3.3.** Improved coordination and collaboration between the Youth Policy Department and youth organisations & youth workers in the design and delivery of youth activation

**Result 3.4.** Increased public awareness and piloting of *social entrepreneurship* concept to facilitate youth transition and gain first job experience



**Result 3.5.** Capacity (knowledge and expertise) developed within the Youth Policy Department staff to provide more effective youth services, especially for vulnerable youth

**Result 3.6.** Enhanced capacity of the **MoESCS** and Teacher Professional Development Centre (**TPDC**) to design, develop and monitor entrepreneurship key competence development in general and vocational education, and lifelong entrepreneurial learning activities

**Result 3.7.** Enhanced capacity of higher education institutions to promote entrepreneurship key competence development in teaching and learning

#### **4. SKILLS MATCHING**

**Result 4.1.** Revised “employment service model” put in place in the employment offices

**Result 4.2.** More accessible and effective **ALMP** measures available for all job seekers through the revision of existing measures

**Result 4.3.** Diversified **ALMP** measures available for all job seekers through introduction and piloting of non-existent measures

**Result 4.4.** *Labour Market Information Management System (LMIMS)* portal (managed by **SSA/ESS**) technically revised and upgraded to increase its information content, intranet use by the staff, inter-connectivity, and user-friendliness

**Result 4.5.** Capacity (knowledge and expertise) developed within the **SSA/ESS** staff to provide more effective employment services for jobseekers and employers

**Result 4.6.** Increased public awareness and visibility of **SSA/ESS** employment services for jobseekers and employers

**Result 4.7.** **LMIS** portal technically revised and upgraded

**Result 4.8.** Capacity (knowledge and expertise) developed within the **LMIS** team for using different skills anticipation tools to collect, analyse and disseminate labour market information, and monitor labour market developments

**Result 4.9.** Increased public awareness and visibility of **LMIS** portal and use of its analytical reports and results

**Result 4.10.** Enhanced capacity of Enterprise Georgia to analyse SME skills needs and link them with relevant training provision

#### **5. SUPPORT TO GRANT SCHEME IMPLEMENTATION & POLICY DIALOGUE**

**Result 5.1.** Support and expertise services provided in **Grant Scheme** component proposals development, project management and monitoring

**Result 5.2** Support provided in policy dialogue

### **3. ASSUMPTIONS & RISKS**

#### **3.1. Assumptions underlying the project**

- The target institutions put at the contractor's disposal the necessary premises located ideally in the same buildings as the direct beneficiaries for the activity. At the same time, the contractor is to act in a timely manner to ensure availability of expertise and financial resources for the purpose of the project.
- Good communication and clear procedures for cooperation of all parties involved.
- Economic cooperation and political relations between Georgia and the EU will continue developing.

- Government of Georgia (GoG) is committed to further promote changes to the skills development and employment systems consistent with specified goals and measures, which is a precondition for sustainability of interventions.
- The beneficiary ministries continue to develop and implement their respective sector policies.
- The beneficiary ministries comply with the General and Special conditions laid down in the Technical and Administrative Provisions in the part not related to the responsibilities of the European Commission, which are annexed to the Financing Agreement.
- The GoG continues investing, effectively monitors the new employment services model, and gradually rolls it out.
- The GoG appoints the National Project Coordinator for the Project who is the formal counterpart for the Contracting Authority.
- The beneficiary ministries and other government agencies and institutes are willing and able to allocate appropriately skilled and experienced staff to act as counterparts for the project implementation team.
- The beneficiary ministries continue to coordinate their respective actions in order to maximise the efficiency and effectiveness of skills development and labour market policies for socio-economic development and overall workforce development.

### 3.2. Risks

- Limited capacity of the target institutions to absorb the assistance in due course and with further implications of sustainability.
- The social and economic consequences of modernising skills development and employment systems may affect the resource allocation and commitment of the Government to carry out the necessary changes within a predefined time.
- Resistance and limited human resources within beneficiary ministries and agencies as well as training providers at all level institutions and amongst teachers to the introduction of new modus operandi, management and quality assurance systems as well as delivery and arrangements of learning at institutional level.
- Social partnership and engagement of private sector at different levels of education system may take much more time to allow a meaningful contribution to VET and LLL development over the project's lifetime.

## 4. SCOPE OF THE WORK

### 4.1. General

#### 4.1.1. Project description

Technical Assistance (TA) will focus on capacity building of the beneficiary ministries and relevant agencies. It will work on developing the skills, knowledge and competencies of these institutions to implement reforms in the policy areas covered by this SRPC in a sustainable long-term perspective.

The TA will contribute to all expected results. It will provide tools, methodologies and advisory services to strengthen the capacity and service provision of the partner ministries and agencies to implement, connect and monitor the reforms. A special focus will be on fostering the provision of the new service model of the Employment Support Services in their district offices, improving access of the population in general and youth and vulnerable groups in particular to quality employment and VET provision, embedding new methods and approaches to provide lifelong entrepreneurial learning in the education system. The TA will also work with local communities (training providers, local actors such as youth centres, employment offices, private sector and

NGOs) to strengthen their capacity in grant proposal development, project management and monitoring. Beyond the expected results of the programme, the TA will also include a communication component ensuring internal and external visibility and communication of the project.

Technical assistance targeting beneficiary ministries (**MoIDPLHSA**, **MoESCS**, **MoESD**) and relevant agencies includes support and advisory services for e.g.: (i) effective implementation and monitoring of the sector strategies; (ii) development and provision of tools and methodologies in education and labour market monitoring, skills anticipation, career guidance and counselling and youth activation measures; (iii) capacity building measures for education staff (like teacher and school management trainings) and the staff of employment support services; (iv) support to VET and HE institutions enabling them to provide relevant entrepreneurship training courses; (v) communication and awareness raising on policies and services available in the regions for the programme target groups; (vi) visibility of the EU intervention. A separate service contract will provide external independent review missions to verify compliance with relevant policy reforms conditions.

### **Geographical area to be covered**

Georgia and the selected regions in particular

#### **4.1.2. Target groups**

At national level, the direct beneficiaries will be the **MoESCS**, **MoIDPHLSA** and **MoESD** and the staff of the respective departments and/or units responsible for implementation and coordination of the policies addressed by this programme.

As regard labour market and employment policies the **MoIDPHLSA** and the Social Service Agency (**SSA**) and particularly its Employment Programme Department lead and coordinate the activities of the Employment Support Services (ESS) at national and regional level. The capacity of the regional and district office staff of the ESS remain weak and will be specifically targeted in the capacity building activities.

The **MoESCS** and its agencies are responsible for overall education policy at all levels as well as for youth policy. The staff of the Ministry and its agencies will be the key counterpart for skills development, VET, LLL, entrepreneurial learning, key competence development and youth activities of the project. The engagement and capacitating Youth Policy Department<sup>9</sup> of the Ministry as well as the Children and Youth National Centre (**CYNC**) and Children and Youth Development Fund (**CYDF**) will be important to enhance youth policy implementation and monitoring in the country.

**EMIS** (Education Management Information System), the agency under the **MOESCS** is responsible for education data collection and analysis and their staff will be the counterpart of the project in related activities.

**TPDC** (Teacher Professional Development Centre) is responsible for teacher in-service training and they will be a key counterpart for entrepreneurial learning and entrepreneurship key competence development and any other teacher in-service training activities.

The **MoESD** together with its subordinate agencies (**Enterprise Georgia & GITA**) support entrepreneurship and SME skills related policies. The Ministry coordinates the implementation of the SME strategy in which entrepreneurial learning is included. In addition, the **MoESD** is responsible for managing Labour Market Information System (LMIS) and the staff of the

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<sup>9</sup> The final institutional destination of the youth policy portfolio is being discussed at the time of drafting the ToR. Should the government decide to move it to another agency the project will adjust accordingly and include the respective stakeholders in all youth related activities.

department responsible for the LMIS will be a key counterpart of the project. Staff of the Enterprise Georgia together with the Ministry will be counterparts of the project activities in sectoral skills needs activities.

Besides the staff of public agencies (officials, employment officers, career counsellors, etc.), the teachers and management of public and private VET providers as well as education institutions at all levels of education will be direct beneficiaries of the programme. Other stakeholders include representatives and entities of non-governmental and business community and private sector as well as social partners. Private sector participation in skills development and matching remains weak and limited in spite of the government's declarations and efforts to engage them more.

#### **4.2. Specific work**

In this section, the specific activities of the project and tasks of the Contractor are defined by grouping them around the major expected results as stated in the paragraph 2.3. Corresponding specific activities are listed below each component; the order in which the tasks are presented is not necessarily chronological. The list of activities is not exhaustive and the Contractor may propose complementary project activities where they can clearly justify them.

While carrying out the activities listed below, the Contractor will pay particular attention to: i) ensuring institutional sustainability and dissemination of project results engaging actively all key counterparts in the project activities; ii) the TA team is not expected to substitute the Georgian government officials or specialists working in the beneficiary organisations but to accompany, guide, advise and equip them with modern tools and approaches in modernising VET, LLL and employment systems. Particular attention shall be paid to the **sustainability** of the tools, mechanisms and approaches developed with the support of the Contractor.

The Contractor must also comply with the latest Communication and Visibility Manual for EU External Action (see [https://ec.europa.eu/europeaid/funding/communication-and-visibility-manual-eu-external-actions\\_en](https://ec.europa.eu/europeaid/funding/communication-and-visibility-manual-eu-external-actions_en)) as well as Georgia-specific "Guidelines for Communication and Visibility" that will be provided by the EU Delegation at the start of the project. The compliance with these requirements will be output of the contract and the Contractor shall include in its regular reporting what have been accomplished.

The Contractor shall ensure the capitalisation and sharing of knowledge related to the implementation of the project. It concerns observations of technical and pedagogical value, which are interesting for other professionals, and which do not infringe with the obligations of article 14 of the General Conditions of the Contract. For sharing such information, the Contractor shall use the capacity4dev.eu web platform.

#### **Inception phase**

It is expected that within the three months of the inception stage the Contractor will prepare a detailed Implementation plan. The Implementation plan shall provide achievement of the expected results within the set terms and scope of the allocated budget. Development of the plan shall be coordinated and agreed with the line ministries and the Contracting Authority. The Contractor will also map and prepare the list of all potential stakeholders including their roles and extent of involvement in the project implementation.

Furthermore, the Logical Framework should be revised and adjusted according to information available.

The expected output of the Inception phase is the Inception report. The Inception report shall consist of (as minimum requirements): project synopsis, situation analysis, project planning for the entire duration of the project, updated log frame, updated detailed project resource planning (HR and incidentals) according to the planned activities, implementation environment and

arrangements, risks and assumptions and detailed description of the activities planned for the next reporting period.

The tasks to be performed by the Contractor are arranged along the following thematic areas:

- 1) Transversal tasks
- 2) Skills development
- 3) Youth and entrepreneurial learning
- 4) Skills matching
- 5) Support to the grant scheme implementation and monitoring

## 1. TRANSVERSAL

**Result 1.1** Enhanced capacity of the beneficiaries in national sector policy development, implementation and monitoring

- To conduct a gap analysis in close coordination with Administration of Government (AoG) among the staff of the three beneficiary ministries and their subordinate bodies in terms of relevant sector strategy development and action plans such as VET and LLL, youth services, employment and labour market, LMIS and skills anticipation;
- To update and/or improve policies (when relevant) in respective sectors in line with national policy planning framework requirements and in close cooperation with AoG, Ministry of Foreign Affairs;
- To develop a capacity building programme for the entire project duration including baseline data and indicators of progress;
- To conduct a training course and guide the sector ministries in financing and costing of action plans (in consultation/cooperation with the PAR programme when relevant);
- To further develop monitoring system of the sector strategies and action plans and increase the capacity of the ministry staff to evaluate the effectiveness of the respective policies;
- To provide on-site coaching and mentoring for the senior beneficiary ministry staff in sector policy implementation and monitoring;
- To develop the capacity of the beneficiary ministries' staff to communicate the agenda and objectives of the Government's reform programmes in skills development and matching among the wider public;
- To familiarise and involve the staff of the beneficiary ministries in relevant EU networks to keep them updated on the international policy discourse. To ensure experts' regular availability for visibility and communication actions of the programme;
- To organise in the first quarter of every year an Annual Review Meeting with beneficiary ministries on the progress of achieving the targets set by the performance indicators of the SRPC; this includes the collection of relevant up-to-date data and evidence to review the progress and state of play of the reform actions in the policy matrix of the budget support component as well as scrutinizing the action plans and policy measures of the GoG for the current year;
- To organise a minimum of three **thematic fora** related to the key project topics which aim at presenting and discussing the consolidated experience and practice supported by the project and reviewing their relevance from both Georgian and international perspective.

## 2. SKILLS DEVELOPMENT

**Result 2.1.** Enhanced capacity of the **MoESCS** to further develop and modernise skills development and LLL systems

- To support the **MoESCS** in the development of secondary legislation related to the new VET law and other relevant education-related legislation; at the inception phase of the project the

Contractor will select a limited number of priority topics jointly with the **MoESCS** on which the expertise provision for bylaws and secondary legislation will focus;

- To review the current barriers and factors preventing the access of youth, women and other vulnerable groups to initial VET and prepare a proposal with recommendations on how to overcome them;
- To assist the **MoESCS** in designing and implementing policy measures aimed at increased access of youth, women and other vulnerable groups to initial VET;
- To assist the **MoESCS** in designing and implementing *preventative measures for early school leavers* and in the development of student tracking system for *NEETs*;
- To support the Ministry in the design and implementation of *lifelong learning* measures with a particular focus on adult learners; This can include measures such as a flexible provision at the provider level, partnerships with companies, etc.;
- To assist the **MoESCS** in reviewing and redesigning *financing and incentive schemes for VET and LLL*; this can include the assessment of effectiveness of the current financing system, identifying alternative schemes and approaches, the use of performance based funding for VET providers, etc.;
- To advise and assist the **MoESCS** in actions enhancing the awareness of opportunities and attractiveness of VET vis-à-vis the learners and wider public; this can include both expert advice on visibility and communication activities, participation in skills competitions or other events aimed at improving the image and attractiveness of VET.

**Result 2.2.** Enhanced capacity of the **MoESCS** and the institutions to provide professional orientation and career guidance for learners in general, vocational and higher education institutions

- To review the current state of play, practice and quality of career guidance and counselling services as well as the capacity of institutions in upper general, vocational and higher education to provide adequate guidance and counselling;
- To present the results of the study and discuss with the stakeholders and prepare a detailed proposal and action plan for the Ministry on further development and improvement of the system including institutional arrangements at national, regional and local levels for the provision of service;
- To develop and pilot a special in-service training course including the course material together with the **MoESCS** and TPDC for teachers in upper secondary schools who could take a role of career counsellors; the course shall include e.g. aspects such as how teachers can guide and consult students on learning paths and career choices and how to organise activities familiarising students with the working life (e.g. collaboration with enterprises, bring them to schools, arranging students' visits to enterprises, etc.).

**Result 2.3.** Enhanced capacity of **EMIS** to support education and training policymaking and draft evidence based analyses and policy briefs

- To identify the capacity of using the EMIS data bases and staff for the preparation of evidence based analyses: this includes the mapping of data, identifying gaps in terms of data collection and coverage, assessing the training and expertise needs of the EMIS staff for capacity development;
- To prepare a detailed proposal with recommendations on how the EMIS systems and databases can be further developed, which data gaps and provide expertise in IT solutions to modernise EMIS systems and connect them with other relevant data sources and bases which can be used for evidence collection and analyses for policy making in education and training;
- To choose a limited number of topics related to the themes of the project (max 3) on which the EMIS staff will prepare analytical reports using extensively the data and evidence on education and training; based on this experience to develop templates for regular analytical and monitoring reports which the EMIS will produce on a regular basis in the future;

- To prepare a detailed proposal with recommendations and road map until 2022 on how the EMIS can support more effectively the Ministry and the GoG in providing evidence based analyses and materials for policymaking.

### 3. YOUTH AND ENTERPRENEURIAL LEARNING

#### YOUTH

**Result 3.1.** Effective delivery of professional orientation and career guidance for the youth outside formal education system

- To review the current career guidance and counselling system within different regions and urban/rural areas, main lessons learnt and issues for improvement;
- To develop a detailed proposal for the revision of current services and strategy development and implementation for delivery of professional orientation and career guidance, with a focus on implementation in regions;
- To review the *myprofession.net* portal and how to upgrade it for enriched information content, more user-friendliness and tracking of users/impact; including inter-connectivity with LMIS and LMIMS portals and other job portals;
- To develop procedures and guidance materials for planning, implementation, monitoring and evaluation of professional orientation and career guidance services for youth;

**Result 3.2.** Increased variety of high quality non-formal education programmes available and accessible for the vulnerable youth who left formal schooling

- To assess the current system of non-formal education programmes, access of vulnerable youth in different regions and urban/rural areas, main lessons learnt and issues for improvement;
- To develop a proposal for the improvement of non-formal education programmes, better access of vulnerable youth, strategy development and implementation for their delivery;
- To develop a proposal to operationalise and implement the key competences framework in Georgia;
- To develop procedures and manuals for planning, implementation, monitoring and evaluation of non-formal education programmes;

**Result 3.3.** Improved coordination and collaboration between the Youth Policy Department and youth organisations & youth workers in the design and delivery of youth activation measures

- To assess the current system of youth activation services and collaboration between the Ministry department and youth organisations and to map the new potential partners;
- To prepare a proposal for the revision of current system and strategy development and implementation for coordinated efforts of youth activation;
- To develop procedures and manuals for the design, implementation, monitoring and evaluation of youth activation measures;

**Result 3.4.** Increased public awareness and piloting of *social entrepreneurship* concept to facilitate youth transition and gain first job experience

- To review the past experience and current system of social entrepreneurship and prepare a proposal for development and implementation of social entrepreneurship initiatives;
- To develop procedures and guidance materials for the design, implementation, monitoring and evaluation of social entrepreneurship initiatives, with at least one pilot for testing and learning.

**Result 3.5.** Capacity (knowledge and expertise) developed within the Youth Policy Department staff to provide more effective youth services, especially for vulnerable youth

- To assess training needs of the Youth Policy Department staff and other relevant youth agencies (CYNC, CYDF) on professional orientation and career guidance, non-formal education programs, social entrepreneurship, coordination and collaboration with youth organisations& youth workers;
- To design a training plan (short and long term) on all the issues above for the staff of the Youth Policy Department and other relevant agencies which includes workshops, seminars, conferences, individual and group trainings, job coaching, study visits and other tools for capacity development;
- To facilitate the exchange of experience and good practice on youth policy and service delivery with European peers and nationally;
- To develop a coaching scheme for the trained staff and pilot it after the provision of training programmes.

### **ENTERPRENEURIAL LEARNING**

**Result 3.6.** Enhanced capacity of the MoESCS and Teacher Professional Development Centre (TPDC) to design, develop and monitor entrepreneurship key competence development in general and vocational education, and lifelong entrepreneurial learning activities<sup>10</sup>

- To design and pilot an in-service training programme for teachers and managers on entrepreneurship key competence incl. digital competence both in upper secondary general and vocational education using the relevant EU competence frameworks<sup>11</sup> and experience; the contractor will take into account the existing experience and ongoing work of other international partners in this area;
- To make a proposal and organise *entrepreneurial experience* for students both inside and outside the schools on the basis of at least 10 pilot schools (general secondary education and VET): to review the pilots and based on the experience to develop a model that can be replicated in the education system;
- To prepare guidance materials for teachers on new learning methods and approaches to enhance entrepreneurship key competence development;
- To assist the Ministry to set up a special task force that should be trained to become competent in leading the modernisation of curricula and teacher training based on key competence approach. The task force will coordinate and work with international partners in key competence development;
- To facilitate the exchange of experience and good practice on entrepreneurship key competence development and entrepreneurial learning with European peers and nationally;
- To support and advise the Ministry and the national working group on the implementation, monitoring, evaluation and further development of the lifelong entrepreneurial learning action plan.

**Result 3.7.** Enhanced capacity of higher education institutions to promote entrepreneurship key competence development in teaching and learning

- To review the quality and availability of entrepreneurship training provision and enhancement of entrepreneurial learning in universities/higher education institutions; this can be based on a representative sample of the institutions which will be surveyed online/through self-assessment and interviewed face-to-face or through focus groups;

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<sup>10</sup> The project will coordinate, complement and progress in line with the other donor financed projects in this area (e.g. UNDP and WB implemented projects )

<sup>11</sup> <https://ec.europa.eu/jrc/en/entrecomp>;  
<https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>



- To develop specific measures jointly with the Ministry and HE community to enhance EL in higher education institutions and implement at least two pilot projects to test what works best in the Georgian context; the pilots will be evaluated and recommendations disseminated to the HE community.

#### 4. SKILLS MATCHING

##### *EMPLOYMENT SERVICES*

**Result 4.1.** Revised “employment service model” put in place in the employment offices

- To assess how current system of “new service model” functions within the different regional centres and district offices of **SSA/ESS**, main lessons learnt and issues for improvement;
- To develop a detailed proposal for the upgrade and revision of current service model, incorporating all types of ALMP measures in the package;
- To develop an implementation strategy for improving links with local employers/companies as well as local governments in the regions;
- To develop procedures and guidance materials for planning, implementing, monitoring and evaluation of employment services provided.

**Result 4.2.** More accessible and effective ALMP measures available for all job seekers through the revision of existing measures

- To assess how the current system of services (ALMP measures) functions within the different regional centres and district offices of **SSA/ESS**, main lessons learnt and issues for improvement;
- To develop a detailed proposal for revised/ redesigned retraining programmes for jobseekers both in terms of content and delivery methods in order to get more effective employment results after graduation;
- To develop a detailed proposal for revised/ redesigned career guidance/counselling for jobseekers both in terms of content and delivery methods, including linkages with institutions which provide similar services;
- To develop a detailed proposal for revised/ redesigned employment subsidies and internships for jobseekers both in terms of content and delivery methods, including linkages with institutions which provide similar services.

**Result 4.3.** Diversified ALMP measures available for all job seekers through introduction and piloting of non-existent measures

- To introduce a detailed proposal and pilot *self-employment/ entrepreneurship programmes* for jobseekers both in terms of content and delivery methods; including linkages with institutions which provide similar services;
- To introduce a detailed proposal and pilot initiatives related to *public works*<sup>12</sup> for jobseekers both in terms of content and delivery methods, including linkages with institutions which provide similar services;
- To make a proposal and organise 1-2 pilots programmes of new ALMP measures for jobseekers, to review the pilots and, based on the experience, to develop a model that can be replicated in the employment support services in the regions;

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<sup>12</sup> A broad category of infrastructure projects, financed and constructed by the government, for recreational, employment, and health and safety uses in the greater community.

- To develop procedures and guidance materials for planning, implementation, monitoring and evaluation of all types of ALMP measures.

**Result 4.4. Labour Market Information Management System (LMIMS)** portal (managed by SSA/ESS) technically revised and upgraded to increase its information content, intranet use by the staff, inter-connectivity, and user-friendliness

- To develop a detailed proposal to upgrade the LMIMS portal (both its software and hardware system);
- To develop a detailed proposal for technical inter-connectivity between LMIMS portal and other relevant portals/ databases such as LMIS portal ([www.lmis.gov.ge](http://www.lmis.gov.ge)), EMIS, myprofession.net, and other job portals;
- To develop procedures and guidance materials for the use of LMIMS as intranet, as well as for the analysis of public employment services data.

**Result 4.5.** Capacity (knowledge and expertise) developed within the SSA/ESS staff to provide more effective employment services for jobseekers and employers

- To assess training needs of the SSA/ESS staff, in particular on the fields of revised “employment service model”, provision of career guidance and counselling services for jobseekers, implementation of all types of ALMP measures, and the use of upgraded LMIMS portal;
- To design a training plan (short and long term) on all the issues above for the staff of SSA/ESS and other relevant institutions which includes workshops, seminars, conferences, individual and group trainings, job coaching, study visits and other tools for capacity development;
- To facilitate the exchange of experience and good practice on delivery of modern public employment services with European peers and nationally;
- To develop a coaching scheme for the staff of SSA/ESS and other relevant institutions and pilot it after the provision of training programmes.

**Result 4.6.** Increased public awareness and visibility of SSA/ESS employment services for jobseekers and employers

- To develop a detailed proposal for raising public awareness on the SSA/ESS and its employment services for jobseekers and employers;
- To develop an implementation strategy for increasing public awareness and visibility of SSA/ESS and its attractiveness for the jobseekers and employers;
- To develop and pilot measures for the use of SSA/ESS offices for vacancy reporting and recruitment of workers; to produce promotional materials on their services;
- To develop an information campaign for higher access of youth, women and vulnerable groups (e.g. disabled, people with special needs, NEET, TSA beneficiaries) to existing employment services;
- To develop procedures and guidelines for facilitating the access of youth, women and vulnerable groups (e.g. disabled, people with special needs, NEET, TSA beneficiaries) to existing employment services.

### **LMIS**

**Result 4.7.** LMIS portal technically revised and upgraded

- To develop a detailed proposal to upgrade LMIS portal (both its software and hardware system) ([www.lmis.gov.ge](http://www.lmis.gov.ge)) for enriched information content and analytical capacity, and more user-friendliness;

- To develop a detailed proposal for technical inter-connectivity between LMIS portal and other relevant portals/ databases such as EMIS, LMIMS portal, myprofession.net, GEA's company database, and other job portals.
- To improve the use of the LMIS portal as a tool for professional orientation and carrier guidance services, and well connected to all relevant information sources and services available in the country.

**Result 4.8.** Capacity (knowledge and expertise) developed within the LMIS team for using different skills anticipation tools to collect, analyse and disseminate labour market information, and monitor labour market developments

- To assess training needs of the LMIS team, in particular on the fields of establishment skills surveys, training needs analysis (TNA) of companies, sectoral analyses, and medium-term skills anticipation at national level in Georgia;
- To develop and implement short and long-term training plans on all the issues above for the relevant staff of **MoESD** and other relevant institutions after the first year of the project;
- To develop and implement a coaching scheme for the relevant staff of **MoESD** and other institutions after the provision of training programmes;
- To disseminate the results of LMIS monitoring and analyses to relevant stakeholders, in particular, by organising workshops with employment and skills development actors for their use in the design of education, VET and employment services.

**Result 4.9.** Increased public awareness and visibility of LMIS portal and use of its analytical reports and results

- To develop a detailed proposal for re-branding the LMIS portal and its visibility;
- To develop and implement public awareness and visibility actions for labour market information.

**Result 4.10.** Enhanced capacity of Enterprise Georgia to analyse SME skills needs and link them with relevant training provision

- To conduct skills needs/training needs assessment of SME in two selected sectors while enhancing the previous survey experience of Enterprise Georgia in hospitality and publishing/printing sector; sectors will be proposed by Enterprise Georgia/**MoESD**;
- Build the staff capacity to analyse the survey results and link them with supply of training;
- Design and pilot few selected short-term training courses in cooperation with companies and training providers;
- Revise the survey methodology and guidance material for training providers on the design and delivery of courses based on the pilot experience.

## 5. SUPPORT TO GRANT SCHEME IMPLEMENTATION & POLICY DIALOGUE

**Result 5.1.** Support and expertise services provided in Grant Scheme component proposals development, project management and monitoring

- To prepare and implement an information campaign on the Grant Scheme of the SRPC using various means and channels to promote the Scheme among potential national applicants and co-applicants;
- To conduct training, Q&A and information sessions (at least three out of which two outside the capital) for pre-selected/short-listed applicants to grantees if needed;

- To guide and monitor the grant implementers by conducting on site visits to the implementation location, by writing monitoring reports, by informing the EUD on the progress and advising the EUD on corrective measures if needed;
- To facilitate networking among the grant implementers by organising biannual meetings with them, involving them in relevant events and thematic fora, and showcase success stories of the grants to increase their visibility and integration of the overall EU Programme;
- To assist in the organisation of public launch and closure events of the Grant Scheme;

#### **Result 5.2 Support in policy dialogue**

- To assist in organising and planning the missions and expert visits to Georgia in the fields related to the SRPC (Skills, VET, LLL, employment, labour market, youth) which includes assistance in drafting the visit agenda, scheduling and following up meetings and logistical arrangements;
- To provide short update and progress reports on ongoing reforms on skills, VET, LLL, employment, labour market and youth as well as on the implementation of the related Association Agenda; This covers the development and adoption of new policy and legislative documents and initiatives and collection of relevant statistical evidence for the thematic EU-Georgia Sub-Committee meetings, briefings, or other ad-hoc information needs upon request of the EUD.

### **4.3. Project management**

#### **4.3.1. Responsible body**

The Delegation of the European Union to Georgia is responsible for the management of this project.

#### **4.3.2. Management structure**

The Cooperation Section at the Delegation of the European Union to Georgia, represented by Programme Officer ('Project Manager'), will be responsible for supervising the implementation of the project.

The Contractor will be responsible for day-to-day management of the project and mobilisation of all experts. Plans for mobilisation of experts will be subject to the project work plan developed by the Contractor and approved by the Contracting Authority and the beneficiary ministries.

During the inception phase the Contractor will assist the Project beneficiaries in establishing the project Steering Committee to guide the project implementation. The Contractor will report regularly to the project Steering Committee which will review the project progress and give guidance on key issues. The Steering Committee shall be set up to oversee and validate the overall direction and policy of the project. The project Steering Committee shall meet at least twice a year. The project Steering Committee shall be made up of all main project stakeholders, i.e.: beneficiary ministries, Social Service Agency (SSA), EMIS, GEOSTAT, National Centre for Education Quality Enhancement, social partners, representatives of the Contractor, representatives of the Delegation of the European Union to Georgia, European Training Foundation (ETF) as an observer member and other stakeholders involved.

The Contractor will ensure the proper functioning of the Steering Committee's meetings, such as preparing agenda, reporting, writing minutes, etc.

The **MoESCS** will chair, the **MoESD or MoIDPLHSA** will (co)-Chair the Project Steering Committee.

The line ministries and their subordinate agencies will:

- Ensure that staff at appropriate levels is appointed to liaise with the Contracting Authority and work alongside with the staff of the Contractor;
- Appoint one senior official to be the key contact person for project activities;
- Provide to the project experts copies of legislation, regulations, studies, reports and other relevant documents necessary for the implementation of the project; facilitate the access of project experts to necessary statistics, data and evidence needed to carry out analytical work, research and studies as per these ToR;
- Provide logistical support for the organisation and implementation of the various training and communications activities;
- Ensure the release of staff to participate in project activities (seminars, workshops, conferences, study visits and project meetings);
- Facilitate access to primary and secondary stakeholders such as training providers, regional authorities, etc.

The Steering Committee shall have an advisory role. Decision-making and final approval competence remains with the Contracting Authority, represented by the EUD Project Manager.

The day-to-day management of the contract is the responsibility of the Contractor's Team Leader.

#### **4.3.3. Facilities to be provided by the Contracting Authority and/or other parties**

The **MoESCS, MoESD and MoIDPLHSA** (further line ministries) will make available to the Contractor free of charge all data, texts of the necessary laws and regulations, draft laws and documents and other related information to be used for project purposes to achieve project results.

The line ministries will provide sufficient office space for the key experts and project personnel free of charge.

The line ministries will also provide all possible assistance to solve unforeseen problems that the Contractor may face. The possible failure to solve some of the Contractor's problems encountered locally will not free the Contractor from meeting its contractual obligations vis-à-vis the Contracting Authority.

## **5. LOGISTICS AND TIMING**

### **5.1. Location**

The operational base for the project will be Tbilisi, Georgia. Some project activities will require in-country traveling particularly in the selected regions. The location of the mission of each non-key expert will be defined in the specific terms of reference for the expert's assignment.

### **5.2. Start date & period of implementation**

The intended start date is September 2019 and the period of implementation of the contract will be 48 months from this date. Please see Articles 19.1 and 19.2 of the Special Conditions for the actual start date and period of implementation.

The project may be extended at the discretion of the Contracting Authority for a period not exceeding the original implementation period and not exceeding the original contract value. Additional services may be procured by negotiated procedure at the discretion of the Contracting Authority, within the relevant conditions set by the applicable PRAG.

## 6. REQUIREMENTS

### 6.1. Staff

Note that civil servants and other staff of the public administration, of the partner country or of international/regional organisations based in the country, shall only be approved to work as experts if well justified. The justification should be submitted with the tender and shall include information on the added value the expert will bring as well as proof that the expert is seconded or on personal leave.

#### 6.1.1. Key experts

Key experts have a crucial role in implementing the contract. These terms of reference contain the required key experts' profiles.

A significant presence in Georgia during the entire project implementation is considered essential for success of this project. The minimum percentage of experts' time to be spent in Georgia is 90% by key experts and 80% by non-key experts. Changes to this rule have to be duly justified and approved by the Contracting Authority in writing.

The tenderer shall submit CVs and Statements of Exclusivity and Availability for the following key experts:

#### **Key expert 1: Skills Development Expert (minimum 770 working days)**

Key expert 1 is responsible for implementation and coordination of skills development, youth and entrepreneurial learning activities and will operate in a full coordination with the Team Leader and other team members.

##### *Qualifications and skills*

- At least Master degree in a discipline relevant to the assignment or, in its absence, a minimum of 5 years' experience additional to the general professional experience required below;
- Fluency in English (written and spoken);
- Computer literacy.

##### *General professional experience*

- A minimum of 10 years of professional experience in education/skills development sector;

##### *Specific professional experience*

- A minimum of 7 years of experience linked to skills development, VET and/or LLL policy analysis and development involving government institutions and social partners;
- A minimum 1 year of experience in VET governance, policy and/or quality assurance;
- A minimum 1 year of experience as key expert in at least 1 donor funded project;
- Experience in providing policy advice and technical assistance to ministries and public institutions in EU Member State, Candidate or potential Candidate country ([https://ec.europa.eu/neighbourhood-enlargement/countries/check-current-status\\_en](https://ec.europa.eu/neighbourhood-enlargement/countries/check-current-status_en)) or in Eastern Partnership country in the area of skills development, VET and/or LLL will be an asset;
- Experience in working in public institutions/educational agencies or equivalent dealing with initial VET and/or Continuing Vocational Training and/or LLL will be an asset;
- Experience in capacity development programmes will be an asset;
- Experience in youth policy and entrepreneurship will be an asset;
- Experience in supervising a team and/or leading a research/policy initiatives will be an asset;
- Experience as key expert in at least 1 EU funded project will be an asset.

#### **Key expert 2: Employment Service Expert (minimum 770 working days)**

Key expert 2 is responsible for implementation and coordination of employment service related activities and will operate in a full coordination with the Team Leader and other team members.

*Qualifications and skills:*

- At least Master degree in a discipline relevant to the assignment or, in its absence, a minimum of 5 years' experience additional to the general professional experience required below;
- Fluency in English (written and spoken);
- Computer literacy.

*General professional experience:*

- A minimum of 10 years of professional experience in employment sector;

*Specific professional experience:*

- A minimum of 7 years of working experience linked to public employment services and active labour market programmes;
- A minimum 1 year of experience in modernising public employment service in the EU Member State(s);
- Experience in designing and implementing active labour market programmes in a national and/or regional context;
- A minimum 1 year of experience as key expert in at least 1 donor funded project;
- Experience in providing policy advice and technical assistance to ministries and public institutions in EU Member State, Candidate or potential Candidate country ([https://ec.europa.eu/neighbourhood-enlargement/countries/check-current-status\\_en](https://ec.europa.eu/neighbourhood-enlargement/countries/check-current-status_en)) or in Eastern Partnership country in the area of employment service delivery and ALMPs will be an asset;
- Experience in working as public servant or equivalent in a public employment service at national level in the EU Member State(s) will be an asset;
- Experience in training of employment service staff will be an asset;
- Experience in evaluating active labour market policies will be an asset;
- Experience in supervising a team and/or leading a research/policy initiatives will be an asset;
- Experience as key expert in at least 1 EU funded project will be an asset.

**Key expert 3: Labour Market Analyst (minimum 300 working days)**

Key expert 3 is responsible for implementation and coordination of LMIS related activities and will operate in a full coordination with the Team Leader and other team members.

*Qualifications and skills:*

- At least Master degree in a discipline relevant to the assignment or, in its absence, a minimum of 5 years' experience additional to the general professional experience required below;
- Fluency in English (written and spoken);
- Computer literacy.
- Master's degree in Economics or Statistics will be an advantage.

*General professional experience:*

- A minimum of 7 years of professional experience in labour market sector.

*Specific professional experience:*

- A minimum 5 years of experience linked to labour market analysis and information systems, proven by the list of assignments and papers/or analytical studies;
- Experience of working with approaches and methodologies for analysing skills mismatches and anticipation of skills demands, proven by the list of assignments and papers/or analytical studies;

- Experience of working with LFS and labour market statistics, indicators and analytical methodologies, occupational classifications such as ISCO<sup>13</sup>;
- Experience of working with international methodologies for education data collection and classification (ISCED<sup>14</sup>), and international tests and their analysis (such as PISA<sup>15</sup>, TIMMS<sup>16</sup>, PIRLS<sup>17</sup> and PIAAC<sup>18</sup>);
- A minimum 1 year of expertise in statistical data analysis, including the ability to use statistical programmes such as Excel and STATA, or equivalent, for quantitative analyses on the labour market;
- A minimum 1 year of experience as key expert in at least 1 donor funded project;
- Working experience in the area relevant to the assignment in EU Member State, Candidate or potential Candidate country ([https://ec.europa.eu/neighbourhood-enlargement/countries/check-current-status\\_en](https://ec.europa.eu/neighbourhood-enlargement/countries/check-current-status_en)) or in Eastern Partnership country will be an asset;
- Experience in designing and using skills anticipation methodologies will be an asset;
- Experience in capacity development programmes will be an asset;
- Experience in supervising a team and/or leading a research/policy initiatives will be an asset;
- Experience as key expert in at least 1 EU funded project will be an asset.

All experts must be independent and free from conflicts of interest in the responsibilities they take on.

The Contractor is free to propose one of the key experts as the **Team Leader**. In addition to the specific professional experience set out above, whichever expert is nominated, the Team Leader should have:

- Proved leadership and managerial skills demonstrated by working experience;
- Team leadership experience in at least two donor funded projects in the sectors of skills development and/or labour/employment;
- Above experience gained in contracts of at least € 2 million budget will be an asset.

In addition to his/her key expert portfolio, the Team Leader is responsible for:

- Overall coordination, guidance, administration, monitoring and reporting of the project;
- Mobilising necessary expertise to support efficient implementation of the project;
- Ensuring timely achievement of the project results;
- Transversal tasks and contacts with EU Delegation as defined above.

The Team Leader is the official communication person on behalf of the project. In addition to the minimum working days indicated above, **a minimum of 30 working** days dedicated for the performance of the Team Leader functions to be added to the working days of the proposed key expert. Should the Contractor propose the role of the TL for Skills Development or Employment Service experts which have a bigger workload the Contractor is expected to present and clarify how

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<sup>13</sup> International Standard Classification of Occupations

<sup>14</sup> International Standard Classification of Education

<sup>15</sup> Programme for International Student Assessment

<sup>16</sup> Trends in International Mathematics and Science Study

<sup>17</sup> The Progress in International Reading Literacy Study

<sup>18</sup> Programme for the International Assessment of Adult Competencies



the proposed key expert will combine the tasks of the TL and those of the key expert and/or how the workload will be organised among the other experts.

All key experts will be responsible for supervising and guiding the work of short-term experts in their thematic areas of responsibility.

### 6.1.2. Non-key experts

The general profile of the non-key experts should be that of thematic specialists in the areas covered by TA. The requirements for each non-key expertise will be defined in the specific ToR for the mission, as will be their place of assignment.

The profiles of the non-key experts for this contract are as follows:

Category	Minimum requirements
Senior Expert	<ul style="list-style-type: none"> <li>• University degree in a discipline relevant to the assignment, or equivalent experience of 5 years' in addition to the professional experience required below.</li> <li>• Minimum of 10 years of relevant experience in selected field including at least 3 years of international experience.</li> <li>• Fluency in English (written and spoken)</li> <li>• Experience in EU or international donor funded projects including experience in ENPI/ENI/IPA countries will be an advantage.</li> </ul>
Junior Expert	<ul style="list-style-type: none"> <li>• University degree in a discipline relevant to the assignment, , or equivalent experience of 3 years' in addition to the professional experience required below.</li> <li>• Minimum of 5 years of relevant experience in selected field.</li> <li>• Fluency in English (written and spoken) and/or Georgian.</li> <li>• International experience and/or assignments in the area relevant to the selected field will be an advantage.</li> <li>• Experience in EU or international donor funded projects including experience in ENPI/ENI/IPA countries will be an advantage.</li> </ul>

The following expertise will be needed (but not limited to):

- Education/skills development, employment service and labour market analyses with specific local/national expertise and experience,
- General, VET, adult education, life-long learning, CVT, non-formal education,
- Professional orientation and career guidance and counselling,
- VET financing and governance of VET,
- Entrepreneurial learning and entrepreneurship key competence development, social entrepreneurship,
- Youth policy development, delivery methods of youth services,
- ALMP measures (job search, career guidance/counselling, training/retraining, employment subsidies, internships, self-employment/ entrepreneurship programs, public works, etc.),
- Effective provision of public employment services, interviews with jobseekers, vacancy monitoring, developing relations/cooperation with employers,
- Labour market specialists or economists knowledgeable on different skills anticipation and matching methodologies, conducting employer surveys and training need analyses,
- Statisticians for the classification and analyses of education and labour market data,
- Study/research needs of NEETS and other relevant vulnerable groups,

- Quantitative (midterm/long-term) and qualitative (foresights) skills forecast methodology for anticipation of skills' needs (LMR) and matching supply and demand for skills at national and sectoral level,
- Experts of IT software and hardware systems of web portals,
- Monitoring and Evaluation,
- Visibility and communications, PR,
- Designers, correctors, proof-readers,
- Translators, interpreters, excluding project working documents.

CVs for non-key experts shall not be submitted in the tender but the tenderer will have to demonstrate in their offer that they have access to experts with the required profiles.

The Contractor must select and hire other experts as required according to the profiles identified in the Organisation & Methodology and these Terms of Reference. It must clearly indicate the experts' profile so that the applicable daily fee rate in the budget breakdown is clear. All experts must be independent and free from conflicts of interest in the responsibilities they take on.

The selection procedures used by the Contractor to select these other experts must be transparent, and must be based on pre-defined criteria, including professional qualifications, language skills and work experience. The findings of the selection panel must be recorded. The selected experts must be subject to approval by the Contracting Authority before the start of their implementation of tasks.

### **6.1.3. Support staff & backstopping**

The Contractor will provide support facilities to the team of experts (back-stopping) during the implementation of the contract.

Backstopping and support staff costs must be included in the fee rates.

### **6.2. Office accommodation**

Office accommodation of a reasonable standard and of approximately 10 square metres for each key expert working on the contract is to be provided by the partner country free of charge, in a suitably furnished office space, with phone and internet access.

### **6.3. Facilities to be provided by the Contractor**

The Contractor must ensure that experts are adequately supported and equipped. In particular it must ensure that there is sufficient administrative, secretarial and interpreting provision to enable experts to concentrate on their primary responsibilities. It must also transfer funds as necessary to support their work under the contract and to ensure that its employees are paid regularly and in a timely fashion.

The Contractor must ensure that the project personnel (including all key and non-key experts and support staff) are equipped as the Contractor estimates is required in order for them to carry out their tasks effectively. This includes equipment for the offices to be set up by the Project, such as computer equipment, furniture, telephones, printers, faxes, photocopiers, necessary office consumables, etc. It includes also the production of Project materials (printing, copying, binding) and translation of Project's outputs and deliverables. The experts who do not speak Georgian language should be provided with adequate interpretation and translation support in order to be able to work efficiently with the beneficiary ministries. All the above mentioned costs, including communications and logistical support costs, must be included in the Contractor's fee rates.

#### 6.4. Equipment

No equipment is to be purchased on behalf of the Contracting Authority / partner country as part of this service contract or transferred to the Contracting Authority / partner country at the end of this contract. Any equipment related to this contract that is to be acquired by the partner country must be purchased by means of a separate supply tender procedure.

#### 6.5. Incidental expenditure

The provision for incidental expenditure covers ancillary and exceptional eligible expenditure incurred under this contract. It cannot be used for costs that should be covered by the Contractor as part of its fee rates, as defined above. Its use is governed by the provisions in the General Conditions and the notes in Annex V to the Contract. It covers:

1. Travel costs and subsistence allowances for missions, outside the normal place of posting, undertaken as part of this contract. If applicable, indicate whether the provision includes costs for environmental measures, for example CO<sub>2</sub> offsetting.
2. Training, seminars, workshops and conferences costs, including but not limited to rent of premises and equipment, food and refreshments, stationary, transport and accommodation of participants, translation, excluding payment of subsistence allowances.
3. Participation fees or travel costs of beneficiary ministry staff or other relevant stakeholders in international events such as skills competitions, thematic conferences, etc.
4. Study tours, including the cost of training services to be provided to Georgian participants by the host organisations. Groups of Georgian professionals who do not speak foreign languages will be accompanied by interpreters or interpretation service needs to be provided in the hosting country.
5. Publication and dissemination of different kinds of manuals, methodological and guidance materials, as well as brochures and promotional materials for the services produced within the project.
6. Costs related communication and project visibility: various media activities, products, e.g. videos (including viral videos for social networks), billboards on the streets and other public places and other types of visual advertisement; different kinds of visibility items.
7. Translation Georgian/English and proofreading of EU directives, international or European standards and other EU official normative and technical documents (but not translation of working documents/deliverables and project reports, translation of official Georgian documents into English, which should be covered by the fee rates).

The provision for incidental expenditure for this contract is EUR **850.000**. This amount must be included unchanged in the Budget breakdown.

Daily subsistence costs may be reimbursed for missions foreseen in these terms of reference or approved by the Contracting Authority, and carried out by the contractor's authorised experts, outside the expert's normal place of posting.

The per diem is a maximum fixed flat-rate covering daily subsistence costs. These include accommodation, meals, tips and local travel, including travel to and from the airport. Taxi fares are therefore covered by the per diem. Per diem are payable on the basis of the number of nights spent on the mission by the contractor's authorised experts for missions carried out outside the expert's normal place of posting. The per diem may be paid in full or in half: for each night spent on the mission= 100% of the per diem rate is paid, for periods of missions not entailing overnight stay= 50% of the per diem rate is paid. Travelling time is to be regarded as part of the mission. When an

expert travels during night time the full per-diem rate of the country of arrival shall be paid. In case of multi-country missions, the per diem rate of the country where the night is spent shall be paid. In case of longer stop-overs in another country the per diem rate of the country where the stop-over takes place shall be paid. Any subsistence allowances to be paid for missions undertaken as part of this contract must not exceed the per diem rates published on the website - [http://ec.europa.eu/europeaid/funding/about-calls-tender/procedures-and-practical-guide-prag/diems\\_en](http://ec.europa.eu/europeaid/funding/about-calls-tender/procedures-and-practical-guide-prag/diems_en) - in force at the time of contract signature.

The Contracting Authority reserves the right to reject payment of per diem for time spent travelling if the most direct route and the most economical fare criteria have not been applied.

Venues, catering and other logistical arrangements for activities will be sourced with constant attention to prudence and exemplarity in the use of taxpayer's money at times of fiscal constraints, as well as to the carbon print. Public venues will be prioritised over private ones, distance from the usual work places of respective audience will be minimal, and the use of five star hotel or resorts will be avoided except in exceptional circumstances duly authorised by the EU Delegation within 3 weeks of prior notice.

Prior approval by the Contracting Authority for the use of the incidental expenditure is not needed with the exception of items 3(all cases); 4 (for amounts exceeding EUR 20,000) and 5 (for amounts exceeding EUR 20,000).

#### 6.6. Lump sums

No lump sums are foreseen in this contract.

#### 6.7. Expenditure verification

The provision for expenditure verification covers the fees of the auditor charged with verifying the expenditure of this contract in order to proceed with the payment of any pre-financing instalments and/or interim payments.

The provision for expenditure verification for this contract is **EUR 32.000**. This amount must be included unchanged in the Budget breakdown.

This provision cannot be decreased but can be increased during execution of the contract.

### 7. REPORTS

#### 7.1. Reporting requirements

Please see Article 26 of the General Conditions. Interim reports must be prepared every six months during the period of implementation of the tasks. They must be provided along with the corresponding invoice, the financial report and an expenditure verification report defined in Article 28 of the General Conditions. There must be a final report, a final invoice and the financial report accompanied by an expenditure verification report at the end of the period of implementation of the tasks. The draft final report must be submitted at least one month before the end of the period of implementation of the tasks. Note that these interim and final reports are additional to any required in Section 4.2 of these Terms of Reference.

Each report must consist of a narrative section and a financial section. The financial section must contain details of the time inputs of the experts, incidental expenditure and expenditure verification.

To summarise, in addition to any documents, reports and output specified under the duties and responsibilities of each key expert above, the Contractor shall provide the following reports:

Name of report	Content	Time of submission
Inception Report	Review of project purpose, anticipated results and planned	No later than 3 months after the start of implementation

	<p>activities to ensure that the project design remains relevant and to suggest a refocusing of activities where appropriate.</p> <p>A detailed explication of the project implementation and management strategy.</p> <p>An overall and Annual Work Plan.</p> <p>A revised resource utilization chart, results schedules and an updated Project Logframe.</p> <p>Work Plan for the next reporting period.</p>	
6-month Progress Report	<p>A description of overall project progress to date measured against the previous, Annual, Overall and reporting Period Work Plans, and against the Objectively verifiable Indicators.</p> <p>Deviations from the Work Plan with explanations, if any.</p> <p>Resource utilization charts indicating inputs (volume and value) and measures against outputs and results.</p> <p>Problems encountered likely to inhibit achievement of project results/solutions adopted.</p> <p>Identification of factors likely inhibit achievement of Project Purpose /proposed solutions.</p> <p>The Interim Progress Reports will include as Annexes all technical reports, trainings', workshops', seminars' study visits' programmes, presentations, signed list of participants and participants' evaluations, public awareness and dissemination materials etc. produced during the reporting period.</p> <p>Period invoice and/or final report.</p>	No later than 1 month after the end of each 6-month implementation period.
Draft Final Report	Content – see below.	No later than 1 month before the end of the implementation

		period.
Final Report	<p>Description of the activities carried out and outputs delivered measured against the time/input plan.</p> <p>An analyses of the results achieved measured against the ToR and the Objectively Verifiable Indicators of Achievement contained in the project Logframe.</p> <p>An analysis of the achievement of the Project Purpose measured against the objectively verifiable Indicators of Achievement contained in the project Logframe.</p> <p>An assessment of the sustainability and probable impact of the assistance provided.</p> <p>A detailed description of the resource utilization against results.</p> <p>Copies of all project outputs.</p> <p>An updated financial report containing details of the time inputs of the experts and of the incidental expenditures.</p> <p>Final invoice and expenditure verification report.</p>	<p>Within 1 month of receiving comments on the draft final report from the Project Manager identified in the contract.</p>

## 7.2. Submission & approval of reports

Two hard copies of the reports referred to above must be submitted to the Project Manager identified in the contract. The reports must be written in English. The Project Manager is responsible for approving the reports. The Steering Committee shall be involved in commenting on and approving the reports.

## 8. MONITORING AND EVALUATION

### 8.1. Definition of indicators

Both quantitative and qualitative measurements should be used in monitoring and evaluation of the results of the Project. The Contractor shall develop realistic and measurable performance indicators for each of the results defined under these Terms of Reference in the Organisation and Methodology; they shall be further detailed in the logical frameworks attached to the action plans. Indicators shall be measurable outputs, outcomes and impact of the project on national framework and practice.

The indicators shall be agreed upon with the beneficiaries and the Contractor shall be able to collect the data needed for verification.

Quantitative measurements shall be defined in objective terms of statistical records, e.g. number of trainings and participants, number of provided analyses, etc.

Qualitative measurements shall be derived from subjective analyses such as surveys, opinion polls, external assessments, etc.

Monitoring and Evaluation of the project will be conducted using the project-specific logframe, to be encoded in the EU projects monitoring system OPSYS (once released). The contractor should report on the results at impact, outcome and output levels, linked to sources of verification presented in the logframe. Reporting will be carried out through Progress, Interim and Final Reports as laid down in the terms of reference / project description and general conditions. For the better quality of the logframes and indicators, the contractors are encouraged to get familiar with DG NEAR guidelines on Indicators - P. 45 and the EU Results Framework. Wherever an indicator set out in the project logframe is also reflected in the EU Results Framework, project reporting will also cover it.

## **8.2. Special requirements**

Due to environmental considerations and need to rationalise resources, Organisation and Methodology provided as part of technical offer for this tender should not exceed 20 000 words.<sup>19</sup>

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<sup>19</sup> "List of abbreviations", "Timetable of work" and "Logframe" will not be counted within 20 000 words limit. In general tables, graphs and images will not be included in the word counting.