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USAID Industry-led Skills Development Program

# Monitoring, Evaluation and Learning (MEL) Plan

Submission Date: July 2, 2021

Revised version submitted on: July 21, 2021

Contract Number: 72011421C00002

Program Start Date and End Date: May 3, 2021 to May 2, 2026

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This document is made possible by the support of the American People through the United States Agency for International Development (USAID). The contents of this document are the sole responsibility of IESC and do not necessarily reflect the views of USAID or the United States Government.

Prepared under the USAID Industry-led Skills Development Program Contract No. 72011421C00002 managed by the International Executive Service Corps (IESC).

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# ACRONYMS AND ABBREVIATIONS

AWP	Annual Work Plan
CDCS	Country Development Cooperation Strategy
COP	Chief of Party
DQA	Data Quality Assessment
DCOP	Deputy Chief of Party
DDL	Data Development Library
DO	Development Objective
GDA	Global Development Alliance
GIS	Geographical Information System
HO	Home Office
IESC	International Executive Service Corps
IR	Intermediate Result
LT	Long-Term
MEL	Monitoring, Evaluation, and Learning
MOU	Memorandum of Understanding
NQF	National Qualifications Framework
PII	Personally Identifiable Information
PIRS	Performance Indicator Reference Sheet
PITT	Performance Indicator Tracking Table
PPP	Public-Private Partnership
PPR	Performance Plan and Report
PSEF	Private Sector Engagement Framework
PWD	Persons with Disabilities
ST	Short-Term
TOC	Terms of Cooperation
USAID	United States Agency for International Development

# I. INTRODUCTION

## I.1 Program Overview

The International Executive Service Corps (IESC) is implementing the US\$23.99 million USAID Industry-led Skills Development Program (the Program) under Award No. 72011421C00002. The period of performance for the agreement is from May 3, 2021 to May 2, 2026.

The purpose of the USAID Industry-led Skills Development Program is to develop industry-relevant human capacity that is responsive to high-value employment opportunities and contributes to increased economic competitiveness in Georgia. The Program will achieve this by systematically engaging employers to equip Georgians with skills demanded in sectors with high growth potential and by creating direct linkages between training programs and employment opportunities.

Through its three components, the Program supports the USAID/Georgia Country Development Cooperation Strategy (CDCS) Development Objective (DO) 3: *Inclusive, High-Value Employment Opportunities Provided through Increased Economic Growth* by contributing to Intermediate Result (IR) 3.2: *Competitiveness of Key Sectors Increased* and Sub IRs 3.2.1: *Access to Diverse, High-Value Markets Expanded*, 3.2.2: *Access to Investment Resources*, and 3.2.4: *Industry-Relevant Human Capacity Developed*.

Specifically, under the first component, the Program will pilot and advocate for initiatives that incentivize private sector engagement in skills development and in the transition from education to employment. Under the second component, the Program will create and/or significantly improve short-term and long-term training opportunities demanded by employers. Under the third component, the Program will expand access to existing, high-quality training programs in rural areas and for the priority populations outside of Tbilisi and other urban areas. Through the three components, the Program will support over 4,800 individuals to complete USG-assisted workforce development programs, assist over 3,840 individuals with new or better employment following participation in skills development courses, and engage businesses to establish at least 30 long-term partnerships with training providers, among other life of program results.

## I.2 Purpose

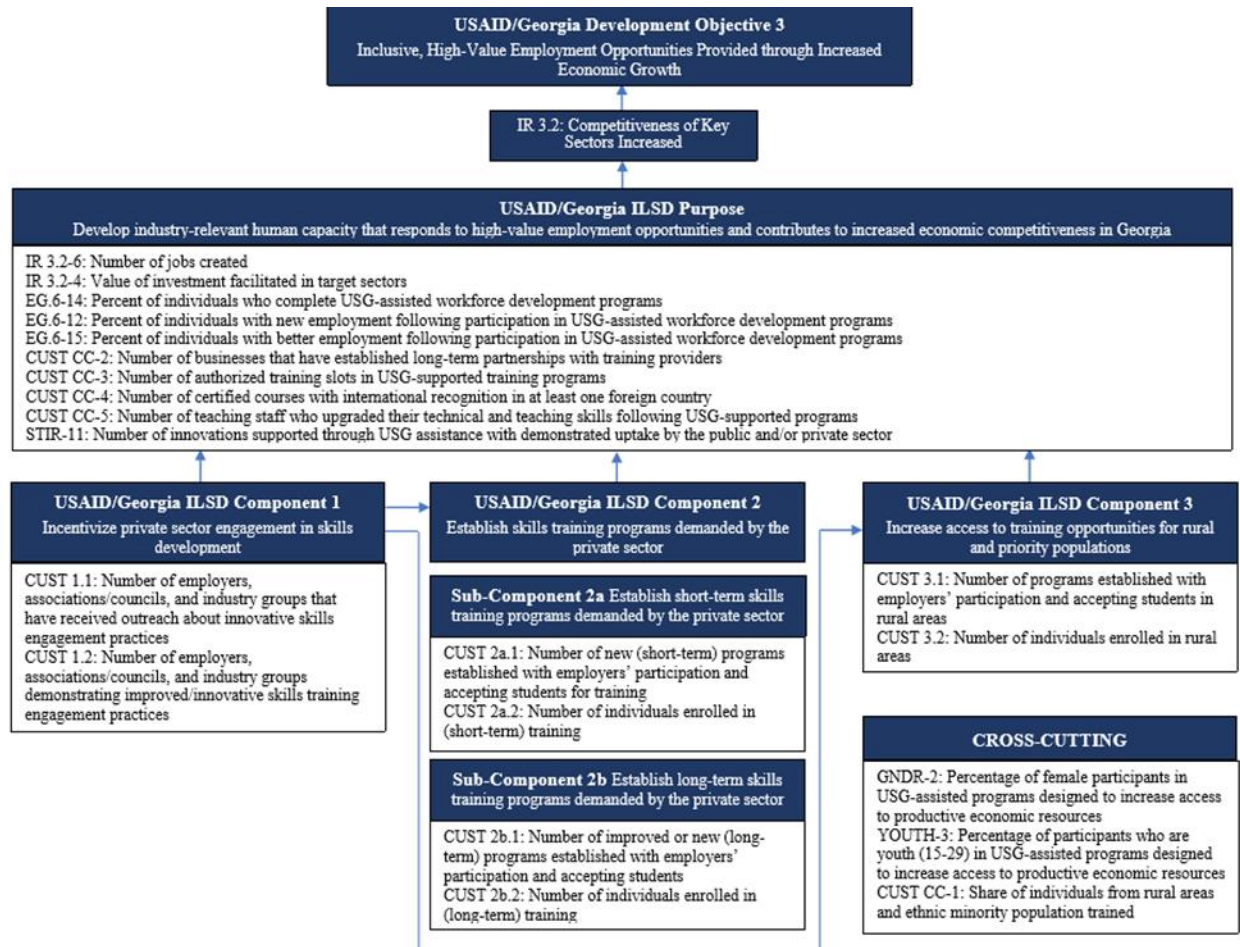
The Monitoring, Evaluation, and Learning (MEL) Plan is a dynamic and flexible document that will serve as the guiding tool for the MEL Division and the broader Program team to measure progress against objectives and targets. The purpose of this MEL Plan is to describe how IESC will monitor, evaluate, and integrate adaptive learning into the USAID Industry-led Skills Development Program. Importantly, it will be reviewed and updated annually to ensure alignment with the annual work plan, changes within the operating environment, and changes in the Mission's priorities, if any. Interim revisions shall be discussed with USAID/Georgia as the Program gathers learning and will be incorporated into the annual update.

The MEL Plan presents performance indicators that measure each expected result of the Program. It also describes the processes that will be used to implement proper MEL, as well as those that will help IESC integrate lessons and adapt implementation throughout the life of the program. Each indicator has a unique Performance Indicator Reference Sheet (PIRS) that provides the indicator definition and data collection summary; indicators are also tracked internally through a Performance Indicator Tracking Table (PITT) and included in an Indicator Summary Table with accompanying baselines and targets, both of which are provided to USAID each reporting period.

The MEL Plan is organized as follows: The Introduction section provides a brief overview of the USAID Industry-led Skills Development Program and its three components. The Logical Model section includes the theory of change, key assumptions, and the results framework that, combined, provide the building blocks of the MEL Plan. The Monitoring section describes efforts the MEL Division will undertake to monitor performance and includes the Indicator Summary Table with the full range of performance indicators tracked. This section also details how data will be managed at all stages – from collection to reporting – and what actions will be taken to ensure that Program data meets USAID’s rigorous quality standards. Next, the Evaluation section details plans for conducting and utilizing findings from structured evaluations, both internally and externally. The Learning section introduces the Program’s approach to identifying and integrating lessons from monitoring data, assessments, evaluation findings, and other learning activities, including opportunities to pause, reflect, learn, and adapt throughout program implementation. The Management section defines key roles and responsibilities for implementing the MEL Plan and provides a schedule and associated budget for key MEL activities during the life of the program. The Change Log section provides a framework to capture changes made to the MEL Plan over time. Lastly, the Annexes include completed PIRS for all indicators with merged PIRS for similar indicators, the PITT, and the Data Quality Checklist.

## 2. LOGICAL MODEL

### 2.1 Visual



### 2.2 Narrative

With the ultimate goal of supporting the USAID/Georgia CDCS DO 3: *Inclusive, High-Value Employment Opportunities Provided through Increased Economic Growth*, the Program will develop industry-relevant human capacity that responds to high-value employment opportunities and contributes to increased economic competitiveness in Georgia.

Through its three components, the Program will contribute to IR 3.2: *Competitiveness of Key Sectors Increased* and Sub IRs 3.2.1: *Access to Diverse, High-Value Markets Expanded*, 3.2.2: *Access to Investment Resources*, and 3.2.4: *Industry-Relevant Human Capacity Developed*.

### 2.3 Development Hypothesis

If the Program systematically engages employers to equip Georgians with skills demanded in high-growth sectors and creates direct linkages between training programs and



employment opportunities by providing strategic cost-share grants and promoting innovative, sustainable models, then private sector engagement in skills development will be incentivized; short-term and long-term skills training programs demanded by the private sector will be established; and access to training opportunities for rural and priority populations will be increased, resulting in inclusive, high-value employment opportunities through increased economic growth.

## 2.4 Critical Assumptions

As part of the Program's learning activities, the following critical assumptions will be regularly monitored to gauge whether and to what extent any changes will impact the development hypothesis, its causal pathways, the Program approach, or planned interventions:

- Government of Georgia's National Qualifications Framework (NQF) continues to support an agenda focused on employability skills relevant to labor market needs
- Businesses and training institutions are adequately incentivized to partner with one another
- Coordination from relevant USAID Activities, other donor partners, and local stakeholders is sustained
- Sectors in which higher-value economic opportunities are more prevalent (e.g., construction; transport/logistics) continue to thrive, despite global effects from COVID-19 on such sectors
- Internationally exposed sectors are not adversely impacted by potential currency fluctuation
- No additional surges in COVID-19 cases will occur; national participation in COVID-19 vaccination campaigns will continue
- No additional COVID-19-related economic downturn will occur; if so, Government of Georgia COVID-19-related financial assistance will continue to be responsive and sufficient

## 3. MONITORING

One key element to a successful MEL strategy is the timely and consistent collection of relevant, reliable data to monitor the progress of performance indicators against established targets. Quality data facilitates informed judgments on overall Program performance and provides quantitative and qualitative information for further analyses, including the identification of necessary adaptations to project design or implementation. Program data collected and reported will also provide information that USAID can use to update other frameworks, such as the Foreign Assistance Coordination Tracking System (FACTS Info).

The MEL Plan task-based data collection and reporting system measures performance at two levels: (1) *output*-level indicators that reflect the quantity or volume of direct assistance provided, such as individuals trained or hours of technical assistance provided; and (2) *outcome*-level (or results-level) indicators measure project achievements that are reasonably attributable to Program interventions and occur as the result of more direct interventions by the Program, such as new or better employment secured (as the result of a training program).

Although the MEL Plan does serve as a Program guide to fulfill USAID reporting requirements, it also serves as a useful tool for management and organizational learning. In this sense, the MEL Plan is a “living” document and will be updated – at least once annually and as often as necessary – to reflect changes in project strategy and interventions. When reviewing the MEL Plan, the following issues will be considered:

- *Are the performance indicators working as intended in the design? Are the targets ambitious, yet achievable?*
- *Are the performance indicators providing the information needed to properly gauge the Program interventions for each component and for the Program overall? How can the MEL Plan be improved?*

Performance indicators have been strategically selected to monitor progress and guide project management in making timely and informed adjustments to the implementation strategy based on their ability to meet the following criteria:

- **Direct.** A direct measure of the intended results and directly attributable to program interventions.
- **Objective.** A transparent and standard measure of the intended result.
- **Quantitative.** Easily represented and conveyed in numerical terms.
- **Practical.** Collected and analyzed accurately and in a timely and cost-effective manner.
- **Reliable.** Consistently high quality based on reliable sources and sound data collection techniques.

Some Program indicators have been selected from the list of USAID/Georgia Mission Performance Management Plan (PMP indicators or the U.S. Department of State Standard Foreign Assistance (Standard F) indicators. Others are custom indicators, designed to measure interventions specific to the Program’s implementation approach and areas of particular interest to USAID. The goal of the indicator selection process is to align with USAID/Georgia PMP and Performance Plan and Report (PPR), while also considering the scope and focus of the Program.

A PIRS has been prepared for each indicator (Annex I). The Performance Indicator Summary Table (below) ties the measurable achievements of program activities to the causal logic of the results framework, illustrating the pathway that will lead to high-value employment and increased economic competitiveness in Georgia. Indicator targets will be reviewed and revised annually, if necessary, based on previous achievements, changes in critical assumptions, and any subsequent modifications to the implementation strategy.

Alignment with the USAID/Georgia PPR has been noted in the PIRS and Performance Indicator Summary Table.

The USAID Industry-led Skills Development Program tracks a total of twenty-one (21) performance indicators, including two (2) USAID/Georgia PMP indicators, three (3) Standard F indicators, and sixteen (16) custom indicators. Most indicators include one or more disaggregates to provide additional information on the composition of the data and to reveal patterns masked in the aggregate data. For all person-level indicators, the Program will disaggregate by sex, age cohorts, persons with disabilities (PWD), ethnic minority status, and geographic location.

### 3.1 Indicator Summary Table

The Performance Indicator Summary Table includes the full set of performance indicators tracked by the Program. All 21 Program indicators link to IR 3.2: *Competitiveness of Key Sectors Increased* under the USAID/Georgia CDCS DO 3: *Inclusive, High-Value Employment Opportunities Provided through Increased Economic Growth*.

Activity/Project Name: USAID Industry-led Skills Development Program											
Assistance Objective: DO 3: Inclusive High-Value Employment Opportunities Provided Through Increased Economic Growth											
Program Area: IR 3.2: Competitiveness of Key Sectors Increased											
Indicator	Type	Unit of measurement	Disaggregation	Freq.	Baseline (Year)	Y1	Y2	Y3	Y4	Y5 <sup>1</sup>	LOA
<b>Across all components</b>											
Number of jobs created	IR 3.2-6 Outcome (PMP)	Number	Sex; Sector; PWD	Annual	0 (FY21)	0	0	150	150	200	500
Value of investment facilitated in target sectors	IR 3.2-4 Outcome (PMP)	\$ USD	Sector; Domestic vs Foreign; Public vs. Private; GDAs vs. Other PPPs	Annual	0 (FY21)						
Percent of individuals who complete USG-assisted workforce development programs	EG.6-14 Output (F)	Number, %	Sex; Age; Ethnic Minority; Rural; PWD; ST vs. LT Programs	Annual	0 (FY21)	0	25% (10/40)	30% (970/3,270)	33% (1,590/4,850)	36% (2,230/6,200)	77% (4,800/6,200)
Percent of individuals with new employment following participation in USG-assisted workforce development programs	EG.6.12 Outcome (F)	Number, %	Sex; Age; Ethnic Minority; Rural; PWD	Annual	0 (FY21)	0	0%	8% (78/980)	8% (127/1,590)	8% (178/2,230)	8% (384/4,800)
Percent of individuals with better employment following participation in USG-assisted	EG.6-15 Outcome (F)	Number %	Sex; Age; Ethnic Minority; Rural; PWD	Annual	0 (FY21)	0	0%	72% (706/980)	72% (1,145/1,590)	72% (1,606/2,230)	72% (3,456/4,800)

<sup>1</sup> Program Year 5 extends from October 2024 through May 2026, although most activities in FY 2026 will be related to consolidation of activities and results under grants and will, therefore, not affect implementation or its monitoring.

**Activity/Project Name: USAID Industry-led Skills Development Program**

**Assistance Objective: DO 3: Inclusive High-Value Employment Opportunities Provided Through Increased Economic Growth**

**Program Area: IR 3.2: Competitiveness of Key Sectors Increased**

Indicator	Type	Unit of measurement	Disaggregation	Freq.	Baseline (Year)	Y1	Y2	Y3	Y4	Y5 <sup>1</sup>	LOA
workforce development programs											
Number of businesses that have established long-term partnerships with training providers	Custom Output	Number	ST vs. LT Program vs. Other Collaboration; Rural	Qtly.	0 (FY21)	0	1	12	12	5	30
Number of authorized training slots in USG-supported training programs	Custom Output	Number (annual targets cumul.)	Sex; Rural; ST vs. LT Program	Annual	0 (FY21)	0	0	460	770	1,000	1,000
Number of certified courses with international recognition in at least one foreign country	Custom Outcome	Number	Rural; ST vs. LT Program	Annual	0 (FY21)	0	0	5	4	2	11
Number of teaching staff who upgraded their technical and teaching skills following USG-supported programs	Custom Outcome	Number	Sex; Sector; Rural; ST vs. LT Program	Semi-annual	0 (FY21)	0	0	45	60	60	165
Number of innovations supported through USG assistance with demonstrated uptake by the public and/or private sector	STIR-11 Outcome (F)	Number	New vs. Ongoing; Public vs. Private Sector	Annual	0 (FY21)	0	0	2	1	1	4
Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources	GNDR-2 Output (F)	%	N/A	Semi-annual	0 (FY21)	0	45%	45%	45%	45%	45%
Percentage of participants who are youth (15-29) in USG-assisted programs designed to increase access to productive economic resources	YOUTH-3 Output (F)	%	Age range	Semi-annual	0 (FY21)	0	55%	55%	55%	55%	55%

**Activity/Project Name: USAID Industry-led Skills Development Program**

**Assistance Objective: DO 3: Inclusive High-Value Employment Opportunities Provided Through Increased Economic Growth**

**Program Area: IR 3.2: Competitiveness of Key Sectors Increased**

Indicator	Type	Unit of measurement	Disaggregation	Freq.	Baseline (Year)	Y1	Y2	Y3	Y4	Y5 <sup>1</sup>	LOA
Share of individuals from rural areas and ethnic minority population trained	Custom Output	%	Rural; Ethnic Minority	Semi-annual	0 (FY21)	0	30%	30%	35%	35%	35%
<b>Component 1: Incentivize private sector engagement in skills development</b>											
Number of employers, associations/councils, and industry groups that have received outreach about innovative skills engagement practices	Custom Output	Number	Entity (employer, association, council, industry group)	Qtly.	0 (FY21)	30	50	50	50	40	220
Number of employers, associations/councils, and industry groups demonstrating improved/innovative skills training engagement practices	Custom Outcome	Number	Entity (employer, association, council, industry group)	Semi-annual	0 (FY21)	0	2	6	7	7	22
<b>Component 2: Establish skills training programs demanded by the private sector</b>											
<b>Sub-component 2a: Establish short-term skills training programs demanded by the private sector</b>											
Number of new (short-term) programs established with employers' participation and accepting students for training	Custom Outcome	Number	Rural	Semi-annual	0 (FY21)	0	2	6	8	4	20
Number of individuals enrolled in (short-term) training	Custom Output	Number (annual targets cumul.)	Sex; Age; Ethnic Minority; PWD; New vs. Continuing; Rural	Qtly.	0 (FY21)	0	40	1,980	2,880	3,600	3,600
<b>Sub-component 2b: Establish long-term skills training programs demanded by the private sector</b>											
Number of improved or new (long-term) programs established with employers' participation and accepting students	Custom Outcome	Number	New vs. Improved; Rural	Semi-annual	0 (FY21)	0	0	13	16	6	35

**Activity/Project Name: USAID Industry-led Skills Development Program**

**Assistance Objective: DO 3: Inclusive High-Value Employment Opportunities Provided Through Increased Economic Growth**

**Program Area: IR 3.2: Competitiveness of Key Sectors Increased**

Indicator	Type	Unit of measurement	Disaggregation	Freq.	Baseline (Year)	Y1	Y2	Y3	Y4	Y5 <sup>1</sup>	LOA
Number of individuals enrolled (long-term)	Custom Output	Number (annual targets cumul.)	Sex; Age; Ethnic Minority; PWD; New vs. Continuing; Rural	Qtly.	0 (FY21)	0	0	1,290	1,970	2,600	2,600
<b>Component 3: Increase access to training opportunities for rural and priority populations</b>											
Number of programs established with employers' participation and accepting students in rural areas	Custom Outcome	Number	New vs. Improved; ST vs. LT Program	Semi-annual	0 (FY21)	0	1	7	7	5	20
Number of individuals enrolled in rural areas	Custom Output	Number (annual targets cumul.)	Sex; Age; Ethnic Minority; PWD; New vs. Continuing	Qtly.	0 (FY21)	0	20	950	1,130	1,500	1,500

## 3.2 Data Collection, Management, and Analysis

The MEL Division collects data on Program interventions and impact via the following methods.

### **Routine Monitoring**

Routine monitoring data collection occurs concurrently with regular implementation during trainings, grantee outreach events, and other activities led by technical staff and partners. This process, along with data cleaning and entry, is ongoing throughout the life of the program and allows the USAID Industry-led Skills Development Program to monitor demographic and enrollment data for program beneficiaries. Through the Program's three components, we will provide support to a number of beneficiaries, including training institutions and teachers, enterprises, sector skills councils, private sector associations, trainees, and other public and private organizations and stakeholders.

The MEL Division's routine monitoring systems will report all output and select outcome-level data associated with the Program at a level that is sufficient for disaggregation according to the PIRS for each indicator. The MEL Division, technical staff trained and vetted by the MEL Division, and externally contracted enumerators (engaged during peak reporting and surge periods) will be used to gather routine monitoring data. Example indicators to be captured via routine data monitoring include (1) *Number of individuals enrolled in a skills training program*; and (2) *Number of employers, associations/councils, and industry groups that have received outreach about innovative skills engagement practices*.

### **Beneficiary-based surveys**

Beneficiary-based surveys refer to data collected at pre-defined intervals (usually semi-annually or annually) from benefiting organizations, private companies, business associations, including educational institutions and training providers, receiving grants on a cost-share basis. Initial beneficiary surveys will be used to establish baseline and annual values to monitor changes in beneficiary outcomes, including changes to student enrollment rates and program certifications, among others. The MEL Division will engage a local MEL consulting firm to design and conduct baseline surveys with grantees on a rolling basis. The Program will also conduct census-based surveys of all grant recipient organizations. To ensure responsiveness and high data quality, the Program will include Memoranda of Understanding (MOUs)/Terms of Cooperation (ToCs) or grant awards and technical assistance agreements with the requirement that grantees regularly share data, including performance against targets relevant to the Program MEL Plan and grantee-specific milestones.

### **Qualitative data**

The MEL Division will also incorporate a variety of qualitative data collection and analysis methods to provide a more holistic understanding of the results and the contextual issues



affecting their achievement. Focus groups, semi-structured interviews featuring open-ended questions, and surveys will be incorporated systematically into MEL tools and activities to allow the Program to continually adapt interventions to the local context and respond quickly to changes in the development hypotheses.

### **Secondary sources**

When it is determined that necessary information cannot be collected via routine monitoring or sample surveys, data will be obtained from secondary sources, dependent upon the indicator or request. This may include the National Statistics Office of Georgia, regional governmental offices, other donor funded projects, or other implementing partners. Data collected via routine monitoring systems and participant-based sample surveys will leverage Information and Communication Technology (ICT) tools such as smartphones and tablets to eliminate manual digitization and reduce human error.

### **Data Storage and Security**

All Program data collected through routine monitoring, beneficiary surveys, or other methods will be stored in a cloud-based project information management system. Following analysis, performance indicator data will be tracked and stored in the Excel-based Performance Indicator Performance Tracking Table, as well as in the digital MEL platform once it is designed and operational during Year 2. Data will be stored in a secure, password-protected server housed in the Program's main Tbilisi office. Access to raw data will be restricted to the MEL Director, MEL Coordinator, the Chief of Party (COP), and other staff designated by the COP as requiring access.

The Program's monitoring data will include personally identifiable information (PII) for beneficiaries who participate in Program interventions. For instance, information collected on student enrollment will include names, dates of birth, identification numbers, and other personal information. Where PII is contained in hard copy (such as printed lists of enrolled students), documents will be kept in a locked filing cabinet in the MEL Division office. Where PII is contained digitally in the project information management system, access will be highly restricted as described above. When it is necessary to share beneficiary information, such as to submit datasets to the Development Data Library (DDL), personally identifiable information will be fully anonymized.

### **Data Analysis and Reporting**

In addition to quality assurance checks immediately following routine data collection, the MEL Division will employ quality assurance protocols to assist with analysis, including logic checks to align reporting period work with quantitative results, causal assessments for target deviations +/-10%, review of nested indicators (indicators that relate to one another), statistical significance tests, or regression analysis to further understand the relationships between key variables. Depending on the availability of location data, geospatial data analysis may be conducted.

IESC's Home Office (HO) MEL Division will support analysis efforts, provide guidance, and corroborate results as an additional layer of quality assurance. Once the analysis has been finalized, data will be prepared and submitted each reporting period per USAID guidance, including submission of relevant datasets to the DDL.

### 3.3 Data Quality Assurance

To be useful in managing for results and credible for reporting, the Program's MEL Director will ensure that performance data meets USAID's standards of validity, integrity, precision, reliability, and timeliness as per the Automated Directives System (ADS) requirements for Data Quality (ADS 203.3.11.1). PIRS development is integral to ensuring data quality, as a well-written PIRS provides a standard reference to ensure that indicator data is collected and reported using the same procedures each time. In addition to adhering to the methodologies described in the PIRS, the MEL Division prioritizes performance data that is complete, accurate, and consistent as management needs and resources permit.

The MEL Division uses IESC's standard multi-tiered approach to internal data quality assurance using three levels of quality control when data is received. (1) Program technical team: best suited to provide initial quality review, given their technical ability to understand and interpret collected information; (2) Program MEL Division: checks for calculation errors, confirms data is disaggregated properly, and identifies and corrects for outlier data; (3) COP, HO Program team, and/or the IESC Global MEL Director: review data before quarterly and annual reports are submitted.

#### Internal/External Data Quality Assessments

In addition to two external Data Quality Assessments (DQAs) that will be conducted by USAID during Year 3 and Year 5, the Program will undertake annual internal DQAs, which will be performed by Program staff (MEL and technical staff) or during visits to the Program office by IESC HO staff. Internal DQA procedures are as follows:

- **Identify indicators for review.** Where data are collected quarterly, the indicators will be reviewed on a quarterly basis by the MEL Division. In contrast, where data are collected annually, these indicators will be reviewed annually.
- **Identify the DQA team and other required resources.** Generally, this will include the MEL team as well as other team members responsible for data collection. Where implementing partners are responsible for data collection, interviews with personnel will be needed.
- **Develop the approach and schedule, including interviews and document review required, including those from partners.** Communicate approach and schedule to the relevant team members.
- **Review indicator definitions from relevant PIRS.** Address any issues of ambiguity in definitions.

- **Collect documentation and conduct interviews with relevant team members** using the standard DQA Form (see Annex 3 Data Quality Assessment Form) to assess validity, reliability, timeliness, integrity, and precision.
- **Prepare DQA documentation and provide a summary of significant limitations found.** Where appropriate, include a plan of action, timelines, and responsibilities for addressing the limitations. A summary report to the COP and MEL Director will highlight any data quality concerns and suggestions for improvement.

## 4. EVALUATION

### 4.1 Internal Evaluation

In addition to monitoring, the Program's MEL system includes critical evaluation of interventions and outcomes to inform adaptive management and program decision-making. Although no formal internal evaluations are currently planned, the MEL Division will regularly use Program data to inform evidence-based implementation and planning decisions. For example, quarterly reviews of indicators will be conducted to identify areas of under-performance, allowing program staff to discuss and develop course correction measures.

Given the country's current environment of collaboration between business and educational institutions, the Program will complete a collaboration mapping exercise (i.e., who is doing what where). This exercise will focus on the VET space and involve the Ministry of Education and Science, Skill Development Agency, Center for Training and Consultancy, and the Global Research & Consulting Company as well as other relevant stakeholders. Based on the results of this exercise, the Program will establish collaboration opportunities based on mutual interest and will elaborate a private sector engagement strategy to close outstanding gaps in the labor market and VET.

### 4.2 External Evaluation

USAID may conduct a midterm and/or a final independent performance evaluation of the Program. If conducted, the midterm evaluation will take place in Year 3, and the final evaluation will take place at the end of Year 5. The purpose of the midterm evaluation is to assess whether the implementation strategy and approach have been effective in producing expected outcomes and meeting agreed-upon targets. Midterm evaluations provide recommendations on necessary adjustments to optimize resource utilization and delivery of results. The Program's final evaluation will include successes, challenges, adaptations, lessons learned, and recommendations for future USAID programming.

During midterm and/or final performance evaluations conducted by external parties, the Program team will assist third-party evaluators commissioned by USAID by: (1) Reviewing and providing feedback on draft evaluation designs, questions, and data collection instruments; (2) Sharing data used for performance monitoring, learning, and adaptive

management. If this includes person-level data, IESC will anonymize the data prior to providing it to the evaluation team; (3) Providing written responses to an evaluation self-assessment questionnaire; (4) Making staff available to answer program-related questions; (5) Supporting evaluators in identifying and obtaining access to activity stakeholders, beneficiaries, and sites of operation; (6) Reviewing, providing feedback on, and validating draft evaluation findings, conclusions, and recommendations; and (7) Supporting evaluators in conducting stakeholder meetings to discuss and finalize recommendations based on evaluation findings.

### Evaluation Purpose, Key Questions, & Timing

Type	Purpose	Illustrative questions / evaluation areas	Program year
Midterm performance evaluation	To identify potential gaps and challenges in implementation, assess relevance of interventions (or lack of), document lessons learned, discuss mid-course corrections as needed.	<ul style="list-style-type: none"> <li>• What are the key results of the program to-date?</li> <li>• Are the planned activities on track to achieve the established targets?</li> <li>• Are activities being appropriately managed?</li> <li>• Have any contextual changes occurred?</li> <li>• What are the working approaches, methods, and strategies that require modification?</li> <li>• Are costs associated with staffing, management, and oversight suitable, given the scope of activities carried out?</li> </ul>	Year 3
Final performance evaluation	To identify the Program's contribution in developing industry relevant human capacity in response to high value employment opportunities.	<ul style="list-style-type: none"> <li>• What has the Program achieved as outlined in the results framework?</li> <li>• What are need gaps for future programming?</li> <li>• Document lessons and recommendations for USAID, program grantees, and other key stakeholders for future programs</li> <li>• Assess direct/indirect and intended/unintended impacts</li> <li>• Answer questions associated with relevance, effectiveness, efficiency, effectiveness, and sustainability of the Program, including questions that aim to test causal linkages in the program's results framework</li> </ul>	Year 5

## 5. LEARNING

The strength of the Program's MEL system lies in its ability to provide timely, consistent, and actionable information to Program staff, USAID/Georgia, key private and public sector stakeholders, and direct beneficiaries, which allows for continuous learning, adapting, and results-based management. The MEL Division is committed to continuously assessing the validity of the development hypothesis causal pathway and making any necessary adjustments to yield the most effective course of action.

As a major component of the MEL Plan, learning activities will be guided by the Program Learning Agenda, which will be developed by the MEL Director and MEL Coordinator in coordination with the Program team. The Learning Agenda will include key questions, including some from the USAID/Georgia CDCS, that will serve as the focal point for learning exercises and discussions. The MEL Division will inform Learning Agenda questions through Program team insights, targeted surveys, focus group discussions (FGDs), and other learning activities; findings will be incorporated into regularly scheduled learning exercises. Examples of potential learning questions to guide Program inquiry, insight, and adaptive management include the following:

- *How efficient and effective are selected grantees in making anticipated cost-share contributions and facilitating the development of industry-relevant human capacity that responds to high value employment opportunities?*
- *How balanced are beneficiary groups in terms of equal representation of women, youth, PWD, ethnic minorities, and persons living in rural areas?*
- *To what extent is a functional and effective network in place (both centrally and regionally) between educational institutions, private sector actors, and governmental agencies?*
- *To what extent do education programs supported by the Program address industry demands and reduce the gap between the demand and supply of trained workforce?*

## 5.1 Internal Learning

The Program will use analysis of performance monitoring data to review project implementation plans and approaches on a routine basis, including regular learning-focused staff meetings and quarterly pause-and-reflect sessions. Together, these facilitated learning sessions will be important platforms to provide feedback on implementation progress, discuss effectiveness of the implementation approach, identify areas where corrective measures are needed, and propose related solutions. They will also foster a learning environment across the Program team where staff are encouraged to actively participate, share ideas, and take part in resolving implementation challenges.

Regularly scheduled learning sessions are a critical step in the quarterly learning cycle, in which Program managers review collected evidence (i.e., performance monitoring data, expenditure data, and qualitative feedback from technical staff, beneficiaries, and grantees) to consider whether each intervention is meeting or exceeding expectations. When an intervention is not meeting expectations, MEL staff will assist technical teams to identify the root cause(s) and propose solutions to improve performance (e.g., changes in staffing, approaches, timing, and/or geographic focus). Conversely, successes will be reviewed with a focus on replication and/or scaling. The COP will proactively inform USAID/Georgia of potential problems, proposed solutions, and successful approaches.

## 5.2 External Learning

External learning will focus on disseminating best practices, successful approaches, and lessons learned to grantees and other beneficiaries, related USAID and donor-funded projects, and stakeholders working toward the same objectives. The Program communications strategy will use existing learning mechanisms and platforms to scale and share information learned through the Program’s multi-channel strategy, including through workshops and roundtables, webinars, social media, national TV, and radio in rural areas, with content translated into appropriate languages for ethnic minorities (e.g. Russian, Armenian, Azeri). The Program will showcase innovative practices in industry-led skills development at networking events starting in Year 1, including practices already adapted in Georgia and from abroad, offering a chance for the private sector and training providers to explore partnership opportunities. The Program will also share lessons learned from grant efforts during grant outreach events, such as roadshows and webinars, to ensure that future grant applicants understand the type and quality of interventions prioritized by the Program. An overview of the Program’s internal and external feedback loops and adaptive management approach is highlighted below.

### Feedback Loops and Adaptive Management

Feedback Loop	Adaptive Management
<b>Internal</b>	
Regular learning-focused staff meetings	Provide updates on progress, discuss challenges, encourage timely feedback and information exchange, continuously analyze activities using learnings to adapt implementation
Monthly review of program work plan	Ensure interventions are taking place in the necessary timeframe and whether they are meeting or exceeding expectations in terms of beneficiary needs and cost
Monthly monitoring of beneficiaries through grantee training logs and other intervention data	Ensure effective beneficiary targeting of key demographic categories (e.g., female, youth, rural, ethnic minority, etc.)
Quarterly pause-and-reflect sessions to review grantee performance reports	Ascertain grantee performance (e.g., training program targeting, cost-share contribution); review of successes and challenges from previous reporting period; deeper analytical dives into 2-4 priority indicators
Annual analysis of quantifiable outcome data based on survey results	Revise Program’s work plan and MEL Plan; adjust indicators and targets based on relevance and progress
<b>External</b>	
Publish success stories and case studies through the Program’s Communications Strategy	Highlight best practices and encourage replication by grantees and other stakeholders

Form customized Practitioner Learning Groups (PLGs) and communities of practice among stakeholders	Identify needs, constraints, and opportunities; share successes and failures; avoid duplicative efforts
Develop and participate in knowledge sharing platforms (i.e. interactive websites, webinars)	Share knowledge across a diverse range of stakeholders; develop innovative ideas and solutions

### 5.3 Assessments

Within the first 120 days of the start of the Program, the team will conduct a constraints analysis, assessing private sector engagement in skills development. Findings from this analysis, along with international best practices and results from employer and sectoral association engagement activities already conducted by USAID and other donors, will be used to develop the Private Sector Engagement Framework (PSEF), which will guide the Program’s approach to prioritizing initiatives implemented under the Program’s components. The PSEF will inventory high-value skills shortages in growth-oriented industries and supply-side constraints, including course content, pedagogy, and accessibility. Supporting the PSEF, the constraints analysis will assess the level of private sector engagement in informing training provider course offerings and practices, focus on private sector involvement in curriculum development, provision of guest lecturers, availability and quality of internships, career guidance, externships or mentorships, and quality assurance. The constraints analysis will also identify ways to incentivize companies to engage in the skills upgrading process, as well as ready-to-go replicable models.

## 6. MANAGEMENT

### 6.1 MEL Program Staff Roles

The MEL Division is responsible for the development, implementation, and management of the Program’s MEL systems. Under the leadership of the MEL Director and assisted by the MEL Coordinator, the MEL Division oversees and coordinates data collection, analysis, learning, reporting, and dissemination of results. The MEL Director reports directly to the COP, who provides oversight and ensures accountability of the MEL Division. Other Program staff members also play an important role in MEL plan implementation, as described below:

Staff	Role
<b>Chief of Party</b>	The COP will provide overall oversight to and direction of the MEL Division. She will use data and reports generated by the MEL Division for reporting purposes and to make strategic and management decisions regarding implementation. She will provide an additional layer of quality control to ensure that appropriate measures are in place to ensure the validity of program data.
<b>Deputy Chief of Party (DCOP)</b>	The DCOP’s will guide day-to-day program implementation, ensuring that all activities have adequate support and are planned and executed accordingly. He will prompt adaptive measures in response to MEL findings and lessons learned. He will ensure that the all-program components are integrated, and proper communication is maintained.

<b>MEL Director</b>	Reporting to the COP, the MEL Director will be responsible for leading the MEL Division, overseeing all aspects of MEL Plan implementation, and coordinating across the Program’s team members to ensure timely data collection and data quality. He will maintain the Program’s electronic and physical MEL files, including tool design and the collection of supporting/back-up documentation from technical staff. He will routinely prepare and present project monitoring results to the COP and DCOP to ensure timely use of results and informed management decisions. He will play a critical role in training staff and grantees alike on MEL practices, providing guidance on their respective data collection responsibilities. He will regularly collaborate with local partners, the Government of Georgia, and USAID and other donor-funded programs to conduct deeper analytical dives, inform interventions, and support the Program’s goals and objectives.
<b>MEL Coordinator</b>	Reporting to the MEL Director, the MEL Coordinator will contribute to overall MEL efforts to monitor and evaluate the performance and impact of the Program, including the identification of issues, insights, and lessons learned. She will support the design of MEL tools, including data collection instruments and questionnaires. She will assist the MEL Director to establish baselines against which subsequent performance will be measured and will work collaboratively with project technical staff and grantees to track and verify results and deliverables associated with Program activities. The MEL Coordinator will also support data quality assessments and lead quarterly field verification activities with grantees.
<b>Communications Manager</b>	The Communications Manager will be responsible for developing and overseeing the Program’s communications strategy, activities, and products, including marketing materials that comply with USAID’s Branding and Marking Plan. He/she will manage quality control of all reports and marketing products. He/she will also be responsible for incorporating key targets and achievements from the MEL Plan into deliverables to effectively communicate achievements to key stakeholders.
<b>IESC Home Office Support</b>	Ongoing technical support is provided by the HO MEL Division and MEL consultants, as needed. IESC’s HO MEL staff will ensure that rigorous MEL standards are maintained and that activities are consistent with USAID best practices. During project start-up, the HO team will provide specialized assistance in finalizing the MEL Plan and offering tailored training and support to the MEL Division. The HO will also serve as a third and final quality check prior to inclusion of Program data in official USAID reports and communications products.



## 6.2 Schedule

The MEL Gantt Chart below outlines key MEL Division tasks, responsible individuals, and proposed timing over the life of the program. Separately, the MEL Division will develop and maintain a more detailed annual work plan.

MEL Gantt Chart (USAID Fiscal Years)																						
#	Task	Responsible	Year 1				Year 2				Year 3				Year 4				Year 5			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1	MEL Division hired and onboarded	HO, MEL Director, COP																				
2	Preliminary first-year work plan	HO, MEL Director, COP, DCOP, COR																				
3	MEL Plan drafted and approved	HO, MEL Director, COP, COR																				
4	Weekly and monthly reviews, updates	MEL Director, MEL Coord.																				
5	Submission of quarterly progress reports with indicator data to USAID	MEL Director, MEL Coord., COP, Comms Manager																				
6	Annual MEL Plan update	MEL Director, MEL Coord., HO																				
7	Annual work plan (AWP) submissions	COP, DCOP, HO, MEL Director, MEL Coord., Program team																				
8	Private sector engagement framework submission	MEL Director, MEL Coord., COP, DCOP, Program team																				
9	Develop, modify data collection tools	MEL Director, MEL Coord.																				
10	Develop and test PITT	MEL Director, MEL Coord.																				
11	Baseline SOW submission to USAID	MEL Director, HO																				

12	Train tech team on MEL procedures & processes	MEL Director																		
13	Data collection for qly/annual reports	MEL Director, MEL Coord.																		
14	Submission of PPR data and narratives to USAID	MEL Director, MEL Coord																		
15	Pause-and-reflect sessions to review progress vs. targets, CLA agenda	MEL Director, MEL Coord., Program team																		
16	Review of performance indicator targets to work plan alignment	MEL Director, MEL Coord.																		
17	Complete Environ. Screening Form for all sub-award applications	COP, DCOP, Environmental Specialist																		
18	Conduct baseline for each grantee	MEL Director, MEL Coord.																		
19	Submit monitoring data to DDL	MEL Director, MEL Coord.																		
20	Conduct formal DQA	MEL Director, MEL Coord.																		
21	Submit GIS Reporting Data	MEL Director, MEL Coord.																		
22	Internal data quality reviews, verifications, assessments	MEL Director, MEL Coord.																		
23	Ad hoc USAID MEL tasks	MEL Director, MEL Coord.																		
24	Close out activities, sustainability plan	MEL Director, MEL Coord., COP, DCOP, Program team																		
25	Final report	MEL Director, MEL Coord., COP, DCOP, Program team																		

## 7. CHANGE LOG

The MEL Plan will be adjusted in response to changes in Program implementation, feedback received from USAID/Georgia on MEL efforts, changes in the operational context, and other new information. At minimum, the MEL Plan will be reviewed annually along with the submission of the work plan. A change log table will describe the changes made to the MEL Plan over time, as shown below.

<b>Date</b>	<b>Change by</b>	<b>Change to</b>	<b>Description of Change</b>
<i>Effective date of change</i>	<i>Person who made the change</i>	<i>Section of the MEL Plan changed. If an indicator has been changed, the indicator number will be included.</i>	<i>Summarize the change that was made to the MEL Plan and the reason the change was made.</i>

# ANNEX I. PERFORMANCE INDICATOR REFERENCE SHEETS

<b>USAID/Georgia Industry-led Skills Development Program Performance Indicator Reference Sheet</b> <b>IR 3.2-4 (USAID/Georgia)</b> <b>Last Updated On: April 15, 2021</b>
<b>Name of Result Measured (IR):</b> IR 3.2: Competitiveness of key sectors increased
<b>Name of Indicator:</b> Value of investment facilitated in target sectors
<b>PPR Indicator? No/Yes for Reporting Year(s), FAF link:</b> No
<b>DESCRIPTION</b>
<b>Precise Definition(s):</b> This indicator measures both public and private funds invested during a fiscal year by various stakeholders in targeted sectors, as a result of USAID assistance. Leveraged funds may include debt and equity investments made by USAID beneficiary enterprises (e.g. actual domestic investments made by beneficiaries to expand their business or start a new enterprise in conjunction with USAID’s Technical Assistance (TA)/training, foreign direct investment and institutional investors brought to Georgia as a result of USAID’s investment facilitation efforts, investments made by grantee enterprises to satisfy USAID’s cost-share requirement, other), lending (e.g. funds attracted/mobilized through the Development Finance Corporation (DFC) guarantee), partnerships (investments mobilized through Public-Private Partnerships (PPPs), Global Development Alliance (GDAs)), investment directly facilitated by USAID and mobilized from donors (e.g. pulled funding) and Government of Georgia entities (host country counterpart contributions). Targeted sectors include agriculture, light manufacturing, shared intellectual services, creative industries, tourism, workforce development/education, and other sectors selected by USAID for assistance.
<b>Unit of Measure:</b> USD
<b>Data Type:</b> Currency, Integer
<b>Disaggregated by:</b> Sector (workforce development/education; pending final sector selection and USAID approval but potentially to include agribusiness, business process outsourcing, construction, creative industries, information and communications technology, transportation/logistics, tourism, shared intellectual services, and wood processing); Domestic Investment vs. Foreign Investment; Public Funds vs. Private Funds; GDAs (1:1 match) vs. other PPPs.
<b>PLAN FOR DATA COLLECTION</b>
<b>Data Source:</b> Performance reports from Program grantees
<b>Method of Data Collection and Construction:</b> The Program MEL Team will design data collection tools to track each performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Grantees will provide primary data

through formal records, and the Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Annual in October. Data will cover the USG fiscal year.

**Individual(s) Responsible:** Program MEL Director, COP

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

**CHANGES TO INDICATOR**

**Changes to Indicator:** Sectors may be added/changed throughout the implementation of programs.

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
IR 3.2-6 (USAID/Georgia)  
Last Updated On: April 15, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Number of jobs created

**PPR Indicator?** No/Yes for Reporting Year(s), FAF link: No

**DESCRIPTION**

**Precise Definition(s):** This indicator measures the development and growth of targeted sectors and their ability to mobilize employment opportunities for Georgia’s citizens.

‘Jobs’ are all types of employment opportunities created as a result of USAID assistance during the reporting year in targeted sectors, including on- and off-farm employment. Jobs will be converted into Full Time Equivalent (FTE) jobs, and will be disaggregated by long-term (permanent) jobs lasting more than 6 months vs. other jobs, in order to show a full picture of job creation through USAID-funded activities. One FTE equals 260 days (excluding weekends) or 12 months. Thus a job that lasts 4 months is counted as 1/3 FTE and a job that lasts for 130 days (excluding weekends) is counted as 1/2 FTE.

**Unit of Measure:** Number

**Data Type:** Integer

**Disaggregated by:** Sector (workforce development/education; pending final sector selection and USAID approval but potentially to include agribusiness, business process outsourcing, construction, creative industries, information and communications technology, transportation/logistics, tourism, shared intellectual services, and wood processing); Long-Term vs. Other Term; Male vs. Female; Persons with Disabilities (PWD); if possible, Ethnic Minorities; Rural vs. Non-Rural

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Grantees will provide primary data through formal records, and the Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Annual in October. Data will cover the USG fiscal year.

**Individual(s) Responsible:** Program MEL Director, COP

**BASELINE**

**Baseline Timeframe:** FY 2021

<b>DATA QUALITY ISSUES</b>
<b>Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):</b> N/A
<b>Known Data Limitations:</b> None
<b>CHANGES TO INDICATOR</b>
<b>Changes to Indicator:</b> Sectors may be added/changed throughout the implementation of programs.

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
EG 6-14  
Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Percent of individuals who complete USG-assisted workforce development programs

**PPR Indicator:** Yes

**DESCRIPTION**

**Standard Definition:** 'Workforce development programs' refer to programs intended to affect outcomes related to the workforce or labor market affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g. TVET or other formal education institution, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems. Workforce programs may support a variety of sectors, jobs (both wage and self-employment), and workers; for example, a program could train judicial personnel, election officials, energy technicians, education administrators, educators, community health workers, etc. A certificate may or may not be issued at the end of the workforce development program. Workforce development programs may be a standalone activity or part of a cross-sectoral activity that includes a workforce development component.

'Completion' of a USG-funded program means that an individual has met the completion requirements of a workforce development program. The specific definition of 'completion' is defined by the program offered.

'Individuals' include those who have participated in workforce development programs delivered directly by USAID implementing partners or by other trainees as part of a deliberate service delivery strategy (e.g. cascade training).

'Participation' in a USG-funded program means that an individual has participated to some extent in a structured program that targets workforce outcomes. The individual may or may not have completed the program. For example, an individual who participated may have attended some training but not all, participated in some events, etc.

Numerator = Total number of individuals completing workforce development programming  
Denominator = Total number of individuals who participated in workforce development programming

Note: 'Percent of individuals' is the number of individuals who complete workforce development programming divided by the total number of individuals who participated in workforce development programming multiplied by 100. When calculating the percent of individuals, each



individual should be counted only once, regardless of the number of program components in which the individual participated.

**Precise Definition:** For the Program, this indicator measures the percent (and number) of individuals who have completed a short-term or long-term Program-supported skills development program out of the total population of individuals that have enrolled in these programs. The Program supports skills development programs in which the private sector has taken an active role through design, improvement, or implementation. The disaggregates for this indicator will include the share of females, youth, PWD, rural-based, and ethnic minorities that have completed Program-supported short-term and long-term training programs. Note that the numerator here must always be less than the numerator for indicators that measure training enrollment/participation.

**Unit of Measure:** Percent

**Data Type:** Integer between 0 and 100

**Disaggregated by:**

- 1<sup>st</sup> Level:
  - Short-term programs [Total number of individuals who complete (numerator) / Total number of individuals who participate (denominator)]
  - Long-term programs [Total number of individuals who complete (numerator) / Total number of individuals who participate (denominator)]
- 2<sup>nd</sup> Level:
  - Number of males who complete (numerator) / Number of males who participate (denominator)
    - Number of males ages 15-19; 20-24; and 25-29 who complete
    - Ethnic minority males who complete (Numerator) / Ethnic minority males who participate (Denominator)
    - Males living in rural areas who complete (numerator) / Males living in rural areas who participate (Denominator)
    - Males with a disability who complete (numerator) / Males with a disability who participate (denominator)
  - Number of females who complete (numerator) / Number of females who participate (denominator)
    - Number of females ages 15-19; 20-24; and 25-29 who complete
    - Ethnic minority females who complete (Numerator) / Ethnic minority females who participate (Denominator)
    - Females living in rural areas who complete (numerator) / Females living in rural areas who participate (Denominator)
    - Females with a disability who complete (numerator) / Females with a disability who participate (denominator)

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each performance indicator. The Program MEL Team will train technical

staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Grantees will collect primary data directly from graduates of Program-supported skills development programs and/or from training institutions through formal registration records, including required demographic characteristics, such as sex and age. The Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Annual in October. Data will cover the USG fiscal year.

**Individual(s) Responsible:** Program MEL Director, COP

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

**CHANGES TO INDICATOR**

**Changes to Indicator:**

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet**

**EG 6-12**

**Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Percent of individuals with new employment following participation in USG-assisted workforce development programs

**PPR Indicator?** Yes

**DESCRIPTION**

**Standard Definition:** 'Employment' refers to any work done for any amount of time in the month prior to data collection for which individuals earned or were paid in money or in kind. Employment includes wage employment, own or self-employment, or employment in a family or household enterprise.

'New employment' is measured by a longitudinal pre/post assessment of a representative sample of the participating population or of the entire participating population using a contextualized adaptation of USAID's Workforce Outcomes Reporting Questionnaire (WORQ) (see the USAID E3/ED Toolkit, "Measuring Workforce Development Indicators: Employment and Earnings"). Individuals can be counted as having 'new employment' if they either did not have employment or were not in the labor force before participation in USG-assisted programs and do have employment at endline.

'Individuals' are those individuals of a working age (15 and older, or as appropriate per the country context). 'Percent of individuals' is the number of individuals who are newly employed divided by the total number of individuals who participated in workforce development programming multiplied by 100. Individuals who are newly employed after participating in workforce development programs delivered by other trainees as part of a deliberate service delivery strategy (e.g. cascade training) are counted.

Each individual's results should be counted only once, regardless of the number of program components in which the individual participated; when individuals participate in multiple components of a workforce development program, endline assessments should occur within six months of the end of the final component and the overall program in which the individual participated.

'Workforce development programs' refer to programs intended to affect outcomes related to the workforce or labor market, affecting both male and female employees and self-employed persons. For example, a program may be focused on but not limited to training; career counseling or job matching for individuals to assist them to enter the labor market, including self-employment; capacity building for workforce development institutions (e.g. TVET or other formal education institution, NGO training providers, or employers); support to micro and small and medium enterprises; or other interventions that seek to strengthen workforce development systems.

**Precise Definition:** For the Program, this indicator measures the percent (and numbers) of individuals who did not have a paid job while participating in a Program-supported training program but secured new employment within six months of training program completion as the result of participation. The disaggregates for this indicator will include the share of females, youth, PWD, rural-based, and ethnic minorities that have new employment. Note that the numerator here must always be less than the numerator for indicators that measure training completion.

**Unit of Measure:** Percent

**Data Type:** Integer between 0 and 100

**Disaggregated by:**

- Individuals newly employed (numerator) / Individuals who participate (denominator)
- Number of males newly employed (numerator) / Number of males who participate (denominator)
  - Number of males ages 15-19 newly employed
  - Number of males ages 20-24 newly employed
  - Number of males ages 25-29 newly employed
  - Ethnic minority males newly employed (Numerator) / Ethnic minority males who participate (Denominator)
  - Males living in rural areas newly employed (numerator) / Males living in rural areas who participate (Denominator)
  - Males with a disability newly employed (numerator) / Males with a disability who participate (denominator)
- Number of females newly employed (numerator) / Number of females who participate (denominator)
  - Number of females ages 15-19 newly employed
  - Number of females ages 20-24 newly employed
  - Number of females ages 25-29 newly employed
  - Ethnic minority females newly employed (Numerator) / Ethnic minority females who participate (Denominator)
  - Females living in rural areas newly employed (numerator) / Females living in rural areas who participate (Denominator)
  - Females with a disability newly employed (numerator) / Females with a disability who participate (denominator)

**PLAN FOR DATA COLLECTION**

**Data Source:** Longitudinal pre/post assessment of Program-supported skills development program graduates

**Method of Data Collection and Construction:** The Program MEL Team will design a longitudinal pre/post assessment of a representative sample or entire participating population of Program-support skills development program graduates using a contextualized adaptation of USAID's Workforce Outcomes Reporting Questionnaire. The Program MEL Team will train technical staff and grantees to manage administration of the pre-post assessment within six months following the graduation date of each Program-supported program. Grantees will provide primary data through formal records, and the Program MEL Team will aggregate primary data from all grantees to populate this indicator.

<b>Reporting Frequency:</b> Annual in October. Data will cover the USG fiscal year.
<b>Individual(s) Responsible:</b> Program MEL Director, COP
<b>BASELINE</b>
<b>Baseline Timeframe:</b> FY 2021
<b>DATA QUALITY ISSUES</b>
<b>Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):</b> N/A
<b>Known Data Limitations:</b> None
<b>CHANGES TO INDICATOR</b>
<b>Changes to Indicator:</b>

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
EG 6-15**

**Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Percent of individuals with better employment following participation in USG-assisted workforce development programs

**PPR Indicator?** No

**DESCRIPTION**

**Standard Definition:** 'Employment' refers to any work done for any amount of time in the month prior to data collection for which individuals earned or were paid in money or in kind. Employment includes wage employment, own or self-employment, or employment in a family or household enterprise.

'Better' employment is determined based on the participant's perception of whether the employment situation becomes better as a result of participating in an Program-supported skills development program. Participant perceptions may vary depending on country context or personal circumstances. For example, employment could be perceived as being better because the work site is closer to home; the job has better pay; technical assistance has helped to make a business grow; the job has a safer and/or a more comfortable and healthier work environment; WASH facilities are provided; there is access to child-care services; work has changed from part-time to full-time, etc.

'Better employment' is measured within six months of completing a workforce development program. Participants should be asked to compare their employment situation within six months of completing the workforce development program with their employment situation before starting the workforce development program.

'Individuals' are those individuals of a working age (as appropriate per the country context). 'Percent of individuals' is the number of individuals who report better employment divided by the total number of individuals who participated in workforce development.

**Precise Definition:** For Program, this indicator measures the percent (and numbers) of individuals who perceive that their employment situation is better than it was prior to participating in an Program-supported training program as the result of participation. The disaggregates for this indicator will include the share of females, youth, PWD, rural-based, and ethnic minorities that have better employment. Note that the numerator here must always be less than the numerator for indicators that measure training completion.

**Unit of Measure:** Percent

**Data Type:** Integer between 0 and 100

**Disaggregated by:**

- Individuals reporting better employment (numerator) / Individuals who participate (denominator)
- Number of males reporting better employment (numerator) / Number of males who participate (denominator)
  - Number of males ages 15-19; 20-24; and 25-29 reporting better employment
  - Ethnic minority males reporting better employment (Numerator) / Ethnic minority males who participate (Denominator)
  - Males living in rural areas reporting better employment (numerator) / Males living in rural areas who participate (Denominator)
  - Males with a disability reporting better employment (numerator) / Males with a disability who participate (denominator)
- Number of females reporting better employment (numerator) / Number of females who participate (denominator)
  - Number of females ages 15-19; 20-24; and 25-29 reporting better employment
  - Ethnic minority females reporting better employment (Numerator) / Ethnic minority females who participate (Denominator)
  - Females living in rural areas reporting better employment (numerator) / Females living in rural areas who participate (Denominator)
  - Females with a disability reporting better employment (numerator) / Females with a disability who participate (denominator)

### **PLAN FOR DATA COLLECTION**

**Data Source:** Data on perceptions of better employment by participants measured within six months of completing a workforce development program by the Program, Program grantees, or evaluation/survey firm

**Method of Data Collection and Construction:** The Program MEL Team will use the Workforce Outcomes Reporting Questionnaire with relevant questions addressed to the perception of “better employment.”

**Reporting Frequency:** Annual in October. Data will cover the USG fiscal year.

**Individual(s) Responsible:** Program MEL Director, COP

### **BASELINE**

**Baseline Timeframe:** FY 2021

### **DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

### **CHANGES TO INDICATOR**

**Changes to Indicator:**

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
CUST CC- 2  
Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Number of businesses that have established long-term partnerships with training providers

**PPR Indicator?** No

**DESCRIPTION**

**Precise Definition:** This indicator measures the total number of businesses that have formalized a long-term partnership with a training institution. These long-term partnerships may result in the creation or improvement of one or more short-term programs, long-term programs, or some other collaboration, such as a memorandum of understanding, contribution to curricula, or guest lectures.

‘Formalized’ refers to a signed statement that acknowledges willingness to work together, including contributions made by each party.

‘Long-term’ refers to an intention to develop and sustain a partnership for more than two years. As a disaggregate, ‘rural area’ refers to geographic locations with lower levels of population density and less development compared to urban and peri-urban regions. All cities other than Tbilisi, Kutaisi, Poti, Batumi, and Rustavi are considered rural for the purposes of Program performance monitoring.

Notes: (1) Some long-term partnerships may result in more than one short-term program, long-term program, or other collaboration. In such cases, the business can be counted as many times as necessary under each disaggregate but should be counted only once at the aggregate level to avoid double-counting. (2) “Rural vs. non-rural” as a second-level disaggregate will track whether the results of long-term business partnerships with training providers take place in rural areas.

**Unit of Measure:** Number

**Data Type:** Integer

**Disaggregated by:**

- Short-Term Program vs. Long-Term Program vs. Other Collaboration
- Rural vs. Non-Rural

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees, Component 2 Lead, Component 3 Lead

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original



documents, and programmatic adaptation based on analysis. Grantees will provide primary data through formal records, and the Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Quarterly

**Individual(s) Responsible:** Program MEL Director, COP, Component 2 Lead, Component 3 Lead

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

**CHANGES TO INDICATOR**

**Changes to Indicator:**

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
CUST CC-3  
Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Number of authorized training slots in USG-supported training programs

**PPR Indicator?** No

**DESCRIPTION**

**Precise Definition:** This indicator measures the number of student spaces in Program-supported skills development programs that receive authorisation from accredited skills training provider institutions and are located in either rural or non-rural areas. By accredited skills provider institutions

‘Formal’ training programs refer to those that are endorsed by and receive support from the Georgia Ministry of Education. Tuition fees are eligible for government reimbursement or direct funding.

‘Rural area’ refers to geographic locations with lower levels of population density and less development compared to urban and peri-urban regions. All cities other than Tbilisi, Kutaisi, Poti, Batumi, and Rustavi are considered rural for the purposes of Program performance monitoring.

**Unit of Measure:** Number

**Data Type:** Integer

**Disaggregated by:**

- Short-Term vs. Long-Term
- Rural vs. Non-Rural

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees, Component 2 Lead, Component 3 Lead

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Grantees will provide primary data through formal records, and the Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Annual in October. Data will cover the USG fiscal year.

**Individual(s) Responsible:** Program MEL Director, COP, Component 2 Lead, Component 3 Lead

**BASELINE**

**Baseline Timeframe:** FY 2021

<b>DATA QUALITY ISSUES</b>
Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s): N/A
Known Data Limitations: None
<b>CHANGES TO INDICATOR</b>
Changes to Indicator:

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
CUST CC-4  
Last Updated On: June 30, 2021**

<b>Name of Result Measured (IR):</b> IR 3.2: Competitiveness of key sectors increased
<b>Name of Indicator:</b> Number of certified courses with international recognition in at least one foreign country
<b>PPR Indicator:</b> No
<b>DESCRIPTION</b>
<b>Precise Definition:</b> This indicator measures the number of training courses provided by Program-supported training institutions that have received international certification or credibility.
<b>Unit of Measure:</b> Number
<b>Data Type:</b> Integer
<b>Disaggregated by:</b> <ul style="list-style-type: none"> <li>• Short-Term vs. Long-Term Courses</li> <li>○ Rural vs. Non-Rural</li> </ul>
<b>PLAN FOR DATA COLLECTION</b>
<b>Data Source:</b> Performance reports from Program grantees, direct surveys and/or interviews with Program grantees
<b>Method of Data Collection and Construction:</b> The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Program technical staff will collect data directly from Program grantees, and the Program MEL Team will aggregate the data to populate this indicator.
<b>Reporting Frequency:</b> Annual in October. Data will cover the USG fiscal year.
<b>Individual(s) Responsible:</b> Program MEL Director, COP
<b>BASELINE</b>
<b>Baseline Timeframe:</b> FY 2021
<b>DATA QUALITY ISSUES</b>
<b>Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):</b> N/A
<b>Known Data Limitations:</b> None
<b>CHANGES TO INDICATOR</b>
<b>Changes to Indicator:</b>

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
CUST CC-5  
Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Number of teaching staff who upgraded their technical and teaching skills following USG-supported programs

**PPR Indicator?** No

**DESCRIPTION**

**Precise Definition:** This indicator measures the number of teachers and/or trainers who received trainings through the Program. . Examples include custom-designed educational programs to enhance teacher/trainer qualifications and capacity; trainings for teachers/trainers conducted by business sector technical experts to improve the program’s technical delivery; or collaborative training delivery by teachers from educational institutions and business sector representatives.

**Unit of Measure:** Number

**Data Type:** Integer

**Disaggregated by:**

- Male vs. Female; Sector
- Short-Term vs. Long-Term Programs
- Rural vs. Non-Rural

**PLAN FOR DATA COLLECTION**

**Data Source:** Longitudinal pre/post assessment of Program-supported skills development program teaching staff

**Method of Data Collection and Construction:** The Program MEL Team will design a longitudinal pre/post assessment of a representative sample or entire participating population of Program-support skills development program teachers. The Program MEL Team will train technical staff and grantees to manage administration of the pre-post assessment within six months following completion of training program by teaching staff. Grantees will provide primary data through formal records, and the Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Semi-annually in April and October.

**Individual(s) Responsible:** Program MEL Director, COP

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

<b>CHANGES TO INDICATOR</b>
<b>Changes to Indicator:</b>

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
STIR-11**

**Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Number of innovations supported through USG assistance with demonstrated uptake by the public and/or private sector

**PPR Indicator:** Yes

**DESCRIPTION**

**Standard Definition:** This indicator counts the subset of innovations reported through STIR-10 (Science, Technology, Innovation and Research) that have demonstrated uptake at any point during the reporting period (including those whose uptake is ongoing).

‘Innovations’ are products, processes, tools, approaches, service delivery models, and/or other interventions that are intended to improve the lives of ultimate beneficiaries and are defined, not by their novelty but, by their potential to achieve significant improvements in development outcomes versus existing alternatives, as demonstrated by a robust theory of change. The theory of change should be supported by evidence of the potential benefits, and it should be tested and refined throughout the development of the innovation to substantiate this claim (i.e. rigorously demonstrate the innovation’s potential versus existing alternatives).

‘Demonstrated uptake’ includes any support for, or adoption by, the public and/or private sectors at any point during the reporting period. This does not include uptake by beneficiaries (i.e. individual customers or end users) or by bilateral or multilateral donor organizations (including adoption by USAID Missions). Examples of demonstrated uptake include:

- Procurement or other financial support provided through public, private, or public-private agreements (i.e. non-revenue monies from non-donor sources), including - but not limited to - private investments, grants, loans, funds, or government bonds;
- Regulatory approval or incorporation/institutionalization into a host country government’s national or sub-national guidelines, policies, or other legal frameworks (e.g. Essential Medicines List, Patient Safety Framework);
- Market introduction (e.g. a product developed/supported by USAID is offered for sale, and providers trained); or
- Distribution or delivery of an innovation or service to an end-user via the public and/or private sectors, such as distribution by community health workers or agricultural extension agents.

‘Support through USG assistance’ includes human, financial, or institutional resources to support, in full or in part, the discovery, research, development, testing, or implementation of innovations.

An innovation being adopted in any form should be reported only once per reporting period (i.e. if the innovation is taken up by multiple actors or through multiple pathways during the reporting period, it should still only be counted once per period). This indicator does not count whether an innovation has ever been taken up - only whether that innovation has demonstrated uptake (new

this period and/or ongoing from previous periods) by the public and/or private sectors during this reporting period.

'Public sector' refers to Non-Governmental Organizations, Higher Education Institutions, Recipient Country Governments (including any department, office, subdivision, or other entity within the national or sub-national government of the country where the innovation is supported), and other organizations that are part of the public sector but not included in the categories above. The 'private sector' includes: Private organizations (including businesses and corporations; business, industry and trade associations; corporate foundations; social enterprises; financial institutions, investors, and impact investors), Private Philanthropy (including private foundations and philanthropists), and other organizations that are part of the private sector but not included in the categories above.

**Precise Definition:** For the Program, this indicator measures the number of significant, tangible innovations that have been supported by the Program and have been adopted and/or supported by public or private sector stakeholders. Examples include mobile applications or digital platforms that have been developed with Program support and are now either being supported by or used broadly within a sector, government agency, or the economy more generally.

**Unit of Measure:** Number

**Data Type:** Integer

**Disaggregated by:** New vs. Ongoing Uptake; Public Sector vs. Private Sector

### PLAN FOR DATA COLLECTION

**Data Source:** Performance reports from Program grantees, direct surveys and/or interviews with Program grantees

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Program technical staff will collect data directly from Program grantees, and the Program MEL Team will aggregate the data to populate this indicator.

**Reporting Frequency:** Annual in October. Data will cover the USG fiscal year.

**Individual(s) Responsible:** Program MEL Director, COP

### BASELINE

**Baseline Timeframe:** FY 2021

### DATA QUALITY ISSUES

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** (1) This indicator should not be cumulated over multiple years (i.e. FY16 result is 300 innovations adopted, FY17 result is 250 innovations adopted - FY16-17 cannot be reported as 550 innovations adopted, as innovations that were reported as being taken up in



previous periods, and which are still being taken up, will be double-counted.) (2) The indicator is purposefully defined broadly to ensure that the full range of uptake modalities can be captured; no assumptions should be made regarding comparability of the level or type of uptake across innovations, nor regarding the value or depth of support for, the public and/or private sectors for any innovation.

**CHANGES TO INDICATOR**

**Changes to Indicator:**

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
GNDR-2**

**Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources (assets, credit, income or employment)

**PPR Indicator:** Yes

**DESCRIPTION**

**Standard Definition:** ‘Productive economic resources’ include assets (land, housing, businesses, livestock) or financial assets (savings, credit, wage or self-employment, and income).

Numerator = Number of female participants who are enrolled in a Program skills development program

Denominator = Total number of participants who are enrolled in a Program skills development program

**Precise Definition:** For the Program, this indicator will measure the percent (and number) of female participants enrolled in any Program-supported skills development program.

**Unit of Measure:** Percent

**Data Type:** Integer between 0 and 100

**Disaggregated by:** Numerator vs. Denominator

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Grantees will collect primary data directly from participants of Program-supported skills development programs and/or from training institutions through formal registration records, including required demographic characteristics, such as sex. The Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Semi-annually in April and October.

**Individual(s) Responsible:** Program MEL Director, COP

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**

<b>Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):</b> N/A
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<b>Known Data Limitations:</b> None
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<b>CHANGES TO INDICATOR</b>
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<b>Changes to Indicator:</b>
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**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
YOUTH-3**

**Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Percentage of participants who are youth (15-29) in USG-assisted programs designed to increase access to productive economic resources [IM-level]

**PPR Indicator:** Yes

**DESCRIPTION**

**Standard Definition:** ‘Youth’ is a life stage when one transitions from the dependence of childhood to adulthood independence. The meaning of “youth” varies in different societies. Based on the Feed the Future (FTF) youth technical guide, the 10-29 age range is used for youth while keeping in mind the concept of “life stages,” specifically 10-14, 15-19, 20-24, and 25-29 years as put forward in the USAID Youth in Development Policy. Partners may have different age range definitions for youth based on their specific country contexts.

The ‘productive economic resources’ that are the focus of this indicator are physical assets, such as land, equipment, buildings and, livestock; and financial assets such as savings and credit; wage or self-employment; and income.

Numerator = Number of participants between the ages of 15 and 29 who are enrolled in a Program skills development program

Denominator = Total number of participants who are enrolled in an Program skills development program

**Precise Definition:** For the Program, this indicator will measure the percent (and number) of participants enrolled in any Program-supported skills development program who are between the ages of 15 and 29.

**Unit of Measure:** Percent

**Data Type:** Integer between 0 and 100

**Disaggregated by:** Numerator vs. Denominator; Youth Age Ranges (15-19, 20-24, or 25-29)

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Grantees will collect primary data directly from participants of Program-supported skills development programs and/or from training institutions through formal registration records, including required demographic characteristics,

such as age. The Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Semi-annually in April and October.

**Individual(s) Responsible:** Program MEL Director, COP

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

**CHANGES TO INDICATOR**

**Changes to Indicator:**

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
CUST CC-1  
Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 1.1: Positive Engagement with People Living in and along Occupied Territories Increased

**Name of Indicator:** Share of individuals from rural areas and ethnic minority population trained

**PPR Indicator?** No

**DESCRIPTION**

**Precise Definition:** This indicator will measure the percent (and number) of participants who completed a Program-supported skills development program that either (a) live in a rural area or (b) are a member of an ethnic minority.

‘Rural area’ refers to geographic locations with lower levels of population density and less development compared to urban and peri-urban regions. As reference, Georgia’s population is about 59% urban and 41% rural.<sup>2</sup> All cities other than Tbilisi, Kutaisi, Poti, Batumi, and Rustavi are considered rural for the purposes of Program performance monitoring.

‘Ethnic minority population’ refers to members of the national population that have an ancestry, history, or language, or national, cultural, social, or religious traditions that are different from the majority population. The primary ethnic minorities in Georgia are Azeri (6.4%) and Armenian (4.5%), followed by Russian, Ossetian, Yazidi, Ukrainian, Kist, and Greek (together at 2.3%).<sup>3</sup> All ethnic groups other than Georgian are considered ethnic minorities for the purposes of Program performance monitoring.

Numerator = Number of rural or ethnic minority participants who have completed an Program-supported skills development program

Denominator = Total number of participants who have completed an Program-supported skills development program

Notes: (1) Some participants may live in rural areas and also be a member of an ethnic minority. In such cases, the participant can be counted once under each disaggregate but should be counted only once at the aggregate level to avoid double-counting. (2) This indicator also appears as separate disaggregates under the indicator *EG 6-14: Percent of individuals who complete USG-assisted workforce development programs*.

**Unit of Measure:** Percent

**Data Type:** Integer between 0 and 100

**Disaggregated by:** Numerator vs. Denominator; Rural vs. Non-Rural; Ethnic Minority vs. Non-Ethnic Minority

<sup>2</sup> The World Bank Data. [www.data.worldbank.org](http://www.data.worldbank.org). 2019 estimates.

<sup>3</sup> The World Factbook. [www.cia.gov](http://www.cia.gov). 2014 estimates.

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Grantees will collect primary data directly from graduates of Program-supported skills development programs and/or from training institutions through formal registration records, including required demographic characteristics, such as ethnic minority status and geographic location (rural vs. non-rural). The Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Semi-annually in April and October.

**Individual(s) Responsible:** Program MEL Director, COP

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** Due to potential sensitivity issues associated with ethnic identity, it may be challenging to collect ethnic identity information in some cases. Rather than asking beneficiaries to report their ethnic identity, data collection tools may instead ask for “language spoken” or another proxy for ethnic identity.

**CHANGES TO INDICATOR**

**Changes to Indicator:**

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
CUST I.1**

**Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Number of employers, associations/councils, and industry groups that have received outreach about innovative skills engagement practices

**PPR Indicator?** No

**DESCRIPTION**

**Precise Definition:** This indicator measures the total number of employers, private sector associations, sector skills councils, and industry groups that receive information about Program skills development programs, including grant opportunities, through the Program Communications Strategy.

Outreach activities will primarily target two participant categories: (1) participants involved in grant cycle outreach, including online and in-person information sessions, grant applicants, and engagement with associations; and (2) private sector stakeholders interested in workforce development and innovative practices, including and business owners and managers, trade associations, sector skills councils, teachers and trainers, workforce participants, and students. The Program Communications Manager will track grant cycle outreach, and sub-partner will track workforce development best practices outreach.

**Unit of Measure:** Number

**Data Type:** Integer

**Disaggregated by:** Entity (Employer, Private Sector Association, Sector Skills Council, or Industry Group)

**PLAN FOR DATA COLLECTION**

**Data Source:** Communications Manager, Sub-partner, Component I Lead

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Program technical staff will collect data directly through its communications and outreach efforts, and the Program MEL Team will aggregate the data to populate this indicator.

**Reporting Frequency:** Quarterly

**Individual(s) Responsible:** Program MEL Director, COP, Communications Manager

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**



**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

**CHANGES TO INDICATOR**

**Changes to Indicator:** Groups may be added/changed throughout the implementation of programs.

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
CUST 1.2 Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Number of employers, associations/councils, and industry groups demonstrating improved/innovative skills training engagement practices

**PPR Indicator?** No

**DESCRIPTION**

**Precise Definition:** This indicator measures the total number of employers, private sector associations, sector skills councils, and industry groups that improved skills development engagement practices as a direct result of Program support. Specifically, this indicator will track the number of Program grantees. 'Improved skills development engagement practices' refers to successful partnership with the Program to pilot, improve, or design and launch a skills development program.

**Unit of Measure:** Number

**Data Type:** Integer

**Disaggregated by:** Entity (Employer, Private Sector Association, Sector Skills Council, or Industry Group)

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees, direct surveys and/or interviews with Program grantees, Component I Lead

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. The Program technical staff will collect data directly from Program grantees, and the Program MEL Team will aggregate the data to populate this indicator.

**Reporting Frequency:** Semi-annually in April and October.

**Individual(s) Responsible:** Program MEL Director, COP, Component I Lead

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

**CHANGES TO INDICATOR**

**Changes to Indicator:** Groups may be added/changed throughout the implementation of programs.

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
CUST 2a.1, 2b.1, 3.1  
Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Number of training programs established with employers’ participation and accepting students for training

**PPR Indicator?** No

**DESCRIPTION**

**Precise Definition:** This indicator measures the total number of skills development programs co-created by employers and training institutions that have begun to enroll students via a formal registration process. Short-term skills development programs must deliver a certificate at least compatible with the National Qualifications Framework (NQF) and/or an internationally recognized certification. Long-term skills development programs must deliver a certificate at least comparable to Levels 3-5 of the NQF and be compatible with an internationally recognized certification.

‘New’ refers to skills development programs with scope, curricula and/or timelines that have not been previously introduced by the training institution. ‘Improved’ refers to significant enhancement to the scope, curricula, and/or timelines of existing skills development programs. Determination of ‘significant enhancement’ will be based, in part, on whether the improvements satisfy the needs of employers relative to previous versions of the program.

‘Short-term’ refers to any skills development program with a timeline of less than six months.

‘Long-term’ refers to any skills development program with a timeline of more than six months.

‘Co-created’ refers to a process in which employers provide significant contribution to the training institution on the design and content of the new or improved program.

As a disaggregate, ‘rural area’ refers to geographic locations with lower levels of population density and less development compared to urban and peri-urban regions. All cities other than Tbilisi, Kutaisi, Poti, Batumi, and Rustavi are considered rural for the purposes of Program performance monitoring.

**Unit of Measure:** Number

**Data Type:** Integer

**Disaggregated by:**

- Short-Term Programs vs. Long-Term Programs
- Accredited Programs vs Non-accredited Programs
- New vs. Improved (Long-Term Programs Only)
- Rural vs. Non-Rural

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees, Component 2 Lead, Component 3 Lead

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Grantees will provide primary data through formal records, and the Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Semi-annually in April and October.

**Individual(s) Responsible:** Program MEL Director, COP, Component 2 Lead, Component 3 Lead

### **BASELINE**

**Baseline Timeframe:** FY 2021

### **DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

### **CHANGES TO INDICATOR**

**Changes to Indicator:**

**USAID/Georgia Industry-led Skills Development Program Performance Indicator  
Reference Sheet  
CUST 2a.2, 2b.2, 3.2  
Last Updated On: June 30, 2021**

**Name of Result Measured (IR):** IR 3.2: Competitiveness of key sectors increased

**Name of Indicator:** Number of individuals enrolled in Program-supported training programs

**PPR Indicator?** No

**DESCRIPTION**

**Precise Definition:** This indicator measures the total number of participants that are currently or have previously been enrolled in a short-term or long-term Program-supported skills development program based in a rural or non-rural area.

‘Enroll’ refers to a formal registration process.

‘Short-term’ refers to any skills development program with a timeline of less than three months.

‘Long-term’ refers to any skills development program with a timeline of more than three months.

‘Rural area’ refers to geographic locations with lower levels of population density and less development compared to urban and peri-urban regions. All cities other than Tbilisi, Kutaisi, Poti, Batumi, and Rustavi are considered rural for the purposes of Program performance monitoring.

**Unit of Measure:** Number

**Data Type:** Integer

**Disaggregated by:**

- Number of total male training program participants
- Number of males ages 15-19; 20-24; and 25-29 who are training program participants
- Number of ethnic minority males who are training program participants
- Number of males with disabilities who are training program participants
- New male participants for the reporting period vs. continuing male participants for the reporting period
  - Male short-term program participants vs. male long-term program participants
- Male program participants in rural areas vs. male program participants in non-rural areas
- Number of total female training program participants
- Number of females ages 15-19; 20-24; and 25-29 who are training program participants
- Number of ethnic minority females who are training program participants
- Number of males with disabilities who are training program participants
- New female participants for the reporting period vs. continuing female participants for the reporting period
  - Female short-term program participants vs. female long-term program participants
- Female program participants in rural areas vs. female program participants in non-rural areas

**PLAN FOR DATA COLLECTION**

**Data Source:** Performance reports from Program grantees

**Method of Data Collection and Construction:** The Program MEL Team will design data collection tools to track each Program performance indicator. The Program MEL Team will train technical staff and grantees to manage all data relevant to the interventions they oversee, including verification for completion and accuracy, aggregation and regular reporting, safe-keeping of original documents, and programmatic adaptation based on analysis. Grantees will collect primary data directly from participants of Program-supported short-term and long-term skills development programs and/or from training institutions through formal registration records, including required demographic characteristics, such as sex, age, ethnic minority status, and geographic location. The Program MEL Team will aggregate primary data from all grantees to populate this indicator.

**Reporting Frequency:** Quarterly

**Individual(s) Responsible:** Program MEL Director, COP

**BASELINE**

**Baseline Timeframe:** FY 2021

**DATA QUALITY ISSUES**

**Date(s) of Previous Data Quality Assessments and Name(s) of Reviewer(s):** N/A

**Known Data Limitations:** None

**CHANGES TO INDICATOR**

**Changes to Indicator:**

# ANNEX 2. PERFORMANCE INDICATOR TRACKING TABLE

Below is the template for the performance indicator tracking table (PITT). Due to space constraints, some columns have been hidden. Please see attached Excel PITT file for the full set of indicators, disaggregates, and targets.

#	Indicators	Definition	Data Collection	Frequency of Data	Year 1 Target	Year 1 Result	Year 2 Target	Year 2 Result	Year 3 Target	Year 3 Result	Year 4 Target	Year 4 Result	Year 5 Target	Year 5 Result	Life of Project Target
<b>DO 3: Inclusive High-Value Employment Opportunities Provided Through Increased Economic Growth</b>															
<b>Intermediate Result 3.2 : Competitiveness of key sectors increased</b>															
1	Number of jobs created	This indicator counts all jobs created through the Program by grant recipient	Official Program M&E reports and beneficiary	Annual	0	-	0	-	150	-	150	-	200	-	500
2	Value of investment facilitated in target sectors	This indicator measures both public and private funds invested during a fiscal year	Official Program M&E reports and beneficiary	Annual											
3	Percent of individuals who complete USG-assisted workforce development programs	This indicator measures the percent (and number) of individuals who have	Official Program M&E reports and beneficiary	Annual	0	-	25% (10/40)	-	30% (970/3,270)	-	33% (1,590/4,850)	-	36% (2,230/6,200)	-	77% (4,800/6,200)
4	Percent of individuals with new employment following participation in USG-assisted workforce development programs	This indicator measures the percent (and numbers) of individuals who did not have a	Official Program M&E reports and beneficiary	Annual	0	-	0%	-	8% (78/980)	-	8% (127/1,590)	-	8% (178/2,230)	-	8% (384/4,800)
5	Percent of individuals with better employment following participation in USG-assisted workforce development programs	This indicator measures the percent (and numbers) of individuals who perceive that	Official Program M&E reports and beneficiary	Annual	0	-	0%	-	72% (706/980)	-	72% (1,145/1,590)	-	72% (1,606/2,230)	-	72% (3,456/4,800)
6	Number of businesses that have established long-term partnerships with training providers	This indicator measures the total number of businesses that have formalized a long-	Official Program M&E reports and beneficiary	Qty.	0	-	1	-	12	-	12	-	5	-	30
7	Number of authorized training slots in USG-supported training programs	This indicator measures the number of student spaces in ILSD-supported skills	Official Program M&E reports and beneficiary	Annual	0	-	0	-	460	-	770	-	1,000	-	1,000
8	Number of certified courses with international recognition in at least one foreign country	This indicator measures the number of training courses provided by Program-	Official Program M&E reports and beneficiary	Annual	0	-	0	-	5	-	4	-	2	-	11
9	Number of teaching staff who upgraded their technical and teaching skills following USG-supported programs	This indicator measures the number of teachers and/or trainers who measurably	MEL Director, MEL coordinator	Semi-annual	0	-	0	-	45	-	60	-	60	-	165
10	Number of innovations supported through USG assistance with demonstrated uptake by the public and/or private sector	This indicator counts the subset of innovations reported through STIR-10	MEL Director, MEL coordinator	Annual	0	-	0	-	2	-	1	-	1	-	4
11	Share of individuals from rural areas and ethnic minority population trained	This indicator will measure the percent (and number) of participants who	MEL Director, MEL coordinator	Semi-annual	0%	-	30%	-	30%	-	35%	-	35%	-	35%
12	Number of employers, associations/councils, and industry groups that have received outreach about innovative skills engagement practices	This indicator measures the total number of employers, private sector associations, sector skills councils, and industry groups	MEL Director, MEL coordinator	Qty.	30	-	50	-	50	-	50	-	40	-	220
13	Number of employers, associations/councils, and industry groups demonstrating improved/innovative skills training engagement practices	This indicator measures the total number of employers, private sector associations, sector skills councils, and industry groups	MEL Director, MEL coordinator	Semi-annual	0	-	2	-	6	-	7	-	7	-	22
14	Number of new (short-term) programs established with employers' participation and accepting students for training	This indicator measures number of short-term skills development programs co-	MEL Director, MEL coordinator	Semi-annual	0	-	2	-	6	-	8	-	4	-	20
15	Number of individuals enrolled in (short-term) training	This indicator measures the total number of participants that are currently or have	MEL Director, MEL coordinator	Qty.	0	-	40	-	1,980	-	2,880	-	3,600	-	3,600
16	Number of improved or new (long-term) programs established with employers' participation and accepting students	This indicator measures number of long-term skills development programs	MEL Director, MEL coordinator	Semi-annual	0	-	0	-	13	-	16	-	6	-	35
17	Number of individuals enrolled (long-term)	This indicator measures the total number	MEL Director, MEL coordinator	Qty.	0	-	0	-	1,290	-	1,970	-	2,600	-	2,600
18	Number of programs established with employers' participation and accepting students in rural areas	This indicator measures the total number of skills development programs co-created	MEL Director, MEL coordinator	Semi-annual	0	-	1	-	7	-	7	-	5	-	20
19	Number of individuals enrolled in rural areas	This indicator measures the total number of participants that are currently or have	MEL Director, MEL coordinator	Semi-annual	0	-	20	-	950	-	1,130	-	1,500	-	1,500
<b>Cross-cutting</b>															
20	Percentage of female participants in USG-assisted programs designed to increase access to productive economic resources	This indicator will measure the percent (and number) of female participants	Official Program M&E reports and beneficiary data records	Semi-annual	0%	-	45%	-	45%	-	45%	-	45%	-	45%
21	Percentage of participants who are youth (15-29) in USG-assisted programs designed to increase access to productive economic resources	This indicator will measure the percent (and number) of participants enrolled in	Official Program M&E reports and beneficiary data records	Semi-annual	0%	-	55%	-	55%	-	55%	-	55%	-	55%

## ANNEX 3. DATA QUALITY ASSESSMENT CHECKLIST

Note: This checklist is adapted from “ADS 201 Additional Help: USAID RECOMMENDED DATA QUALITY ASSESSMENT (DQA) CHECKLIST<sup>1</sup>”

USAID Mission or Operating Unit Name:	
Title of Performance Indicator: <i>[Indicator should be copied directly from Performance Indicator Reference Sheet]</i>	
Linkage to Foreign Assistance Standardized Program Structure, if applicable (i.e. Program Area, Element, etc.):	
Result This Indicator Measures <i>[For USAID only]</i> (i.e., Specify the Development Objective, Intermediate Result, or Project Purpose, etc.):	
Data Source(s): <i>[Information can be copied directly from the Performance Indicator Reference Sheet]</i>	
Partner or Contractor Who Provided the Data: <i>[It is recommended that this checklist is completed for each partner that contributes data to an indicator—it should state in the contract or grant that it is the prime’s responsibility to ensure the data quality of sub-contractors or subgrantees.]</i>	
Period for Which the Data Are Being Reported:	
Is This Indicator a Standard or Custom Indicator?	Standard Foreign Assistance Indicator Custom(created by the OU; not standard)
Data Quality Assessment methodology:	
Date(s)of Assessment:	
Assessment Team Members:	
<i>USAID Mission/OU Verification of DQA</i> Team Leader Officer  Approval X_____	

<sup>1</sup><https://usaidlearninglab.org/library/data-quality-assessment-checklist-dqa>



		YES	NO	COMMENTS
<b>VALIDITY–Data should clearly and adequately represent the intended result.</b>				
1	Does the information collected measure what it is supposed to measure? (E.g. A valid measure of overall nutrition is healthy variation in diet; Age is not a valid measure of overall health).	<input type="checkbox"/>	<input type="checkbox"/>	
2	Do results collected fall within a plausible range?	<input type="checkbox"/>	<input type="checkbox"/>	
3	Is there reasonable assurance that the data collection methods being used do not produce systematically biased data (e.g. consistently over-or under-counting)?	<input type="checkbox"/>	<input type="checkbox"/>	
4	Are sound research methods being used to collect the data?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>RELIABILITY– Data should reflect stable and consistent data collection processes and analysis methods overtime.</b>				
1	When the same data collection method is used to measure/observe the same thing multiple times, is the same result produced each time? (E.g. A ruler used over and over always indicates the same length for an inch.)	<input type="checkbox"/>	<input type="checkbox"/>	
2	Are data collection and analysis methods documented in writing and being used to ensure the same procedures are followed each time?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>TIMELINESS– Data should be available at a useful frequency, should be current, and should be timely enough to influence management decision-making.</b>				
1	Are data available frequently enough to inform program management decisions?	<input type="checkbox"/>	<input type="checkbox"/>	
2	Are the data reported the most current practically available?	<input type="checkbox"/>	<input type="checkbox"/>	
3	Are the data reported as soon as possible After collection?	<input type="checkbox"/>	<input type="checkbox"/>	
<b>PRECISION– Data have a sufficient level of detail to permit management decision-making; e.g. the margin of error is less than the anticipated change.</b>				
1	Is the margin of error less than the expected change being measured? (E.g. If a change of only 2 percent is expected and the margin of error in a survey used to collect the data is +/- 5 percent, then the tool is not precise enough to detect the change.)	<input type="checkbox"/>	<input type="checkbox"/>	
2	Has the margin of error been reported along with the data? (Only applicable to results obtained through statistical samples.)	<input type="checkbox"/>	<input type="checkbox"/>	
3	Is the data collection method/tool being used to collect the data fine-tuned or exact enough to register the expected change? (E.g. A yardstick may not be a precise enough tool to measure a change of a few millimeters.)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>INTEGRITY–Data collected should have safeguards to minimize the risk of transcription error or data manipulation.</b>				
1	Are procedures or safeguards in place to minimize data transcription errors?	<input type="checkbox"/>	<input type="checkbox"/>	

2	Is there independence in key data collection, management, and assessment procedures?	<input type="checkbox"/>	<input type="checkbox"/>	
3	Are mechanisms in place to prevent unauthorized changes to the data?	<input type="checkbox"/>	<input type="checkbox"/>	

### SUMMARY

Based on the assessment relative to the five standards, what is the overall conclusion regarding the quality of the data?

Significance of limitations (if any):

Actions needed to address limitations prior to the next DQA (given level of USG control over data):

IF NO DATA ARE AVAILABLE FOR THE INDICATOR	COMMENTS
If no recent relevant data are available for this indicator, why not?	
What concrete actions are now being taken to collect and report these data as soon as possible?	
When will data be reported?	