

Vocational Education Reform

Second phase of evaluation

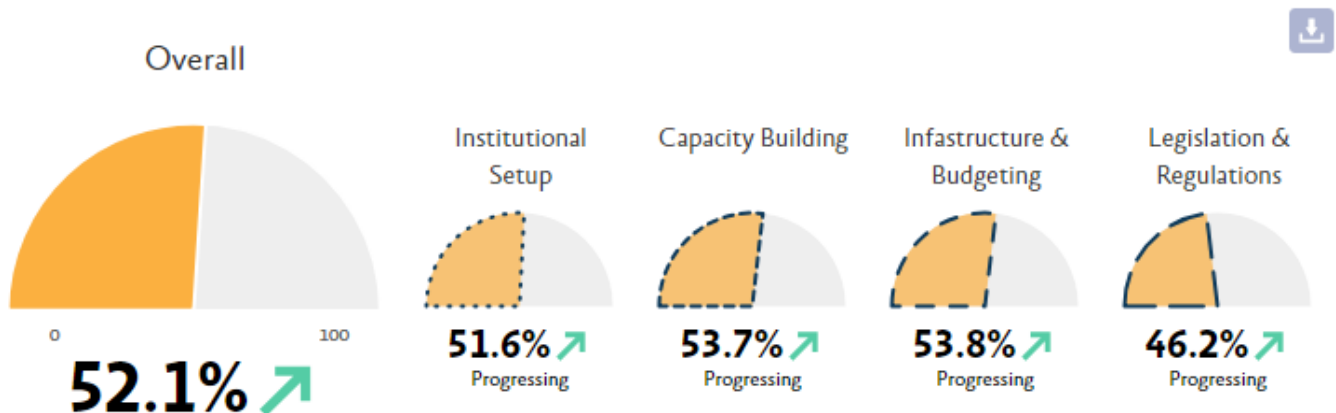
On April 25 2018, in the second phase of the evaluation of Vocational Education Reform, the ongoing implementation of the reforms was evaluated.

Government Survey showed that 83.3% of the 2013-2017 action plan has been implemented; this indicator was 80% during the first phase.

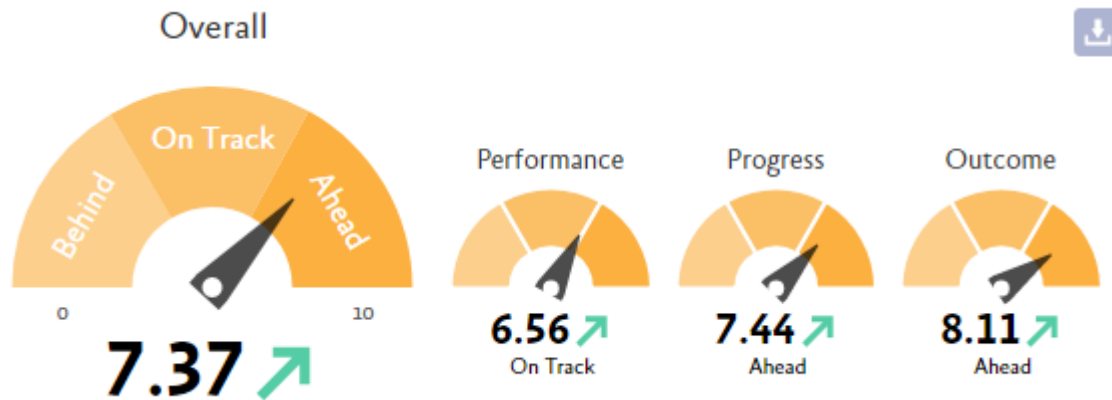
According to the government report, student loans and an agreement system for target groups were introduced in the last six months. In addition, self-evaluation tools were created for education institutions. Pilot models of cooperation systems between education institutions and enterprises, as well as others for evaluation, are still being developed, although a credit system for the recognition of informal education has not been introduced yet. Teachers of vocational education were trained according to the requirements that exist at the system level. A model of diversified financing has not been created yet and a minimum standard for involving the private sector in practice and examinations has not been determined.

An official action plan of the reforms for 2018-2020 is to be published soon.

As of April 2018, 52.1% of the reform plans have been implemented.



Stakeholder representatives gave the reforms a 7.37 score out of 10, and estimated the reform process as “solid”. In the first phase, the reforms were given 5.76 points. As the scores show, stakeholders have high expectations from the reforms (8.11 points).



A **discussion** was held at a meeting in which representatives of the stakeholders, First Deputy Minister of Education and Science Ketevan Natriashvili, and the head of the department of vocational education, Irina Tserodze, were in attendance. The participants emphasized the following important issues:

- In many TVET colleges infrastructure has been improved; however, it is important that the colleges adapt to the new reality and improve teaching methods in order to meet labor market requirements. One of the challenges of work-based learning is how to increase the scale, implying that the government should attract as many large companies as possible to vocational education;
- An issue of work based vocation education sustainability is also important. After donor participation is over, the state will have to bear financial responsibility and it should be ready for this;
- In order to increase the quality of vocational education in the colleges, it is necessary to strengthen cooperation between vocational colleges and private companies. For this it is necessary to encourage teachers to work at vocational colleges. For example, when the remuneration of the teachers is calculated, a time they spend in communication with the companies should also be considered;
- It is important to not only increase the scale of dual vocational education, but also put it in a system and institutionalize it. It is also necessary that an institution with coordination function exist, which could either be a public or private institution;
- More steps need to be made to promote vocational education. For this purpose it is necessary to widely promote success stories; also, state structures should employ graduates of vocational education colleges in greater numbers;
- From the private sector standpoint, quality remains a problem. College graduates often overestimate their qualification and request high remuneration. Often the private sector does not find it rational to bear such costs, as their retraining requires additional resources.

The overall ReformVerdict evaluation of the government increased and reached 5.26, with an increase in every component.

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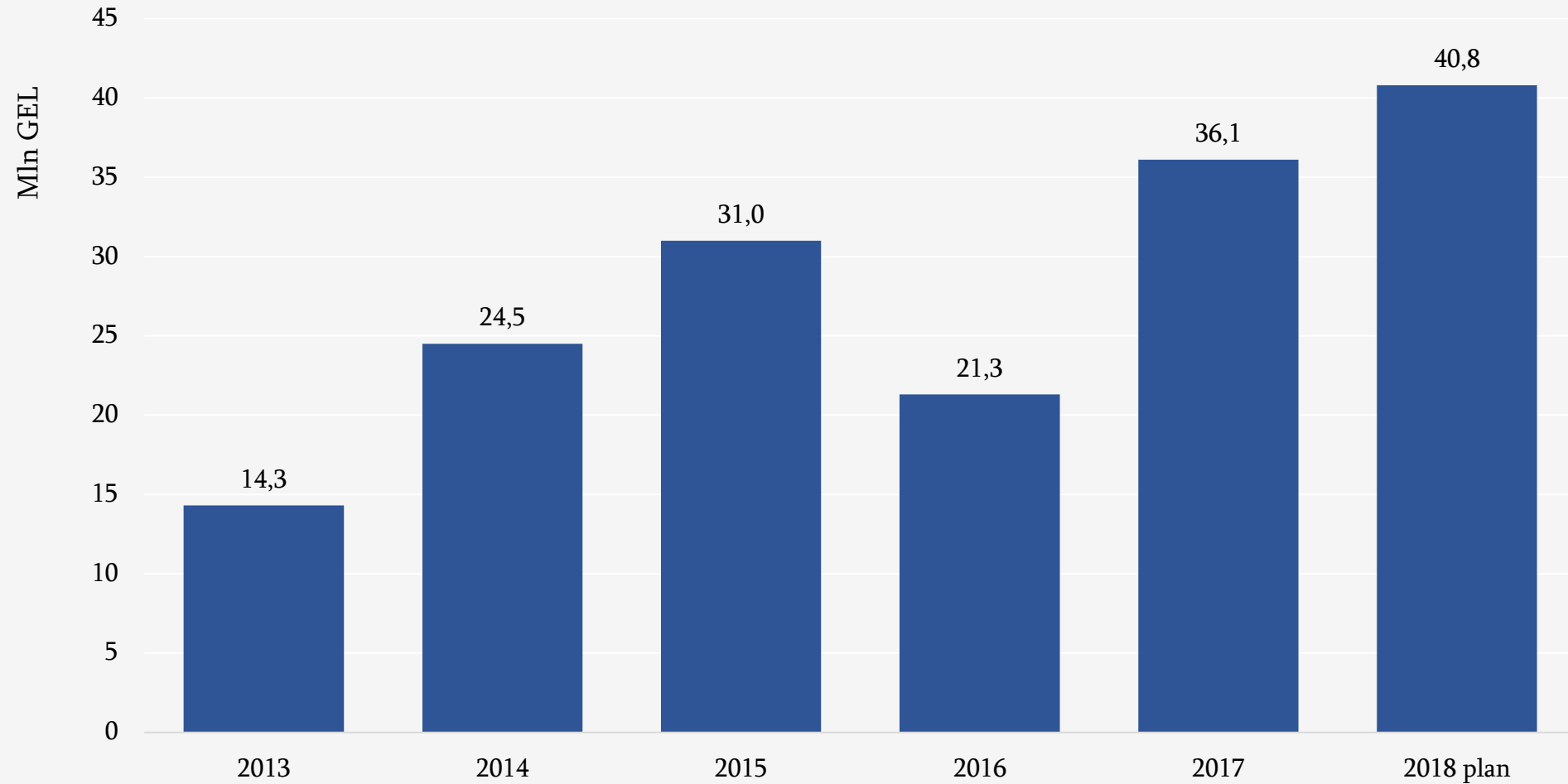
Tracking Progress - One Reform at a Time

Vocational Education and Training Reform

Phase 2

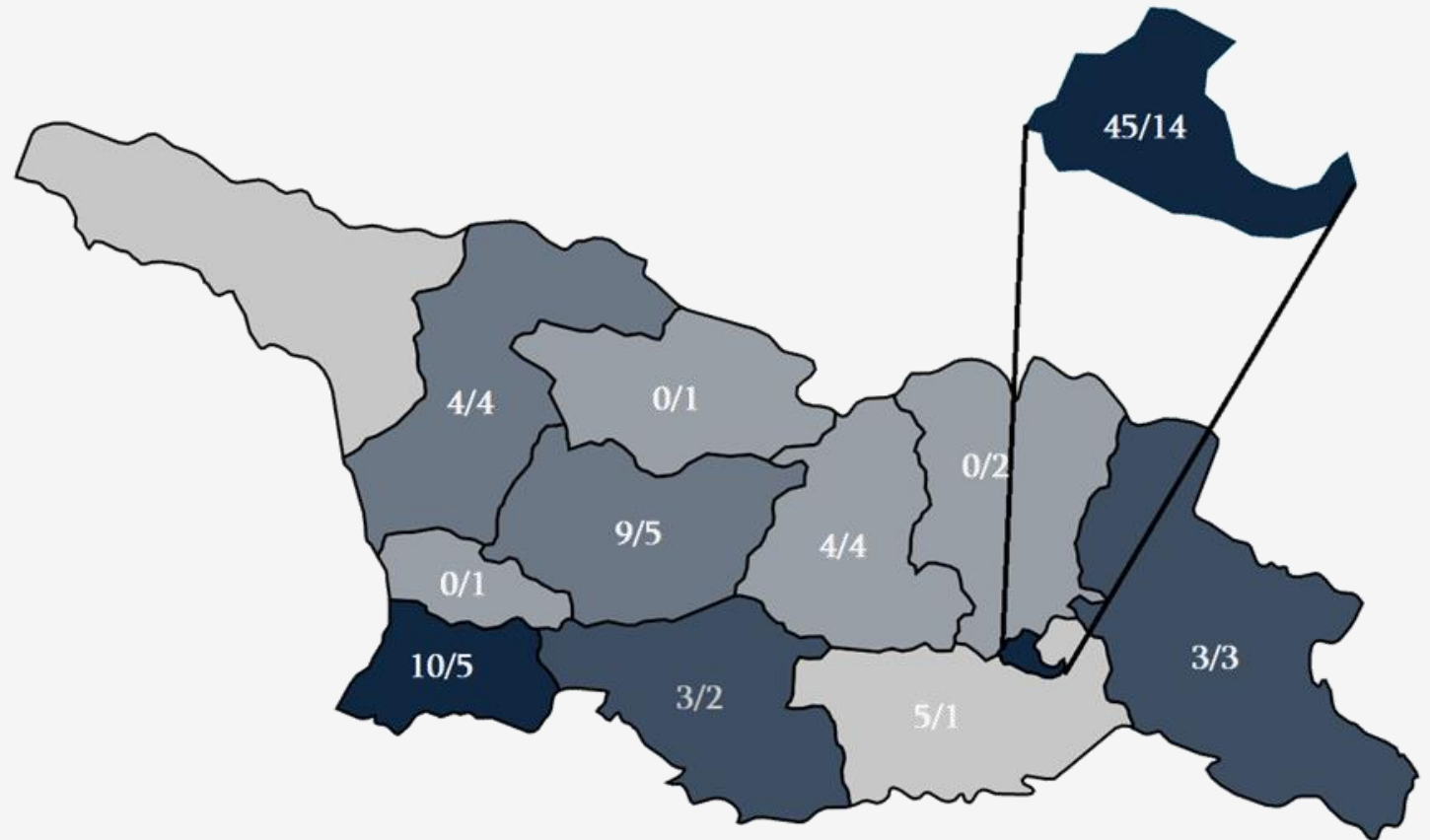
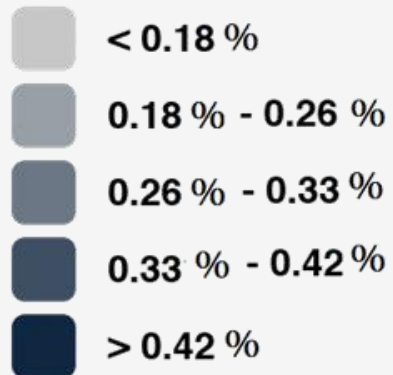


Budget spending on Vocational Education has an increasing trend

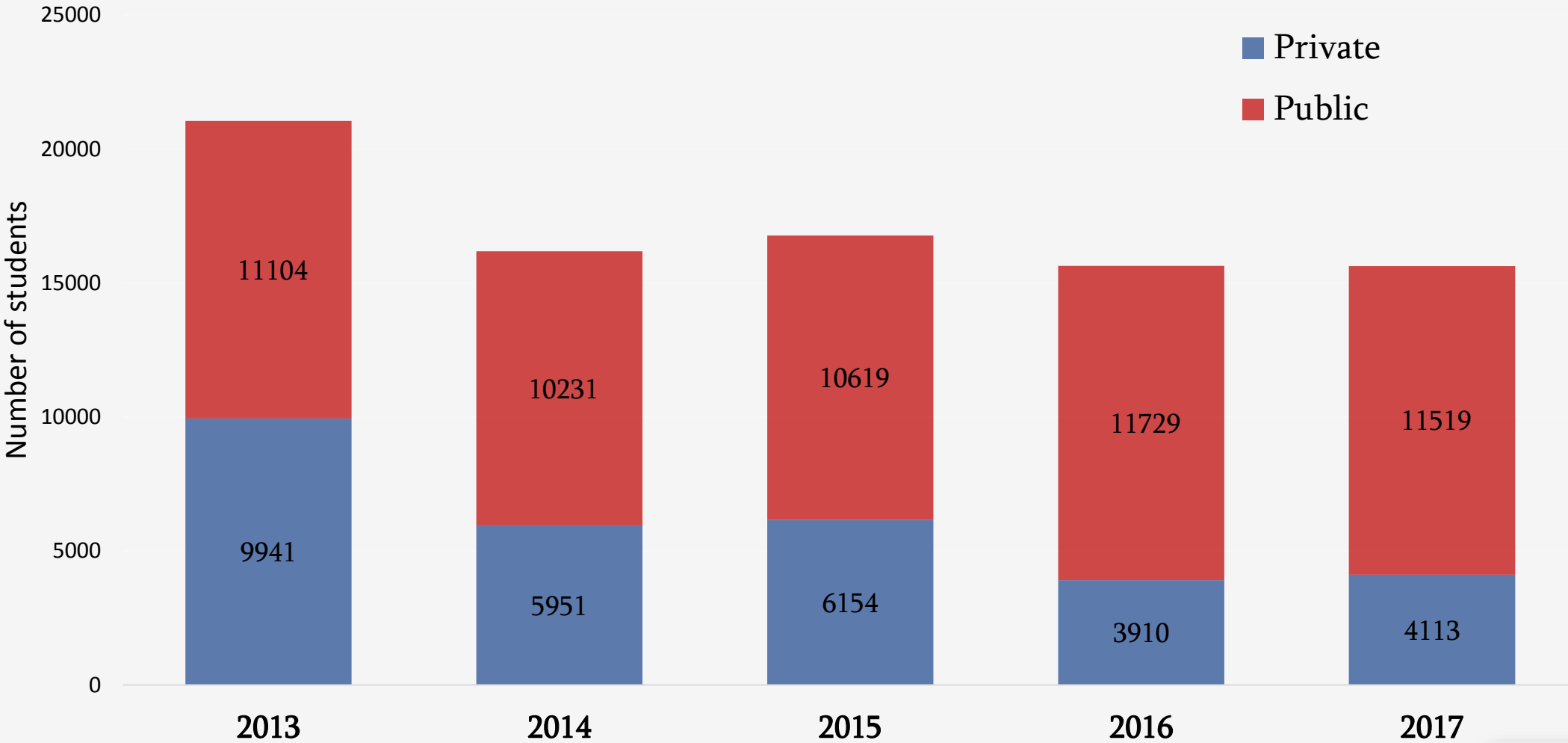


Vocational education institutions are represented in all regions of Georgia, of which 65% are private and 35% are public schools

Number of admitted students to total population (%)

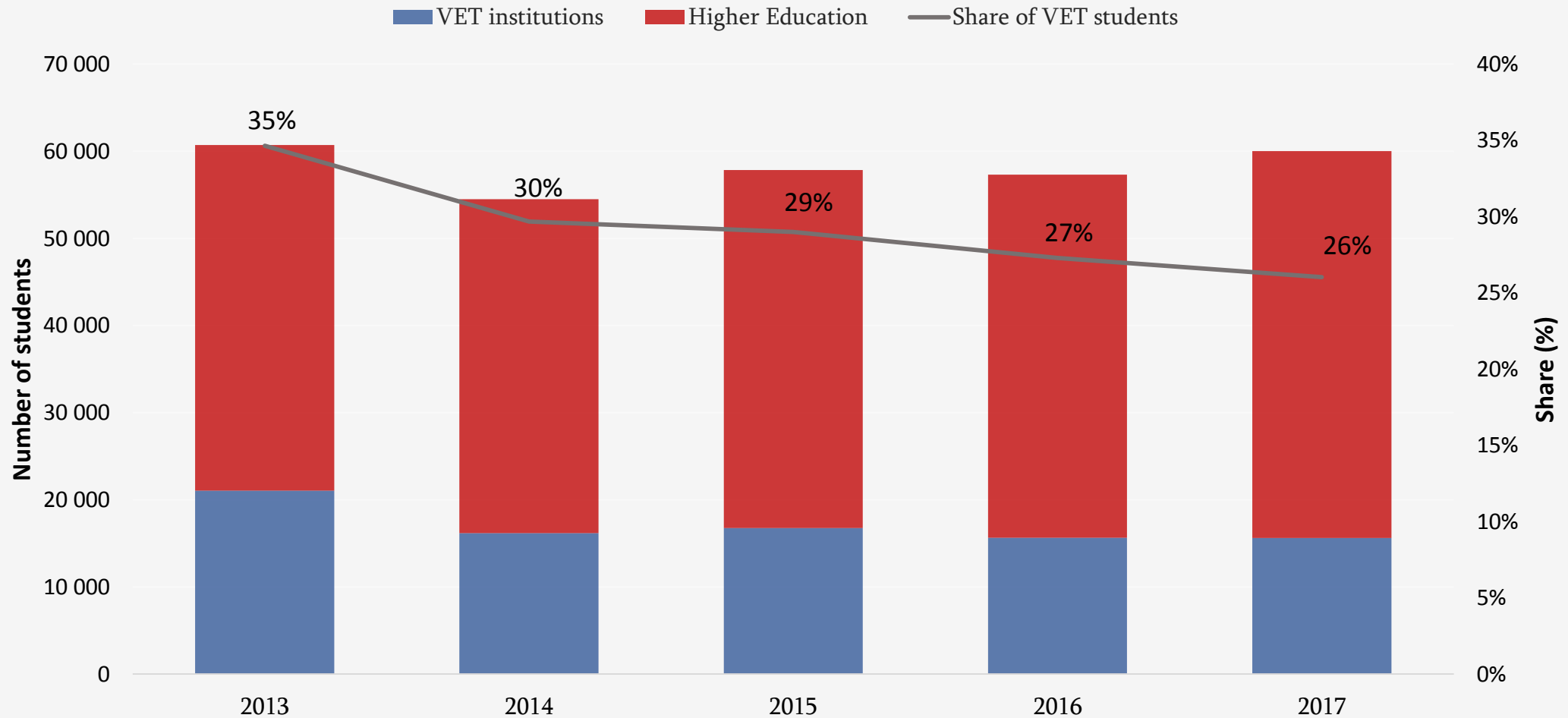


Number of students admitted to vocational colleges has not changed significantly in recent years



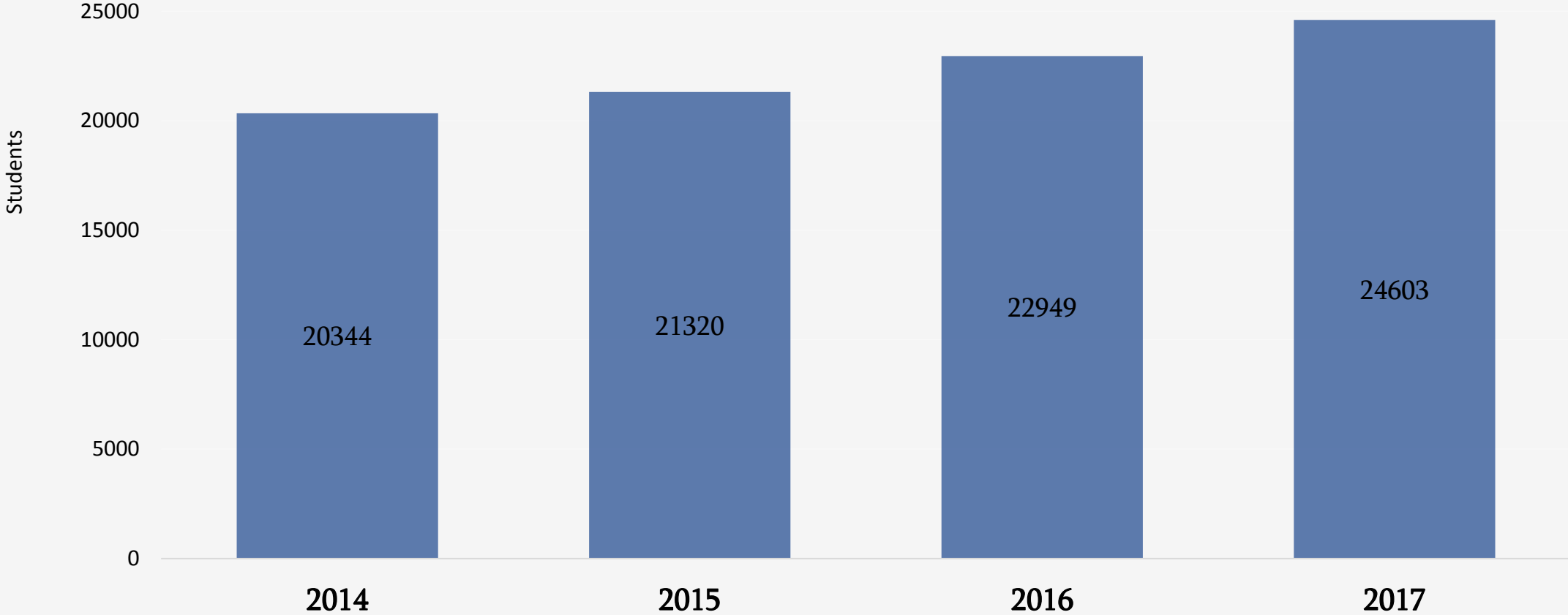
Source: Geostat

The number of students enrolled at Higher Education Institutions has been increasing, hence the share of VET students decreased



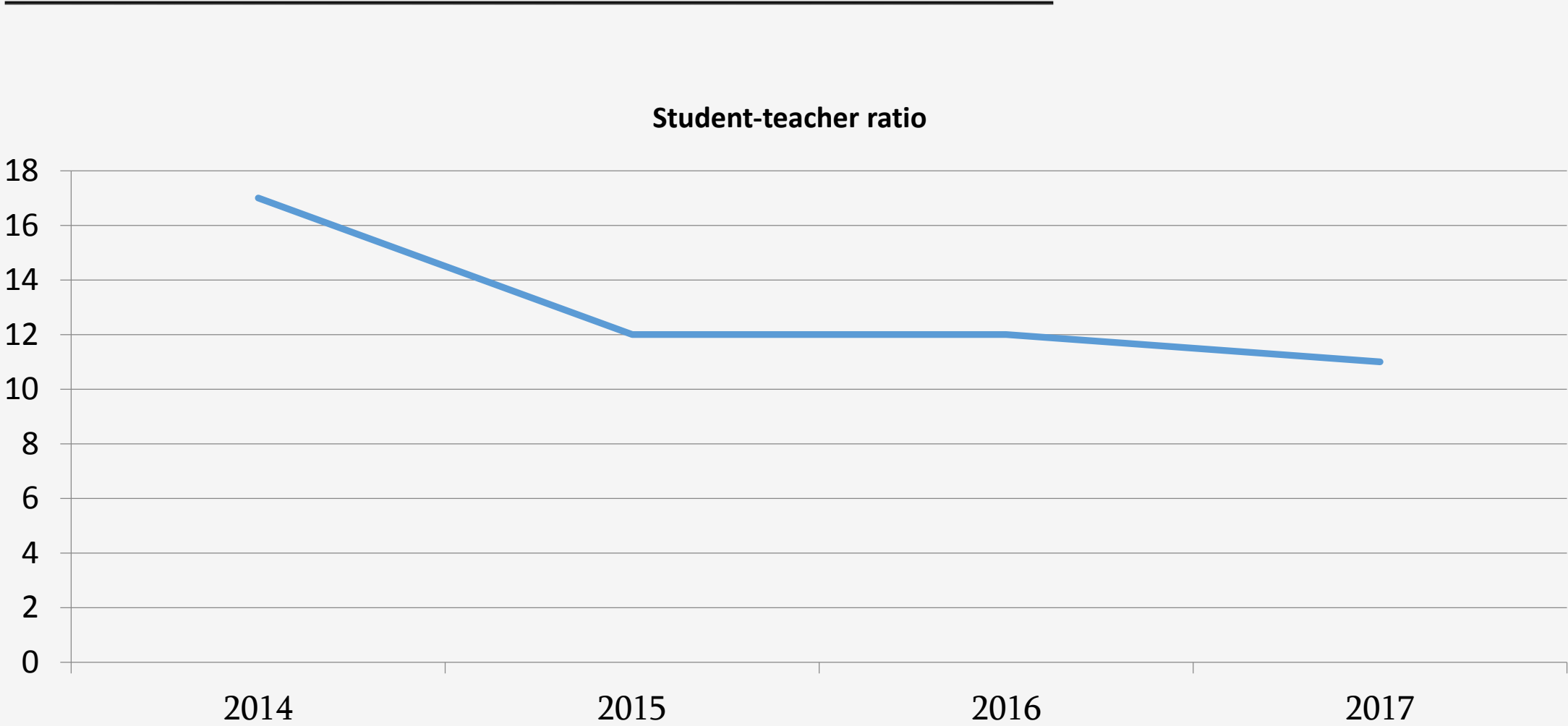
Source: Geostat

Number of enrolled students at VET colleges is increasing steadily



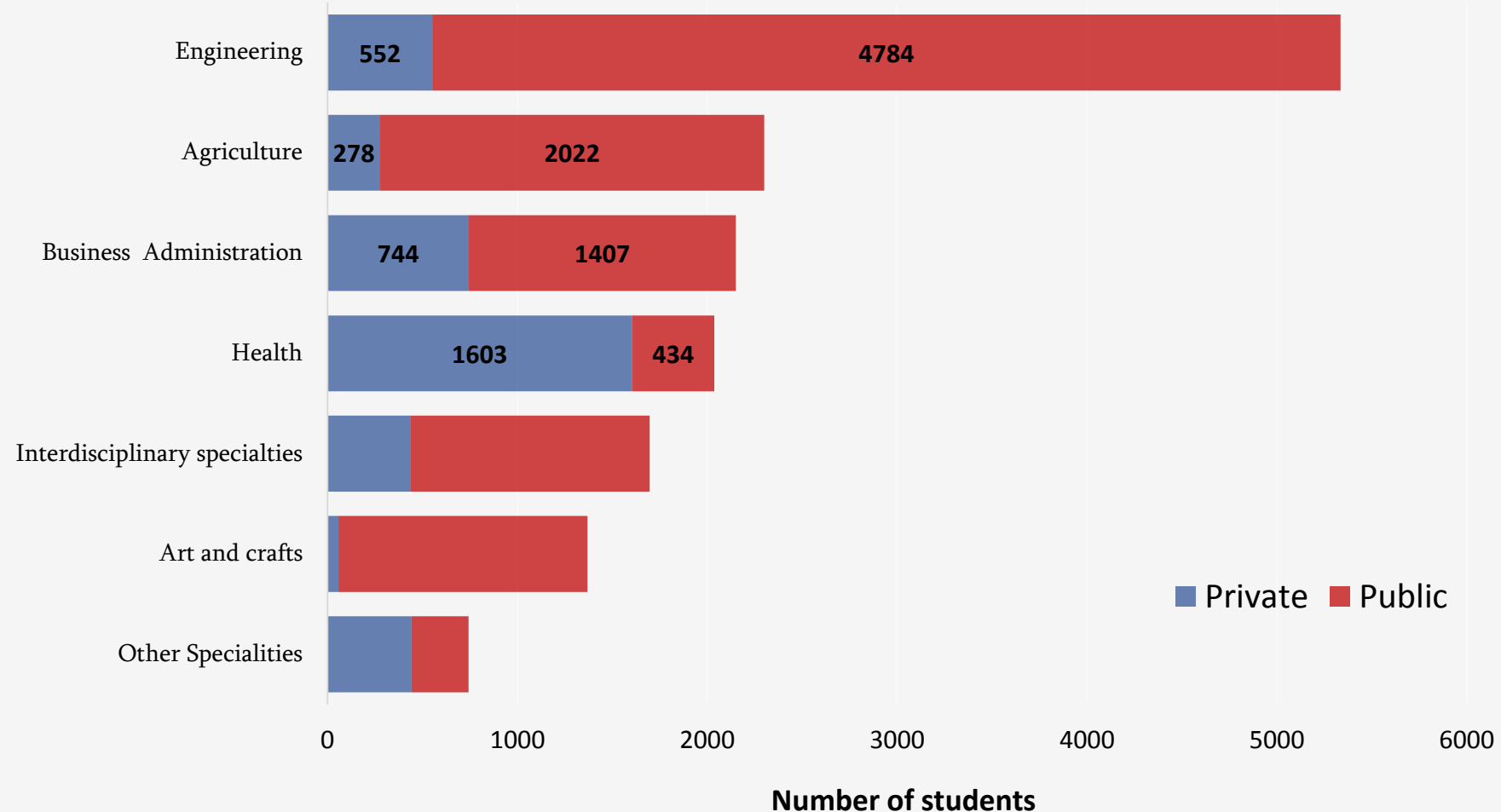
Source: EMIS

Number of students per teacher (not all full-time) is declining



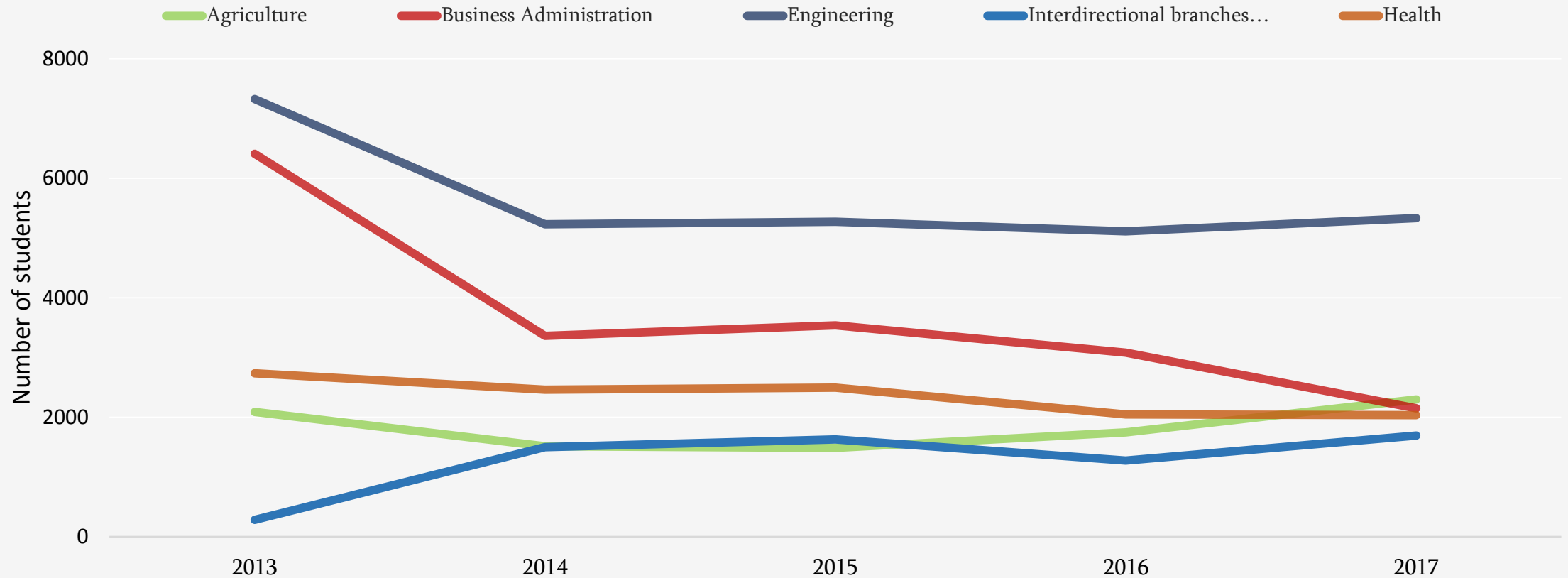
Source: Geostat and EMIS

In 2017, most students opted for engineering in public VET institutions, while private institutions were the most sought-after is healthcare

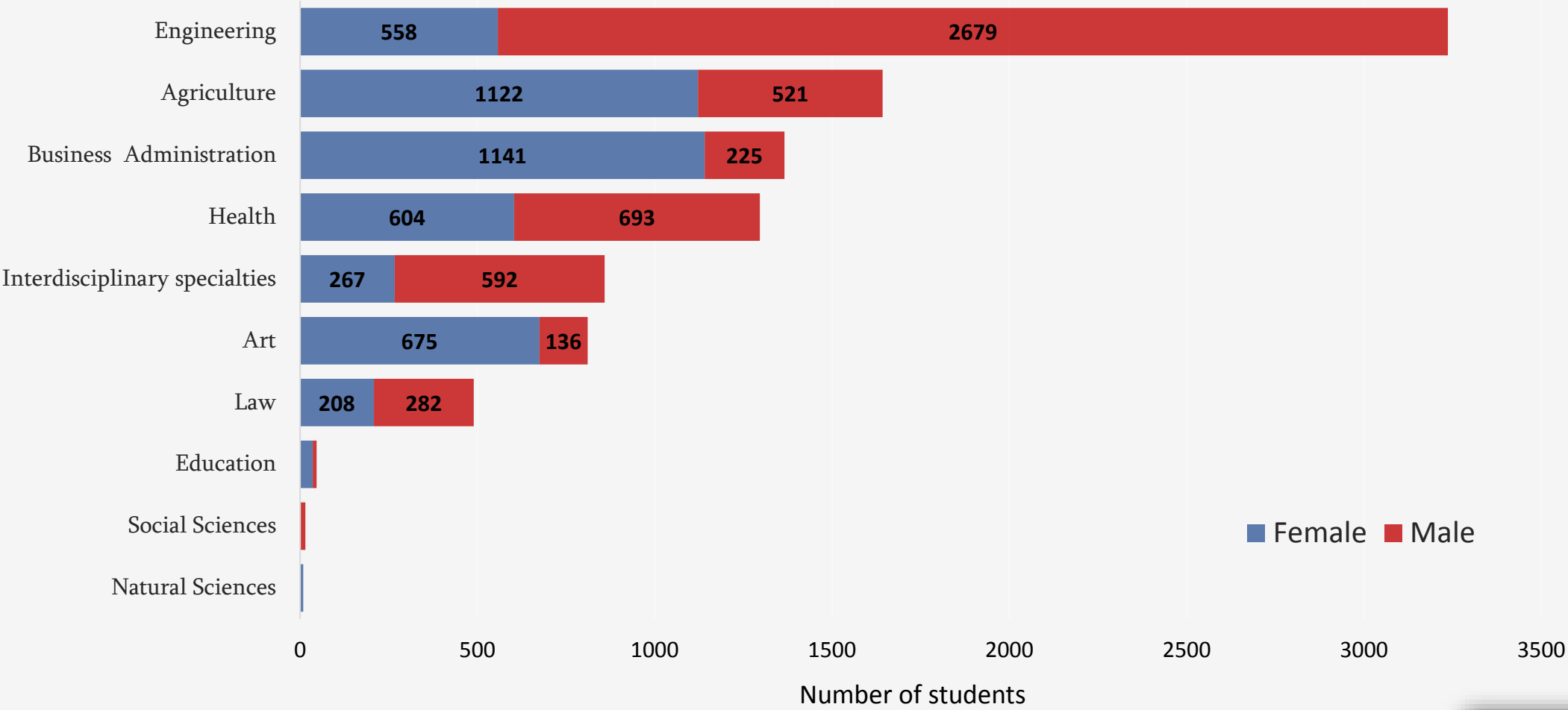


Source: Geostat

Number of students admitted in Business Administration is decreasing significantly in recent years, while the number of students admitted in agriculture is increasing

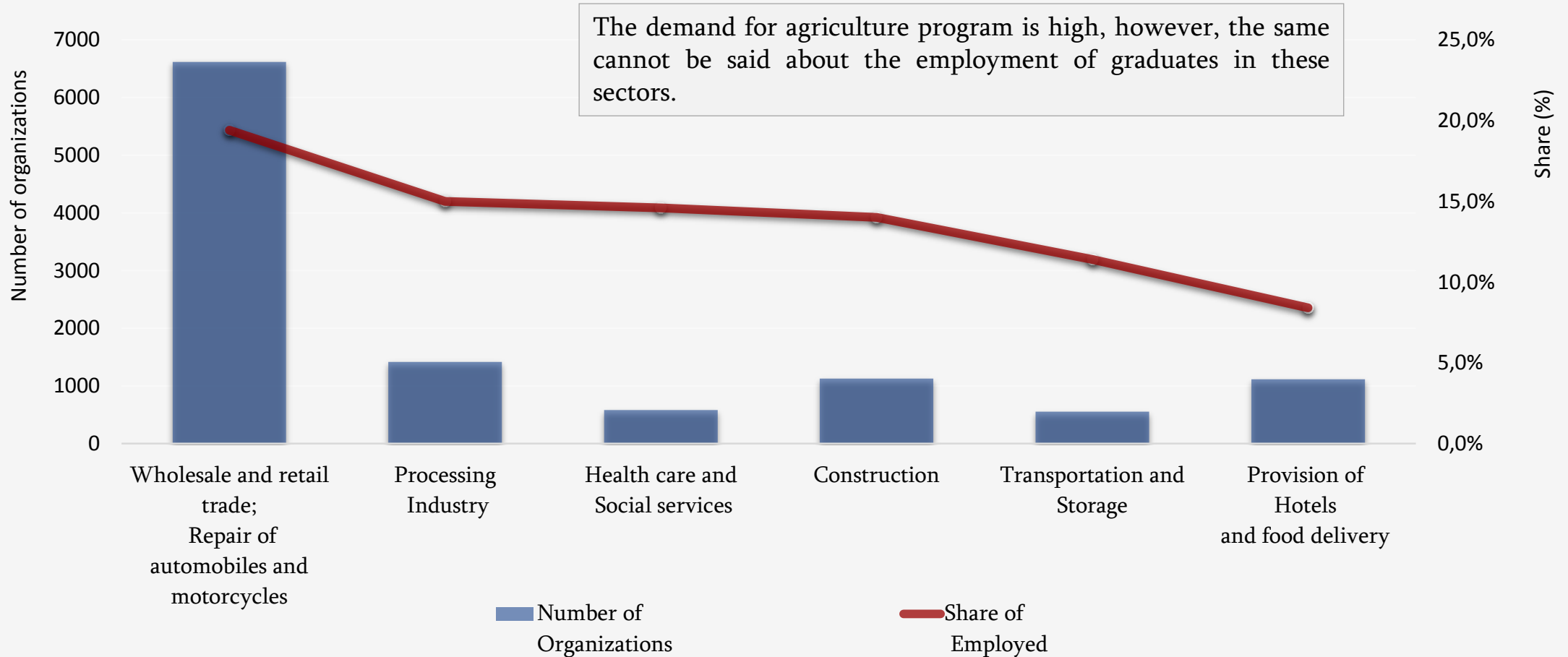


Gender imbalances are still significant: engineering dominated by males, and agriculture, business administration and art specialties by women



Source: Geostat

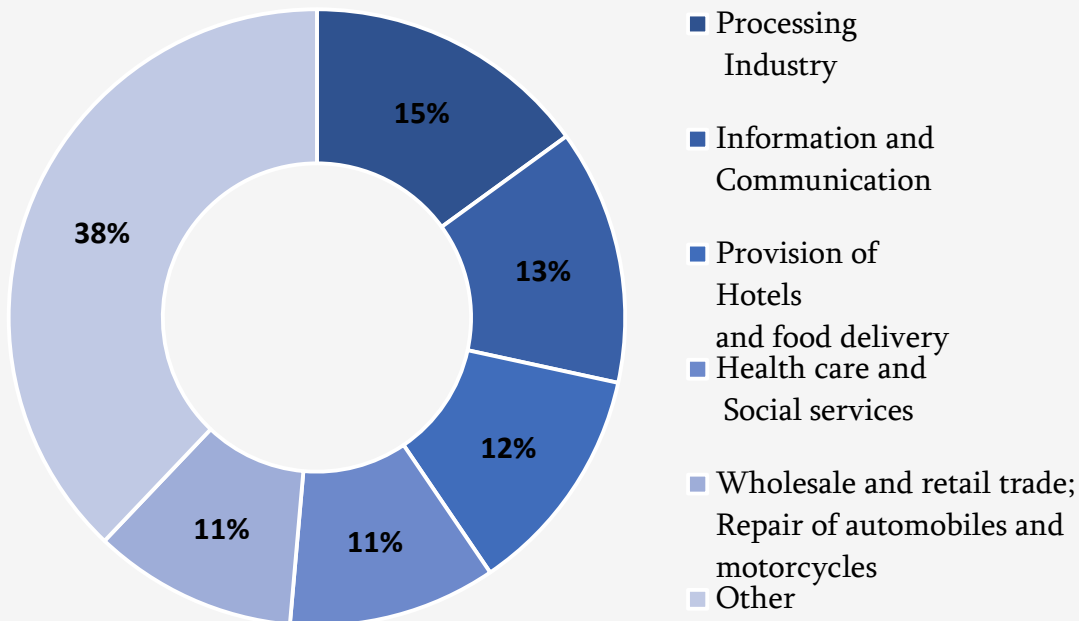
Ministry of Economy wrongly reports very low % of VET students in employment, enterprises NOT weighed by size!



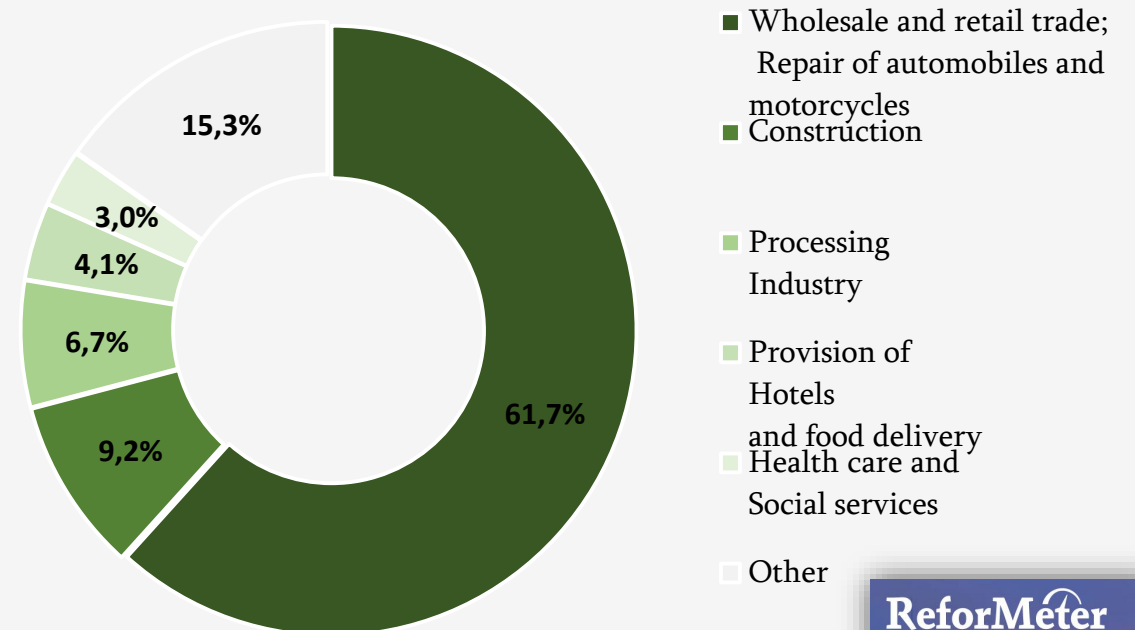
Source: Ministry of Economics and Sustainable Development of Georgia

MOESD reports that only 1% of enterprises (in total 953 enterprises) cooperate with vocational education institutions, while only 5.9% (in total 5,721 enterprises) expressed their willingness to cooperate. This metrics are not weighed by the size of enterprises, therefore it is misleading!

Cooperation of enterprises by economic sectors



Willingness of enterprises to cooperate with vocational colleges



Source: Ministry of Economics and Sustainable Development of Georgia

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