

## Vocational Education Reform

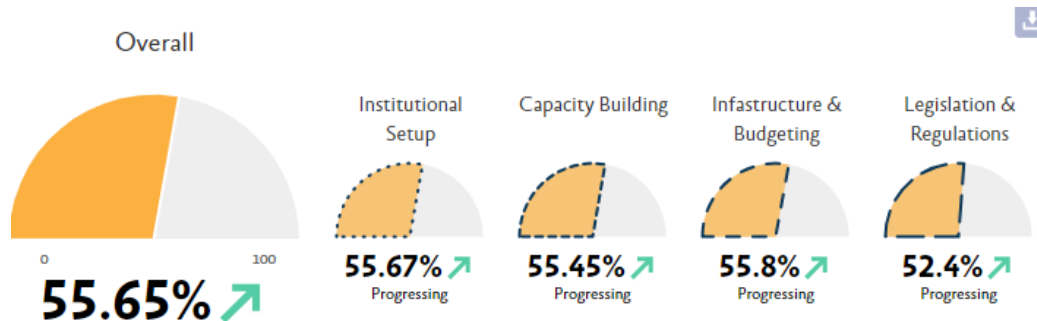
### Phase III of the assessment

ReforMeter's third phase continued with the vocational education reform implementation assessment on December 19, 2018.

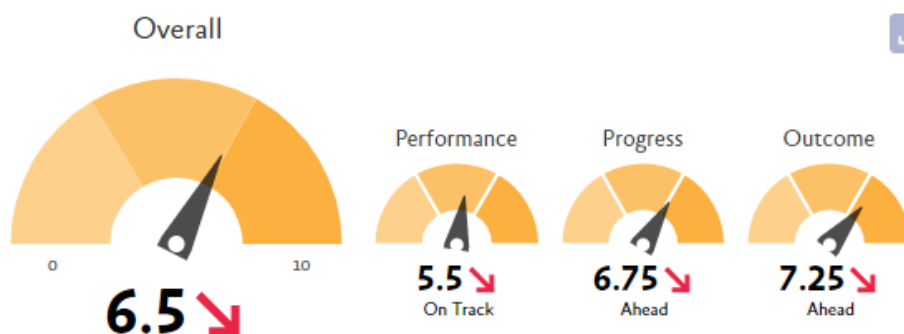
**The Government Survey** revealed that, at this stage, 70% of the 2017-2018 activity plan of the reform has been implemented.

According to the government report, the formation of vocational qualifications has taken place based on international practices and vocational education standards, with the involvement of employers. Moreover, dual educational programs have been instigated based around existing jobs. The mechanism for including people deprived of education within vocational education is still being expounded. Additionally, a model of adult learning is also in its implementation phase. The register of vocational qualifications and recognizing the credits obtained in vocational education have not yet been implemented. The national qualifications framework is already compatible with its European equivalent. Based on the renewed legislative framework, the school education component has been integrated into vocational education.

As of December 2018, 55.65% of the total reform, from 2013-2021, has been implemented.+



**The group of Stakeholders** granted the reform with a 6.5 out of ten, which is lower than the previous assessments. While attitudes have worsened in all components.

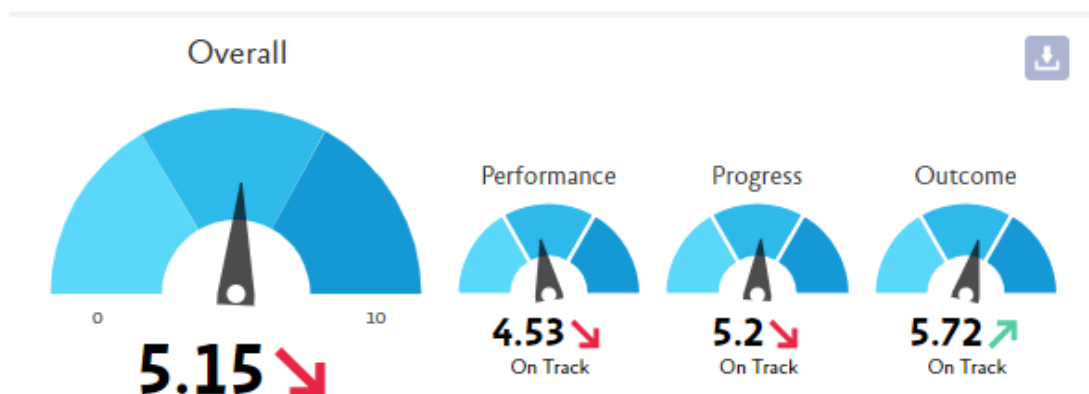


**The discussion** was attended by the deputy minister of education, Irine Abuladze, and the head of the vocational education development department, Irina Tserodze. The ministry has presented its vision of the adult vocational education, which offers the private sector the opportunity to formalize its existing training processes. Participants of the event underlined the following issues:

- The existence of short-term training courses for adults in order to improve their qualifications is very important, since the involvement of the private sector (employees) guarantees quality. The obligation of monitoring processes is completed by the ministry of education. Therefore, it will be possible to increase the employment level and the effectiveness of people's labor. The involvement of the ministry of education helps formalize the process and relaxes the financial burden on the private sector.
- Those in the private sector suggest the absolvents of vocational education programs do not correspond to labor market standards, and that companies have to issue training for their own finances. The competences of the absolvents are thus not in line with expectations. In order to improve this situation, professors' aptitudes need to be increased. Moreover, the government has to take measures to popularize vocational education, so that students with strong academic performance further become interested. The labor market also has a significant deficit of a qualified, vocationally educated workforce.
- When fulfilling the priority programs, not only quantitative indicators, but also the importance of a profession, should be taken into account. There are certain specialties where there are simply no professionals in the country: for example, tunnel detonators. Teaching within these professions is quite possibly costlier than others, though having professionals in these areas of deficit is crucially important for the country and for the private sector as well.
- Representatives of colleges often have difficulty finding and convincing private sector representatives to collaborate with them. It is too great a burden and they do not want their students to obtain skills on their bases.
- As companies do not obtain a highly qualified staff from vocational colleges, many have decided to create their own educational programs. For example, Tegeta Academy trains technicians and provides them with theoretical and practical experience.

**ReformVerdict** - the overall government assessment has decreased and amounts to 5.15 points.

### REFORMVERDICT: III PHASE





## Reform Indicators

# Vocational Education Reform

---

Phase 3

**ISET**

International School of Economics at TSU  
Policy Institute



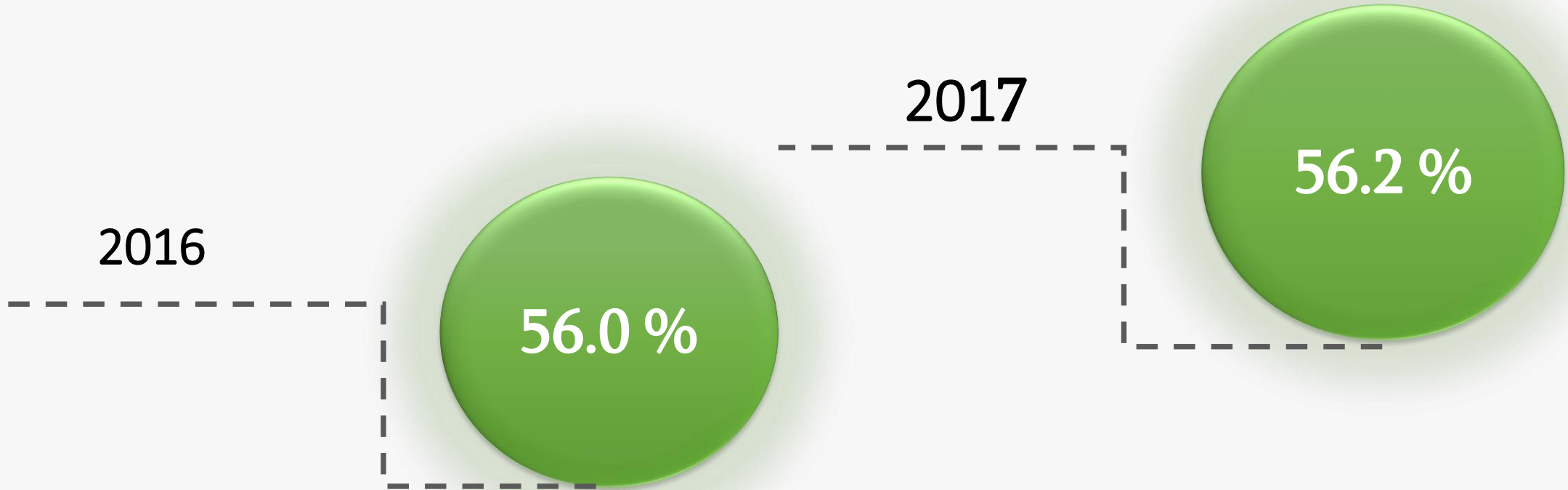
**ReforMeter**

Tracking Progress - One Reform at a Time

## *Strategic Objective 1:*

# The Employment Rate for Vocational Programs Graduates has increased

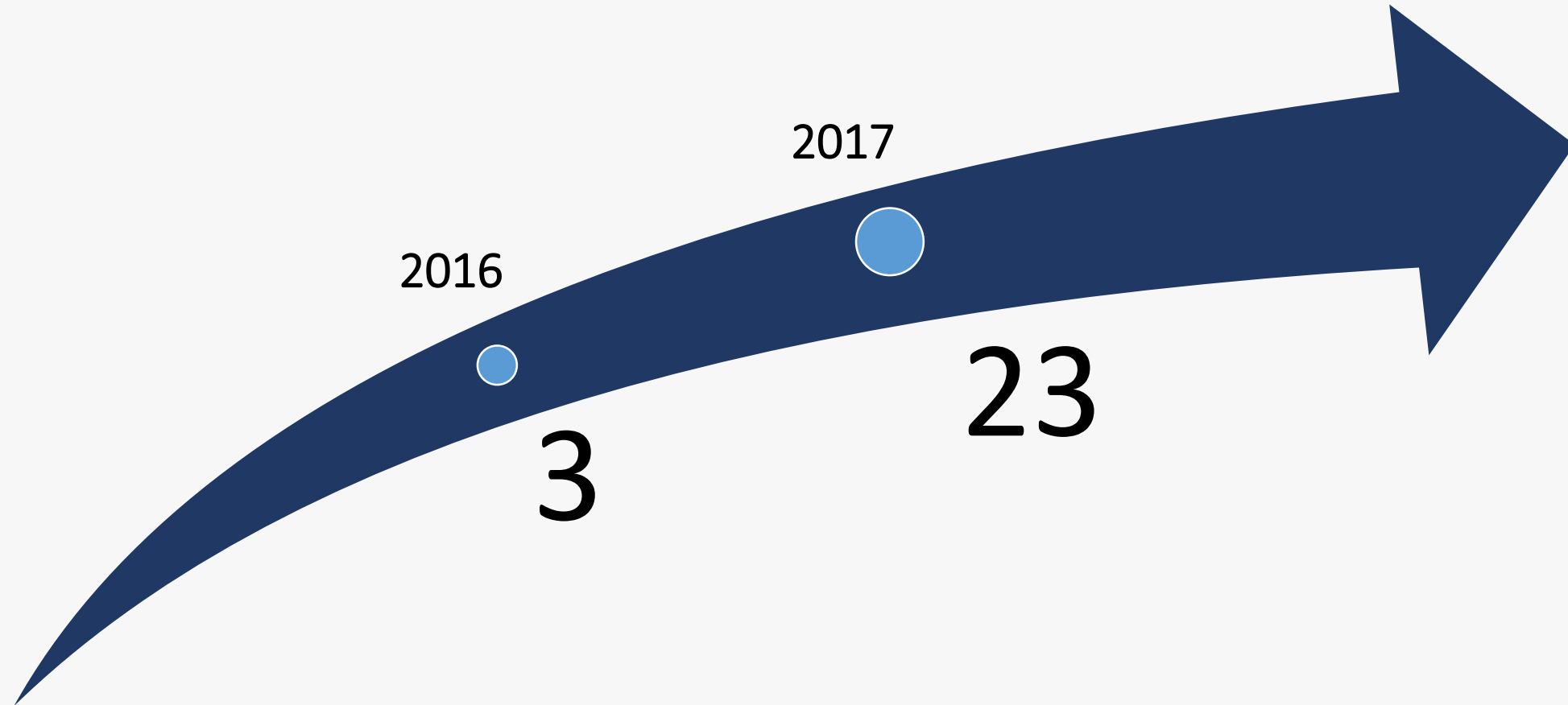
---



## *Strategic Objective 1:*

The number of Dual Vocational Programs has increased

---

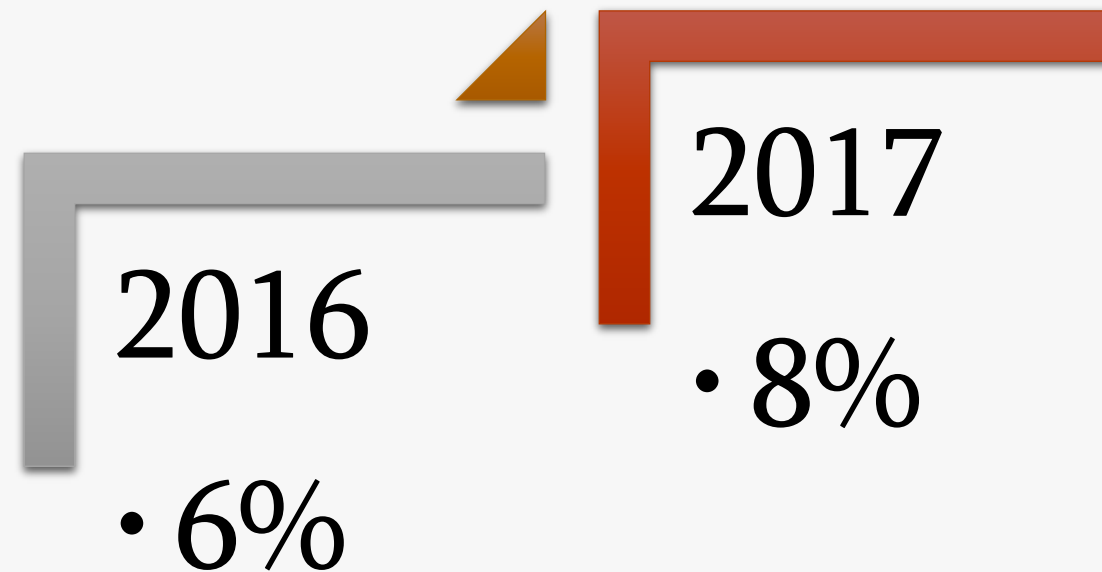


Source: 2017-2018 Vocational Education Reform Report

## *Strategic Objective 2:*

Increase in the rate of the continuation of studies from Vocational Education to another level of education

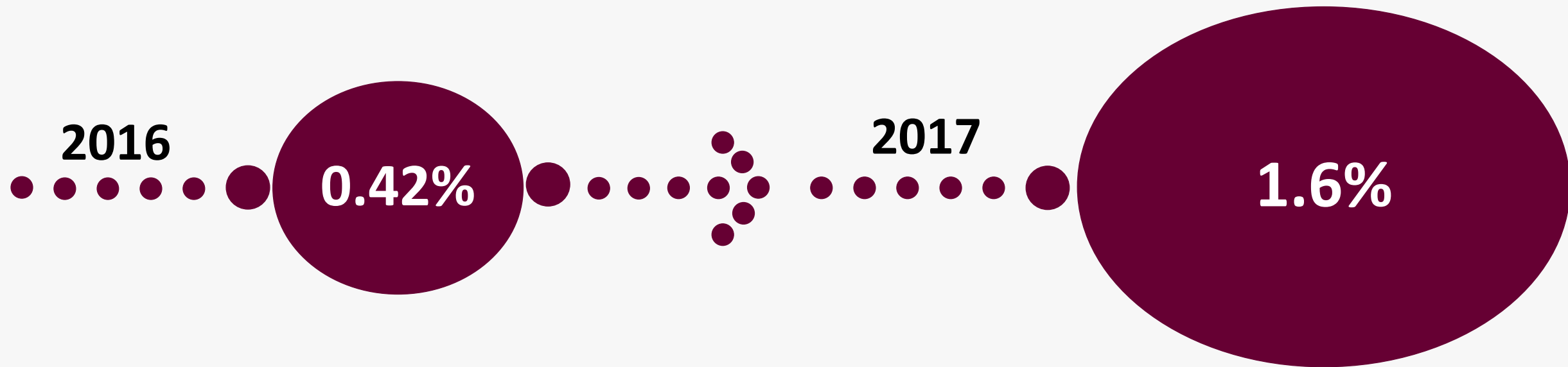
---



## *Strategic Objective 2:*

### Increase in participation in Adult Education Programs

---



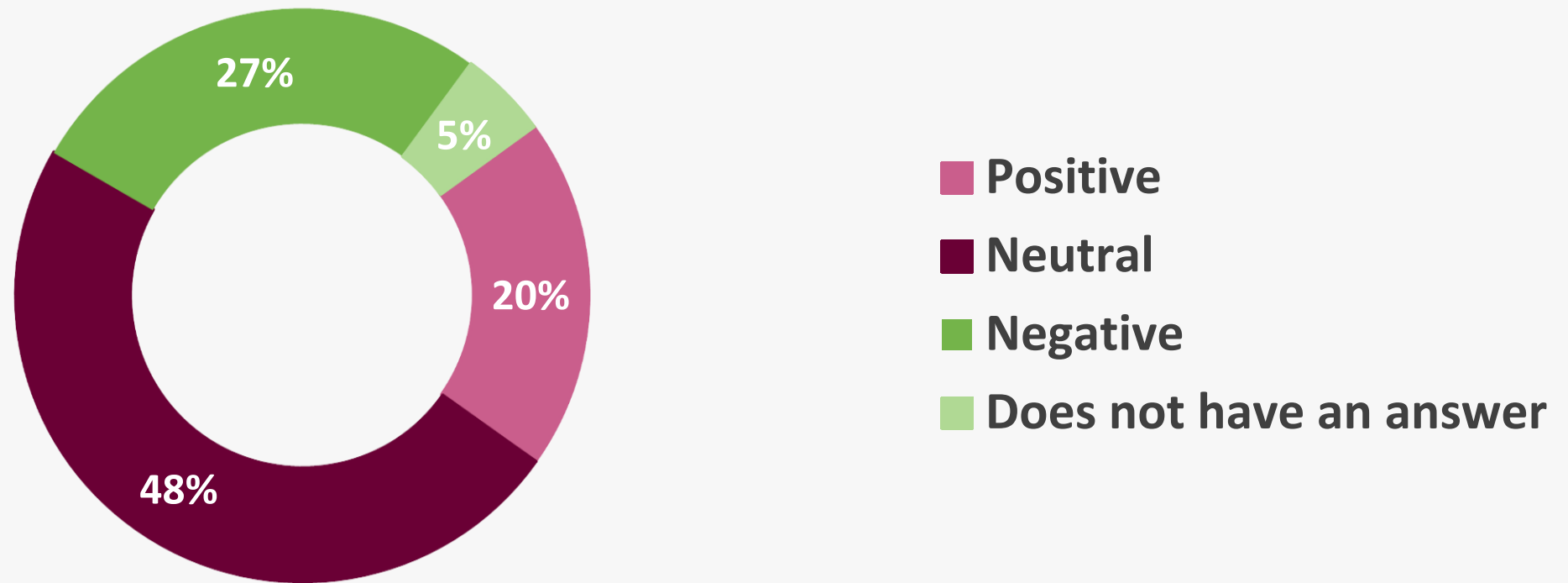


## Strategic Objective 3:

### Increase in public awareness

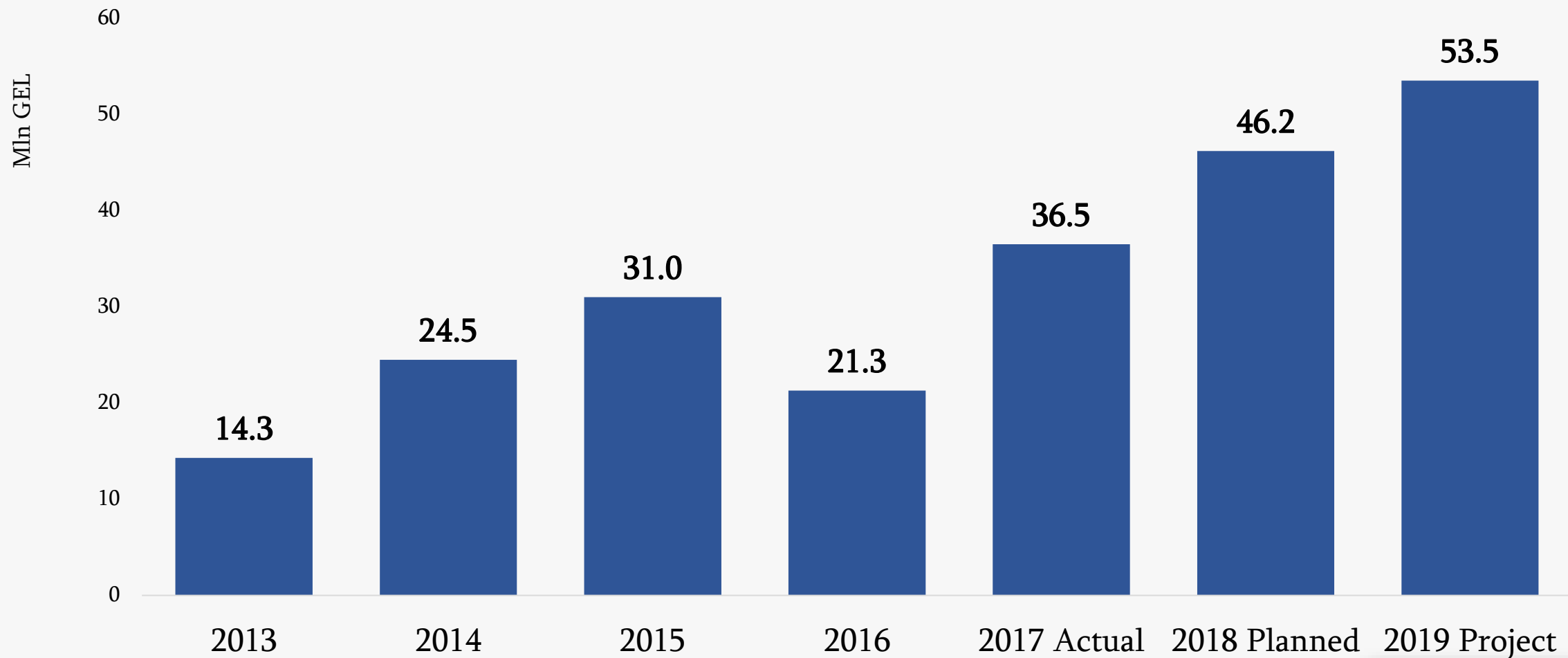
---

#### Attitude Towards Vocational Education is:



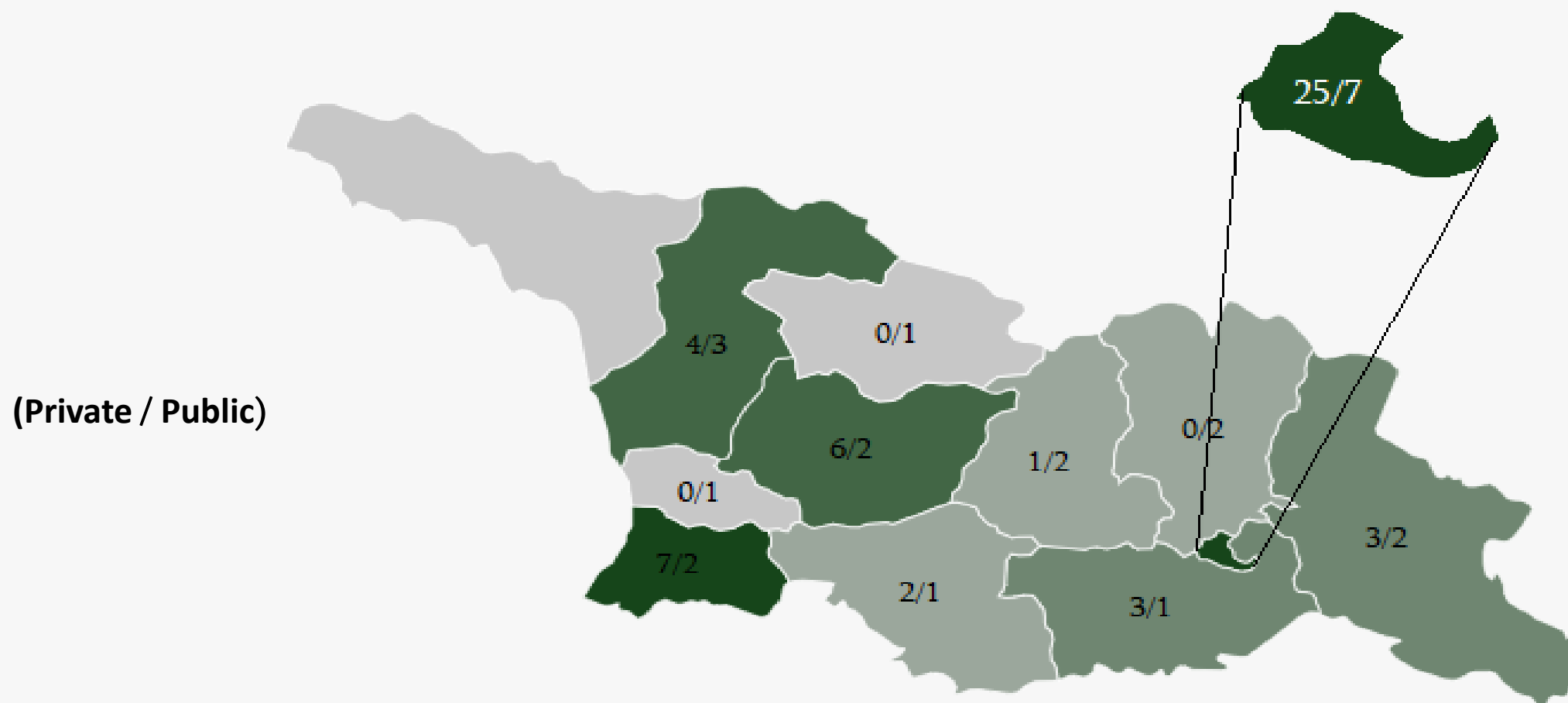
Source: Study conducted within the EU Technical Assistance, 2017

# The money spent on Vocational Education from the state budget increases

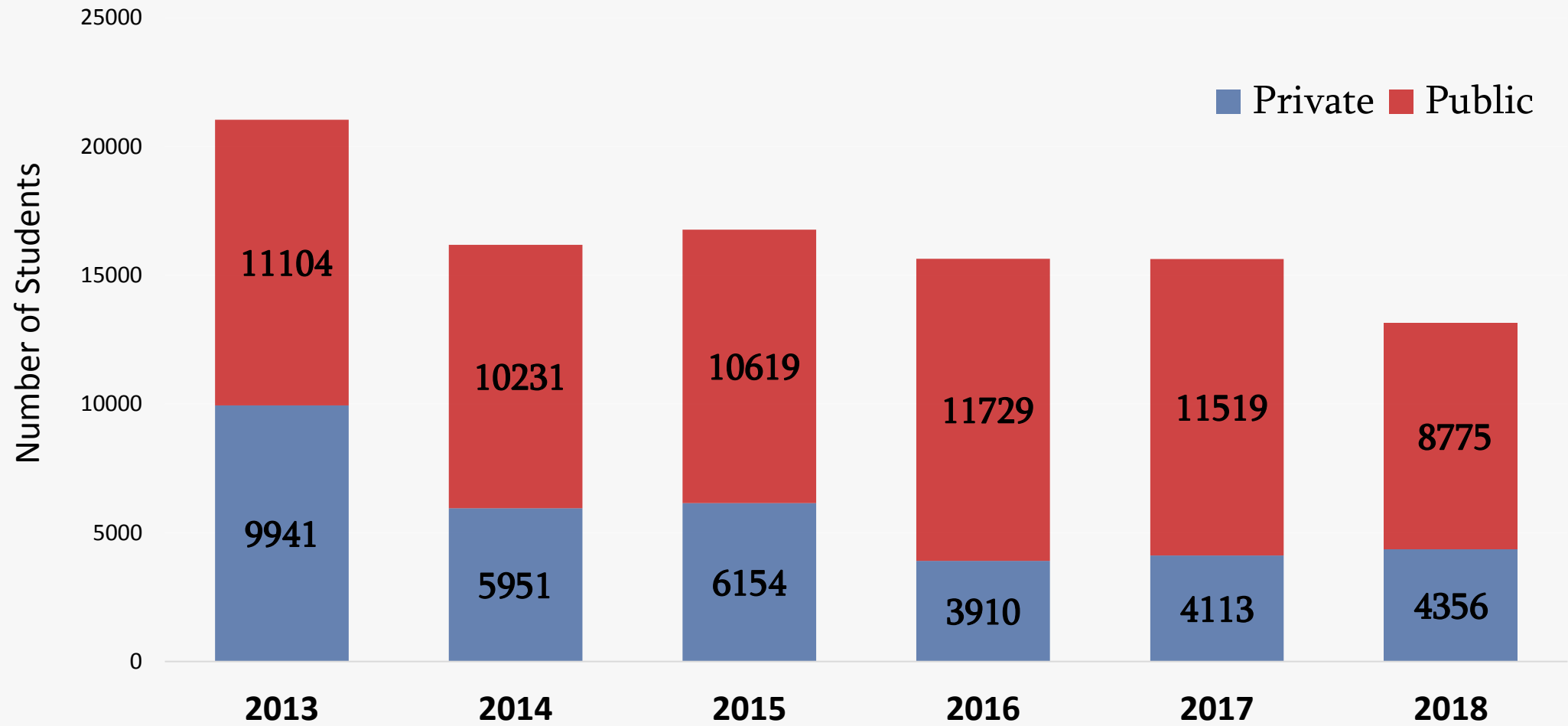


Vocational institutions are represented in all regions of Georgia, out of which 68% are private and 32% are public

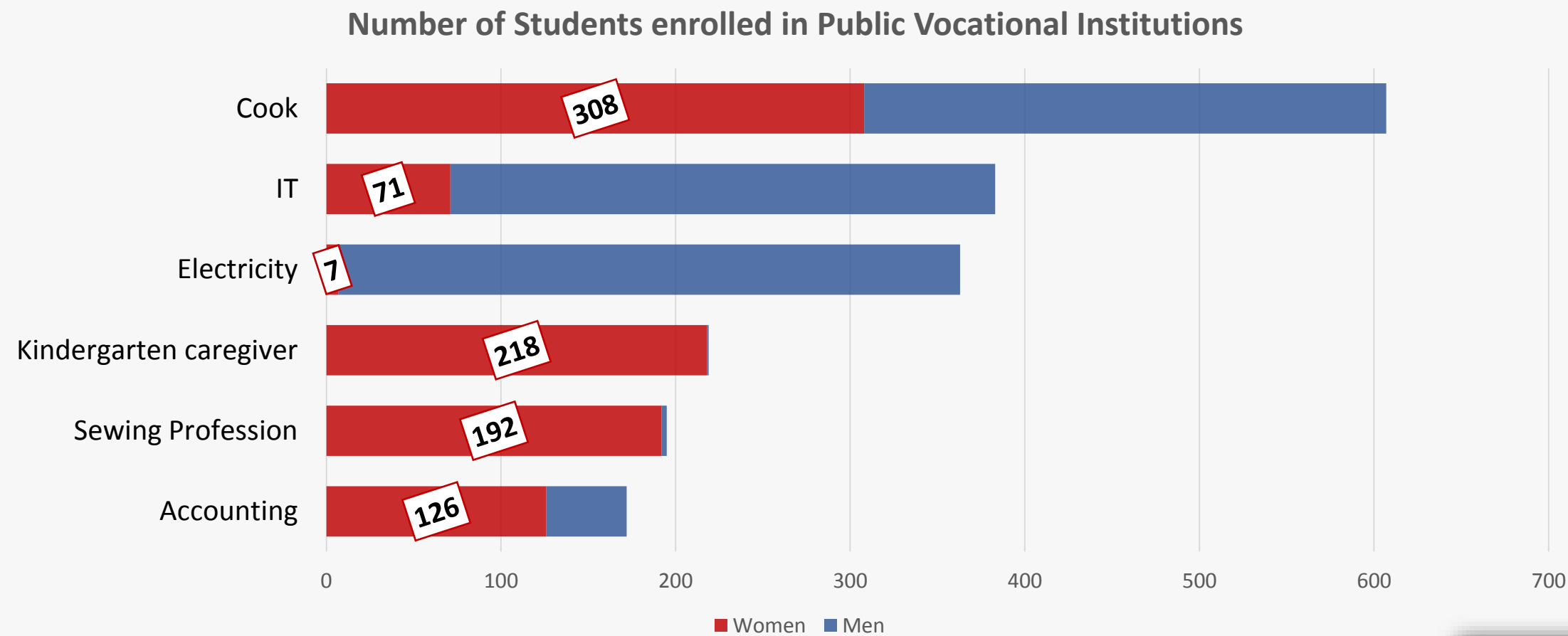
---



# Number of students enrolled in Vocational Education Institutions has decreased by 2018

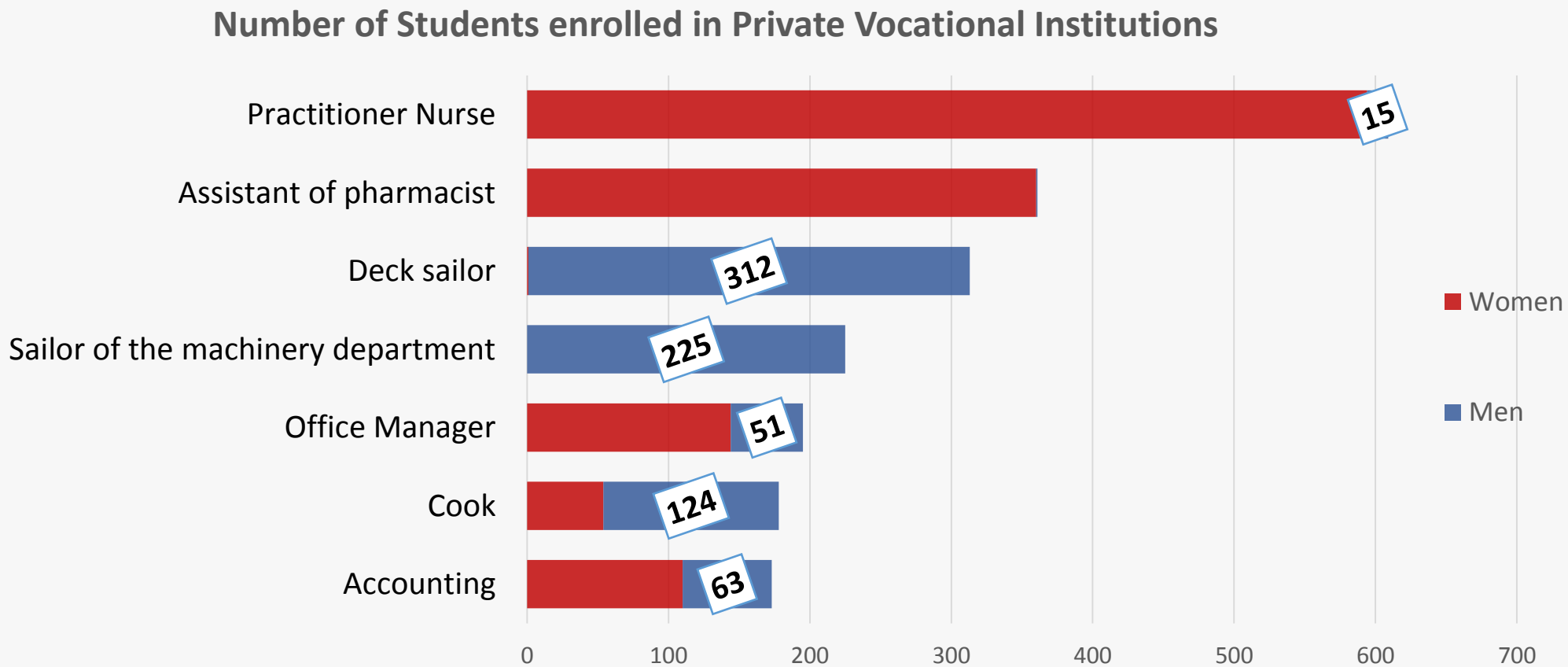


# In 2018, most students chose a chef's profession in Public Vocational Institutions



Source: EMIS

# In 2018, most students chose a profession in privateVocational Institutions



# ReforMeter

Tracking Progress - One Reform at a Time