

Torino Process 2022-2024

Monitoring of policy and system performance for
lifelong learning: **GEORGIA 2023**

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TORINO PROCESS ARCHITECTURE

Level 1

Monitoring policy and system performance

How well do education and training systems deliver good and equitable opportunities for learning?

- System-wide overview, all countries (annual)

Level 2

Reviewing national policies and systems

Which policies influence system performance for lifelong learning, and how?

- In-depth analysis of selected policies and themes (on demand)

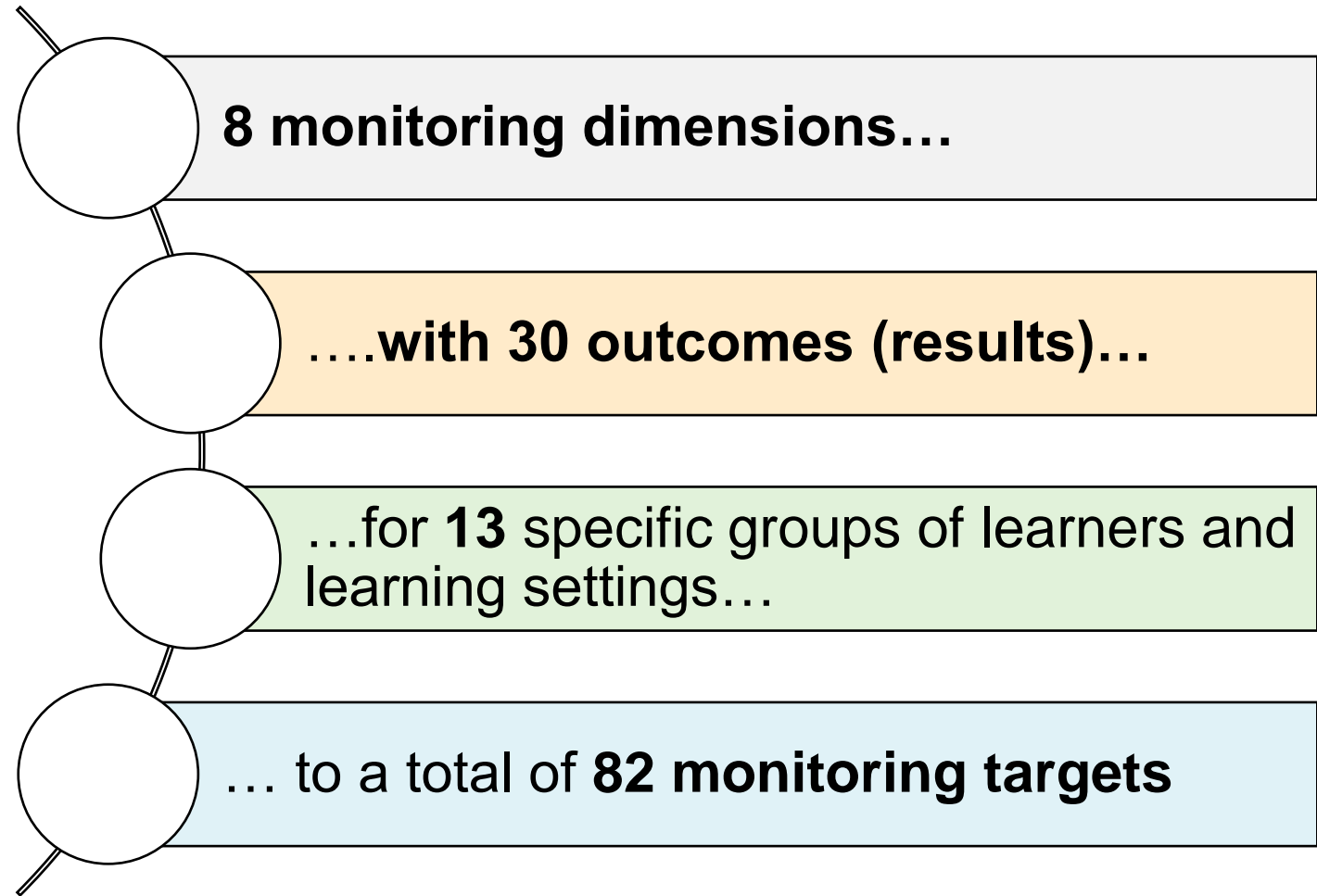


MONITORING PERFORMANCE THROUGH OUTCOMES

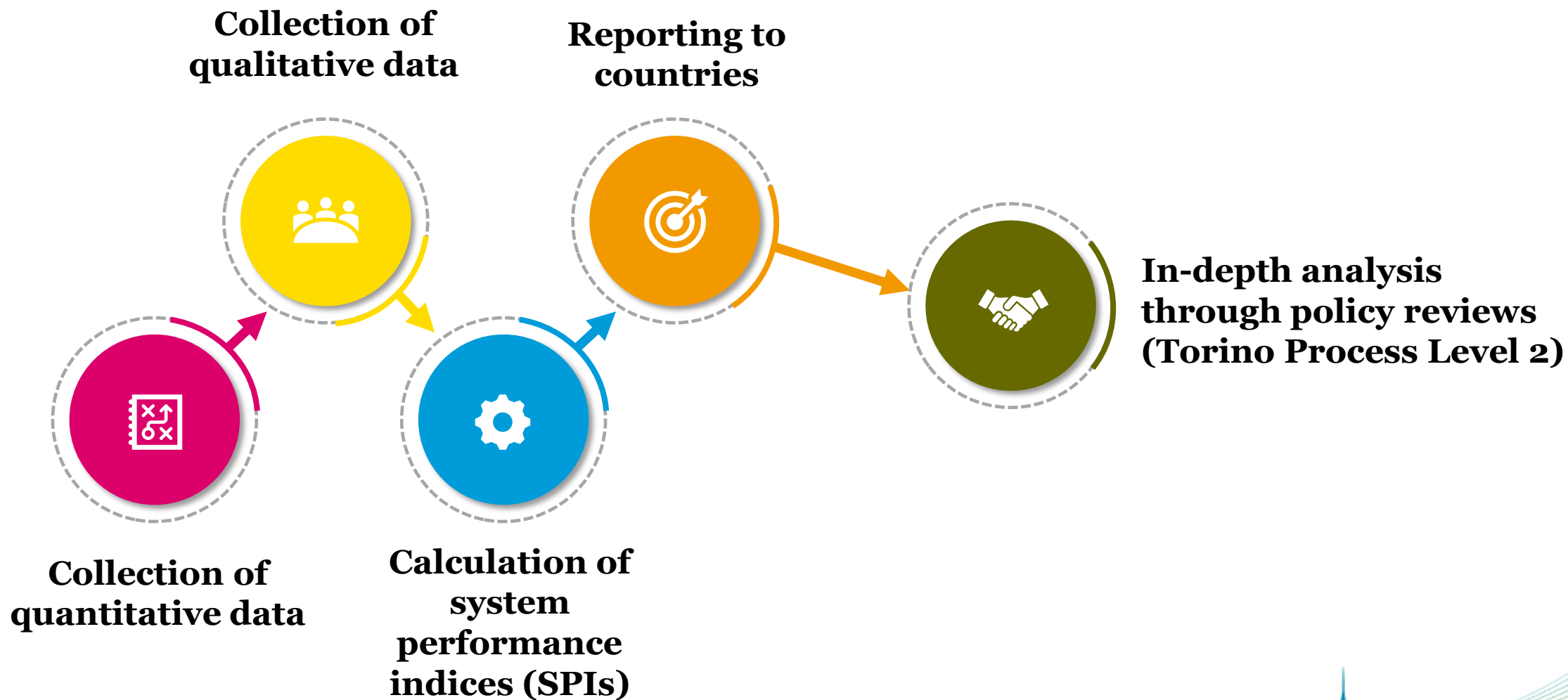


SYSTEM AND POLICY PERFORMANCE = the extent to which countries deliver on their promises (**commitments**) to learners and other stakeholders in education and training

MONITORING ARCHITECTURE



COLLECTION AND ANALYSIS OF MONITORING EVIDENCE

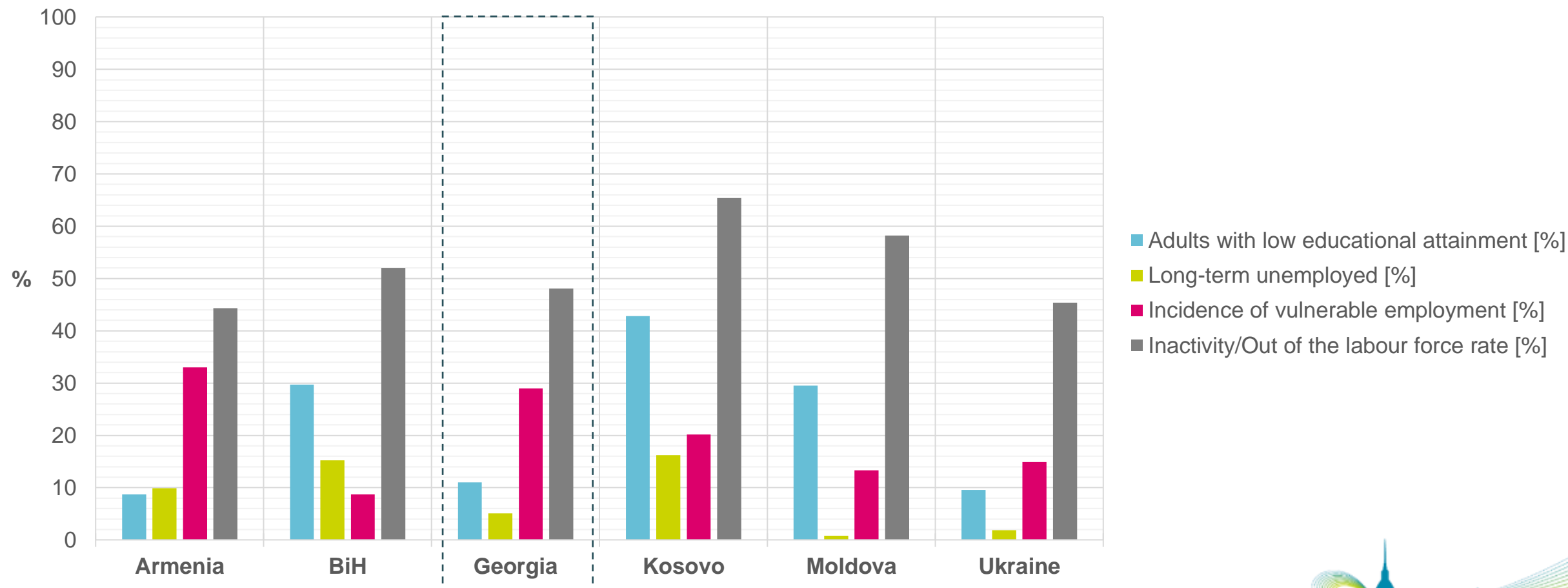


TORINO PROCESS VET SYSTEM MONITORING RESULTS GEORGIA 2023



GAUGING DEMAND FOR ADULT EDUCATION

Demand for adult education: vulnerable and at-risk population in working age (2022 or latest available year)



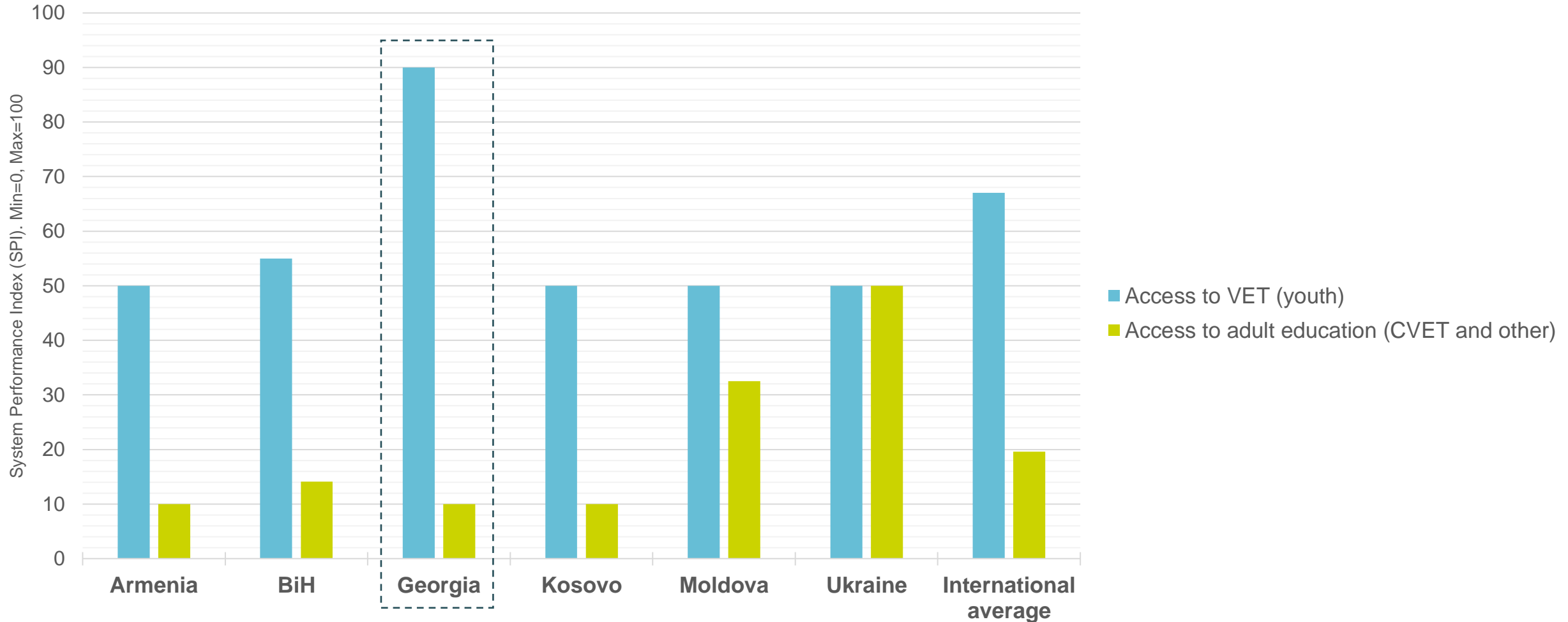
Source: ETF Torino Process database



ACCESS AND ATTRACTIVENESS OF LEARNING

Access and participation

Access to learning for youth and adults (2023): index of policy and system performance

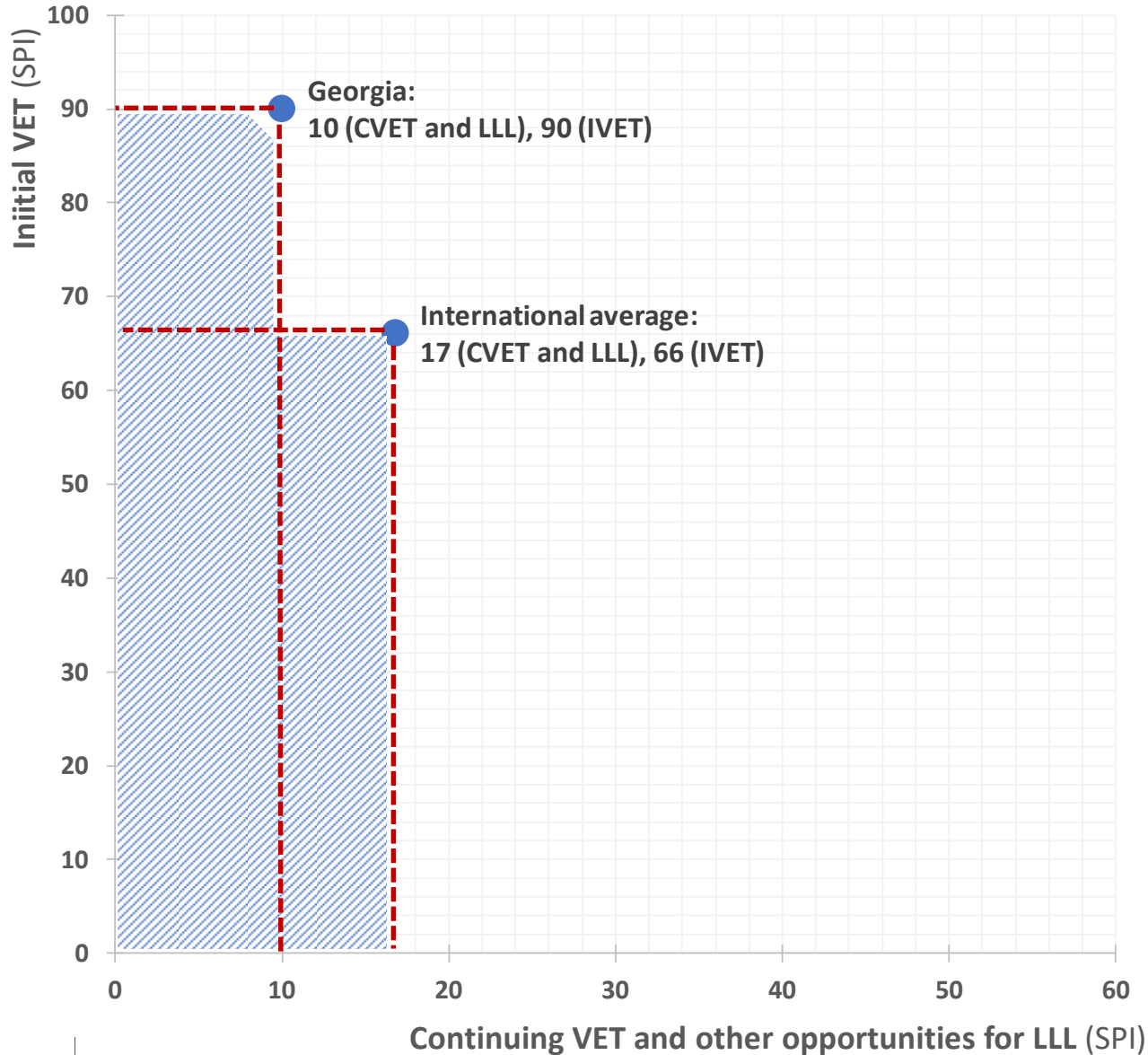


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ACCESS AND ATTRACTIVENESS OF LEARNING

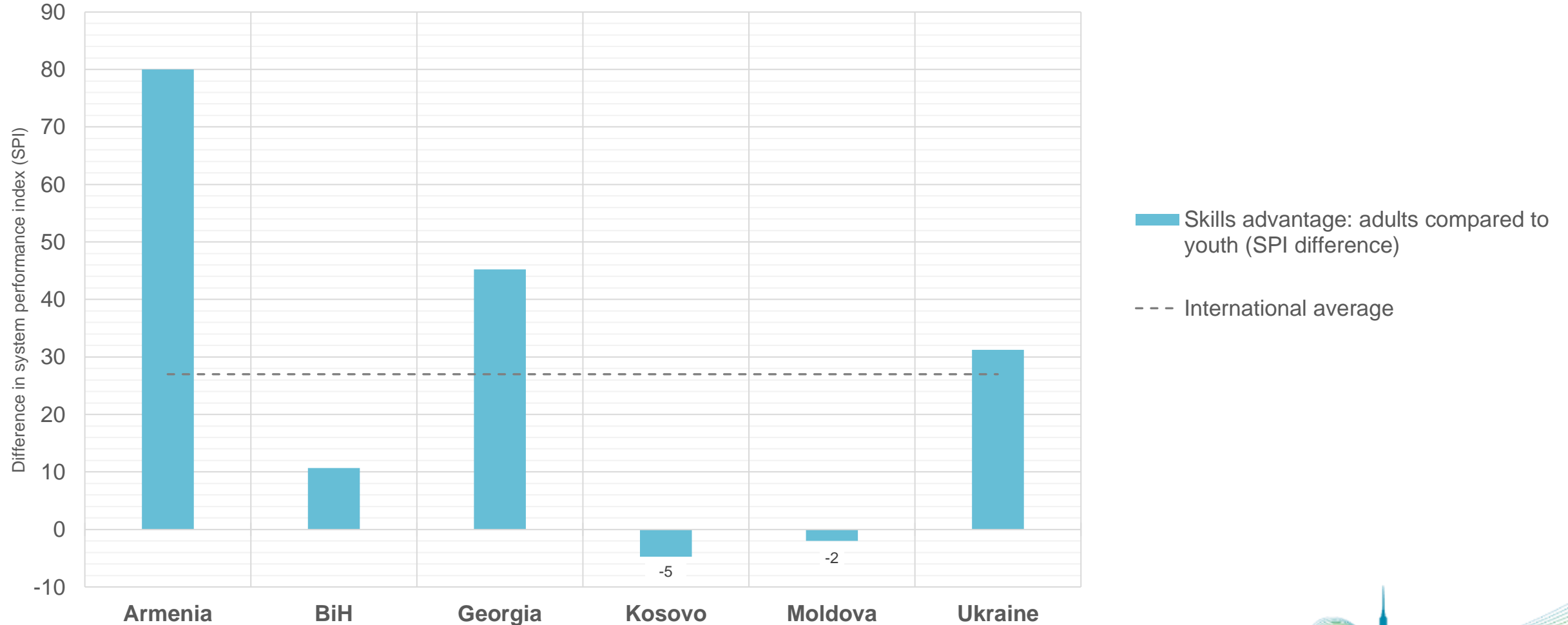
Access and participation



- Somewhat unconventional results: Underperformance in initial VET access, overperformance in CVET and adult learning.
- Similar attractiveness of IVET and CVET



Skills gap between youth and adults (2023): difference in system performance

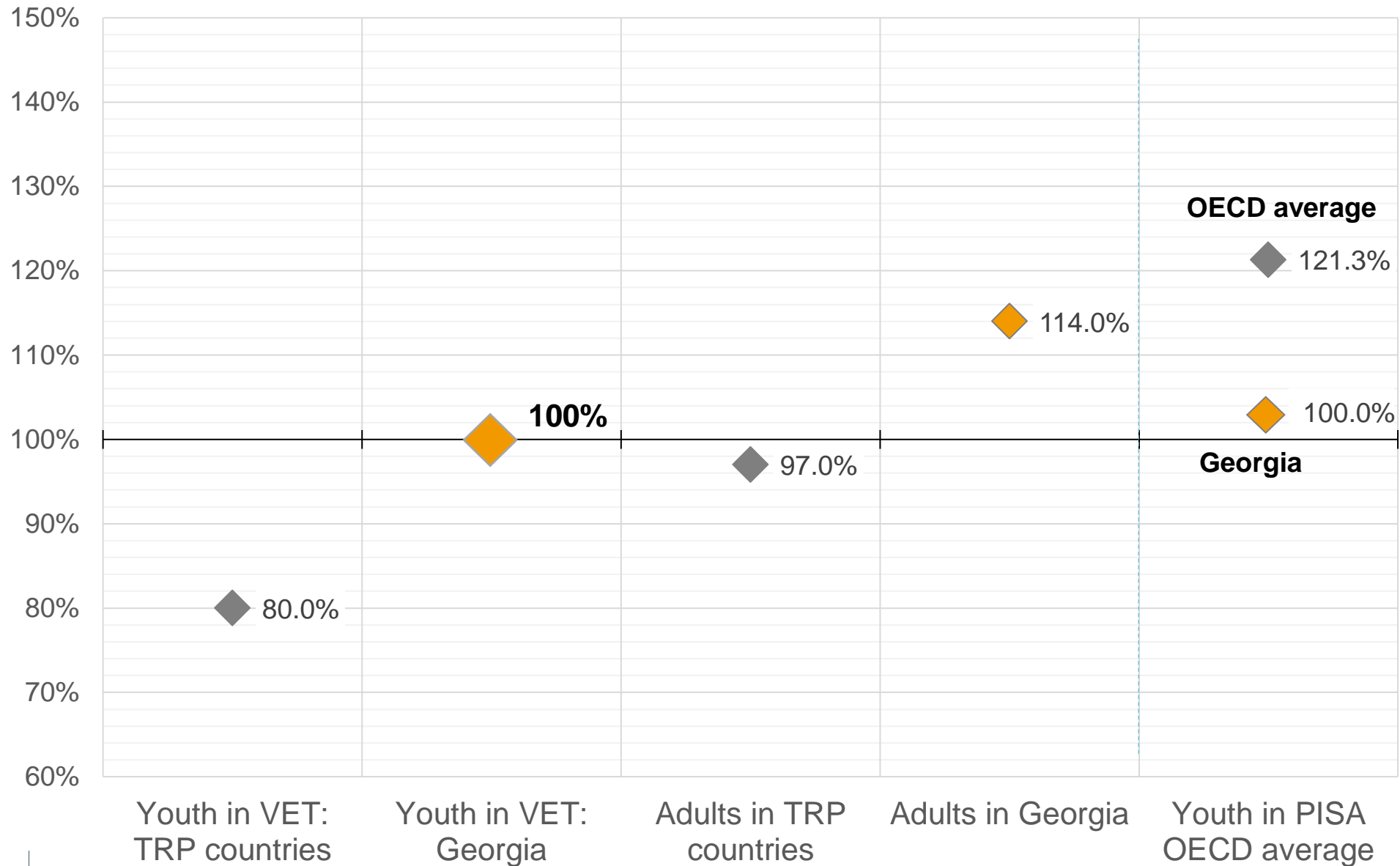


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QUALITY OF LEARNING AND SKILLS

Quality and
relevance



ORGANIZING AND MANAGING THE VET SYSTEM:

DATA AVAILABILITY AND USE

International comparability of performance results (0=least comparable, 100=fully comparable)

Georgia: 52.6/100 Intl. average: 35.4/100



Risk of bias regarding system performance (0=highest risk, 100=lowest risk)

Georgia: 25.5/100 Intl. average: 28.9/100

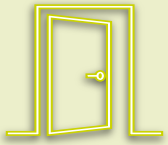


Tendency to be self-critical regarding system performance (most critical=0, neutral=50, least critical=100)

Georgia: 64.6/100 Intl. average: 52.8/100



KEY TAKEAWAYS



Access and Attractiveness: Adult education, particularly through CVET, faces challenges in accessibility and attractiveness in Georgia. Despite a demand for AE, there is a notable gap in the availability of places, which limits opportunities for adults to engage in lifelong learning and upskilling.



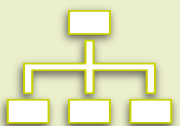
Quality and relevance: Although the VET and AE systems align learning with labor market needs, this does not automatically translate into improved employability for graduates, suggesting that the relevance and quality of adult education programs may need further enhancement to better prepare learners for the job market.



Relevance and labour market outcomes: Employability for VET graduates in Ukraine remains low, necessitating stronger learning-labour market links. However, Ukraine performs well in incorporating green and digital transitions into curricula, despite average responsiveness to labour market demands.



Flexibility and transition barriers: The learning opportunities available to adults show moderate flexibility for adults attempting to transition from work to learning and vice versa, indicating existing barriers that may hinder adults from pursuing diverse learning paths. Enhancing the flexibility and accessibility of learning opportunities for adults is crucial.



Partnerships in support of AE and lifelong learning: Efforts are ongoing to engage with the private sector and external stakeholders to enhance lifelong learning opportunities for adults. However, work is still needed to improve the material base for VET providers and support data use, which could further enrich adult education and training.



THANK YOU!

Web

<https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring>

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