

APPENDIX 1: PERFORMANCE INDICATORS OF THE VARIABLE TRANCHES

The performance indicators to be used for the disbursement of variable tranches are described hereafter. They will apply for the duration of the programme. However, in duly justified circumstances, the Government of Georgia may submit a request to the Commission for the indicators or targets to be changed. The changes may be authorised by exchange of letters between the two parties.

Indicator 1.1	Availability of information on labour market developments for policy evidence
Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on LMIS 2014; SME Development Strategy of Georgia 2016-2020</i>
Objective	<i>State Strategy on the Formation of Labour Market Action Plan 2015-2018: 4.5-4.11 (Drafting methods for anticipation, Studying demand on the labour market, Developing LMIS concept and action plan, Institutionalising LM demand study, Conducting quantitative and qualitative sectoral studies, Set-up and development of the LMIS through special studies)</i> <i>Government Resolution on LMIS 2014: Indicator 1.1 A central unit collects, analyses and disseminates LM-related information; Result 4.2 Institutionalisation of labour market surveys</i> <i>SME Development Strategy Action Plan 2016-2017: 3.1 Identification of LM needs for SMEs and development of relevant employment programmes; and 3.2 Training Needs Assessment for SME sector in Georgia;</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1.1 Operational skills anticipation system based on regular national/sectoral and regional skills needs analyses
Department	Ministry of Economy and Sustainable Development of Georgia (MoESD) Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPLHSA)
Indicator type	Qualitative process/output indicator
Measurement unit	Availability of the labour market analysis, published in the form of a report which is easily understandable by the general population, on the LMIS website (www.lmis.gov.ge)
Calculation method	Analysis of the labour market, published in the form of a report that is easily understandable by the general population, on the LMIS website (www.lmis.gov.ge). The analysis is based on the same logic as the first prototype report produced in 2017 to provide updated information on the Georgian labour market in correlation with different trends. However, it will go beyond presenting numbers and statistics and interpret existing information on labour demand and supply at national level for policy-makers, employers, jobseekers, students and parents in an easily understandable manner. Full achievement of the target will incorporate the following new elements: a) Analysis of job vacancies provided by the public employment agency (www.worknet.gov.ge)

	b) Analysis of job vacancies provided by at least one private employment agency c) Analysis of skills needs of employers collected from the Establishment Skills Survey of 2017 d) Analysis of employment and unemployment trends at the national level by sectors e) Inclusion of additional survey results available at the moment of analysis (e.g. tracer studies of VET graduates, Vacancy Monitors). Partial achievement of the target will include at least three of the five elements listed above. After the completion of the analysis, it will be discussed and shared with the members of the Interagency Coordination Group on the LMIS that is led by the MoESD (or any successor group) and published afterwards on the LMIS website. The analysis provides key conclusions, identification of key challenges and includes recommendations for possible options to overcome these challenges.
Disaggregation	N/A
Data collection method	Verification on the LMIS Website in April 2020.
Measurement periodicity	Annual
Department responsible	Ministry of Economy and Sustainable Development (MoESD), Labour Market Analyses Division (LMAD), or, in the case of institutional redistribution of roles, the Ministry and Unit responsible for the national LMIS
Delivery date	A draft labour market analysis report is ready by the end of 2019. The final report is available and published by April 2020 on the LMIS website (http://www.lmis.gov.ge/Lmis/Lmis.Portal.Web/Default.aspx)
Limitations and bias	The final analysis may require some data and statistics that will be available in Q1 2020 and therefore the final report may not be finalised before April 2020.
Means of interpretation	The analysis will contribute to the national skills anticipation system and better employability
Change in methodology	N/A
Baseline	Prototype of report on 2017: published in 2017 on the LMIS website (http://www.lmis.gov.ge/Lmis/Lmis.Portal.Web/Handlers/GetFile.ashx?Type=Content&ID=b0c44289-6d97-44a7-b59a-336ca9b885c7), but this will be a new, improved type by exceeding the prototype.
Targets	Labour market developments are analysed for policy evidence (2019)
Comments	When the LMIS unit was first created within the MoHLSA, this unit produced a first ever labour market analysis report in 2015: "Reforms of Labour Market and Vocational Education in Georgia". Another attempt to understand skill needs was the labour market demand survey outsourced by the MoDPLHSA in 2015 (see the survey report at http://moh.gov.ge/uploads/files/oldMoh/01_GEO/Shroma/kvleva/4.pdf). This was a pilot survey tailored to reveal employment by economic sectors and in geographic territories, to identify labour shortages as well as other labour market indicators, and it was not a regular practice. The research covered 240 (in the qualitative component) and 6000

	companies (in the quantitative component) which were identified through a nationally representative stratified random sample. Until the departure of the LMIS function from the MoHLSA there has not been a direct follow-up, also due to the fact that the survey design and field work were externalised and outsourced and the staff of the MoIDPLHSA were not fully involved. Therefore, the survey implementation was not accompanied by capacity building, learning and experience for those who were responsible for the exercise. Since July 2017 the function of update, maintenance and further development of the LMIS was transferred from the MoIDPLHSA to the MoESD. The LMIS web portal was moved from MoIDPLHSA to MoESD on 18 August 2017 and is operational under the MoESD since that period. Although the current website is already impressive and includes a number of key elements, LMIS requires further developments and regular updating. The MoESD plans to analyse job vacancies by sectors and occupations through data received from private and public job portals (depending on data sharing). It has already repeated at the end of 2017 the second large scale Establishment Skills Survey, including 6000 companies in all localities of Georgia.
Roadmap	All the above-mentioned initiatives should feed the analysis of labour market developments and be included in the 'Labour Market Analysis - 2019' report. The new analysis will have to go beyond describing labour market statistics and use a wider variety of information sources for a holistic and integrated analysis as described above in the section target. Another dimension is the simple language of the report which could be easily understood by the general public (non-experts). The MoESD coordinates and chairs the Interagency Coordination Group meetings on the LMIS and share of data/information between the institutions. As the Coordination Group consists of representatives from all relevant Ministries, business associations or unions and trade unions, Coordination Group meetings should be used as platforms for discussing the results of the analyses and disseminating the findings of the report. Recommendations for relevant reading on LMIS: http://www.etf.europa.eu/web.nsf/pages/LMIS, or ETF-Cedefop-ILO (2016), Using labour market information - Guide to anticipating and matching skills and jobs Vol. 1, available at: http://www.etf.europa.eu/web.nsf/pages/Vol.1 Using labour market information The EU Programme on Public Administration Reform (PAR) will help improve policy planning and coordination capacity of the line ministries (MoESCS, MoESD, MoIDPLHSA) along with the other complementary measures of this programme.

Availability of sector specific future skills needs	
Indicator 1.2	
Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on LMIS 2014; SME Development Strategy of Georgia 2016-2020</i>
Objective	<i>State Strategy on the Formation of Labour Market Action Plan 2015-2018: 4.5-4.11 (Drafting methods for anticipation, Studying demand on the labour market, Developing LMIS concept and action plan, Institutionalising LM demand study, Conducting quantitative and qualitative sectoral studies, Set-up and development of the LMIS through special studies)</i>

	<i>Government Resolution on LMIS 2014: Result 4.2 Institutionalisation of labour market SME Development Strategy Action Plan 2016-2017: 3.1 Identification of LM needs for SMEs and development of relevant employment programmes; and 3.2 Training Needs Assessment for SME sector in Georgia</i>			
Objective of the SRPC	To improve the employability of men and women in selected regions R.1.1.: Operational skills anticipation system based on regular national/sectoral and regional skills needs analyses			
Department	Ministry of Economy and Sustainable Development (MoESD) Ministry of IDP, Labour, Health and Social Affairs (MoIDPLHSA) Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)			
Indicator type	Quantitative and qualitative process/output indicator			
Measurement unit	Report. Availability of a sectoral anticipation report/reports which identify current and future skills needs in selected sectors			
Calculation method	Sectoral Skills Anticipation Report	2020 to be available and published by	April	2021
	(http://www.lmis.gov.ge/Lmis/Lmis.Portal.Web/Default.aspx) For full achievement of the target, each sector analysis will include all the following aspects: (a) labour demand in the two sectors, (b) employment changes over time in the two sectors, (c) replacement needs in the two sectors. Partial achievement of the target: (i) If the analysis includes only one economic sector, but covers all three aspects listed above, or (ii) if the analysis includes two economic sectors but covers only two aspects listed above in both sectors. A sector to be subject for the analysis is defined according to the classification of economic sectors as used for the Establishment Skills Survey conducted by the MoESD in 2017, as also used by Geostat.			
Disaggregation	N/A			
Data collection method	Verification of the availability of the Sectoral Skills Anticipation Report (one combined report or two separate reports) on the website of the LMIS/MoESD			
Measurement periodicity	Annual			
Department responsible	Ministry of Economy and Sustainable Development (MoESD) LMAD, or, in the case of institutional redistribution of roles, the Ministry and Unit responsible for the national LMIS			
Delivery date	Draft sectoral skills anticipation report will be available by the end of 2020. Sectoral Skills Anticipation Report 2020 available and			

	published on the LMIS/MoESD website by April 2021 (http://www.lmis.gov.ge/Lmis/Lmis.Portal.Web/Default.aspx)
Limitations and bias	Data availability and preciseness may be a limitation for the analyses and may need to be complemented by other sources as well as by expert judgements.
Mean of interpretation	Analysis of sectoral skills needs contributes to the national anticipation system and better employability. Skills anticipation stands for all attempts to capture the current and future relationship of skill supply and demand and identify changing skill requirements of a sector for now and the future.
Change in methodology	Methodology may be improved after the first trial
Baseline	0 - No sector specific skills needs are analysed yet
Targets	Future skills needs are analysed in two priority economic sectors (2020)
Comments	MoESD is expected to lead the process, but will prepare the analyses in consultation with MoDPLHSA and MoESCS. If the availability and coverage of (labour market) data and time series are considered problematic it might be better to choose more aggregated sectors. Different quantitative and qualitative methods can be used for sectoral studies. Differences of methods primarily stem from data availability, quality and reliability, but also different economic, cultural and institutional structures across countries. Examples for references and good practice: ETF-Cedefop-ILO (2016), Working at sectoral level - Guide to anticipating and matching skills and jobs Vol. 3 http://www.etf.europa.eu/web.nsf/pages/Vol_3_Working_at_sectoral_level Sector councils: http://www.etf.europa.eu/web.nsf/pages/Sector-based_skills_anticipation Skills forecast: http://www.etf.europa.eu/web.nsf/pages/Skills_forecasts ETF-Cedefop-ILO (2016), Developing skills foresights, scenarios and forecasts - Guide to anticipating and matching skills and jobs Vol. 2 http://www.etf.europa.eu/web.nsf/pages/Vol_2_Developing_skills_foresights
Roadmap	For an effective implementation of this indicator, the human resources capacity of the LMAD Unit needs to be strengthened, while the current EU Technical Assistance can already start supporting the unit in advising on the anticipation methodology. Sectoral skills anticipation can combine both quantitative and qualitative components, scenario development, integration of expert assessments and in-depth discussion on the scenarios developed with relevant stakeholders. Focusing on one particular sector has many advantages when it comes to understanding changing skills needs, imbalances and mismatches by drawing on sector-specific knowledge and expertise. The sectoral analysis generally covers a projection of the next five years for understanding current and future skills requirements, but also for improving productivity and economic growth at macro level. By focusing on two sectors, it will be able to use the sector-specific language of jobs and job profiles, go deeper into specific issues and more detailed breakdown of specific occupations, include the qualitative aspects of skills (e.g. soft skills, competences) and closer engagement with sectoral bodies/actors, and capture new emerging jobs and changes in jobs.

Indicator. 1.3	Availability of information and evidence on job vacancies at the local level
Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on LMIS 2014; Government Resolution on Employment Promotion Services 2014</i>
Objective	<i>State Strategy on the Formation of Labour Market Action Plan 2015-2018: 4.5-4.11 Studying demand on the labour market, Developing LMIS strategy and action plan, Institutionalising LM demand study, Conducting quantitative and qualitative sectoral studies, Set-up and development of the LMIS through special studies</i> <i>Government Resolution on LMIS 2014: Result 1.3 Information collection of SSA/ESS on the registered unemployed and vacancies; Indicator 1.1 A central unit collects, analyses and disseminates LM-related information; Result 4.2 Institutionalisation of labour market surveys</i> <i>Government Resolution on Employment Promotion Services 2014: Result 2.1. Develop the functions, processes, range and quality of ESS services provided to job-seekers; Result 6.1. Develop cooperation with employers to ensure efficiency of intermediary services</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1. Relevant skills matching services available in the selected regions; R 1.1 Operational skills anticipation system based on regular sectoral/national and regional skills needs analysis
Department	Social Service Agency (SSA/ESS) / Department of Labour Market and Employment Policy, Ministry of Labour, Health and Social Affairs (MoIDLHSA) and Ministry of Economy and Sustainable Development (MoESD)
Indicator type	Quantitative and qualitative process/output indicator
Measurement unit	Availability of local job vacancy monitoring reports
Calculation method	Job vacancies are monitored for job intermediation at the local level in at least 7 SSA/ESS regional centres in the selected regions, including classification according to economic sector, vacancy type (function and function level), occupations, qualifications and localities. The result is: (i) a central database with the updated numbers of vacancies, in which selections can be made by economic sector, locality, type of functions, function level, required type of education, and (ii) Vacancy Monitor Report published for the public. Full achievement of the target: Job vacancies are monitored in all 7 selected regional centres. Partial achievement of the target: Job vacancies are monitored in at least 4 selected regional centres.
Disaggregation	N/A
Data collection method	Verification on the SSA website (www.ssa.gov.ge) and in the registers of EES
Measurement periodicity	Annual
Department responsible	SSA/ESS regional centres and district branches and SSA/ESS headquarters in Tbilisi
Delivery date	Vacancy Monitor Report 2021 is available and published by April 2022 on the SSA website (www.ssa.gov.ge)

Limitations and bias	The final monitor report will require the analysis of data/ statistics as of 31 December, thus they will be ready in Q1 2022. Their publication on the website may take time until April 2022.
Means of interpretation	Job vacancy statistics provide information on unmet labour demand and hence provide inputs to the national anticipation and matching system for improving employability. The vacancy monitor is widely used to quickly detect vacancies (labour and skill demand) in regions and economic sectors. This information is used then by the employment services to subsidise different ALMPs, especially for training and retraining courses as well as the education programmes for those occupations where there is a need for newly trained personal. Information on job vacancies is also used for business cycle analysis and assessing mismatches on labour markets.
Change in methodology	N/A
Baseline	0 – Currently no Vacancy Monitor Report is published. SSA/ESS has 10 regional centres and 60 district branches throughout Georgia in all municipalities, totalling 70 territorial units. In the selected regions (Tbilisi, Adjara, Imereti, Kakheti, Kvemo-Kartli, Samegrelo-Zemo Svaneti and Shida-Kartli), there are 7 regional centres and 44 district branches totalling to 51 territorial units. Although the offices sporadically collect available vacancies, they are not systematically collected and analysed in all units.
Targets	7 SSA/ESS regional centres monitor job vacancies systematically
Comments	There is a lack of regular and structured information on local job vacancies. The qualitative component of the 2015 labour market demand survey is expected to be repeated by the SSA/ESS at local level. However, neither the methodology nor the capacity was suitable to conduct a qualitative survey so far. The employment staff of 10 regional centres of SSA/ESS needs to be trained to do job vacancy monitoring in each region. For an effective delivery of job vacancy monitoring and other employment services, it is recommended to have minimum 2-3 (full time) trained employment specialists in each regional centre. One of these staff should dedicate his/her full-time to work with employers of the region and ask them regularly a few simple (structured) questions on available job vacancies. As they provide additional support to district branches on various employment issues in their regions, they also need to cooperate with at least one (full time) trained employment specialist from each district branch. Another necessity is the availability of (written) promotion materials of SSA/ESS services for employers/ companies prepared to advertise their services. Finally, there should be financial resources at the disposal of the employment specialist for his/her local transportation in the region to meet with employers.
Roadmap	A job vacancy is defined as a paid post that is newly created, unoccupied, or about to become vacant: (a) for which the employer is taking active steps and is prepared to take further steps to find a suitable candidate from outside the enterprise concerned; (b) which the employer intends to fill either immediately or within a specific period of time. Accordingly, job vacancy statistics could be stock data, inflow or outflow data (see http://ec.europa.eu/eurostat/cache/metadata/en/jvs_esms.htm). The EU example is: http://eupa.org.nt/european-vacancy-monitor/ See also ETF-Cedefop-ILO (2017), Establishment Skills Surveys - Guide to anticipating and matching skills and jobs Vol. 5, available at www.etf.europa.eu/web.nsf/pages/Vol_5_Establishment_skills_survey Vacancy monitoring will be done by the trained staff of the SSA/ESS regional centres by contacting all local employers in their region at least once a year and asking a few simple (structured) questions (up to 5 maximum) on their short-term recruitment needs and labour shortages experienced by firms. The key questions every employer (with 5 or more employees) should be asked in a region in same period of time each year are: (i) How many job vacancies do you have in the firm? (ii) For each vacancy, please give occupation type, education

	level, previous experience required, contract type and salary offered? (iii) Do you have difficulties to fill in some vacancies –which ones? (iv) If no vacancy is available now, how many vacancies will be open in the next 6 months –with the same info on each vacancy? The list of companies will be taken from business registers from Geostat. All the SSA/ESS centres will register the vacancies identified in one single database that can be monitored and analysed at the SSA/ESS headquarters. The existing Worknet can provide the working space for this database. This vacancy database will be used for the calculation of vacancies by economic sector, occupations, qualification levels and localities and the results will be published in an annual report (Vacancy Monitor) on the SSA/ESS website (www.ssa.gov.ge).
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Indicator number 1.4	Employment rate of retrained jobseekers
Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on Employment Promotion Services (2014); Government Resolution on ALMPs (2016)</i>
Objective	<u>State Strategy on the Formation of Labour Market</u>: Result 3.3: Provision/improvement of intermediary services, implementing individual and group consultations; <u>Government Resolution on Employment Promotion Services (2014)</u>: Result 2.2 Reform of employment support services delivery; 3.3. Delivery and development of intermediary services. <u>Government Resolution on ALMPs (2016)</u>: Result 6.3 The quality of employment services is improved and they are accessible for the job seekers
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1.2 Increased availability of career guidance and counselling, job intermediation and labour market integration services
Department	Ministry of IDP, Labour, Health and Social Affairs (MoIDPLHSA)
Indicator type	Quantitative outcome indicator
Measurement unit	Percentage
Calculation method	Number of people who completed a SSA retraining programme in 2022 in the selected regions and got employed within 3 months following the retraining programme/ NB of people in the selected regions who completed a SSA retraining programme in 2022 Given the very limited creation of full-time and salaried jobs in the Georgian labour market, it is important to give a broad definition for the term “employment”. The term employment includes all types of employment such as self-employment, temporary and seasonal employment and part time employment. Thus, the minimum requirement is set as part-time employment which typically includes at least 20h work per week.

	Full achievement of the target: At least 20% of jobseekers who finished training are employed within 3-months. Partial achievement of the target: At least 18% of jobseekers who finished training are employed within 3-months.
Disaggregation	By sex
Data collection method	Administrative registers of the SSA, SSA/ESS Annual Activity Report 2022
Measurement periodicity	Annual
Department responsible	Social Services Agency Employment Programmes Department (SSA/ESS) / Department of Labour Market and Employment Policy, Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPLHSA)
Delivery date	Administrative registers of the SSA and SSA/ESS Annual Activity Report 2022 available and published at latest by April 2023 on the SSA/ESS website (www.ssa.gov.ge).
Limitations and bias	Important that the percentage increase does not take place simultaneously with a decrease of the number of retrained in the selected regions. Moreover, note that the number of people who attend retraining courses is expected to gradually increase every year. Very limited staff in the SSA/ESS; the quality of services and of the service registry system (reporting to the HQ) may vary depending on the location and capacity of units. To avoid any ambiguity how 'employment' is recorded and counted
Mean of interpretation	The state training-retraining programme of the unemployed people is one of the main measures provided by the SSA/ESS since 2014. Overall goal of the programme is to train job seekers registered at www.worknet.gov.ge in the most demanded vocations, thus increasing their employment opportunities. The trainings are usually short-term (3-4 months) and are provided by VET colleges. The programme puts disadvantaged groups of population like PWDs, people with special needs, ex-offenders and women who have not completed secondary education on a priority list. SSA/ESS checks the employment status of all training participants by phone calls after 3-month after the completion of the course. SSA/ESS records the main findings of the interview on a fact sheet for administrative records.
Change in methodology	N/A
Baseline	13.95% total in 2017 in selected regions (12.8% F, 17% M) The national rate is 13.2% in 2017. This programme covers 7 selected regions: Tbilisi, Adjara, Imereti, Kakheti, Kvemo-Kartli, Samegrelo-Zemo Svaneti and Shida-Kartli.
Targets	At least 20% of jobseekers in the selected regions who completed the retraining programme are employed within 3 months
Comments	The total number of job-seekers who received this training has been 415 in 2015, 1804 in 2016, and 2290 in 2017 at national level. The employment rate of the graduates of this programme has been around 10% for 2015, 11% in 2016, and 13.2% in 2017 at national level, showing an improvement compared to the previous year: out of 2290 trainees who received the training voucher, 2130 were trained and 282 people were employed in 2017. In terms of gender breakdown of employed people, 183 people were women (65%) and 148 were youth (52.4%). Looking at the training participants in the seven selected regions in 2017 (Tbilisi, Adjara, Imereti, Kakheti, Kvemo-Kartli, Samegrelo-Zemo Svaneti and Shida-Kartli): There were 1771 participants in total, out of which 1318 (74.4%) were women and 453 (25.6%) were

	men. Out of these participants, 247 were employed after 3 months of the graduation, making employment rate 13.95% for the selected regions. Out of 247 people employed, 170 were women (69%) and 77 were men (31%). This means that 12.8% of women and 17% of men who were trained in the selected were able to find employment after 3 months of the graduation. To monitor this particular indicator, SSA/ESS staff makes a phone interview with all graduates of the training programme after 3 months, where the SSA/ESS officer records the interview in a template which remains in their database. In addition, they also ask for a confirmation email from the employer in the case of wage employment. Since 2018 SSA/ESS plans to change this procedure by making twice phone calls of the retrained after 3 and 6 months respectively. This will give the opportunity to SSA/ESS staff to focus their support to those who remained unemployed after 3 months, so that they can also facilitate their employment with additional support (e.g. career guidance, job intermediation) after 6 months. Although increasing gradually, 14% employment rate indicates a low effectiveness of the programme at national level. The latter is due to the design flaws of the programme: The training vouchers are delivered only once a year at the same time for all (not throughout the year), job-seekers always receive the same list of vocations to be trained despite the differences of regional economic structures, training centres are always located in the cities or towns and no pocket money is provided for trainees coming from remote/rural areas (for accommodation and living expenses), no selection and screening process of the potential candidates, no direct link with actual employers for practical training, no further assistance/ services of job search and intermediation in addition to training. Given this background, the low rates of post-training employment are not surprising. Given substantial growth of the number of participants of retraining programs (quadrupled between 2015 and 2016, and 25% increase in 2017), maintaining the 20% employment rate in the selected regions would be a sufficiently ambitious goal.
Roadmap	For an effective delivery of training and post-training services, at least one staff should dedicate his/her full-time to follow the job-seekers who applied for training, both before, during and after. The design of the training programme must be improved. Potential candidates for the training programme should be carefully screened and selected, and there should be resources available for the candidates coming from rural/remote areas for their accommodation/living expenses during training. Training programmes should include both theoretical and practical on-the-job training. The training vouchers should be distributed all over the year, not delivered only once in a year's time. The regional SSA/ESS centres should have autonomy to decide in which vocations training should be delivered based on the vacancies they collected in each region. Training should be combined with other services in an integrated package such as job search assistance and job intermediation. A regular follow-up mechanism should be set up to check the employment situation of training graduates after 6-months. The implementation of this indicator can be easier with the adoption of "Employment Services Act" to further transform SSA/ESS into a modern and efficient public employment service, bringing the necessary financial and human resources required. It is also expected that the Labour Market Strategy Action Plan to be revised beyond 2018 will include similar targets to be achieved.

Indicator number 1.5

Availability of national skills anticipation with a 5-year outlook

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Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on LMIS 2014; SME Development Strategy of Georgia 2016-2020</i>
Objective	<i>State Strategy on the Formation of Labour Market Action Plan 2015-2018. 4.5-4.11 (Drafting methods for anticipation, Studying demand on the labour market, Developing LMIS concept and action plan, Institutionalising LM demand study, Conducting quantitative and qualitative sectoral studies, Set-up and development of the LMIS through special studies)</i> <i>Government Resolution on LMIS 2014: Indicator 1.1 A central unit collects, analyses and disseminates LM-related information; Result 4.2 Institutionalisation of labour market surveys</i> <i>SME Development Strategy Action Plan 2016-2017: 3.1 Identification of LM needs for SMEs and development of relevant employment programmes; and 3.2 Training Needs Assessment for SME sector in Georgia</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: Operational skills anticipation system based on regular sectoral/national and regional skills needs analysis
Department	Ministry of Economy and Sustainable Development of Georgia (MoESD) Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPHLSA) Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Indicator type	Qualitative process/output indicator
Measurement unit	Report. Availability of an analytical report published on the website of the MoESD.
Calculation method	National Skills Anticipation Report 2022, covering the whole economy and with a 5-year time perspective is available and published on the MoESD Website by the end of April 2023 For full achievement of the target: National skills anticipation will include as a minimum the following parameters for 5-year time: (a) macroeconomic projection, (b) employment changes in the whole economy, (c) replacement needs, and (d) demographic trends for labour supply Partial achievement of the target: (i) If the analysis includes only three parameters listed above; or (ii) If the analysis includes all four parameters above, but makes an anticipation for a shorter period than 5 years.
Disaggregation	N/A
Data collection method	Verification on the Website of the MoESD
Measurement periodicity	Annual

Department responsible	Ministry of Economy and Sustainable Development (MoESD) LMAD, or, in the case of institutional redistribution of roles, the Ministry and Unit responsible for the national LMIS
Delivery date	Draft report will be available by end of 2022. Final report will be available and published by end of April 2023
Limitations and bias	The experiences from other countries showed that the first anticipation exercise is generally a learning experience, to be developed and improved over time. Therefore, the expectations about the first trial should not be too high when assessing the achievement of the indicator. Data availability and preciseness may be a limitation for the analyses and may need to be complemented by other evidence and sources as well as expert judgements.
Mean of interpretation	This is a labour market projection to identify current and future labour market developments. The aim is to anticipate future imbalances of labour demand and supply based on current trends and develop an early warning mechanism to help alleviate potential imbalances.
Change in methodology	N/A.
Baseline	0 - No labour market projection is available on the dynamics of labour demand and supply at national and regional levels, although this is one of the objectives of the Labour Market Action Plan 2015-2018.
Targets	Publication of National Skills Anticipation Report with a 5-year outlook.
Comments	Skills anticipation stands for all attempts to capture the current and future relationship of skill supply and demand and identify changing skill requirements of a country, by economic sectors for now and future. Different quantitative and qualitative methods can be used for skills anticipation. Differences of methods primarily stem from data availability, quality and reliability, but also different economic, cultural and institutional structures across countries. The most commonly used anticipation method is skills anticipation, with quantitative modelling. The components and accuracy of skills anticipation depends on existing databases, information resources and access to evidence. More information can be found on: ETF-Cedefop-ILO (2016), Developing skills foresights, scenarios and forecasts - Guide to anticipating and matching skills and jobs Vol. 2. http://www.etf.europa.eu/web.nsf/pages/Vol_2_Developing_skills_foresights Cedefop example: http://www.cedefop.europa.eu/en/themes/identifying-skills-needs http://www.cedefop.europa.eu/en/events-and-projects/projects/forecasting-skill-demand-and-supply The Netherlands example: http://www.fdewb.unimaas.nl/roa
Roadmap	The achievement of this target will require a relevant methodology. The main tool to be used is a mathematical model developed from different quantitative methods, sometimes combined or complemented by qualitative methods, which requires long-time series data of past trends as well as making assumptions on the future of the economy, labour market, and other relevant issues according to elaborated methodology. Respectively, the methodology will be developed based on existing sources and their purity/accuracy, which determines eventually the main tool of anticipation. Key components of 'national skills anticipation' are macroeconomic projection, employment changes, replacement needs, labour and skill supply trends, and estimation of demand and supply imbalances. This will help understand where the jobs of the future will be concentrated and what labour and skills demand will be in a five-year time perspective.

Indicator number 2.1	Share of territorial employment offices nationwide applying the new employment service model
Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on Employment Promotion Services (2014); Government Resolution on ALMPs (2016)</i>
Objective	<i>State Strategy on the Formation of Labour Market Action Plan 2015-2018; Result 3.3: Provision/improvement of intermediary services, implementing individual and group consultations Government Resolution on Employment Promotion Services (2014); Result 2.2 Reform of employment support services delivery; 3.3. Delivery and development of intermediary services Government Resolution on ALMPs (2016); Result 6.3 The quality of employment services is improved and they are accessible for the job seekers</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1. Relevant skills-matching services accessible in the selected regions 1.2 Increase availability of career guidance and counselling, job intermediation and labour market integration services
Department	Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoHLSA)
Indicator type	Quantitative and qualitative output indicator
Measurement unit	Replicated "New service model"
Calculation method	Number of regional and district branches of SSA/ESS providing NSM/Total number of regional and district branches of SSA/ESS Full achievement of the target: "New employment service model" is provided by at least 30% of all SSA/ESS territorial units nationwide (requiring 21 territorial units to implement the model). Partial achievement of the target: "New employment service model" is provided by at least 27% of all SSA/ESS territorial units nationwide (requiring 19 territorial units to implement the model)
Disaggregation	N/A
Data collection method	Administrative data collected by all territorial units sent to SSA/ESS Headquarters. Annual Activity Report by the SSA/ESS Headquarters.
Measurement periodicity	Annual
Department responsible	Social Services Agency Employment Programmes Department (SSA/ESS) / Department of Labour Market and Employment Policy, Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPLHSA)
Delivery date	Indicator 1.2.1: Administrative data collected by all territorial units sent to SSA/ESS Headquarters by 31/12/2019 and Annual Activity Report by the SSA/ESS Headquarters available and published at latest by April 2020 on SSA/ESS website (www.ssa.gov.ge).

Limitations and bias	The NSM developed by the Twinning project by the end of 2016 might undergo several changes during the process of replication in different regions not in terms of its content (essence) but in terms of arrangement of the services (making more emphasis on certain tools), based on the observation of its performance in different circumstances.
Mean of interpretation	The major change in the service delivery process on the country level will be integration of ALMP in the NSM. These adjustments will induce rearrangement of HR resources on regional and district levels of the SSA/ESS offices, and create the basis for the establishment and reinforcement of services on local/regional level with more HR resources for the execution of the tasks. As a result of the NSM, an increased number of services should be provided by the offices to an increased number of beneficiaries (both jobseekers and employers), contributing to better employability of men and women.
Change in methodology	N/A
Baseline	As of 2017, 15 out of 70 territorial units have been implementing "new employment service model", reaching 21% of all units.
Targets	New employment service model is provided by at least 30% of all SSA/ESS territorial units nationwide
Comments	SSA/ESS has 10 regional centres and 60 district branches throughout Georgia in all municipalities, totalling 70 territorial units. In 2017, the NSM was replicated in 15 out of 70 territorial units, reaching 21% of all units. Therefore, it is reasonable for SSA/ESS to reach 30% (21 units) in 2019. In the case of restructuring of the SSA/ESS territorial network, accessibility of the population to employment services have to be ensured. The New Service Model (NSM) of the Employment Support Services under the Social Service Agency was introduced in 2016 with the support of the EU Twinning project. Based on the SSA/ESS Institutional Reform Plan prepared by the Twinning Project, the Ministry adopted the amendment 04-530/o of 01/08/2017 to the SSA's charter (decree #01-474/o of 31/12/2009 on Approving Charters for SSA Regional and Territorial Units). With this change, the structure and functions of the ESS have been revised to reflect its expanded role in the labour market management processes, describing the basic functionalities of a well-established Public Employment Service. The 'New Service Model' refers to the improved range and quality of employment services provided to job-seekers and employers, proactive and standardised work methods connected to each of the services, proper delivery of all services and partnership building and cooperation with other institutions. The model and the services were piloted in 2 district branches of Tbilisi between June and November 2016. The pilot offices served 1852 job-seekers using modern employment service techniques introduced in the framework of the project. During the pilot implementation 1405 new job posts were reported to the pilot offices, while the SSA reached 157 new employers as an outcome of the pilot. 49 job-seekers were placed during the six months of the pilot as a result of employment mediation, apart from those who were encouraged to search for a job independently. More than 140 SSA staff members participated and completed internal training and coaching sessions in order to be able to implement the services as part of the New Service Model. Further 14 SSA/ESS employees were trained as (in-house) trainers in the delivery of employment services in line with the NSM covering the following areas: working with job-seekers; working with employers; individual and group counselling. These newly trained SSA trainers delivered trainings to other colleagues on the above-mentioned topics. As part of this, the training programme for job-search skills development and group counselling was also developed and tested to be further replicated throughout the country (Twinning, Final report, 2017).
Roadmap	For the NSM to be implemented properly, at least one (full-time) trained employment specialist is required in each territorial unit to deal

	with both job-seekers and employers in all aspects. As regards the regional centres, at least 2-3 full-time trained employment specialists are needed to provide additional support to district branches on various issues. In addition to human resources, the units also need some degree of autonomy and financial resources available for daily delivery of services (e.g. money for transportation costs of staff and/or job-seekers, pocket money for trainees). The full implementation of this indicator will be linked to the adoption of "Employment Services Act" to further transform SSA/ESS into a modern and efficient public employment service, with the necessary financial and human resources required. It is also expected that the Labour Market Strategy Action Plan to be revised beyond 2018 will include similar targets to be achieved. For the steps of implementation, please see the following documents of the EU Twinning Project for the capacity building of ESS/SSA during 2015-2016: SSA Functional Review 2015, SSA Institutional Reform Plan 2016, Final Twinning Report on Capacity Building of the Employment Support Services (ESS) in Georgia, 2017.
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Indicator number 2.2	Number of job intermediations provided by employment offices nationwide
Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on Employment Promotion Services (2014); Government Resolution on ALMPs (2016)</i>
Objective	<i>State Strategy on the Formation of Labour Market Action Plan 2015-2018, Results 3.3 and 3.5: Provision/improvement of intermediary services, Developing/implementing individual and group consultations, Implementing and offering the service of professional counselling and career planning;</i> <i>Government Resolution on Employment Promotion Services (2014): Result 2.2 Reform of employment support services delivery; 3.3. Delivery and development of intermediary services,</i> <i>Government Resolution on ALMPs (2016): Result 6.1 and 6.2 Legal framework providing the base for comprehensive active labour market policies system in place (employment services act), Result 6.3 The quality of employment services is improved and they are accessible for the jobseekers</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1. Relevant skills-matching services accessible in the selected regions 1.2 Increased availability of career guidance and counselling, job intermediation and labour market integration services
Department	Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoHLSA)
Indicator type	Quantitative outcome indicator
Measurement unit	Percentage

Calculation method	The total number of job intermediations provided by SSA/ESS office nationwide in 2020 - The total number of job intermediations provided by SSA/ESS office nationwide in 2017/ The total number of job intermediations provided by SSA/ESS office nationwide in 2017. Job intermeditation refers here to the number of jobseeker beneficiaries who received support from SSA/ESS to find a job, not to the number of job placements as a result. Please note that not all job intermediations end with job placement. Full achievement of the target: At least 10% increase in the total number of job intermediations provided by SSA/ESS offices nationwide compared to the baseline of 2017. Partial achievement of the target: At least 7% increase in the total number of job intermediations provided by SSA/ESS.
Disaggregation	N/A
Data collection method	Administrative data collected by all territorial units, sent to the SSA/ESS headquarters. Annual Activity Report by the SSA/ESS Headquarters.
Measurement periodicity	Annual
Department responsible	Social Services Agency Employment Programmes Department (SSA/ESS) / Department of Labour Market and Employment Policy, Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPLHSA)
Delivery date	Administrative registers of the SSA available as of 31/12/2020 and SSA/ESS Annual Activity Report 2020 available and published at the latest by April 2021 on the SSA/ESS website (www.ssa.gov.ge).
Limitations and bias	Very limited staff in the SSA/ESS; the quality of services and of the service registry system (reporting to the HQ) may vary depending on the location and capacity of units.
Mean of interpretation	This refers to the provision of active intermeditation services in all SSA/ESS territorial units and the increase of job intermediations as a result. Job intermeditation refers to the process by which SSA/ESS staff actively help job-seekers find a job that is suitable to their skills and interests and an employer to find suitable candidates for the vacant position (matching). The service includes the following four steps: screening of jobseekers in terms of qualifications, work experience and interests; screening of relevant vacancies to find the match; pre-selection of candidates for the vacancies that match; and enabling communication between jobseekers and employer on the vacancy.
Change in methodology	N/A
Baseline	In 2017, 2469 jobseekers were provided job intermeditation services by the SSA/ESS.
Targets	At least 10% increase in the total number of job intermediations provided by SSA/ESS offices nationwide
Comments	In 2016, this number was 2899 job intermediations. Thus, the numbers in 2017 represent 430 less beneficiaries (14.8% decrease) compared to the previous year. In 2016, SSA/ESS has collected 3980 vacancies and registered 597 employers with vacancies in 2016. It conducted pre-selection of candidates according to the requirements of the vacant posts, provided information on the preselected candidates to employers, enabled communication between employers and jobseekers and arranged job interviews. In addition to intermeditation for 2899 jobseekers, 3072 individual consultations and 140 group consultations were provided for 891 participants. 216

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	jobseekers were placed on the vacant positions as a result. The term 'job intermediation' is used to describe the process by which employment agencies actively help their job-seekers find work, into a job that is suitable to their skills and interests. This service must be open for anyone looking to find a suitable job based on previous work experience and skills. Job intermediation service includes the following types of activities: collection of vacancies, pre-selection and mobilization of jobseekers for the vacant position according to their skills and interests, conducting individual or group consultations with the pre-selected candidates, preparation for the job interview and enabling the communication between the jobseeker and employer. The service is directed at both jobseekers and employers with vacant positions. The SSA/ESS office acts as an intermediate and is involved in the hiring process by interviewing jobseekers to find a suitable work where the candidate's skills and experience would benefit the company or position in question. The overall goal is to provide matching of companies and jobseekers with the best fit possible based on personality, experience and skills. For info: ETF-Cedefop-ILO (2015), The role of employment service providers - Guide to anticipating and matching skills and jobs Vol 4, available at: http://www.etf.europa.eu/web.nsf/pages/Vol_4_Employment_service_providers Employment services: http://www.etf.europa.eu/web.nsf/pages/Employment_service_providers
Roadmap	For an effective provision of job intermediation, it is advisable to have one full-time trained employment specialist in each territorial unit to deal with both job-seekers and employers. Besides staff training, the district branches are mentored in their services at least for a period of 3-6 months. As regards the regional centres, it is advisable to have 2-3 full-time trained employment specialists to provide additional support to district branches on various issues. In addition to human resources, the units also need some degree of autonomy and financial resources available for daily delivery of services (e.g. money for transportation costs of staff and/or job-seekers regarding interviews or vacancies). The implementation of this indicator will be also linked to the adoption of "Employment Services Act" to further transform SSA/ESS into a modern and efficient public employment service, with the necessary financial and human resources required. It is also expected that the Labour Market Strategy Action Plan to be revised beyond 2018 will include similar targets to be achieved.

Share of territorial employment offices nationwide applying the new employment service model	
Indicator number 2.3	
Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on Employment Promotion Services (2014); Government Resolution on ALMPs (2016)</i>
Objective	<i>State Strategy on the Formation of Labour Market Action Plan 2015-2018; Result 3.3: Provision/improvement of intermediary services, implementing individual and group consultations</i> <i>Government Resolution on Employment Promotion Services (2014); Result 2.2 Reform of employment support services delivery; 3.3. Delivery and development of intermediary services</i> <i>Government Resolution on ALMPs (2016); Result 6.3 The quality of employment services is improved and they are accessible for the job seekers</i>

Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1. Relevant skills-matching services accessible in the selected regions 1.2 Increase availability of career guidance and counselling, job intermediation and labour market integration services	
Department	Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoHLSA)	
Indicator type	Quantitative and qualitative output indicator	
Measurement unit	Replicated "New service model"	
Calculation method	Number of regional and district branches of SSA/ESS providing NSM/Total number of regional and district branches of SSA/ESS Full achievement of the target: New employment service model is provided by at least 60% of all SSA/ESS territorial units nationwide (requiring 42 territorial units to implement the model). Partial achievement of the target: New employment service model is provided by at least 50% of all SSA/ESS territorial units nationwide (requiring 35 territorial units to implement it)	
Disaggregation	N/A	
Data collection method	Administrative data collected by all territorial units sent to SSA/ESS Headquarters. Annual Activity Report by the SSA/ESS Headquarters.	
Measurement periodicity	Annual	
Department responsible	Social Services Agency Employment Programmes Department (SSA/ESS) / Department of Labour Market and Employment Policy, Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPLHSA)	
Delivery date	Indicator 1.2.1: Administrative data collected by all territorial units sent to SSA/ESS Headquarters by 31/12/2021 and Annual Activity Report by the SSA/ESS Headquarters available and published at the latest by April 2022 on SSA/ESS website (www.ssa.gov.ge).	
Limitations and bias	The NSM developed by the Twinning project by the end of 2016 might undergo several changes during the process of replication in different regions not in terms of its content (essence) but in terms of arrangement of the services (making more emphasis on certain tools), based on the observation of its performance in different circumstances.	
Mean of interpretation	The major change in the service delivery process on the country level will be the integration of ALMP in the NSM. These adjustments will induce rearrangement of HR resources on a regional and district levels of the SSA/ESS offices, and create basis for the establishment and reinforcement of services on local/regional level with more HR resources for the execution of the tasks. As a result of NSM, an increased number of services should be provided by the offices to an increased number of beneficiaries (both jobseekers and employers), contributing to better employability of men and women.	
Change in methodology	N/A	
Baseline	As of 2017, 15 out of 70 territorial units have been implementing "new employment service model", reaching 21% of all units.	

Targets	New employment service model is provided by at least 60% of all SSA/ESS territorial units nationwide
Comments	SSA/ESS has 10 regional centres and 60 district branches throughout Georgia in all municipalities, totalling 70 territorial units. In 2017, the NSM was replicated in 15 out of 70 territorial units, reaching 21% of all units. Therefore, it is reasonable for SSA/ESS to reach 60% (42 units) in 2021. The indicator 2.1 of 2019 for the same services with the target of 30% will also help achieve this indicator. In the case of restructuring of the SSA/ESS territorial network, accessibility of the population to employment services has to be ensured. The New Service Model (NSM) of the Employment Support Services under the Social Service Agency was introduced in 2016 with the support of the EU Twinning project. Based on the SSA/ESS Institutional Reform Plan prepared by the Twinning Project, the Ministry adopted the amendment 04-530/o of 01/08/2017 to the SSA's charter (decree #01-474/o of 31/12/2009 on Approving Charters for SSA Regional and Territorial Units). With this change, the structure and functions of the ESS have been revised to reflect its expanded role in the labour market management processes, describing the basic functionalities of a well-established Public Employment Service. The 'New Service Model' refers to the improved range and quality of employment services provided to job-seekers and employers, proactive and standardised work methods connected to each of the services, proper delivery of all services and partnership building and cooperation with other institutions. The model and the services were piloted in 2 district branches of Tbilisi between June and November 2016. The pilot offices served 1852 job-seekers using modern employment service techniques introduced in the framework of the project. During the pilot implementation 1405 new job posts were reported to the pilot offices, while the SSA reached 157 new employers as an outcome of the pilot. 49 job-seekers were placed during the six months of the pilot as a result of employment mediation, apart from those who were encouraged to search for a job independently. More than 140 SSA staff members participated and completed internal training and coaching sessions in order to be able to implement the services as part of the New Service Model. Further 14 SSA/ESS employees were trained as (in-house) trainers in the delivery of employment services in line with the NSM covering the following areas: working with job-seekers; working with employers; individual and group counselling. These newly trained SSA trainers delivered trainings to other colleagues on the above-mentioned topics. As part of this, the training programme for job-search skills development and group counselling was also developed and tested to be further replicated throughout the country (Twinning, Final report, 2017). For the NSM to be implemented properly, at least one (full-time) trained employment specialist is required in each territorial unit to deal with both job-seekers and employers in all aspects. As regards the regional centres, at least 2-3 full-time trained employment specialists are needed to provide additional support to district branches on various issues. In addition to human resources, the units also need some degree of autonomy and financial resources available for daily delivery of services (e.g. money for transportation costs of staff and/or job-seekers, pocket money for trainees). The full implementation of this indicator will be linked to the adoption of "Employment Services Act" to further transform SSA/ESS into a modern and efficient public employment service, with the necessary financial and human resources required. It is also expected that the Labour Market Strategy Action Plan to be revised beyond 2018 will include similar targets to be achieved. For the steps of implementation, please see the following documents of the EU Twinning Project for the capacity building of ESS/SSA during 2015-2016: SSA Functional Review 2015, SSA Institutional Reform Plan 2016, Final Twinning Report on Capacity Building of the Employment Support Services (ESS) in Georgia, 2017.
Roadmap	

Indicator number 2.4	Number of job placements brokered by employment offices nationwide	
Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on Employment Promotion Services (2014); Government Resolution on ALMPs (2016)</i>	
Objective	<u>State Strategy on the Formation of Labour Market Action Plan 2015-2018</u>. Results 3.3 and 3.5: <i>Provision/improvement of intermediary services, Developing/implementing individual and group consultations, Implementing and offering the service of professional counseling and career planning;</i> <u>Government Resolution on Employment Promotion Services (2014)</u>: Result 2.2 <i>Reform of employment support services delivery</i>; 3.3. <i>Delivery and development of intermediary services,</i> <u>Government Resolution on ALMPs (2016)</u>: Result 6.1 and 6.2 <i>Legal framework providing the base for comprehensive active labour market policies system in place (employment services act), Result 6.3 The quality of employment services is improved and they are accessible for the jobseekers</i>	
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1. Relevant skills-matching services accessible in the selected regions 1.2 Increased availability of career guidance and counselling, job intermediation and labour market integration services	
Department	Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoHLSA)	
Indicator type	Quantitative outcome indicator	
Measurement unit	Percentage	
Calculation method	(The total number of job placements brokered by SSA/ESS offices nationwide in 2021 /The total number of job placement brokered by SSA/ESS office nationwide in 2017) – 1 Full achievement of the target: At least 50% increase of the total number of job placements brokered by SSA/ESS offices nationwide, compared to the baseline year of 2017 Partial achievement of the target: At least 30% increase of the total number of job placements brokered by SSA/ESS offices.	
Disaggregation	By gender	
Data collection method	Administrative data collected by all territorial units, sent to the SSA/ESS headquarters. Annual Activity Report by the SSA/ESS Headquarters.	

Measurement periodicity	Annual
Department responsible	Social Services Agency Employment Programmes Department (SSA/ESS) / Department of Labour Market and Employment Policy, Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPLHSA)
Delivery date	Administrative registers of the SSA available as of 31/12/2021 and SSA/ESS Annual Activity Report 2021 (which includes the number of annual job placements made by gender, age groups and regions) available and published at latest by April 2022 on the SSA/ESS website (www.ssa.gov.ge).
Limitations and bias	Very limited staff in the SSA/ESS; the quality of services and service registry system (reporting to the HQ) may vary depending on the location and capacity of units.
Mean of interpretation	This refers to the full application of pro-active job intermediation services provided by the SSA/ESS territorial units. Job placement is the term used to describe the process by which employment agencies actively help their job-seekers to find a job that is suitable to their skills and interests. Excluding online matching, it includes all job placements made through job intermediation; job fairs; wage subsidies; professional training-retraining; internship; career guidance and counselling.
Change in methodology	N/A
Baseline	In 2017, 1775 job placements were made in total thanks to employment services in 2017. 970 of these job placements were for women jobseekers (54.6%), and 805 were for men jobseekers (45.3%). This number excludes any online matching (Worknet), but includes all job placements made through providing the following services (as a result of these services) – after job intermediation: 399; after wage subsidies: 22; after the professional training-retraining: 521, after internship: 46, within the framework of supported employment programme 42 and with the assistance of partner organisations: 14.
Targets	At least 50% increase of the total number of job placements brokered by SSA/ESS offices nationwide
Comments	In 2017, 138 388 jobseekers registered on Worknet out of which 113 969 were active users. 5711 job vacancies were posted on the online Worknet portal. Out of this, 1775 job placements were made in total thanks to employment services in 2017. 970 of these job placements were for women jobseekers (54.6%), and 805 were for men jobseekers (45.3%). Job placement includes two main types of services. One is directed at the job seeker and the other to an employer looking to hire new workers. The SSA/ESS works as an intermediary in the hiring process by interviewing the employee to find a suitable place of employment, where the candidate's skills and experience would benefit the company or position in question. The overall goal of the job placement is to provide both the company and the job seeker with the best-fit possible based on personality, experience and skills. For more info: ETF-Cedefop-ILO (2015), The role of employment service providers - Guide to anticipating and matching skills and jobs Vol. 4, available at: http://www.etf.europa.eu/web.nsf/pages/Vol_4_Employment_service_providers Employment services: http://www.etf.europa.eu/web.nsf/pages/Employment_service_providers

Roadmap	For an effective delivery of job placement, at least 2-3 (full time) trained employment specialists are needed in each regional centre. As they provide additional support to district branches on various employment issues in their regions, they also need to cooperate with at least one (full time) trained employment specialist from each district branch. There should also be financial resources at the disposal of the employment specialist for his/her local transportation in the region to meet with employers. The implementation of this indicator will also be linked to the adoption of "Employment Services Act" to further transform SSA/ESS into a modern and efficient public employment service, with the necessary financial and human resources required. It is also expected that the Labour Market Strategy Action Plan to be revised beyond 2018 will include similar targets to be achieved.
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Indicator number 2.5	Employment rate of young people aged 15-29 with vocational education and training nationwide
Policy	<i>State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on Employment Promotion Services (2014); Government Resolution on ALMPs (2016); VET Development Strategy 2013-2020</i>
Objective	<i>State Strategy on the Formation of Labour Market Action Plan 2015-2018, Results 3.3 and 3.5: Provision/improvement of intermediary services</i> <i>Government Resolution on Employment Promotion Services (2014): Result 3.3. Delivery and development of intermediary services,</i> <i>Government Resolution on ALMPs (2016): Result 6.1 and 6.2 Legal framework providing the base for comprehensive active labour market policies system in place (employment services act)</i> <i>VET Development Strategy 2013-2020 and Action Plan: Improving the quality and relevance of VET education</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1. Relevant skills-matching services accessible in the selected regions 1.2 Increased availability of career guidance and counselling, job intermediation and labour market integration services
Department	Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPLHSA) Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Indicator type	Quantitative impact indicator
Measurement unit	Percentage
Calculation method	(The employment rate of young people aged 15-29 with VET education in 2022/ the employment rate of young people aged 15-29 with VET education in 2017-1) *100. Full achievement of the target: The employment rate of young people aged 15-29 with VET education nationwide increased by at least

	10% compared to the baseline year of 2017. This means that their employment rate is foreseen to increase to at least 56.4% in 2022. Partial achievement of the target: the employment rate of young people aged 15-29 with VET education increased by 8%. This means that their employment rate is foreseen to increase to at least 55.4% in 2022
Disaggregation	By age
Data collection method	Labour Force Survey data from the households. Geostat has 11 categories of 'achieved level of education' in the LFS questionnaire. The calculation of VET educated youth aged 15-29 include all those who completed one of the three types of VET education listed in the LFS questionnaire: vocational programme, secondary professional programme and higher professional programme. The last type (higher professional program) are not bachelor programmes, but rather short VET training programmes provided by universities. Therefore, all cycles of VET programmes are included in the calculation, with the exception of bachelor degrees. Any new types of vocational education programmes introduced later and included in the LFS would also be included.
Measurement periodicity	Annual
Department responsible	GEOSTAT
Delivery date	GEOSTAT LFS 2022 results, proxy available March 2023, to be available and published by Geostat on its website in June 2023 (www.geostat.ge)
Limitations and bias	Employment rates of young people can be affected by many factors, in particular the economic cycle. The rate can also be affected by changes in Geostat methodology of LFS, but this is unlikely as they have just started a new methodology in 2017.
Mean of interpretation	This indicator measures the improvement of youth employability and transition from school to work. Employment rates are sensitive to the economic cycle, but in the longer term, they are significantly affected by governments' education and income support policies and by policies that facilitate employment of youth. An increased employment rate of young VET graduate indicate also the relevance of VET qualifications to the needs of the labour market which require a close cooperation between VET providers and employers both for the design of programmes and qualifications as well as for their delivery and provision.
Change in methodology	Geostat has been conducting LFS as a module of the integrated household survey until 2016. Since January 2017 Geostat conducts LFS as a separate survey and the methodology largely follows the EU Labour Force Survey.
Baseline	In 2017, the employment rate of young people aged 15-29 with VET education was 51.3% (Geostat LFS data).
Targets	An increase of at least 10% of the baseline of 2017 in the employment rate of young people aged 15-29 with VET education nationwide
Comments	According to Geostat LFS data, in 2017 the number of employed youth aged 15-29 with VET education was 37 000 (12.3% of total employed youth), compared to 96 300 employed youth with tertiary education (32.0 % of total employed youth), and 128 000 employed youth with secondary general education (42.6% of total employed youth). Therefore, the share of employed youth with VET education is relatively small in employment figures compared to employed youth with other types of education. Moreover, some youth with VET education might not immediately enter the labour market and rather prefer to continue with their (general/higher) education. Looking at the past trends, the employment rate of young people aged 15-29 with VET education was 47.6% in 2014, 46.2% in 2015, 49.9% in 2016 and 51.3% in 2017 at national level. Thus, a positive trend of gradual increase in youth employment can be observed over

	the last years, although there was also a decrease observed from 2014 to 2015. For the review mission preliminary LFS data from Geostat will be made available and used, while for the EU assessment and final decision regarding the tranche payment the final data will be taken into consideration. Geostat uses the standard ILO definition of employment: “any work performed for at least one hour independently or together with others in order to get salary, profit or other labour compensation (in cash or in kind) during the last 7 days”. The employment rate is calculated as the ratio of the employed to the working age population. Employed youth 15-29 with VET education are those who reported that they have worked in gainful employment for at least one hour in the previous week or who had a job but were absent from work during the reference week.
Roadmap	Geostat will calculate the “employment rate of youth 15-29 with VET education” on a yearly basis and it is expected that Geostat will publish it regularly with other labour market indicators every year in June for the previous year. The rate is calculated from the annual LFS data for the youth 15-29 who completed any cycles of VET programmes, except bachelor degrees.

Indicator number 3.1	Availability of evidence and analysis on socioeconomic indicators of VET students
Policy	<i>VET Development Strategy 2013-2020; Unified Strategy on Education and Science of Georgia 2017-2021; State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on LMIS (2014)</i>
Objective	<i>VET Development Strategy and Action Plan 2013-2020 Outcome 1.3 Availability of information (statistics, indicators and analysis) to support monitoring, regulation and evidence-based policy development</i> <i>VET Strategy Mid-Term Evaluation (2016): One of the key findings and of the key recommendations is the inclusion of private VET providers in the public policies and in the EMIS database</i> <i>Unified Strategy on Education and Science of Georgia 2017-2021: Strategic objective 1. Compliance of the vocational education with the requirements of the labour market and internationalization of the system</i> <i>Government Resolution on LMIS (2014) 1.1 Collection, analyses and dissemination of LM-related data, including education and VET statistics</i> <i>Strategy on the Formation of Labour Market: 4.5 Drafting methods for anticipation needs sound education and VET data</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1. Relevant skills-matching services accessible in the selected regions 1.1 Operational skills anticipation system based on regular sectoral/national and regional skills needs analysis
Department	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Indicator type	Qualitative output indicator
Measurement unit	Availability of a report on the MoESCS Website

Calculation method	Analysis of the socioeconomic background of VET students will include, in addition to the numbers of VET providers and teachers, students by VET qualification programmes and by college locations/ regions (including both public and private authorised or quality assured institutions as per the VET law), a qualitative profile analysis of VET students by sex, age groups, education at entry level and social vulnerability status of the family. The report shall include <i>key findings, conclusions and recommendations</i>. Full achievement of the target will incorporate all the elements listed above including conclusions and recommendations. Partial achievement of the target will include <i>key findings</i> on the number of students by VET qualification programmes and by college locations/ regions, and an analysis of VET students by sex, age groups, education at entry level, and social vulnerability status of the family.
Disaggregation	N/A
Data collection method	Verification on the MoESCS Website
Measurement periodicity	Annual
Department responsible	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS) and Education Management Information System (EMIS)
Delivery date	2019: Report on socioeconomic background analysis of VET students available and published on the MoESCS website by April 2020.
Limitations and bias	The quality of the analysis depends on the quality and comprehensiveness of EMIS database, especially concerning private providers.
Mean of interpretation	An analysis of VET student profiles can help better monitor the VET system and develop an effective tracking system of students for an early warning before they leave education and become NEETs or unemployed. Furthermore, VET policy development can benefit from knowing the main sociological and economical characteristics of its typical clientele: namely, what kind of students choose VET and why by looking at their socio-economic profile.
Change in methodology	N/A
Baseline	0 – No socio-economic background analysis is done.
Targets	The MoESCS assessment report on socio-economic background of VET students available for policy evidence
Comments	Until 2017, the EMIS database focused primarily on the public VET providers, but it has recently started to cover private VET providers. The EU Programme on Public Administration Reform (PAR) will help improve policy planning and coordination capacity of the line ministries (MoESCS, MoESD, MoIDPLHSA) along with the other complementary measures of this programme.
Roadmap	When the full registry of the both public and private VET qualification programmes is completed in terms of detailed data for VET students, the database can be exploited to analyse the VET students in more qualitative details. This is more than publishing numbers in a 'statistical bulletin' and rather giving meaning/ interpretation to the statistics with a qualitative analysis.

Indicator number 3.2	Number of VET teachers who completed a full course on pedagogy
Policy	<i>Unified Strategy on Education and Science of Georgia 2017-2021; VET Development Strategy 2013-2020</i>
Objective	<i>VET Development Strategy and Action Plan 2014-2020: Outcome 4. Cadres of VET educators prepared in modern education techniques and the latest developments in their field of expertise, and capable of drawing out the best from their students in terms of both skills and personal fulfilment.</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Results: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth; 2.1 Flexible skills development system including both private and public provision based on the needs of learners and employers
Department	Ministry of Education and Science, Culture and Sports (MoESCS)
Indicator type	Quantitative output indicator
Measurement unit	Total number
Calculation method	The total number of VET teachers in 2019 in all authorised VET provider institutions who have completed the full pedagogical course of five modules by 31/12/2019. Full achievement of the target: At least 400 teachers have completed a full course on pedagogy (5 modules) and received a certificate or equivalent on the completion of the course. Partial achievement of the target: At least 300 teachers have completed a full course on pedagogy (5 modules) and received a certificate or equivalent on the completion of the course.
Disaggregation	N/A
Data collection method	Administrative data from MoESCS/EMIS
Measurement periodicity	Annual
Department responsible	Teacher Professional Development Center (NCTPD), Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Delivery date	2019: Administrative data referring to 31/12/2019 available from the MoESCS/EMIS at the latest by April 2020
Limitations and bias	Low interest from private providers to ensure teachers participation in the course.
Mean of interpretation	The improvement of the pedagogical skills of VET teachers will enhance the quality and employability of VET students.
Change in methodology	N/A

Baseline	152 trained VET teachers who completed the course (5 modules) on pedagogy in 2017
Targets	At least 400 VET teachers have completed a full course on pedagogy
Comments	The modular training course on pedagogy has been developed by the NCTPD in cooperation with international partners and experts to equip the VET teachers with core pedagogical competences to deliver training programmes for learners. These five modules are the basis of the pedagogical course and include approx. 27 days of face-to-face training and individual project work.
Roadmap	This refers to VET teachers from authorised VET providers who completed a full course on pedagogy. The course has been developed in cooperation with international partners and consists of 5 modules which are as follows: 1) students individual needs, 2) how to organise learning environment, 3) effective learning methods, 4) students assessment, 5) self-assessment and professional development. Modules have already been developed, piloted and implemented.

Indicator number 3.3	Number of VET students with special needs
Policy	<i>VET Development Strategy 2013-2020</i> <i>Unified Strategy on Education and Science of Georgia 2017-2021;</i>
Objective	<i>VET Development Strategy 2013-2020: Objective 2. A nationwide network of well-funded and well managed public and private VET providers, equipped with relevant facilities and modern up-to-the minute equipment, accessible to all participants regardless of their social status, geographical location, gender, physical or mental condition</i> <i>Unified Strategy on Education and Science of Georgia 2017-2021: Strategic objective 2: Ensure access to vocational education based on the principle of lifelong learning</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Results: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth; 2.1 Flexible skills development system including both private and public provision based on the needs of learners and employers
Department	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS); EMIS
Indicator type	Quantitative output indicator
Measurement unit	Percentage
Calculation method	(Number of VET students with special needs enrolled in 2020 / Number of VET students with special needs enrolled in 2017) – 1)*100 Full achievement of the target: At least 20% increase of enrolled VET students with special needs compared to baseline of 2017

	Partial achievement of the target: At least 15% increase of enrolled VET students with special needs
Disaggregation	N/A
Data collection method	VET providers administrative data
Measurement periodicity	Annual
Department responsible	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Delivery date	2020: Data will be available at the latest by the end of March 2021
Limitations and bias	MoESCS/EMIS data is a reliable source provided that all authorised institutions report annually their enrolments to them.
Mean of interpretation	This indicator encourages to promote and increase the enrolment of vulnerable students with special needs and identify policy measures and actions to increase their participation in VET, thus increasing their employability. It indicates on inclusiveness of VET.
Change in methodology	N/A
Baseline	244 students with special needs are enrolled in 2017 in public VET institutions
Targets	At least 20% increase of VET students with special needs
Comments	Ministry of Education, Science, Culture and Sport of Georgia started introduction of inclusive education in 2013. As a result, of various mechanisms introduced in the system VET became available for persons with special needs, although further work on ensuring full inclusiveness of VET throughout the country is challenging. The VET student with a special educational need is a person who has an intellectual/mental development disruption and / or sensory (hearing and vision) disorder and / or behavioural and emotional disorder and / or physical disruption and restriction (based on the decision of the MoESCS Multidisciplinary Group). The number of VET students with special needs has increased over time: 51 students in 2013, 152 in 2014, 224 students in 2015, 262 in 2016 and 244 in 2017.
Roadmap	The VET student with a special educational need is a person who has an intellectual/mental development disruption and / or sensory (hearing and vision) disorder and / or behavioural and emotional disorder and / or physical disruption and restriction.

Indicator number 3.4	Share of authorised VET providers delivering short-term LLL courses
Policy	<i>Unified Strategy on Education and Science of Georgia 2017-2021, Labour Market Formation Strategy and Action Plan</i>
Objective	<i>Unified Strategy on Education and Science of Georgia 2017-2021</i>. Strategic objective 2: Ensure access to vocational education based on the principle of lifelong learning <i>State Strategy on the Formation of Labour Market</i>. Result 3.3: <i>Provision/improvement of intermediary services, implementing individual and group consultations;</i> <i>Government Resolution on Employment Promotion Services (2014)</i>. Result 2.2 <i>Reform of employment support services delivery</i>; 3.3. <i>Delivery and development of intermediary services</i> <i>Government Resolution on ALMPs (2016)</i>. Result 6.3 <i>The quality of employment services is improved and they are accessible for the job seekers</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Results: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth; 2.1 Flexible skills development system including both private and public provision based on the needs of learners and employers
Department	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS); EMIS
Indicator type	Quantitative output indicator
Measurement unit	Percentage
Calculation method	(Number of all authorised (or any other quality assured as per the VET law) VET institutions which have delivered short-term course for LLL in 2021 and as reported on EMIS by 31 December 2021 * 100/ Number of all authorized VET institutions in 2021) The courses need to be of a minimum one day of duration. Full achievement of the target: At least 50% of all authorised VET institutions deliver short-term courses for lifelong learning including evidence on (1) retraining courses of the unemployed, (2) courses upon request of enterprises and/or organisations. Partial achievement of the target: Evidence that at least 40% of all authorised VET institutions deliver those two types of above-mentioned courses. Courses for lifelong learning include various types of courses attended by learners. They may include those considered as individual modules of formal VET qualifications, short-term courses, tailor made training programmes for enterprises or individuals, etc. The duration of training courses may vary and the providers are expected to issue a certificate of attendance or completion of the course as an evidence for participation. Training courses may be financed from different public or private sources or by trainees themselves. The authorised VET providers will collect data and report to the MoESCS on these enrolments. Learners at any age who enrol in formal full VET qualifications are not counted in this indicator.
Disaggregation	N/A

Data collection method	EMIS administrative data and reports
Measurement periodicity	Annual
Department responsible	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS), Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MOIDPLHSA)
Delivery date	2021: Data will be available at the latest by the end of March 2022
Limitations and bias	Willingness and coverage of VET providers to report if this remains voluntary. Quality assurance, financing policies, market demand etc. can affect the number of authorised VET providers and their capacity to provide courses for LLL.
Mean of interpretation	The indicator reflects the offer and demand for continuing learning, availability of practice and hence the opportunities for lifelong learning. It also shows the capacity of VET providers to design demand driven training courses. Data and information on lifelong learning activities delivered by the institutions help the government have a more comprehensive overview on a national VET provision in a lifelong learning context.
Change in methodology	N/A
Baseline	0 –
Targets	At least 50% of authorised VET providers deliver short-term courses for LLL
Comments	All authorised VET providers including private colleges provide data to EMIS. It is expected that they will start collecting and providing data on all learners attending short-term training courses and report them regularly (on an annual basis) to the MoESCS. However, this has not been a practice so far and besides sporadic information there is no systematic data or information on the volumes and types of short-term trainings organised by VET providers. This indicator monitors also the participation of adult population in VET. A systematic data collection on types of training courses, their duration, location, thematic coverage, age, etc. will allow to take stock on continuing training activities and adult learning and the demand and offer for it. It is expected that EMIS will introduce specific data entries in their registry and collect administrative reports from all authorised VET providers on an annual basis. By the decree of the SSA Director, currently 44 out of 99 institutions have permission to receive vouchers and provide short-term courses for the unemployed. In 2017 there were 34 providers which had permission to receive vouchers for the provision of short-term courses for the unemployed and which actually conducted training courses for them. The MoESCS will set the guidelines on what is counted as a 'short-term training course' and how it is recorded and reported.
Roadmap	MoESCS and EMIS to set reporting guidelines for all authorised VET institutions.

Indicator number 3.5	Average completion rate in formal VET programmes
Policy	<i>VET Development Strategy 2013-2020; Georgia 2016-2020; Unified Strategy on Education and Science of Georgia 2017-2021</i>
Objective	<i>VET Development Strategy 2013-2020: Outcome 7. Widespread recognition that vocational education and training is an attractive and rewarding pathway for personal development, as an extension to basic secondary education for young people, as a meaningful mechanism for career development for adults, and as a way to further develop talent in new areas of specialization for those needing to take advantage of and respond to shifts in labour market demands and opportunities</i> <i>Georgia 2016-2020: 3.2.3 Vocational training</i> <i>Unified Strategy on Education and Science of Georgia 2017-2021: Strategic objective 3: Popularization of professional education and increase of attractiveness</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Results: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth; 2.1 Flexible skills development system including both private and public provision based on the needs of learners and employers
Department	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Indicator type	Quantitative outcome indicator
Measurement unit	Percentage point
Calculation method	Completion rate from formal VET programmes funded by MoESCS (as per the VET law) of the cohort of 2020 (spring and autumn enrolment). Completion rate refers to the number of students who have enrolled in formal VET programmes in reference years - two years (maximum duration of VET qualification programs) before the baseline (2017) and target (2022) years. The completion rate is to be calculated taking into consideration all the formal VET programmes funded by MoESCS despite their qualification level, credit value and duration. This data entry is part of the EMIS database (MoESCS) where both enrolment and graduation data are provided by the quality assured VET providers (as per the VET Law) funded by the MoESCS on an annual basis. Calculation must be based on the calendar year for enrolment and graduation of the reference cohorts (2015 for the baseline and 2020 for the target) – i.e. the share of same students who enrolled in the beginning of the programme and who completed the same programme at the end. Full achievement of the target: The completion rate in formal VET programmes funded by the MoESCS (as defined by the new VET Law) is at least 5 percentage points higher compared to the baseline year 2017. Partial achievement of the target: the completion rate in formal VET programmes funded by the MoESCS (as defined by the new VET Law) is at least 3 percentage points higher.
Disaggregation	N/A
Data collection method	Administrative data

Measurement periodicity	Annual
Department responsible	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Delivery date	MoESCS data and calculation for 2022 to be available at the latest by April 2023
Limitations and bias	Data comes from a reliable administrative source (MoESCS). The limit might be an ability of providers to track students over time and whether they remained in the VET programmes from enrolment until its completion. One should therefore ensure that such data are consistent in terms of coverage over time and across programmes and the system is able to track the students and their progress from enrolment until completion. Special attention should also be paid to minimizing some common errors which may bias these flow-rates, such as: over-reporting enrolment by including repeaters (students who repeat the same grade/ class, particularly in grade one); incorrect distinction between new entrants and repeaters; transfers of students between grades and schools. The maximum duration of the programmes as well as the name of programme might change due to changes in policy, which might necessitate to observe the cohort for a rational (longer) period than indicated in the calculation method. In case of centralised reformulation of the qualification name or programme that might cause the mobility/migration of the students from one programme into another in the database, this should be counted as acceptable and put in the overall number.
Mean of interpretation	A completion rate is the proportion of students enrolled in formal VET programmes funded by the MoESCS started in a reference year that will eventually complete the programme. The completion rate indicates how well the VET system and institutions are able to retain the enrolled students and motivate them to complete the course or study. It reflects the internal efficiency of the VET system to retain the students and avoid drop-outs.
Change in methodology	Until 2016 the VET enrolments were calculated according to subject based programmes, while since 2017 the enrolments are primarily based on modular programmes. In the future there is an expectation that dual programmes as well as the VET programmes with integrated general education subjects, training and retraining programmes with a longer or shorter duration than either subject based or modular programmes may be introduced (they are already in pilot since 2016).
Baseline	69% in 2017 for the cohort of 2015.
Targets	At least 5 percentage point increase in the average completion rate in formal VET programmes
Comments	EMIS collects data on VET enrolments and graduation. While calculating the completion rate the number of students who completed the programme is compared with the number of students who enrolled in the same programme/group/field of studies at the beginning of the programme. The completion rate is calculated with reference cohorts and years. The completion rate is calculated as a ratio of the students number enrolled in the reference year in public VET institutions to the graduates of the same cohort with different scope and length of studies. The completion of a programme is based on the number of students of the reference cohort (2020 spring and autumn enrolment) who graduated in formal VET programmes funded by MoESCS by the end of the year 2022.
Roadmap	In some cases, to retain student and avoid drop-outs, this may require, for example, to organise more individualised learning paths, a flexible provision as well as recognition of prior learning including validation of non-formal and informal learning. Different measures can be developed and used both at national and institutional level aiming at the reduction of the drop-out rates and at the encouragement of completing the full course/study. Reasons for non-completion rates of individual students need to be analysed and international good

	practice can be provided to target specific reasons with the aim of increasing the completion rate of VET students.
Indicator number 3.6	Adult participation in lifelong learning (LLL)
Policy	<i>VET Development Strategy 2013-2020; Unified Strategy on Education and Science of Georgia 2017-2021; State Strategy on the Formation of Labour Market in Georgia 2015-2018; Government Resolution on ALMPs (2016); SME Development Strategy 2016-2020; Principal Directions for the Development of Georgian Education and Science and Strategic Priorities 2020+</i>
Objective	<i><u>VET Development Strategy 2013-2020: Outcome 7. Widespread recognition that vocational education and training is an attractive and rewarding pathway for personal development, as an extension to basic secondary education for young people, as a meaningful mechanism for career development for adults, and as a way to further develop talent in new areas of specialization for those needing to take advantage of and respond to shifts in labour market demands and opportunities.</u></i> <i>Unified Strategy on Education and Science of Georgia 2017-2021: Strategic objective 2: Ensure access to vocational education based on the principle of lifelong learning</i> <i>State Strategy on the Formation of the Labour Market in Georgia 2015-2018: 3.5 Supporting the labour market needs-oriented professional training system</i> <i>State Strategy on Active Labour Market Policy and Implementation Action Plan 2016-2018: Result 1- Complex framework providing conceptual, legal and operational underpinnings for comprehensive active labour market policies system is in place</i> <i>SME Development Strategy 2016-2020: Priority Action 3.5: Facilitation of access to non-formal training for SMEs</i> <i>Sustainable Development Goal adapted target and indicator for Georgia: 4.3.1 By 2030, participation rate of youth and adults into affordable and quality technical, vocational education (formal and non-formal) reaches 17% of active labour force; 4.5.4 By 2030 number of students funded through the state and social grants (scholarships) and priority fields funding is increased</i> <i>Principal Directions for the Development of Georgian Education and Science and Strategic Priorities 2020+: VET: Modern Vocational Education and Training as a shortest pathway to employment and self-employment. The tool not only for professional , but individual development and perfection</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions
Expected Results: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth; 2.1 Flexible skills development system including both private and public provision based on the needs of learners and employers	
Department	Ministry of Economy and Sustainable Development of Georgia (MoESD) Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoHLSA)

	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Indicator type	Quantitative impact indicator
Measurement unit	Percentage
Calculation method	(Percentage of population aged 25-64 in education and training in 2022/Percentage of population aged 25-64 in education and training in 2017) – 1) *100 Lifelong learning indicators refer to persons aged 25 to 64 participating in the LFS who report that they received education or training in the 4-weeks preceding the survey. This figure is divided by the total population of the same age group from the LFS, excluding those who did not respond to questions on 'participation in education and training'. Full achievement of the target: LLL rate has increased by at least 20% compared to the baseline in 2017. This means that LLL rate is expected to increase to 1.9% total in 2022. Partial achievement of the target: LLL rate has increased by 14%.
Disaggregation	By age
Data collection method	Labour Force Survey
Measurement periodicity	Annual
Department responsible	GEOSTAT
Delivery date	2022: GEOSTAT Labour Force Survey is available and published in June 2023
Limitations and bias	Timing of the data delivery regarding the assessment
Mean of interpretation	An increase of the LLL participation rate is a result of a combination of policy measures which provides both financial and non-financial incentives for adults for continuous learning as well as increases their lifelong learning opportunities. Policy measures may come from education, employment and economy sides. The Georgian LLL rate is far below the EU average and lower than the lowest EU Member State (Romania 1.2% in 2016). It is assumed that with a consistent LLL policy and joint actions supported by the EU programme and the Government of Georgia can increase the LLL rate in years to come.
Change in methodology	Geostat has been conducting LFS as a module of the integrated household survey until 2016. Since January 2017 Geostat conducts LFS as a separate survey and the methodology largely follows the EU Labour Force Survey.
Baseline	In 2017, total LLL rate was 1.6% (Males: 1.2% and Females: 2.0%) (Geostat LFS data)
Targets	Increased participation of adults aged 25-64 in education and training (LLL rate) by at least 20% compared to the baseline of 2017
Comments	For the review mission preliminary LFS data from Geostat will be made available and used, while for the EU assessment and final decision regarding the tranche payment the final data will be taken into consideration. In 2016, LFS data indicated the LLL rate to be 0.49% (0.48% for males, and 0.50% for females). The big discrepancy between the years of 2016 and 2017 stems from the changed

	methodology of the LFS in 2017.. The main reasons were an insufficient sample size of IHS and inconsistency between methodologies (the time period was 3 month for IHS whereas 4 weeks are counted in the new LFS methodology). The LLL rates calculated for the last five years are as follows: 0.37% in 2013, 0.33% in 2014, 0.62% in 2015 and 0.49% in 2016. For the reasons of statistical comparability and representativeness, the baseline for calculation of the lifelong learning rate is taken from the LFS 2017 results. LLL participation rate measures the percentage of adult population aged 25-64 participation in any type of education and training. The percentage is calculated as an annual average of this age group based on the regular LFS conducted by Geostat on a quarterly basis. The annual results of LFS for the previous year are usually published in June the year after. Lifelong learning (definition by Eurostat) is the lifelong, voluntary and self-motivated pursuit of knowledge for personal or professional reasons. The overall aim of learning is to improve knowledge, skills and competences. The intention to learn distinguishes learning activities from non-learning activities such as cultural activities or sports activities. Within the domain of lifelong learning statistics, formal education covers education and training in the regular system of schools, universities and colleges. Non-formal education and training includes all taught learning activities which are not part of a formal education programme. The latter is defined as any institutionalised, intentional and organised/planned learning activities outside the formal education system. According to the classification of learning activities, non-formal education and training comprises courses, seminars and workshops, private lessons or instructions and guided-on-the-job training. The information collected covers both job-related (professional) and non-job related (personal, social, 'leisure') education and training activities, regardless of whether it is relevant to the respondent's current or possible future job. Lifelong learning statistics do not cover informal learning, which corresponds to self-learning (through the use of printed material, computer-based learning/training, online Internet-based web education, visiting libraries, etc.). The LFS is conducted quarterly and the annual averages are calculated and published the year after in June. The 2017 survey methodology (GEOSTAT) includes the following questions which refer to lifelong learning: 1. Participation in any learning activities; 2. Participation in formal education; 3. Participation in non-formal education and training; 4. Participation in non-formal education and training within (or not) paid working hours; 5. Participation rate in education and training (last 4 weeks); 6. Share of job-related learning activities among the non-formal education and training (%).
Roadmap	

Youth enrolment (15-25) in formal VET qualification programmes in the selected regions	
Indicator number 4.1	
Policy	<i>Georgia 2020; VET Development Strategy 2013-2020; Unified Strategy on Education and Science of Georgia 2017-2021; Georgian National Youth Policy 2014-2020; Principal Directions for the Development of Georgian Education and Science and Strategic Priorities 2020+; Sustainable Development Goal adapted target and indicator for Georgia</i>
Objective	<i>Georgia 2020; 10% Enrolment in vocational education courses</i> <i>VET Development Strategy 2013-2020; Outcome 1. A VET sector management structure that elicits full and equal participation from the</i>

	<i>social partners and civil society with Government in the development of policy and in decision-making on the nature and operation of regulatory, promotional, and financial and technical support mechanisms</i> <i>Georgian National Youth Policy 2014-2020: Priority 2. Creating opportunities for appropriate and high quality education, worthy employment and professional growth for the youth</i> <i>Principal Directions for the Development of Georgian Education and Science and Strategic Priorities 2020+; Professional and civic development of Youth</i> <i>Sustainable Development Goal adapted target and indicator for Georgia: 4.3.1 By 2030, participation rate of youth and adults into affordable and quality technical, vocational education (formal and non-formal) reaches 17% of active labour force; 4.5.1 By 2030 ensure the equal participation of female and male in vocational education (improved balance)</i>	
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Results: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth; 2.2 Increased VET participation, in particular for the youth age group 15-24	
Department	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS) Ministry of Health, Labour and Social Affairs (MoHLSA)	
Indicator type	Quantitative outcome indicator	
Measurement unit	Percentage	
Calculation method	(Total number of students aged 15-24 that were enrolled in formal VET qualifications in all authorised VET providers in the selected regions in 2021/ Total number of students aged 15-24 that were enrolled in formal VET qualifications in all authorised VET providers in the selected regions in 2017)- 1)*100 This includes all students who have an active student status during the reference year, i.e. continue studying in different programmes as well as new enrolments taking place in spring and autumn in formal VET qualifications. Full achievement of the target: At least 10% increase in the number of young students aged 15-24 in formal VET qualification programmes in the selected regions, compared to the baseline year 2017. Partial achievement of the target: 6% increase in the number of young students aged 15-24 in formal VET qualifications.	
Disaggregation	By age, gender and by region	
Data collection method	Administrative data	
Measurement periodicity	Annual	
Department responsible	MoESCS	
Delivery date	2020: Data and information from MoESCS available by March 2021	

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Limitations and bias	MoESCS data is reliable source provided that all authorised institutions report annually their active students to them.
Mean of interpretation	This indicator encourages to promote and increase the enrolment of the vulnerable youth aged 15-24 particularly in the selected regions and identify policy measures and actions to increase their participation in VET, thus increasing the employability of youth.
Change in methodology	N/A
Baseline	Total number of VET students enrolled in all authorized VET providers in the selected regions was 9474 in 2017 (males: 5222, females: 4252).
Targets	10% increase of youth (15-24) enrolment in formal VET qualification programmes in the selected regions
Comments	The number of students covers all in the given age group enrolled in VET programmes leading to formal VET qualifications (as per the regulations set by the MoESCS and NCEQE) and provided by authorised VET (or any other quality assured as defined by the VET law) providers including both public and private institutions. This indicator demonstrates the increase of youth participation in VET in the seven selected regions.
Roadmap	To increase the enrolment in VET, Georgia is expected to develop and provide policy measures targeting particularly the vulnerable youth through an increased access, career guidance, and incentive schemes and funding.

Indicator number 4.2	Youth participation (aged 14-29) in non-formal education programmes
Policy	<i>Georgian National Youth Policy 2014-2020; National Youth Policy Action Plan 2015-2020; Unified Strategy on Education and Science of Georgia 2017-2021; Children and Youth Development Fund's Strategic Plan for 2017-2020; LM Strategy 2015-2018; Government Resolution on Employment Promotion Services (2014); Government Resolution on ALMPs (2016); Professional Orientation and Career Guidance (POCG) Action Plan 2016-2017; SME Development Strategy 2016,</i>
Objective	<i>Georgian National Youth Policy 2014-2020; Priorities: 1. Creating opportunities for the youth to be involved in social, economic, cultural and political life; 2. Creating opportunities for appropriate and high quality education, worthy employment and professional growth for the youth; National Youth Policy Action Plan 2015-2020: 1. Participation - 1.2 Youth Work, 1.4 Youth Initiatives, 1.5 Volunteering, 1.6 Culture, Creativity and Leisure; 2. Education, Employment and Mobility – 2.1 School to Work Transition System) Unified Strategy on Education and Science of Georgia 2017-2021: Strategic objective 1. Compliance of the vocational education with the requirements of the labour market and internationalization of the system; Children and Youth Development Fund's Strategic Plan for 2017-2020: Strategic Objectives 1.1 Non-formal education, employment and mobility; 1.3. Increasing Civic Participation; 2.1. Providing services to beneficiary youth organizations; 2.2. Supporting institutional</i>

	development of beneficiary youth organizations through youth initiative grants program <u>LM Strategy 2015-2018: Priority b) Support of effective employment</u> <u>Government Resolution on Employment Promotion Services (2014): Sub-activities 3.5 Introduction and delivery of vocational consulting and career planning services: 3.7 Employment of vulnerable groups with low level of competitiveness with development of cooperation with interested parties</u> <u>Government Resolution on ALMPs (2016): Result 3: The quality of employment services is improved and they are accessible for the job seekers</u> <u>Professional Orientation and Career Guidance (POCG) Action Plan 2016-2017: Objective 6. Proper vocational counselling and career planning service delivery to citizens at the stage of vocational education, sub-activity 6.2 5.2. Non-formal education</u> <u>SME Development Strategy 2016: Priority Action 3.5: Facilitation of access to non-formal training for SMEs</u>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth
Department	Ministry of Education and Science (MoESCS) which took over the functions of the MoYSA and its LEPLs for youth and non-formal education: Youth Policy Management Department (YPMD), Children and Youth Development Fund (CYDF), and the Children and Youth National Center (CYNC)
Indicator type	Quantitative outcome indicator
Measurement unit	Percentage
Calculation method	((The total number of youth aged 14-29 benefitting of non-formal education in 2021/ The total number of youth aged 14-29 benefitting of non-formal education in 2017) -1)*100 This includes the non-formal educational trainings and information meetings conducted in the framework of the projects organized by the Youth Policy Management Department (YPMD); in the frameworks of the projects financed by the Children and Youth Development Fund (CYDF); and the non-formal trainings and information meetings on the different subjects in the annual youth camps and youth programmes organised by the Children and Youth National Center (CYNC) or the successor non-formal education programmes for youth financed by the Government. These programmes and activities aim to develop transversal and soft skills among the youth, information meetings on career guidance services, activities of local youth centres as well as annual youth camps and youth programmes. The age group is chosen according to the definition of youth in the Georgian National Youth Policy 2014-2020. Full achievement of the target: At least 40% increase of the total annual number of youth aged 14-29 benefitting of non-formal education compared to the baseline of the year 2017. Partial achievement of the target: 30% increase of the total annual number of youth aged 14-29 benefitting of non-formal education.
Disaggregation	By age, gender

Data collection method	Administrative data
Measurement periodicity	Annual
Department responsible	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS) - Youth Policy Management Department (YPMD); Children and Youth Development Fund (CYDF); and the Children and Youth National Center (CYNC)
Delivery date	'Youth Activity Report 2021' based on administrative data, available by the end of March 2022. The report will include the total number of youth benefitting from non-formal education by gender, age groups and regions.
Limitations and bias	The recent public administration reform (November 2017) abolished the MoSYA and merged its functions with the functions of the MoESCS. This may affect the administrative data collection practice. The implementing agencies/actors of the non-formal education programmes might also be different once the merger of the youth affairs in the MoESCS is fully operational.
Mean of interpretation	Annual number of youth aged 14-29 benefitting of non-formal education increase by 40%.
Change in methodology	N/A
Baseline	In 2017, 4994 youth benefitted from non-formal educational programmes. Out of this number, 4048 youth attended the activities of CYNC, 546 youth attended the activities of CYDF, and 400 youth attended the activities of YPMD. Please note that in 2016, 7029 youth benefitted from non-formal educational programmes. Out of this number, 3468 youth attended the activities of CYNC, 543 youth attended the activities of CYDF, and 3018 youth attended the activities of YPMD. The big difference between the two years stems from a reduced funding and the liquidation of the MoSYA in 2017, when the MoES has taken over the youth portfolio under the Youth Policy Management Department (YPMD).
Targets	At least 40 % increase of the annual number of youth aged 14-29 benefitting of non-formal education programmes
Comments	Under the Georgian National Youth Policy 2014-2020, the MoSYA was responsible to organise and implement programmes and activities for youth under different formats, all aimed for their non-formal education, particularly focusing on the development of transversal and soft skills among the youth. The activities included the non-formal educational trainings and/or information meetings that were conducted in the framework of the projects organised by the Youth Policy Management Department (YPMD); in the framework of the projects that were financed by the Children and Youth Development Fund (CYDF); and the non-formal trainings and/or information meetings on the different subjects in the annual youth camps and youth programmes organised by the Children and Youth National Center (CYNC). In 2016 the Youth Policy Management Department initiated a "framework of youth competencies" which includes eight key competences of the EU, plus one on 'healthy lifestyle and sports' (see EU Key Competences 2006, http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV%3Ae11090). The nine key competences are communication in the mother tongue, communication in foreign languages, mathematical competence + basic competences in science and technology, digital competences, learning to learn, social

	and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression, and healthy lifestyle and sports. The “<i>Youth Work Key Competences Framework Document</i>” included all nine key competences that young people should develop as they are proved to be essential in the process of acquiring employability and “soft” skills, developing their personal, social and civic competences, be able to adapt to an ever changing, complex and interdependent environment and to make them ready for life and society. This document is already reviewed by the relevant Ministries and was expected to be soon signed by the Minister. After the liquidation of the MoSYA, the MoESCS has taken over the youth portfolio under the Youth Policy Management Department (YPMMD). This department of MoESCS is now responsible to organise and implement programmes and activities for youth under different formats, all aimed for their non-formal education. Non-formal education is very important for keeping youth active, increase opportunities for employment and self-employment and reduce the rate of NEETs.
Roadmap	Non-formal education is any scheduled, voluntary programme of individual and social education, which is not part of the formal educational programmes and is designed to develop competencies (knowledge, skills and attitudes). It usually takes place outside the <i>formal educational system</i>/ institutions – whether operating separately or as an important feature of some broader activity – that is intended to serve identifiable learning clienteles and learning objectives. It can take place inside or outside educational institutions, often at work; organised but does not lead to formal certification. Usually it is flexible, learner-centred, contextualized and uses a participatory approach. According to Eurostat, non-formal education and training includes all taught learning activities which are not part of a formal education programme. It is defined as any institutionalised, intentional and organised/planned learning activities outside the formal education system. According to the classification of learning activities, non-formal education and training comprises courses, seminars and workshops, private lessons or instructions and guided-on-the-job training. The information collected covers both job-related (professional) and non-job related (personal, social, 'leisure') education and training activities, regardless of whether it is relevant to the respondent's current or possible future job.

Indicator number 4.3	Youth participation (aged 15-24) in formal VET programmes nation wide
Policy	<i>Georgia 2020: VET Development Strategy 2013-2020; Georgian National Youth Policy 2014-2020; Principal Directions for the Development of Georgian Education and Science and Strategic Priorities 2020+; Unified Strategy on Education and Science of Georgia 2017-2021; Sustainable Development Goal adapted target and indicator for Georgia</i>
Objective	<u>Georgia 2020: 10% enrolment in vocational education courses</u> <u>VET Development Strategy 2013-2020: Outcome 7. Widespread recognition that vocational education and training is an attractive and rewarding pathway for personal development, as an extension to basic secondary education for young people, as a meaningful mechanism for career development for adults, and as a way to further develop talent in new areas of specialization for those needing to take advantage of and respond to shifts in labour market demands and opportunities.</u>

	<u>Georgian National Youth Policy 2014-2020: 1. Participation - 1.2 Youth Work, 1.4 Youth Initiatives, 1.5 Volunteering, 1.6 Culture, Creativity and Leisure; 2. Education, Employment and Mobility – 2.1 School to Work Transition System)</u> <u>Principal Directions for the Development of Georgian Education and Science and Strategic Priorities 2020+; Professional and civic development of Youth</u> <u>Unified Strategy on Education and Science of Georgia 2017-2021: Strategic objective 2: Ensure access to vocational education based on the principle of lifelong learning;</u> <u>Sustainable Development Goal adapted target and indicator for Georgia: Target 4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university; Target 4.5. By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</u>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Results: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth; 2.2 Increased VET participation, in particular for the youth age group 15-24
Department	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Indicator type	Quantitative outcome indicator
Measurement unit	Percentage
Calculation method	Total number of students aged 15-24 participating in a given year in formal VET programmes (as defined by the VET law) in all authorised (or any other quality assured as defined by the VET law) VET providers nation-wide/ Total population age cohort aged 15-24 nationwide. This includes all students who have active student status during the reference year, i.e. continue studying in different programmes as well as new enrolments taking place in spring and autumn in formal VET programmes. <u>Full achievement of the target:</u> At least 8% of young people aged 15-24 participate in formal VET programmes (as defined by the VET Law) nationwide. This practically means almost doubling of the number of VET students aged 15-24 from 4.5% in 2017 to 8% in 2022. <u>Partial achievement of the target:</u> 6% of young people aged 15-24 participate in formal VET programmes (as defined by the VET Law)
Disaggregation	By age and gender
Data collection method	Administrative data
Measurement periodicity	Annual
Department responsible	MoESCS and GEOSTAT
Delivery date	2022; Data and information from MoESCS available by March 2023

Limitations and bias	MoESCS/EMIS data is a reliable source provided that all authorised (or any other quality assured as defined by the VET law) institutions report annually their enrolments to them.
Mean of interpretation	This indicator encourages to promote and increase the enrolment of the vulnerable youth aged 15-24 and identify policy measures and actions to increase their participation in VET, thus increasing the employability of youth. It provides also an overview of the national VET policy throughout the country, which aims at increasing the participation rate in VET in line with the government strategies.
Change in methodology	N/A
Baseline	In 2017, the share of the youth 15-24 cohort that participated in formal VET programmes in all authorised (or any other quality assured as defined by the VET law) VET providers nation-wide was 4.5% in total (almost equal share for both males and females). In absolute numbers, there are 20 165 VET students in all authorised VET (or any other quality assured as defined by the VET law) providers nation-wide; 10 580 of which were male and 9585 were female students.
Targets	At least 8% of youth aged 15-24 participate in formal VET programmes nation wide
Comments	In 2017 there is a significant increase compared to the previous year when the share was 3.6%. In terms of absolute numbers, 17 865 young people aged 15-24 were enrolled in all public and private VET providers in 2016 nationwide (males=9257, females=8608). The increasing trend is set to continue due to continuous efforts of the Government on VET. The number of students covers all in the given age group enrolled in formal VET programmes (as per the new VET law) and provided by authorized VET providers including both public and private institutions. The indicator provides the total number of students of the given age group at national level.
Roadmap	To increase the enrolment in VET, Georgia is expected to develop and provide policy measures targeting particularly the vulnerable youth through an increased access, career guidance, and incentive schemes and funding.

Indicator number 4.4	Share of youth aged 15-24 not in education, employment and training (NEETS)
Policy	<i>VET Development Strategy 2013-2020; Unified Strategy on Education and Science of Georgia 2017-2021; State Strategy on the Formation of Labour Market in Georgia 2015-2018; Georgian National Youth Policy 2014-2020; National Youth Policy Action Plan 2015-2020; Government Resolution on ALMPs (2016); Government Resolution on Employment Promotion Services (2014); SME Development Strategy 2016-2020;</i>
Objective	<i>VET Development Strategy 2013-2020: Strategic Outcomes: 3. a series of well-designed VET programmes relevant to the current and future labour needs of Georgia's growing and diversifying economy; 4. a cadres of VET educators prepared in accordance with modern education techniques and the latest developments in their field of expertise, skills and personal fulfilment; 5. a system of nationally and internationally recognized awards and qualifications that support flexibility for VET graduates in their search for employment or their establishment of businesses, whether in Georgia or elsewhere; 6. the full employability of VET graduates in meaningful and, where appropriate, well remunerated and personally rewarding occupations, with the prospect of a fulfilling and challenging career</i>

	development throughout their future working lives. 7. widespread recognition that vocational education and training is an attractive and rewarding pathway for personal development, as an extension to basic or secondary education for young people, as a meaningful mechanism for career development for adults, and as a way to further develop talent in new areas of specialization for those needing to take advantage of and respond to shifts in labour market demands. <u>Unified Strategy on Education and Science of Georgia 2017-2021</u>: Strategic objective 2: Ensure access to vocational education based on the principle of lifelong learning; Strategic objective 1. Ensuring equal universal access to high quality general education. <u>National Youth Policy 2014-2020</u>: Priority 2. Creating opportunities for appropriate and high quality education, worthy employment and professional growth for the youth; <u>National Youth Policy Action Plan 2015-2020</u>: 1. Participation - 1.2 Youth Work, 1.4 Youth Initiatives, 1.5 Volunteering, 1.6 Culture, Creativity and Leisure; 2. Education, Employment and Mobility – 2.1 School to Work Transition System <u>Government Resolution on ALMPs (2016)</u>: Result 3. The quality of employment services is improved and they are accessible for the job seekers <u>Government Resolution on Employment Promotion Services (2014)</u>: Objectives 4. To assess/analyse and develop existing Employment Support Services; 7. To develop, introduce and promote vocational consulting and career planning services for job-seekers, including general individual and group consultations for introduction of the labour market behaviour norms; 8. To organize, implement and/or participate in implementation of training/vocational education of job-seekers; 14. To develop interdepartmental cooperation to support employment of vulnerable groups; <u>SME Development Strategy 2016-2020</u>; Strategic Direction 3: SME skills development and promotion of entrepreneurial culture
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result: 1. Relevant skills-matching services accessible in the selected regions 1.1 Operational skills anticipation system based on regular sectoral/national and regional skills needs analysis, 1.2 Increased availability of career guidance and counselling, job intermediation and labour market integration services Expected Result: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth, 2.1 Flexible skills development system including both private and public provision based on the needs of learners and employers; 2.2 Increased VET participation, in particular for the youth age group 15-24
Department	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS) Ministry of Internally Displaced Persons from the Occupied Territories, Labour, Health and Social Affairs of Georgia (MoIDPLHSA) Ministry of Economy and Sustainable Development of Georgia (MoESD)
Indicator type	Quantitative impact indicator
Measurement unit	Percentage

Calculation method	NEETs rate 2022/ NEETs rate 2017 is less than 0.98 The NEETs rate shows the proportion of young people aged 15-24 neither in employment nor in education and training. The indicator refers to people meeting two conditions: (1) they are not employed — in other words, they are unemployed or economically inactive; (2) they have not received any (formal or non-formal) education or training in the four weeks preceding the LFS. The percentage is calculated as an annual average of this age group based on LFS data of Geostat. Full achievement of the target: The NEETs rate decreased by at least 2 percentage points (22.8%), compared to the baseline year of 2017. Partial achievement of the target: The NEET rate decreased by at least 1 percentage point (23.8%).
Disaggregation	By age and gender
Data collection method	Calculated from the annual Geostat
Measurement periodicity	Annual
Department responsible	Geostat
Delivery date	2022: Geostat LFS survey 2022 annual data and report available and published in June 2023
Limitations and bias	LFS is a reliable source based on a sound methodology conducted by Geostat, with results representative of all population. The 2017 rate will be calculated based on the new LFS methodology with a much larger sample and representativeness and a more detailed questionnaire
Mean of interpretation	It is a standard indicator used by the EU for the measurement of vulnerable youth, and specific employment, education & training and inclusion policy measures targeting vulnerable youth aged 15-24 are expected to reduce the NEETs rate over time. By defining high-risk groups for NEETs such as women, early school leavers, rural residents or ethnic/linguistic minorities, specific prevention measures can be developed to avoid an uncontrolled increase in the number of young people falling into the NEET trap and to break the cycle of social exclusion.
Change in methodology	N/A
Baseline	In 2017, the NEET rate for youth aged 15-24 was 24.8% (For males: 21.2%, for females: 28.7%). Please note that in 2016, the NEET rate was 25.9% (21.7% for males, 30.5% for females), in 2015 it was 26.6% (21.0% for males, 32.8% for females), and in 2014 it was 27.9% (24.2% for males, 31.9% for females). Therefore, there is a gradual decrease of NEET rates over the last years observed in the LFS data: 29.4% in 2013, 27.9% in 2014, 26.6% in 2015, 25.9% in 2016, and 24.8% in 2017 in Georgia, with an approximate 0.5% annual decrease. A similar declining trend is assumed to continue in the coming years which is the basis for target.
Targets	At least 2 percentage point decrease in the NEETs rate compared to the baseline of 2017
Comments	For the review missions preliminary LFS data from Geostat will be made available and used, while for the EU assessment and final

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	decision regarding the tranche payment the final data will be taken into consideration. According to Eurostat, NEET rate is the percentage of young people aged 15-24 young people neither in employment nor in education and training. Therefore, young people should not be employed and should not receive any formal or non-formal education or training in the 4-weeks preceding the survey. The denominator is the total population of the same age group, excluding non-response concerning 'participation in regular (formal) education and training', in other words, respondents who failed to answer the LFS question. In the Georgian LFS non-response is counted in the weighting. Non-formal education and training includes all taught learning activities which are not part of a formal education programme. It is defined as any institutionalised, intentional and organised/planned learning activities outside the formal education system. According to the classification of learning activities, non-formal education and training comprises courses, seminars and workshops, private lessons or instructions and guided-on-the-job training. The information collected covers both job-related (professional) and non-job related (personal, social, 'leisure') education and training activities, regardless of whether it is relevant to the respondent's current or possible future job. For more information: ETF (2015); Young people not in education, training and employment (NEET): an overview in ETF Partner Countries, www.etf.europa.eu/web.nsf/pages/NEET ETF_partner_countries
Roadmap	Developing more qualitative, effective, labour market-relevant and balanced education and training systems is essential to tackle the issue at source. A participatory and coordinated action plan involving families, early child educators, schools (especially secondary and vocational schools), training providers, public employment services, youth organisations and the private sector is needed to ensure early tracking of disengagement and prompt intervention. Reintegration and compensation measures are also necessary to ensure the social inclusion of NEETs. Specific measures targeting female youth are important in Georgia given the big gender gap. In addition, Geostat is expected to start the calculation of "NEET rate" in a regular manner and publish it with other labour market indicators every year in June for the previous year.

Indicator number 5.1	Share of VET teachers who completed a training module on entrepreneurship competence
Policy	<i>Unified Strategy on Education and Science of Georgia 2017-2021; VET Development Strategy 2013-2020</i>
Objective	<u>Unified Strategy on Education and Science of Georgia 2017-2021</u>: Strategic objective 1. Compliance of the vocational education with the requirements of the labour market and internationalization of the system <u>VET Development Strategy and Action Plan 2013-2020</u>: Outcome 3. A series of well designed VET programmes relevant to the current and future labour needs of Georgia's growing and diversifying economy is developed; Outcome 4. Cadres of VET educators prepared in modern education techniques and the latest developments in their field of expertise, and capable of drawing out the best from their students in terms of both skills and personal fulfilment; Outcome 6. VET graduates are employed in meaningful and, where appropriate, well remunerated and personally rewarding occupations, with the prospect of a fulfilling and challenging career development throughout their future working lives.

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Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Results: 2. Relevant lifelong learning skills provision accessible in the selected regions with a focus on youth; 2.1 Flexible skills development system including both private and public provision based on the needs of learners and employers	
Department	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)	
Indicator type	Quantitative output indicator	
Measurement unit	Total number	
Calculation method	(The total number of VET teachers in 2020 in all authorized VET provider institutions who have completed a training module on entrepreneurship competence by 31/12/2020 / The total number of VET teachers in 2020 in all authorized VET provider institutions who have completed training modules on pedagogy)*100 Full achievement of the target: At least 50% of VET teachers have completed a training module on entrepreneurship competence and received a certificate or equivalent on the completion of the course. Partial achievement of the target: At least 30% of VET teachers have completed a training module on entrepreneurship competence and received a certificate or equivalent on the completion of the course.	
Disaggregation	N/A	
Data collection method	Administrative data from NCTPD	
Measurement periodicity	Annual	
Department responsible	Teacher Professional Development Center (NCTPD), Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)	
Delivery date	2021: Administrative data available from the NCTPD at latest by April 2021	
Limitations and bias	N/A	
Mean of interpretation	Entrepreneurship Key Competence is based on the assumption that entrepreneurial skills, knowledge and attitudes can be learned, and is linked to the objective of development of individuals' entrepreneurial mind-sets and societal culture. To be able to develop entrepreneurship key competence in their students, teachers have to be "entrepreneurially competent" themselves. Practical entrepreneurial experience and active learning and teaching methods are the key prerequisite of the entrepreneurship key competence development and the establishment of an entrepreneurship ecosystem around schools.	
Change in methodology	N/A	
Baseline	0	
Targets	At least 50% of VET teachers have completed a training module on entrepreneurship competence	
Comments	The modular training course on pedagogy has been developed by the NCTPD in cooperation with international partners and experts to equip the VET teachers with core pedagogical competences to deliver training programmes for learners. The first five modules are the	

	basis of the pedagogical course (which included approx. 27 days of face-to-face training and individual project work) while the other two (collaboration with employers & in-company training and entrepreneurship) will become a part of the course later. This indicator refers to VET teachers (who have completed the compulsory modules in pedagogy) from authorised VET providers who have completed a training course on entrepreneurship competence (with a duration of not less than 3 days face-to-face training) which will be adapted from the VET entrepreneurship module to introduce “Entrepreneurship Key Competence” in curricula and teaching/learning process. Following the training, teachers will be able to apply the entrepreneurship key competence approach in VET. The entrepreneurship as a key competence was defined by the EU among the key competences for lifelong learning in 2006 and following years of practical application. The Entrepreneurship Competence Reference Framework (EntreComp https://ec.europa.eu/jrc/en/entrecomp) was adopted in 2016, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. The EntreComp framework can be a reference for fostering entrepreneurial capacity of citizens. It consists of 3 interrelated and interconnected competence areas: ‘Ideas and opportunities’, ‘Resources’ and ‘Into action’. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes
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Indicator number 5.2	Share of general upper secondary schools having teachers and managers formally trained to introduce entrepreneurship competence in teaching and learning process
Policy	<i>VET Development Strategy 2013-2020; Unified Strategy on Education and Science of Georgia 2017-2021; SME Development Strategy 2016-2020; Unified Strategy for Education and Science 2017-2021</i>
Objective	<i>VET Development Strategy 2013-2020: Outcome 7. Widespread recognition that vocational education and training is an attractive and rewarding pathway for personal development, as an extension to basic secondary education for young people, as a meaningful mechanism for career development for adults, and as a way to further develop talent in new areas of specialization for those needing to take advantage of and respond to shifts in labour market demands and opportunities; SME Development Strategy 2016-2020: Strategic Direction 3: SME skills development and promotion of entrepreneurial culture</i> <i>Unified Strategy for Education and Science 2017-2021 and Action plan for general education: Strategic objective 2. Improve the quality of education to increase the possibilities of transition to the next level of education, to develop vital skills in the students and to achieve better academic results.</i> <i>Unified Strategy for Education and Science 2017-2021 and Action plan for vocational education: Strategic objective 1. Compliance of the vocational education with the requirements of the labour market and internationalization of the system</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions

	Expected Result 3: Entrepreneurial learning and entrepreneurship training opportunities accessible in the selected regions. R 3.1: Entrepreneurship key competence is an integral part of curricula and teacher training, including practical entrepreneurial experience, in upper secondary general education and VET	
Department	Ministry of Economy and Sustainable Development of Georgia (MoESD) Ministry of Education, Science, Culture and Sports of Georgia (MoESCS)	
Indicator type	Quantitative and qualitative output indicator	
Measurement unit	Percentage	
Calculation method	2021: NB of general upper secondary schools that had at least two teachers and one manager trained to introduce entrepreneurship competence in the learning process in 2021/Total number of general upper secondary schools in 2021 Full achievement of the target: At least 5% of general upper secondary schools have a team of (at least) three staff members (at least two teachers and a manager) trained to introduce entrepreneurship competence in the learning process. Partial achievement of the target: At least 3% of general upper secondary schools have a team of (at least) three staff members (at least two teachers and a manager) trained to introduce entrepreneurship competence in the learning process.	
Disaggregation	N/A	
Data collection method	Administrative data	
Measurement periodicity	Annual	
Department responsible	Ministry of Education, Science, Culture and Sports of Georgia (MoESCS), National Centre for Teacher Professional Development of (NCTPD)	
Delivery date	2021: Data on upper secondary schools 31/12/2021. Data to be available at the latest by March 2022.	
Limitations and bias	Being trained does not mean being able to introduce entrepreneurship competence in learning processes; Staff turnover; Criteria need to be defined in the way that allows distinguishing entrepreneurial activities (e.g. clubs, projects, etc.) from the general ones.	
Mean of interpretation	Entrepreneurship Key Competence is based on the assumption that entrepreneurial skills, knowledge and attitudes can be learned, and is linked to the objective of development of individuals' entrepreneurial mind-sets and societal culture. To be able to develop entrepreneurship key competence in their students, teachers have to be "entrepreneurially competent" themselves. Practical entrepreneurial experience and active learning and teaching methods are the key prerequisite of the entrepreneurship key competence development and the establishment of an entrepreneurship ecosystem around schools.	
Change in methodology	N/A	
Baseline	0	

Targets	At least 5% of general upper secondary schools have teachers and managers formally trained to introduce entrepreneurship competence in teaching and learning process
Comments	The entrepreneurship as a key competence was defined by the EU among the key competences for lifelong learning in 2006 and following years of practical application. The Entrepreneurship Competence Reference Framework (EntreComp https://ec.europa.eu/jrc/en/entrecomp) was adopted in 2016, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. The EntreComp framework can be a reference for fostering entrepreneurial capacity of citizens. It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes.
Roadmap	A training course (with a duration of not less than 3 days) for small school teams – made of teachers and school managers - will be adapted from the VET entrepreneurship competence module to introduce "Entrepreneurship Key Competence" in curricula and teaching/learning process. Following the training, teachers and managers will be able to apply the entrepreneurship key competence approach in upper secondary education. A minimum of two teachers per school will be selected for training. A principal (or deputy/staff member representing the school administration/management) should participate in the same training course. The training will enable teachers to upgrade curricula and teaching methods in the subject areas to applying entrepreneurship key competence. The MoESCS and NCTPD will be supported by TA to design and plan the training. Teachers and principals are expected to road test the entrepreneurship competence development in their schools on a pilot basis under the supervision and guidance of NCTPD. The Ministry of Education, Science, Culture and Sport of Georgia will create conditions for teacher training and piloting of EntreComp development in selected schools, evaluate the results of the pilots, and elaborate a proposal to scale it up for national curriculum and teacher training development. The Ministry will also allow adjustments and new approaches in the delivery of curricula in the selected schools. Assessment of this activity will consider: a) training of teachers and managers, b) pilot curricula enhanced by reference to entrepreneurship competence framework, and c) activities facilitated by trained teachers and managers that contribute to the provision of practical entrepreneurship activities for students. This activity, currently under elaboration, will be included in the Action Plan on Lifelong Entrepreneurial Learning developed by the Interagency Working Group under the MoESCS.

Indicator number 5.3	Share of general upper secondary school teachers applying interactive teaching methods enhancing entrepreneurship key competence in teaching and learning process
Policy	<u>Unified Strategy for Education and Science 2017-2021</u>
Objective	<u>Unified Strategy for Education and Science 2017-2021 and Action plan for general education: Strategic objective 2. Improve the quality of education to increase the possibilities of transition to the next level of education, to develop vital skills in the students and to achieve</u>

	<i>better academic results.</i>
Objective of the SRPC	To improve the employability of women and men in the selected regions Expected Result 3: Entrepreneurial learning and entrepreneurship training opportunities accessible in the selected regions. R 3.1: Entrepreneurship key competence is an integral part of curricula and teacher training, including practical entrepreneurial experience, in upper secondary general education and VET
Department	Ministry of Economy and Sustainable Development (MoESCS) Ministry of Education, Science, Culture and Sport of Georgia (MoESCS)
Indicator type	Quantitative and qualitative output indicator
Measurement unit	Percentage
Calculation method	2022: NB of general upper secondary school teachers who conduct educational activities for entrepreneurship key competence development based on the pre-defined criteria set by the NCTPD(2022)/ Total number of upper secondary school teachers NCTPD has been awarding credits as part of teacher professional development for a number of activities that could contribute to the access to practical entrepreneurship experience for the students: social projects, school clubs, etc. Full achievement of the target: At least 5% of general upper secondary schools teachers apply interactive teaching methods in the teaching and learning process based on the pre-defined criteria set by the NCTPD Partial achievement of the target: At least 3% of general upper secondary schools teachers apply interactive teaching methods in the teaching and learning process based on the pre-defined criteria set by the NCTPD.
Disaggregation	N/A
Data collection method	Administrative data
Measurement periodicity	Annual
Department responsible	Ministry of Education, Science, Culture and Sport of Georgia (MoESCS), National Centre for Professional Development of Teachers (NCPDT)
Delivery date	2022: 31/12/2022. Data to be available at the latest by March 2022
Limitations and bias	Being trained does not mean being able to introduce entrepreneurship competence in learning processes; Staff turnover; Criteria need to be defined in the way that allows distinguishing entrepreneurial activities (e.g. clubs, projects, etc.) from the general ones.
Mean of interpretation	Entrepreneurship Key Competence is based on the assumption that entrepreneurial skills, knowledge and attitudes can be learned, and is linked to the objective of development of individuals' entrepreneurial mind-sets and societal culture. To be able to develop entrepreneurship key competence in their students, teachers have to be "entrepreneurially competent" themselves. Practical entrepreneurial experience and active learning and teaching methods are the key prerequisite of the entrepreneurship key competence development and the

	establishment of an entrepreneurship ecosystem around schools.
Change in methodology	N/A
Baseline	0
Targets	At least 5% of general upper secondary school teachers apply interactive teaching methods enhancing entrepreneurship key competence in the teaching and learning process.
Comments	The entrepreneurship as a key competence was defined by the EU among the key competences for lifelong learning in 2006 and following years of practical application. The Entrepreneurship Competence Framework (EntreComp) (https://ec.europa.eu/irc/en/entrecomp) was adopted in 2016, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. The EntreComp framework can be a reference for fostering entrepreneurial capacity of citizens. It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes. According to the experience of applying EntreComp, and other instruments of key competence development, across Europe, teacher capacity is the most important resource. Given the definition of key competence based on three main elements – knowledge, skills and attitudes – the main challenge in the transition to key competence approach is to address the practical application of these elements and to modernise the teaching methods and the learning environment. Thus, the development of teacher competence would require the same approach, focusing on practical tools and active learning methods, and supporting the new role of teacher as a facilitator of learning. NCTPD has been awarding credits as part of teacher professional development for a number of activities that could contribute to the access to practical entrepreneurship experience for the students: social projects, school clubs, etc.
Roadmap	1. Teacher training should support new profile/role of teachers (trained teachers and managers to work in teams, to actively share their experience and know-how with colleagues, networking among participating schools around EL, engaging students into idea generation and self-organisation, etc.). Managers have an important role to play – encouraging and supporting teachers and students, providing leadership and establishing the learning environment conducive to entrepreneurship. 2. Teachers and managers need to learn how to organise cooperation of school teams with local community, enterprises, etc. 3. Students should be engaged in real entrepreneurial activities that would allow them to master all elements of EntreComp (teamwork, leadership, creativity, etc.). 4. Teacher training will need to look at outcomes e.g. ability of teachers to lead/facilitate active learning methods, project work, creation of student mini-companies, social enterprises, entrepreneurial clubs, etc. The assessment should develop criteria to distinguish entrepreneurial practical experience activities from others (e.g. other clubs or projects).

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APPENDIX 2: DISBURSEMENT ARRANGEMENTS AND TIMETABLE

1. Responsibilities

On the basis of the disbursement conditions stipulated in the Financing Agreement, the Ministry of Education, Science Culture and Sports on behalf of the Government of Georgia, will send a formal request to the European Commission for the disbursement of each tranche in accordance with the timetable specified in Table A below. The request must include: (i) a full analysis and justification for payment of the funds, with the required supporting documents attached; (ii) a financial information form, duly signed, to facilitate the corresponding payment.

2. Indicative disbursement timetable

Table A: Indicative disbursement timetable

Country	fiscal year	2018				2020				2021				2022				2023				
	Type of tranche	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Total
	Fixed tranche				4.0											1.0				1.0		11.0
	Variable tranche				0.0											6.0				7.0		19.0
	Total				4.0											7.0				8.0		30.0

3. General conditions for the disbursement of all tranches

The general conditions set out in Table B shall apply to the disbursement of all tranches and all tranche release requests must be accompanied by all appropriate information and documents on the general conditions.

Table B: General conditions for the release of all tranches

Area	General conditions	Verification source
Public Policy	Satisfactory progress in the implementation of the VET Reform Strategy 2013-2020 and the State Strategy for the Formation of the Georgian Labour Market 2015-2018 and continued credibility and relevance of that or any successor strategy.	Annual Implementation Reports of the relevant Action Plans, EU Reports
Macroeconomic stability	Maintenance of a credible and relevant stability-oriented macroeconomic policy or progress made towards restoring key balances.	IMF, WB, EU Reports
Public financial management	Satisfactory progress in the implementation of reforms to improve public financial management, including domestic revenue mobilisation, and continued relevance and credibility of the reform programme.	EU Delegation, PFM Annual Report
Budget Transparency	Satisfactory progress with regard to the public availability of accessible, timely, comprehensive, and sound budgetary information.	Open Budget Index, IMF, WB, EU Reports

4. Specific conditions for the disbursement of individual tranches

The specific conditions set out in Table C shall apply to the disbursement of individual tranches. Tranche release requests must be accompanied by all appropriate information and documents on the specific conditions - **Not applicable**

5. Modalities for variable tranche calculation and disbursement

The performance indicators set out in Table D and described in detail in annex 1 shall apply to the calculation of the share of variable tranches to be disbursed. Tranche release requests must be accompanied by all appropriate information and documents on the performance indicators

Each performance indicator will be scored 1 if the target is met, 0.5 if the target is partially met (the requirements in this respect are specified for each indicator in Table D) or 0 if the target is not met.

The assessment of performance indicators may require carrying out external reviews or data verification exercises to inform disbursement decisions and to contribute to strengthening the policy monitoring framework and national statistical systems.

In exceptional and/or duly justified cases, e.g. where unexpected events, external shocks or changing circumstances have made the indicator or the target irrelevant, a variable tranche indicator may be waived or neutralised. In these cases, the related amount could either be reallocated to the other indicators of the variable tranche the same year or be transferred to the next variable tranche the following year. The financing agreement may also provide for the possibility to re-assess an indicator the following year against the original target, if there was a positive trend and the authorities did not reach the target because of factors beyond their control. Such cases must be requested by the Government of Georgia to the European Commission and can be authorised by the latter through an exchange of letters between the two parties.

Once the disbursement has taken place, the funds corresponding to the share of the variable tranche which has not been disbursed will be re-allocated to the complementary support component of the contract.

Table D: Performance indicators and targets for variable tranches disbursement

2019	2020	2021	2022
Objective 1 – Skills anticipation system operational based on regular national/sectoral and regional skills needs analysis			
Indicator 1.1 Availability of information on labour market developments for policy evidence Baseline: Prototype report on 2017 Target: Analytical labour market report available Partial fulfilment: applicable Source(s) of verification: Report published on the LMIS website Weight or amount allocated: 0.3M	Indicator 1.2 Availability of sector specific future skills needs Baseline: 0 Target: Future skills needs assessment in 2 priority economic sectors available Partial fulfilment: applicable Source of verification: Reports published on the LMIS website Weight or amount allocated: 0.5M	Indicator 1.3 Availability of information and evidence on job vacancies at the local level Baseline: 0 Target: 7 SSA/ESS regional centres monitor job vacancies systematically Partial fulfilment: applicable Source of verification: 'Vacancy Monitor' report published on the SSA website Weight or amount allocated: 0.5M	Indicator 1.4 Employment rate of retrained jobseekers Baseline: In 2017, 14% of trainees were employed (M: 17%, F: 12.8%) Target: At least 20% of jobseekers in the selected regions who completed the retraining programme are employed within 3 months Partial fulfilment: applicable Source of verification: Administrative data from SSA/ESS Weight or amount allocated: 1.0M
			Indicator 1.5 Availability of national skills anticipation with a 5-year outlook Baseline: 0 Target: Publication of National Skills Anticipation Report with a 5-year outlook. Partial fulfilment: applicable

				<i>Source of verification: Report published on the LMIS website Weight or amount allocated: 0.5M</i>
Objective 2 - Increased availability of career guidance and counselling, job intermediation and labour market integration services				
2019	2020	2021	2022	
Indicator 2.1 Share of territorial employment offices nationwide applying the new employment service model Baseline: In 2017, 15 out of 70 territorial units (21%) provides new employment service model. Target: New employment service model is provided by at least 30% of all SSA/ESS territorial units nationwide Partial fulfilment: applicable Source of verification: SSA/ESS Annual Activity Report, published on its website Weight or amount allocated: 0.7M	Indicator 2.2 Number of job intermediations provided by employment offices nationwide Baseline: In 2017, a total of 2469 jobseekers were provided job intermediation services. Target: At least 10% increase in the total number of job intermediations provided by SSA/ESS offices nationwide Partial fulfilment: applicable Source of verification: SSA/ESS Annual Activity Report, published on its website Weight or amount allocated: 0.8M	Indicator 2.3 Share of territorial employment offices nationwide applying the new employment service model Baseline: In 2017, 15 out of 70 territorial units (21%) provided new employment service model. Target: New employment service model is provided by at least 60% of all SSA/ESS territorial units nationwide Partial fulfilment: applicable Source of verification: SSA/ESS Annual Activity Report, published on its website Weight or amount allocated: 1.0M	Indicator 2.5 Employment rate of young people aged 15-29 with vocational education and training nationwide Baseline: Total 51.3% in 2017 Target: An increase of at least 10% of the baseline of 2017 in the employment rate of young people aged 15-29 with VET education nationwide Partial fulfilment: applicable Source of verification: GEOSTAT LFS Weight or amount allocated: 1.0M	
		Indicator 2.4 Number of job placements brokered by employment offices nationwide Baseline: In 2017, 1775 job placements, 970 of which were women (54.6%) Target: At least 50% increase of the total number of job placements brokered by SSA/ESS offices nationwide		

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			<i>Partial fulfilment: applicable</i>	<i>Source of verification: SSA/ESS Annual Activity Report, published on its website</i> <i>Weight or amount allocated: 1.0M</i>	
Objective3 - Flexible skills development system including both private and public provision based on the needs of learners and employers					
2019	2020	2021	2022		
Indicator 3.1 <i>Availability of evidence and analysis on socioeconomic indicators of VET students</i> Baseline: 0 Target: The MoESCS assessment report on socio-economic background of VET students available for policy evidence Partial fulfilment: applicable Source of verification: Report published on the MoESCS website Weight or amount allocated: 0.3M	Indicator 3.3 <i>Number of VET students with special needs</i> Baseline: 247 students in 2017 Target: At least 20% increase of VET students with special needs Partial fulfilment: applicable Source of verification: Administrative data from EMIS/ MoESCS Weight or amount allocated: 0.7M	Indicator 3.4: <i>Share of authorised VET providers delivering short-term LLL courses</i> Baseline: 0 Target: At least 50% of authorised VET providers deliver short-term courses for LLL Partial fulfilment: applicable Source of verification: Administrative data from MoESCS (EMIS) and/or MoIDPLSHA Weight or amount allocated: 1.0M	Indicator 3.5 <i>Average completion rate in formal VET programmes</i> Baseline: 69% completion rate in 2017 Target: At least 5 percentage point increase in the average completion rate in formal VET programmes Partial fulfilment: applicable Source of verification: Administrative data from MoESCS Weight or amount allocated: 0.5M		
Indicator 3.2 <i>Number of VET teachers who completed a full course on pedagogy</i> Baseline: 152 teachers in 2017 Target: At least 400 VET teachers have			Indicator 3.6 <i>Adult participation in lifelong learning (LLL)</i> Baseline: Total 1.6% in 2017 (M: 1.2%, F: 2.0%)		

completed a full course on pedagogy			Target: Increased participation of adults aged 25-64 in education and training (LLL rate) by at least 20% compared to the baseline of 2017 Partial fulfilment: applicable Source of verification: GEOSTAT LFS Weight or amount allocated: 1.0M
Partial fulfilment: applicable Source of verification: Administrative data from TPDC/ MoESCS Weight or amount allocated: 0.7M			
Objective 4 - Increased participation in education and training, in particular for the youth age group of 15-24			
2019	2020	2021	2022
Indicator 4.1 Youth enrolment (15-25) in formal VET qualification programmes in the selected regions* Baseline: Total number of VET students enrolled in all authorised VET providers in the selected regions was 9474 in 2017 (males: 5222, females: 4252). Target 10% increase of youth (15-24) enrolment in formal VET qualification programmes in the selected regions* Partial fulfilment: applicable Source of verification: Administrative data from MoESCS Weight or amount allocated: 1.0M	Indicator 4.2 Youth participation (aged 14-29) in non-formal education programmes Baseline: 4994 youth beneficiaries in 2017 Target: At least 40 % increase of the annual number of youth aged 14-29 benefitting of non-formal education programmes Partial fulfilment: applicable Source of verification: Administrative data provided by MoESCS Weight or amount allocated: 1.5M	Indicator 4.3 Youth participation (aged 15-24) in formal VET programmes nation wide Baseline: In 2017, the share of youth 15-24 cohort in VET programmes was 4.5% Target: At least 8% of youth aged 15-24 participate in formal VET programmes nation wide Partial fulfilment: applicable Source of verification: Administrative data from MoESCS Weight or amount allocated: 1.0M	

			Indicator 4.4 Share of youth aged 15-24 not in education, employment and training (NEETS) Baseline: Total 24.8% in 2017 (M: 21.2%, F: 28.7%) Target: At least 2 percentage point decrease in the NEETS rate compared to the baseline of 2017 Partial fulfilment: applicable Source of verification: GEOSTAT LFS Weight or amount allocated: 1.5M
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Objective 5 - Entrepreneurship key competence is an integral part of curricula and teacher training, including practical entrepreneurial experience, in upper secondary general education and VET

2019	2020	2021	2022
Indicator 5.1. Share of VET teachers who completed a training module on entrepreneurship competence Baseline: 0 Target: At least 50% of VET teachers have completed a training module on entrepreneurship competence Partial fulfilment: applicable	Indicator 5.2 Share of general upper secondary schools having teachers and managers formally trained to introduce entrepreneurship competence in teaching and learning process Baseline: 0 Target: At least 5% of general upper secondary schools have teachers and managers formally trained to introduce entrepreneurship competence in teaching and	Indicator 5.3 Share of general upper secondary school teachers applying interactive teaching methods enhancing entrepreneurship key competence in teaching and learning process Baseline: 0 Target: At least 5% of general upper secondary school teachers apply interactive teaching methods	

	<i>Source of verification: Administrative data from TPDC/ MoESCS</i> <i>Weight or amount allocated: 1.0M</i>	<i>learning process</i> <i>Partial fulfilment: applicable</i> <i>Source of verification: Administrative data from TPDC/ MoESCS</i> <i>Weight or amount allocated: 1.0M</i>	<i>enhancing entrepreneurship key competence in teaching and learning process</i> <i>Partial fulfilment: applicable</i> <i>Source of verification: Administrative data from TPDC/ MoESCS</i> <i>Weight or amount allocated: 0.5M</i>
TOTAL AMOUNT OF VARIABLE TRANCHE IN EUROS			
2019	2020	2021	2022
2 M	4 M	6 M	7 M

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