

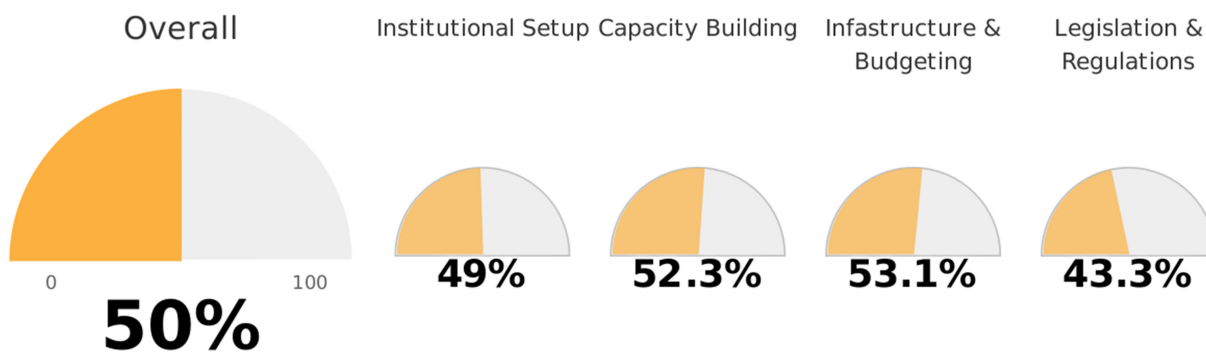
Vocational Education and Training Reform

Phase 1

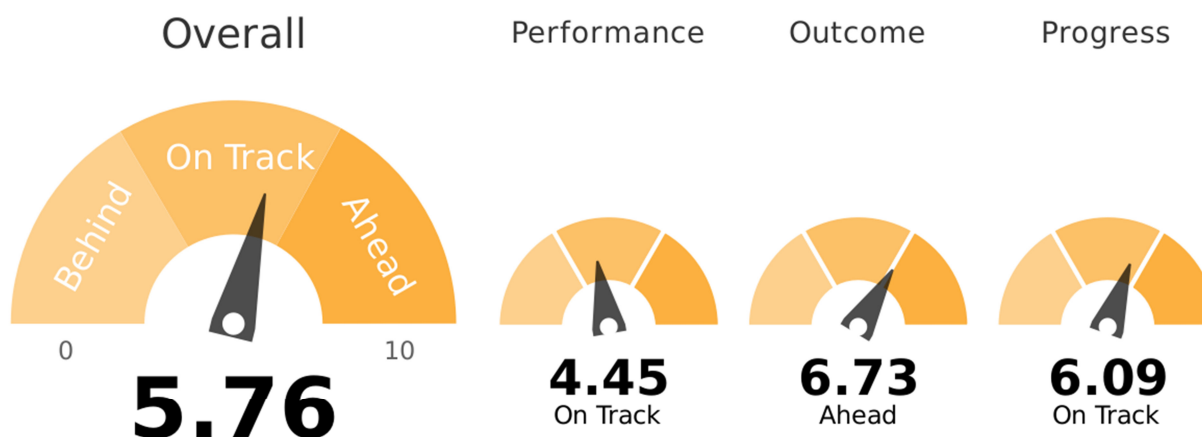
The reform assessment was conducted on October 4, 2017. According to the Government Survey, 80% of 2013-2017 Action Plan, and 50% of the entire reform, which is scheduled to last until 2020, has been implemented. The survey also showed how the reform, including launch of the dual education system, which took off in 2013 revamped the whole structure of vocational education system. However, it will be difficult to achieve the desired results without active involvement of private sector.

Reform: Vocational Education and Training Reform

Government, 2017 Phase 1



The reform was evaluated by the Stakeholder Group with a score of 5.76 out of 10.



At the stakeholders' meeting, the representatives of the Ministry of Education and Science stated that, as of 2013, the **duration of VET programs** was short, and as a result, 16 year-old citizens were already entering the labor market with incomplete education and qualifications. The duration of the programs was increased after 2013, which caused a decrease in the number of the students in the VET system. The employment among VET graduates increases gradually from year to year. It is worth mentioning that the Ministry only has data for public colleges and programs. Based on Georgia's new regulations, the private colleges and programs will be obliged to **integrate all the data** into an electronic system. **Geographical access to vocational education** improved during last 4 years. Colleges are represented in all regions of Georgia, and three new locations will be added this year.

The Ministry also mentioned that the government is in the process of forming a **Private Public Partnership framework**. Dual programs in agriculture education already exist, and three new dual programs in tourism education are planned in the near future. It was noted that the **voucher financing system** creates a situation where private colleges are in uneven competition with public colleges. The Ministry is currently considering switching to a "performance-based" financing system, where private and public institutions will be treated equally; however, the programs will be filtered by priority professions. Based on new quality control regulation, employers will be engaged as external evaluators in the programs, and will evaluate the level of preparation of the students .

According to international organizations, the **involvement of the private sector** in the informal education sector is a challenge everywhere in the world. The private sector often believes that education, including vocational education, is the sole prerogative of the government. Therefore, the awareness of the private sector should be raised in this regard.

Representatives of public colleges mentioned that there are **successful examples of business involvement** in Georgia. However, to increase their motivation, more flexible tax legislation is required. It is also necessary for the employers to evaluate the student. This will help businesses to be informed about the programs, so that they will not spend additional resources for the same kind of trainings.



USAID | **GEORGIA**
FROM THE AMERICAN PEOPLE



Governing for
Growth
in Georgia

ReforMeter

Tracking Progress - One Reform at a
Time

ISET

International School of Economics at TSU
Policy Institute



USAID | **GEORGIA**
FROM THE AMERICAN PEOPLE



Governing for
Growth
in Georgia

Reform Overview

Vocational Education and Training Reform

2017 - I

ReforMeter



USAID | **GEORGIA**
FROM THE AMERICAN PEOPLE



**MINISTRY OF EDUCATION AND
SCIENCE OF GEORGIA**



**Vocational Education and
Training Development
Strategy
2013-2020**

**New AP 2018-2020
by end of 2017**



ISET



USAID | **GEORGIA**
FROM THE AMERICAN PEOPLE



Key Challenges of Georgia's Vocational Education System

1. Lack of participation of the social partners and civil society in VET sector management structures
2. A less than comprehensive network of public and private VET providers, in terms of both geographic spread and coverage of a wide range of well resourced disciplines/specialisations
3. Lack of relevance of VET programmes to the current and future labour needs of Georgia's economy
4. Lack of capacity building and professional development of VET educators. Lack of incentive for teachers to enter into and/or develop a long term career in VET.



Key Challenges of Georgia's Vocational Education System

5. The low and variable quality of awarded VET qualifications and their lack of recognition by employers and education institutions both locally and internationally
6. The variable nature of employability of VET graduates with limited access to sustained well remunerated and personally fulfilling job opportunities.
7. VET is not considered as an attractive and rewarding pathway by the population, nor required as a precondition for recruitment by employers.



USAID | **GEORGIA**
FROM THE AMERICAN PEOPLE



Strategy Objectives

Overall - Support the Government's Socio-Economic Development and Poverty Reduction priorities by maximizing the national and individual potential of the country's human resources.

1. Creation of a nationwide **flexible VET network** promoting excellence in skills development
2. Full and equal **inclusion of all segments of the population** in the opportunities for personal development of their potential



Strategy Priorities

1. Improvements to the **regulatory environment** of the VET system to meet the skill demands of the labour market and economic development
2. Establishment of **effective funding mechanisms**
3. Preparation and **training/re-training of VET teachers** according to modern standards; increase the attractiveness of the teacher's profession
4. Reinforcement of full **social partners** participation at all levels of the system in decision-making as well as in the whole process of VET education



USAID | **GEORGIA**
FROM THE AMERICAN PEOPLE



Strategy Priorities

5. Assurance of the **quality and transferability** of qualifications through improved quality assurance mechanisms at the system and institution level
6. Strengthening of support mechanisms for all students including those with **special educational needs or disabilities** to ensure employment of VET graduates
7. Promoting the role of **entrepreneurship** in VET in close cooperation with employers and the business sector



USAID | **GEORGIA**
FROM THE AMERICAN PEOPLE



Governing for
Growth
in Georgia

Government Survey

Vocational Education and Training Reform

2017 - I

ReforMeter

Tracking Progress - One Reform at a Time



What is Government Survey?

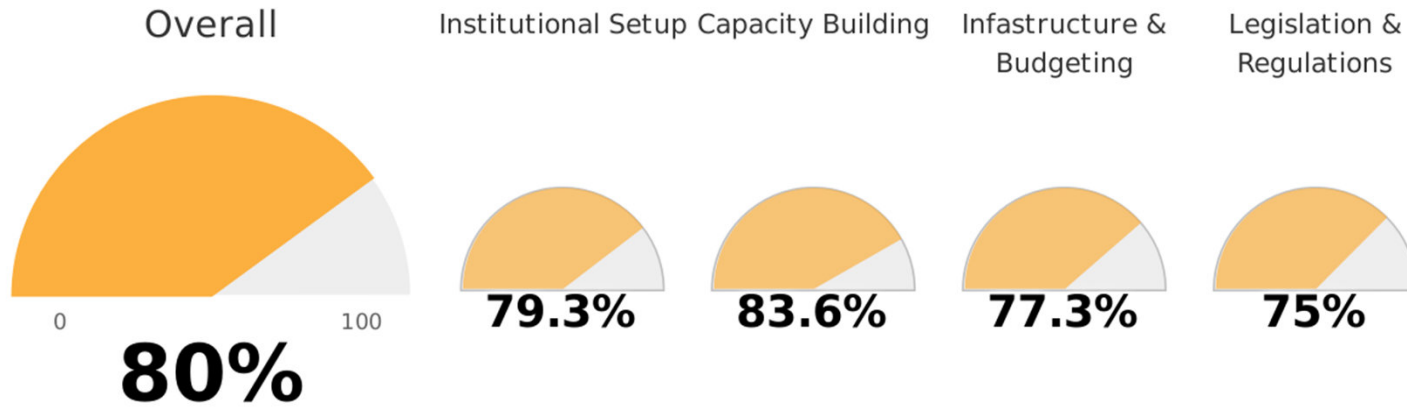
The Government Survey – measures progress in the implementation of reform based on questionnaire agreed upon with the government

The questionnaire covers the following 4 dimensions

Reform Dimension	Description	Example Input Indicator	Example Output Indicator
1. Institutional Setup	<ul style="list-style-type: none"> § Governance systems § Roles and responsibilities § Strategy and Action Plans 	Strategy	Number of actions in line with the timeline
2. Capacity Building	Mobilization and development of adequate human capital	Operationality of the implementation agency	Trainings
3. Infrastructure & Budgeting	<ul style="list-style-type: none"> § Budget and physical capital § Building and equipment 	Mobilized budget	Grants for SME
4. Legislation & Regulations	Legislative and regulatory framework	Analysis of intellectual property rights	New law on intellectual property rights



According to the Government 2013-2017



0% - absence of a policy approach

100% - good policy practices are fully implemented, monitored and evaluated

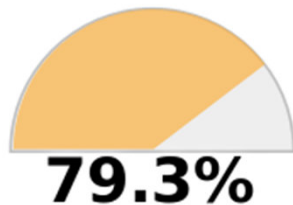


Institutional Setup

2013-2017

Institutional Setup

Finished

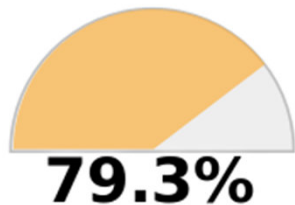


- § Functions and members of National VET Council renewed
- § Vocational standards reviewed according to employers' requirements
- § Existing vocational standards according to the revised methodology and international experience reviewed
- § Existing methodology of renewing and drawing VET programs evaluated
- § Concept notes, methodology and framework for modular programs prepared
- § Career planning and guidance concept prepared and piloted
- § Employers satisfaction research piloted



Institutional Setup 2013-2017

Institutional Setup



Not started or in process

- § Evaluation specific models for collaboration between VET institutions and enterprises in process
- § Introducing a system of student loans and contracts for different target groups in process
- § Implementation of self-assessment for Quality assurance purposes in process
- § Inventory of existing practice and resources for analyzing labor market and future plans not done
- § Credit system for non formal learning recognition not developed
- § Preparation and instillation of European instruments in chosen vocational spheres (mobility) not done yet
- § Diversified financing models not implemented yet

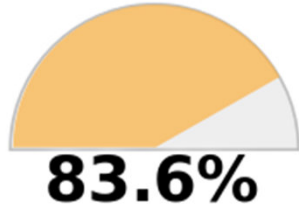


Capacity Building

2013-2017

Capacity Building

Finished



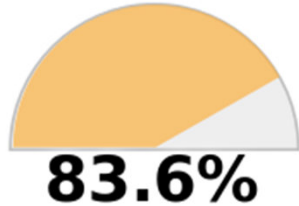
- § Teachers were trained according to international mobility preparatory programs
- § Learning resources for VET students prepared
- § ELearning training programme for educational technologists and teachers of vocational education institutions developed
- § Capacity building programs for human resources of VET institutions on *Social partnership, Market research, Management, Quality enhancement, Monitoring and evaluation, Inclusive vocational education* done
- § Teacher's training on implementation of modular curricula and ICT technology conducted



Capacity Building

2013-2017

Capacity Building



Not started or in process

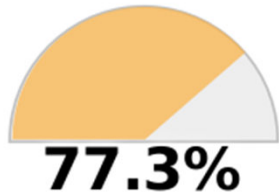
- § Preparation of teachers at the system level (annually) according to the demand in process
- § Implementation of trainings in non-formal learning recognition in process
- § Research methodology for sector, regional and local labor market analysis and future plans in VET not developed yet



Infrastructure & Budgeting

2013-2017

Infrastructure &
Budgeting



Finished

- § Resources adapted for disabled and persons with special needs
- § Voucher system evaluated and relevant financing models investigated
- § All VET institutions linked to EMIS
- § Plan to ensure increased geographical accessibility of VET set up and implemented
- § Information management centralized system for colleges in order to promote VET established

Not started or in process

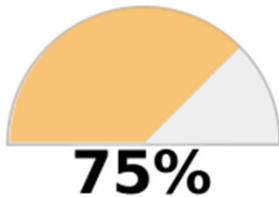
- § Labor market data for structural units not available



Legislation & Regulations

2013-2017

Legislation &
Regulations



Finished

- § Evaluation/review and elaboration of quality enhancement external mechanisms done
- § Non-formal learning recognition concept and mechanisms elaborated
- § VET student enrolment rule and considering enrolment issues of the vulnerable groups, people with disabilities or special needs

Not started or in process

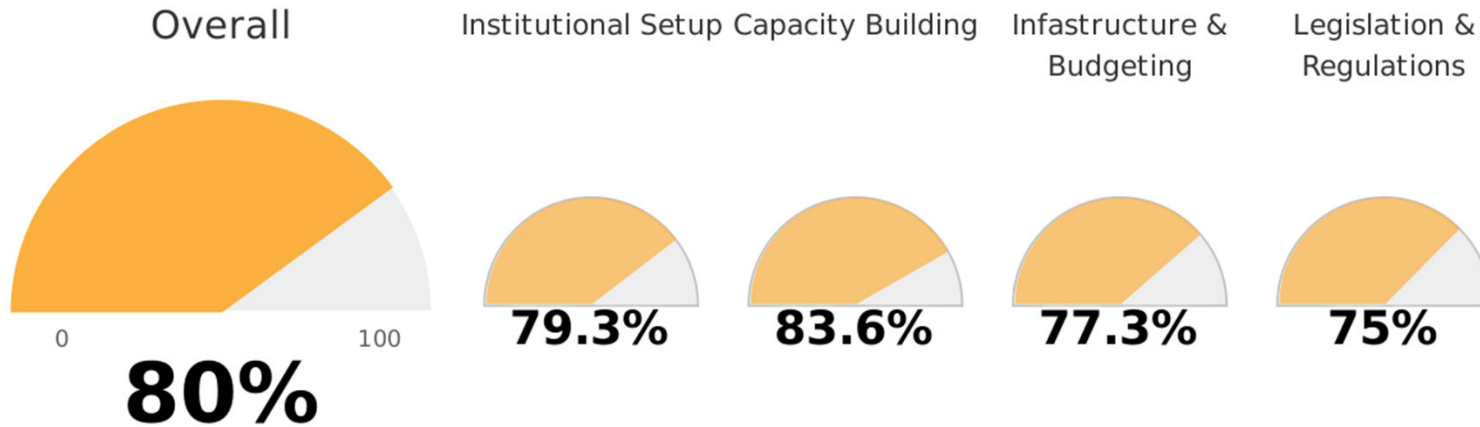
- § Legislative base for piloting diversified financing models not prepared
- § Minimal standards for involvement private sector in practice or during examinations not defined
- § Normative basis for teachers' remuneration arrangements not improved

ISET



According to the Government

2013-2017



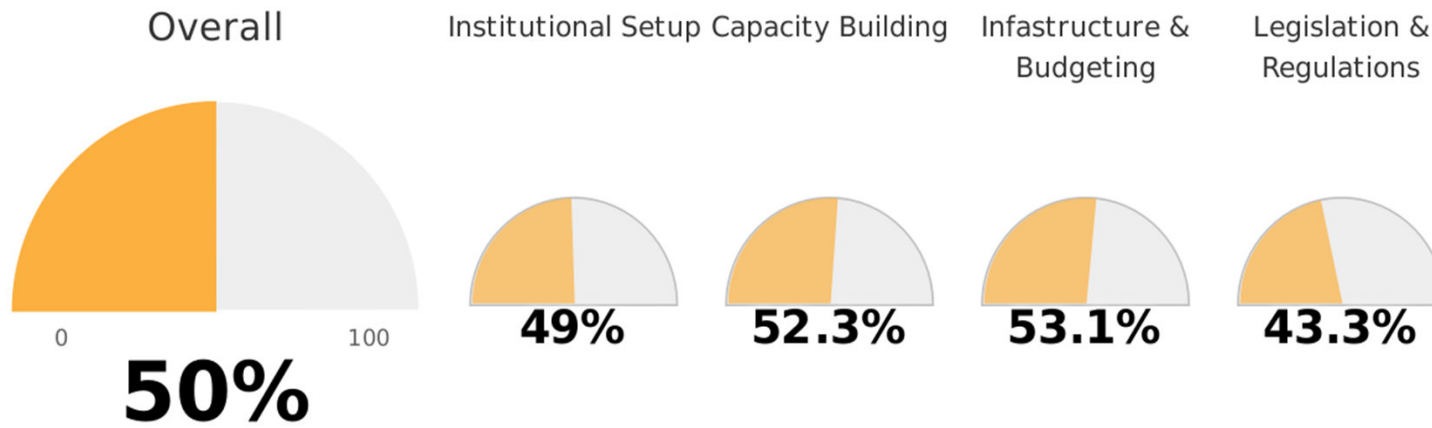
0% - absence of a policy approach

100% - good policy practices are fully implemented, monitored and evaluated



According to the Government

2013-2020



0% - absence of a policy approach

100% - good policy practices are fully implemented, monitored and evaluated



USAID | **GEORGIA**
FROM THE AMERICAN PEOPLE



Governing for
Growth
in Georgia

Reform Indicators

Vocational Education and Training Reform

2017 - I

ReforMeter

Tracking Progress - One Reform at a Time



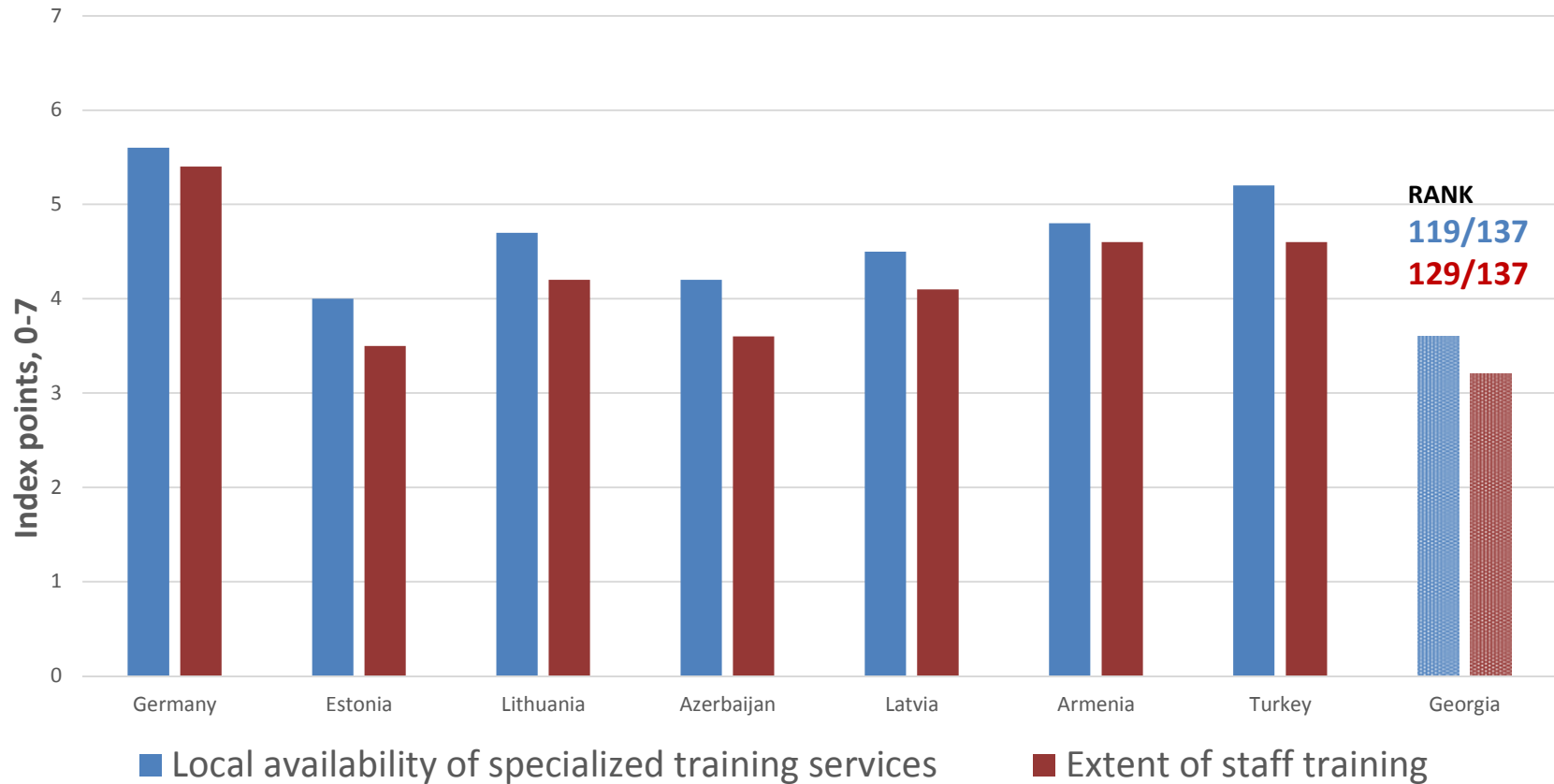
Reform Indicators

1. Global Competitiveness Indicators
 1. Local availability of specialized training services
 2. Extent of staff training
2. Number of Admitted Students
3. Number of Graduated Students
4. Number of Teachers and Students per teacher
5. HE vs. VET; Enrolment rate



1. Global Competitiveness Indicators

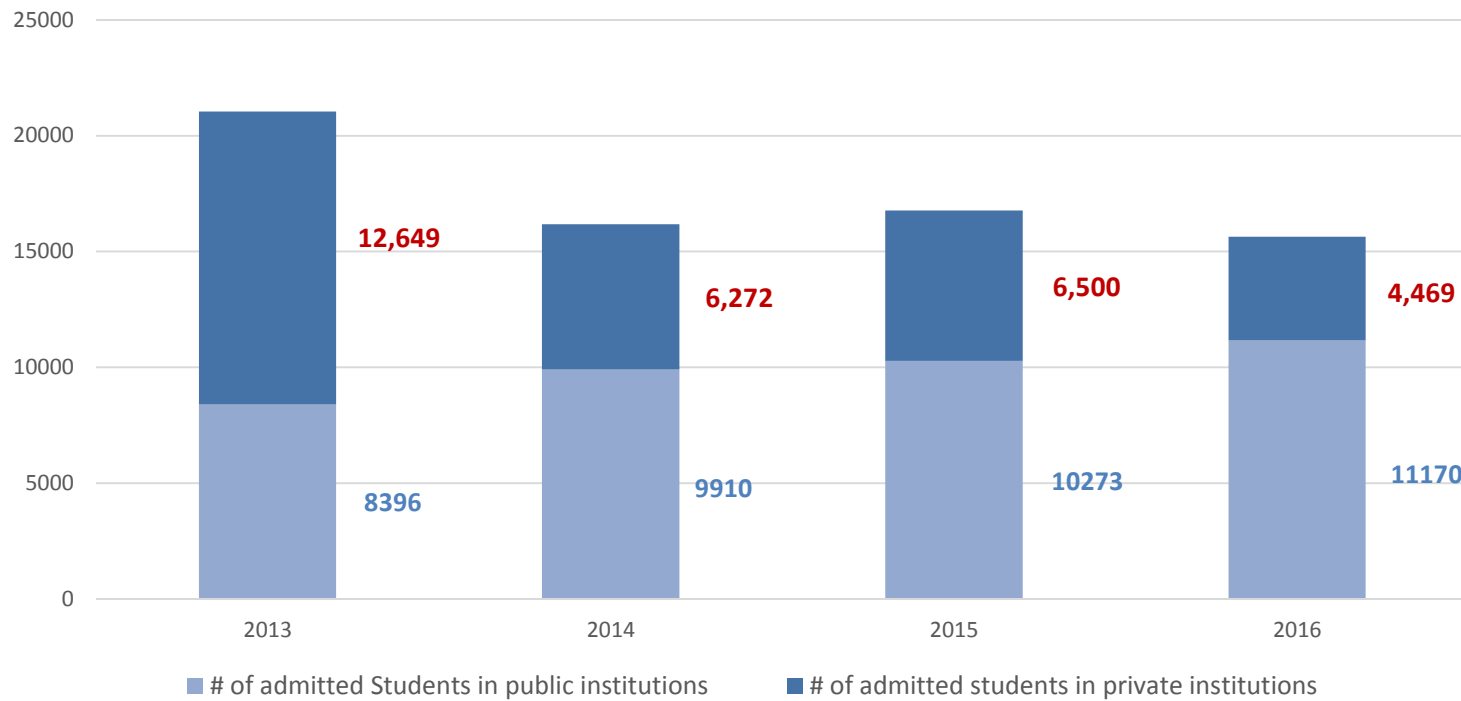
- Local availability of specialized training services
- Extent of staff training



Source: Global Competitiveness Report 2017-2018



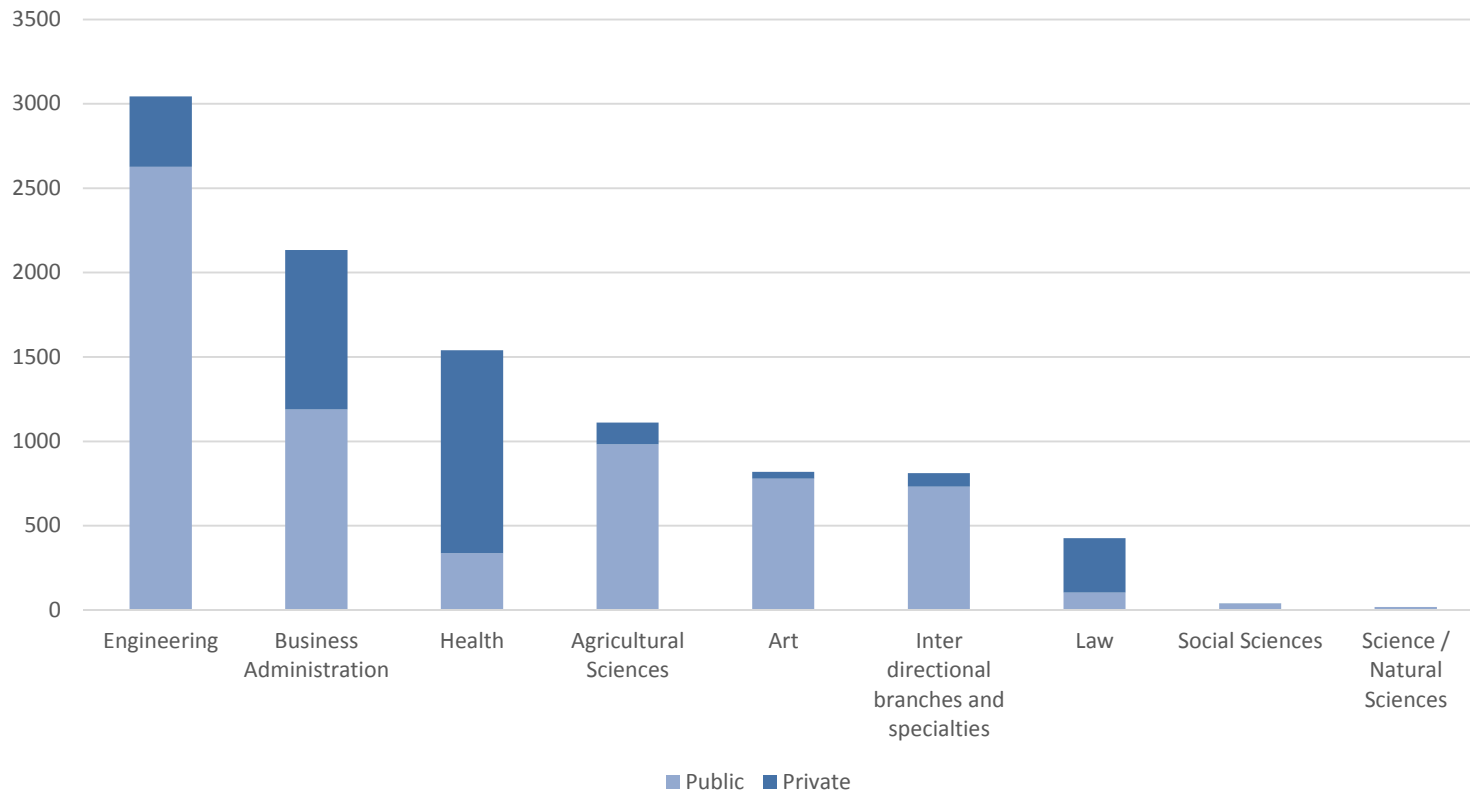
2. Number of Admitted Students by private and public institutions, 2013-2016



Source: GeoStat; MES



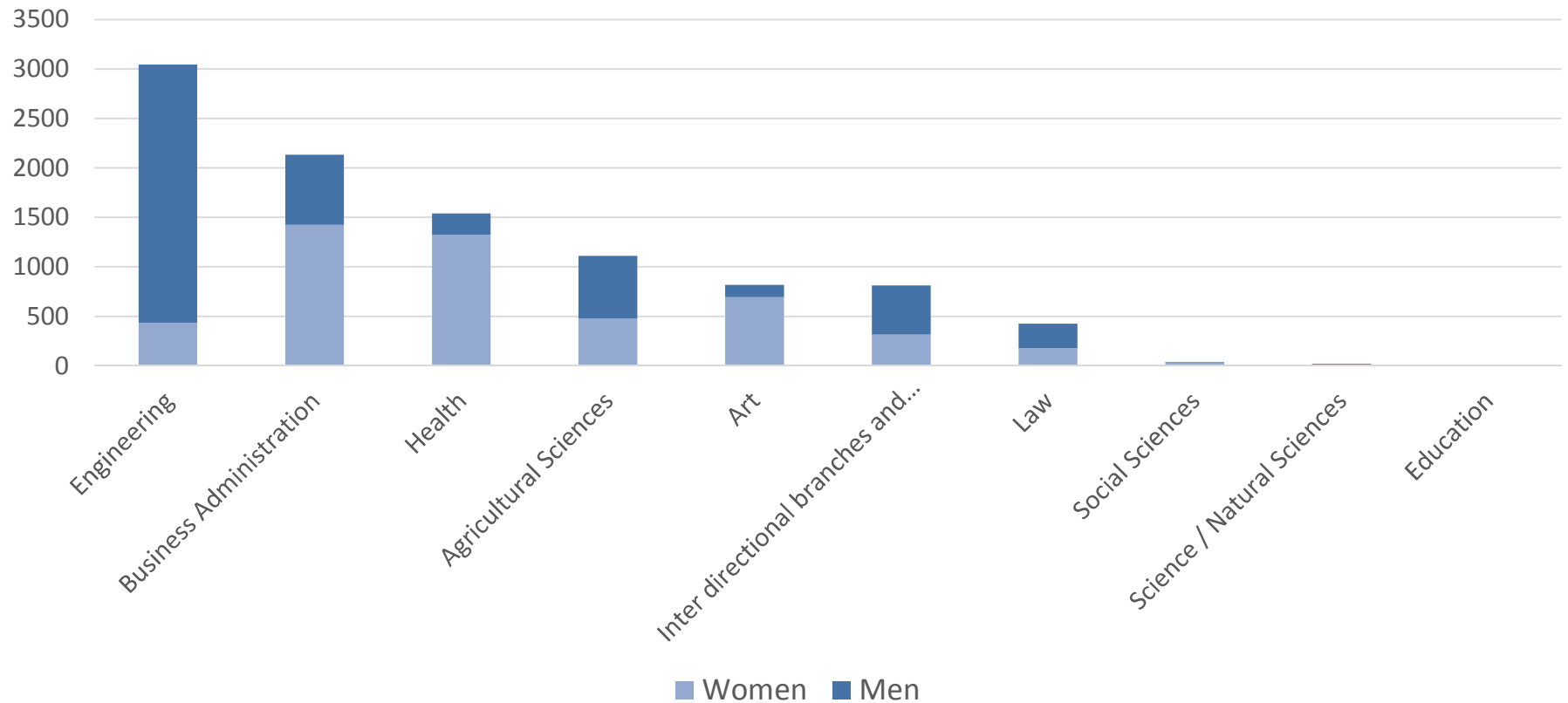
3.1 Number of Graduated Students by Specialization in 2016 (public vs. private institutions)



Source: GeoStat; MES



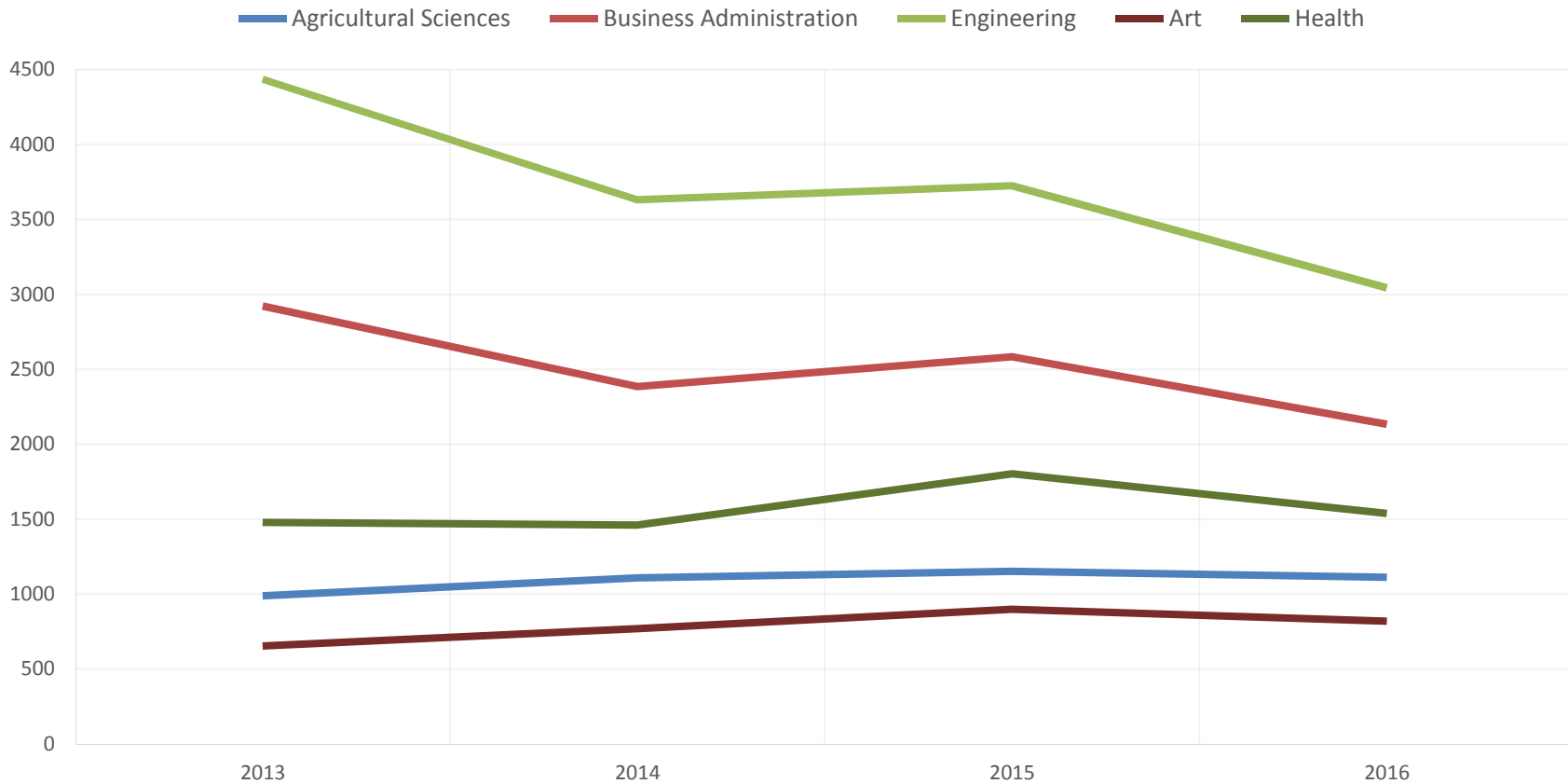
3.2 Graduated Students by specialization and by gender in 2016 (public and private institutions)



Source: GeoStat



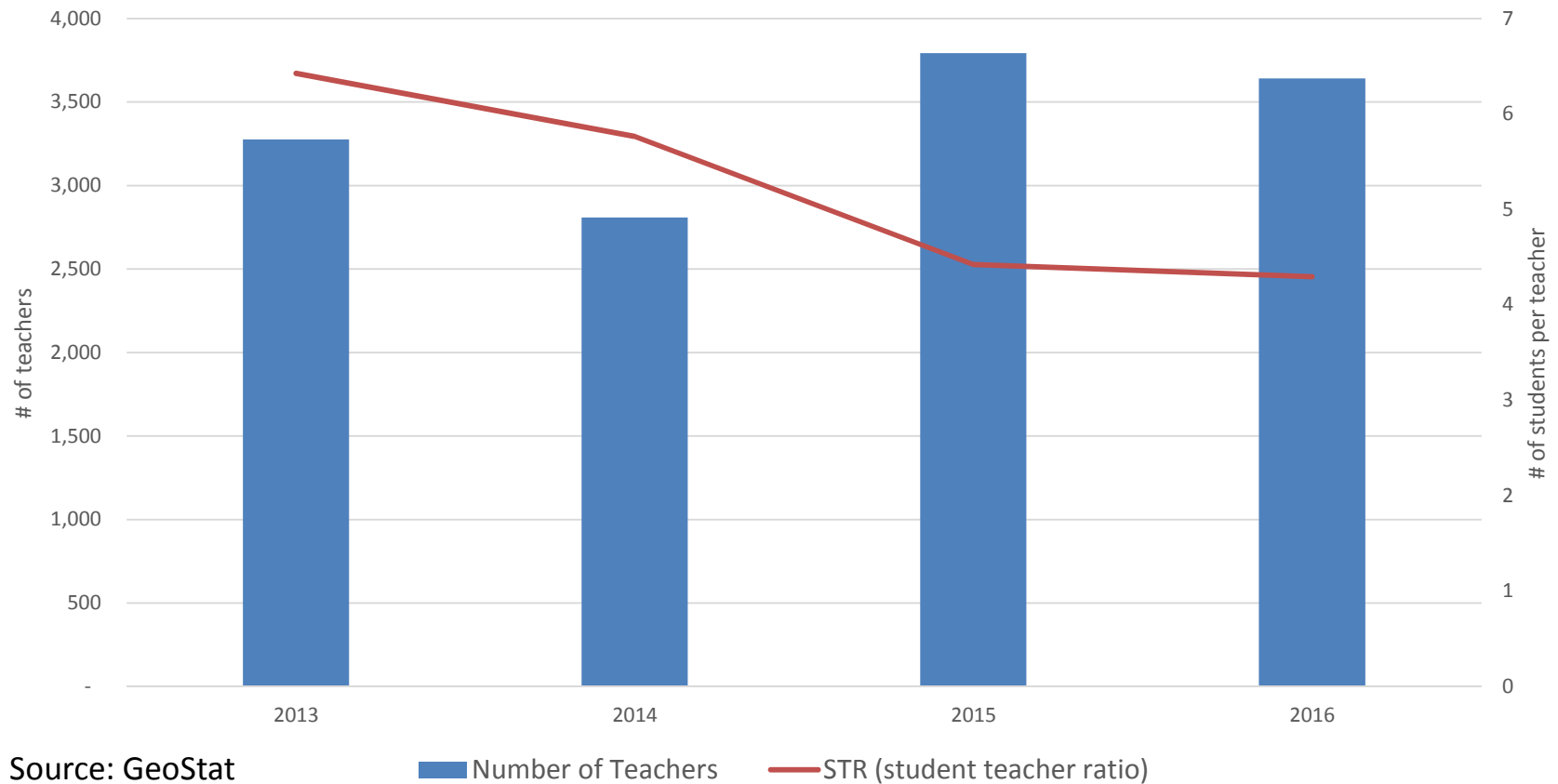
3.3 Number of Graduates by Specialization; 2013-2016 (public and private institutions)



Source: GeoStat



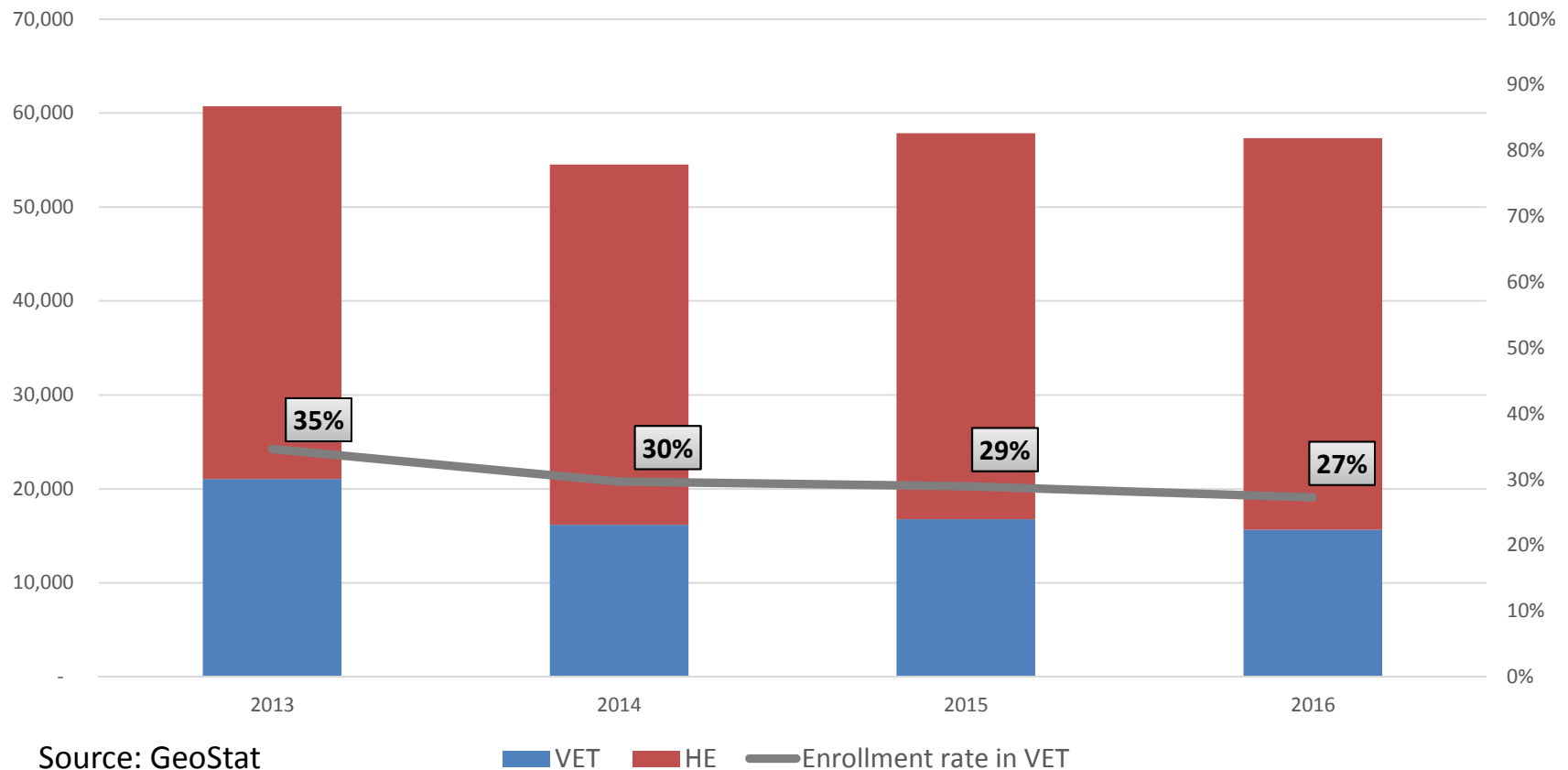
4. Number of Teachers and Students per Teacher (public and private institutions)



Source: GeoStat



5. HE vs. VET; Student Enrolment rate 2013-2016 (public and private institutions). Nr. Of admitted students



Source: GeoStat



USAID
FROM THE AMERICAN PEOPLE

GEORGIA



Governing for
Growth
in Georgia

Thank you!

Presentation was prepared by

ISSET Policy Institute: reformeter@iset.ge