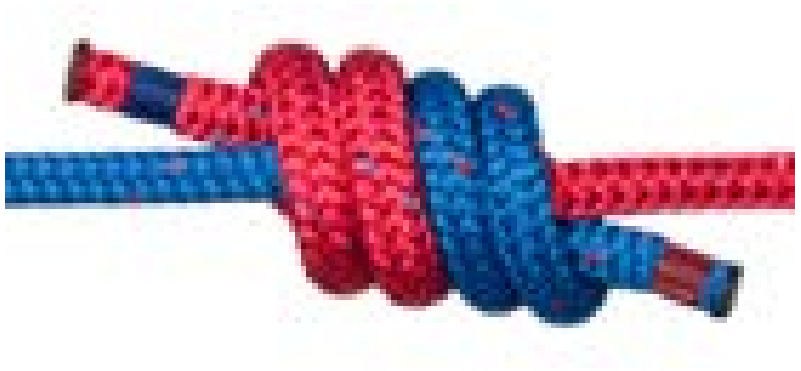


NEW WBL MODEL IN GEORGIA

IMPLEMENTATION ACTION PLAN

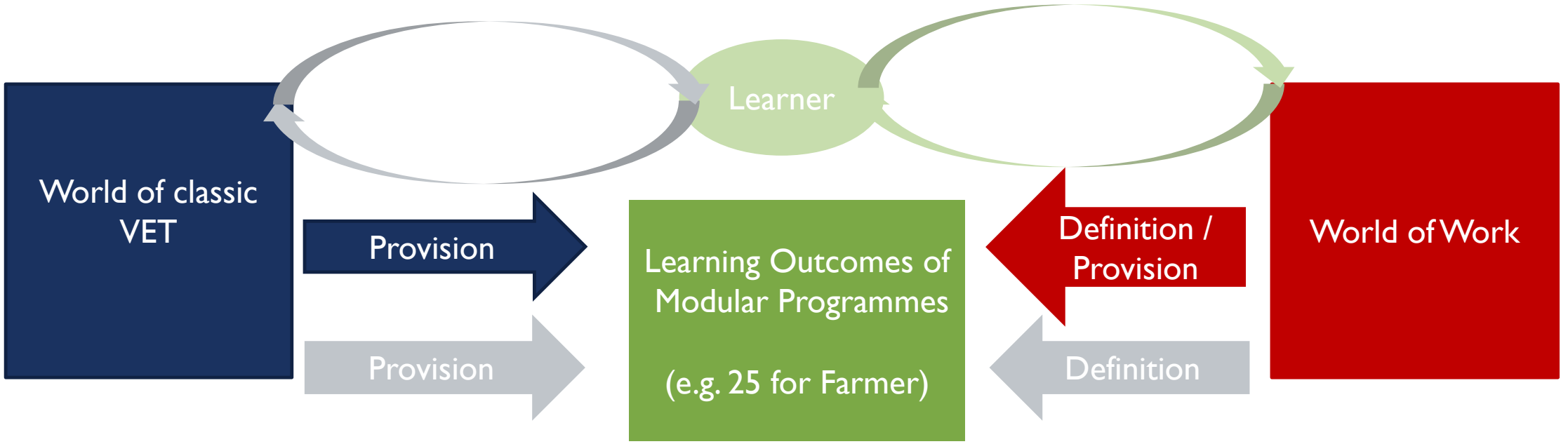
National VET Council Meeting
21 April 2016 | 16.00 | UNDP

Ruediger Heining / Tamar Kitiashvili
UNDP-Vet Project

Empowered lives.
Resilient nations.

GEORGIA - THE NEW WBL MODEL

Definition Work-Based-Learning (WBL): learning that occurs when people to real work. WBL must be real work that leads to the production of real goods and services. Georgia: real work, which occurs in real enterprises/companies only.



SELECTION AND ENGAGEMENT OF COMPANIES

I phase - registering

- Electronic platform creation
- Company registers desired number of admissions at the platform
- Fills in the form and uploads all required documents

II phase - approving

- Association verifies the accuracy of documents and approves selection with one click
- College finds the company it is interested in and gets in touch (or vice versa)

III Phase- Preparation

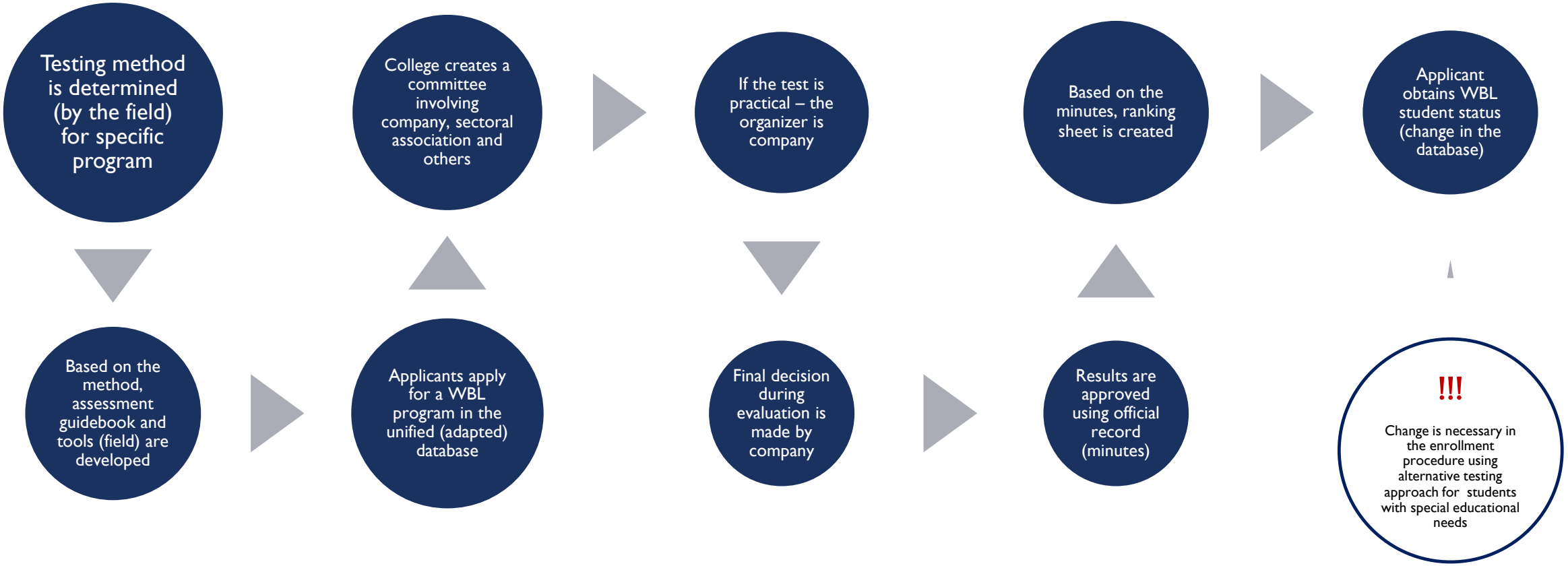
- College and company develop curriculum based on framework program
- Agreement is made between college and company

IV phase - Authorization

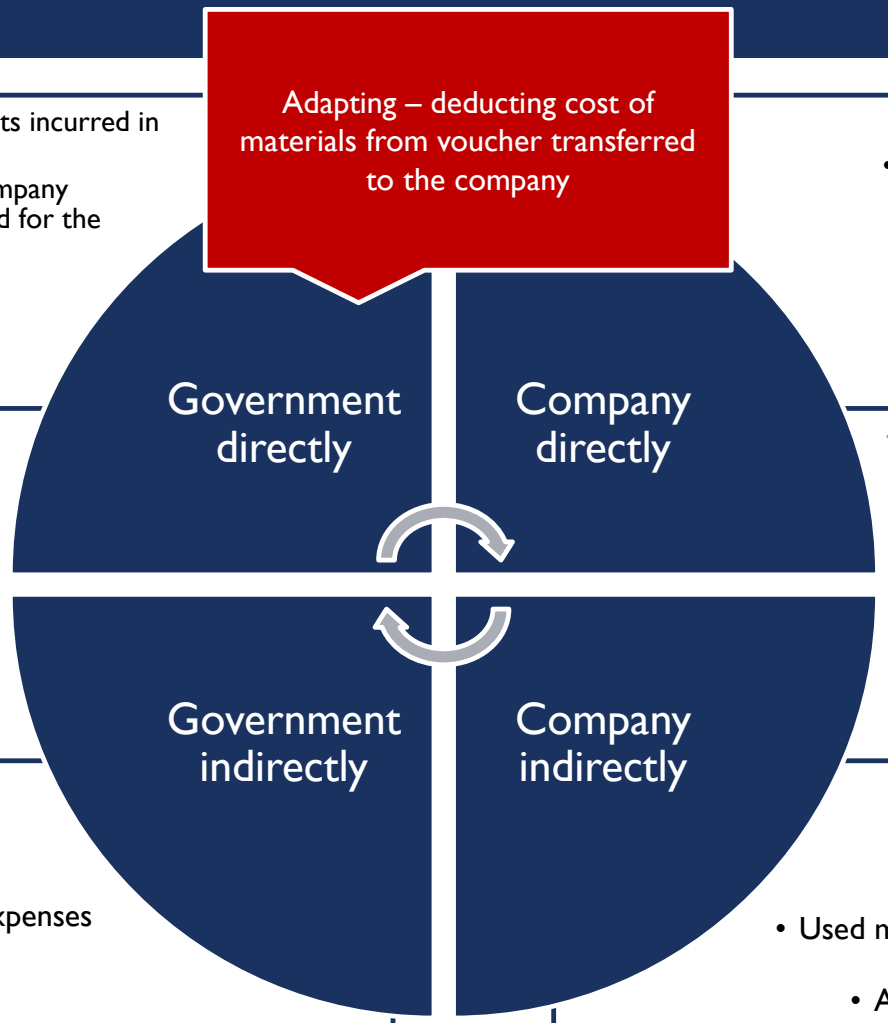
- College applies for program authorization
- Human Resources of both partners in the process of authorization



SELECTION OF STUDENTS



CO-FUNDING MODEL WITH WBL ADAPTED VOUCHER



Adapting – deducting cost of materials from voucher transferred to the company

Firstly, college will receive WBL adapted voucher and based on agreement, it transfers some of it to partner company

- Covering all the costs incurred in the college
- Instructor in the company (Financed by the field for the program))
- Health insurance

- scholarship
- Liability insurance

In order to avoid taxation, scholarship can be paid by college from voucher and deduct this amount from the voucher (MoF) it is going to transfer to company. Though tax incentives topic should be discussed.

Health insurance is necessary, liability insurance is voluntary. In case of refusal, company takes property damage risks

College administration is involved in the process and their resources will be financed under the rule of program financing, it is desirable to consider bonuses for motivation

- Administrative expenses

- Used material costs in the learning process
- Administrative costs
- Student selection costs

Company can choose the existing testing method, in this case, costs are covered by the government. Individual selection means additional costs.

ACTION PLAN

(1) System Framework Development

(2) Arrangement of sutdies and curricula

(3) Engagement of Compancies

(4) Services for students

(5) Quality Assurance

(6) Teachers / Instructors Preparation / Development

(7) Steering and Governance

(8) Awareness Raising

AP OUTCOME 1

#	Activities	Responsible institution	2016				2017				2018				Comments
			Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	
Phases			Preparation				Implementation						Evaluation		
Outcome 1: System framework development															
1.1	**Revision of existing legal framework**														
1.1.1	Introduction of WBL model related provisions in VET legislation	MoES													
1.1.2	Normative act on WBL, GoG order	GoG													
1.13	Instructors' development policy	MoES, TPDC													
1.1.3	Introduction of WBL student status definition in labor legislation	MoLHSA, MoES													
1.2	**Comparative cost-benefit analysis**	UNDP ???													
1.3	**Revision of existing funding system**														
1.3.1	Voucher calculation	MoES, UNDP													
1.3.2	Student-apprentice scholarship scheme is established	MoES, MoF													
1.3.3	College-company partnership cost sharing scheme is established	MoES, MoF, EA, SA													
1.4	**Incentives for partner companies**														
1.4.1	Introduction of tax incentives in tax legislation	MoF, MoES, MoESD													
1.4.2	Definition and introduction of in-kind	MoF, MoES, MoESD													

AP OUTCOME 2

#	Activities	Responsible institution	2016				2017				2018				Comments
			Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	
Phases			Preparation				Implementation						Evaluation		
Outcome 2: Arrangement of studies and curricula															
2.1	**Preparation of selected agrarian curricula for WBL**														
2.1.1	Involvement of partner companies in planning practice plan	MoES, VETC, EA, SA													
2.1.2.	Devide learning outcomes between companies and VET institutions	VETC, NCEQE, SA, CO													
2.1.3	Elaboration of the curricula development guideline	NCEQE, SA													
2.2	**WBL implementation support scheme**														
2.2.1	Scheme development	NCEQE, SA													
2.2.2	Scheme implementation	NCEQE, SA													
2.2.3	Regular meetings, experience sharing platform	SA, VETC, CO													
2.3	**Development of materials for implinenting pilot WBL**														
2.3.1	Review existing Guidlines for teachers and students	NCEQE, SA													
2.3.2	Draft new guidlines if necessery	NCEQE, SA													
2.4	**Support development of assessment instruments (if necessary)**	TPDC,													

AP OUTCOME 3

#	Activities	Responsible institution	2016				2017				2018				Comments
			Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	
	Phases		Preparation				Implementation						Evaluation		
Outcome 3: Engagement of Companies															
3.1	**Identification of the most appropriate private**														
3.1.1	Develop and approve selection criteria	SA, EA, NVETC, GTUC, Regulator													
3.1.2	Provide seminar/training to colleges and sectorial associations	SA, EA, NVETC													
3.1.3	Identify potential partner companies	SA													
3.2	**Capacity building of colleges to successfully identify and deal with partner companies**														
3.2.1	Identification of training needs	SA, MoES													
3.2.2	Development of training program	SA, MoES													
3.2.3	Development of training materials	SA, MoES													
3.2.4	Training delivery	SA, MoES													
3.3	**Formalization of partnership**														
3.3.1	Develop college-company contract template	SA, MoES													
3.3.2	Provide relevant training to admin personnel at colleges	SA, MoES													
3.3.3	Provide relevant training to EQE experts	NCEQE, SA													
3.3.4	Sign contracts with identified companies	VETC, CO													
3.4	**Inclusive education component in WBL**														
3.4.1	Elaborate plan for transitional stage	Donors, EU granteesGoG													
3.4.2	Identify criteria based on potential sectors and trades	MoES, MoLHSA, EA, TU, SA													
3.4.3	Provide training to selected companies	MoES													
3.5	**WBL administration website established**														
3.5.1	Develop platform design	MoES, EMIS, EA, SA, UNDP													
3.5.2	Develop software														
3.5.3	Introduce the platform														

AP OUTCOME 4

#	Activities	Responsible institution	2016				2017				2018				Comments
			Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	
Phases			Preparation				Implementation						Evaluation		
Outcome 4: Services for students															
Main evidences and indicators:															
4.1	**Professional orientation and career counseling**	MoES, ORROEI													
4.2	**Linking the preparation and orientation program with WBL**	MoES, ORROEI, UNDP													
4.3	**Involvement of partner companies/sectorial associations in career counseling**	SA, EA,													
4.3.1	Development of materials	SA, EA													
4.3.2	Farmer parents	SA, EA													
4.3.3	Organize career counseling sessions	SA, EA													
4.3.4	Organize company tours for identified WBL potential students	SA, EA													
4.4.	**Revision of students' enrolment procedure**														
4.4.1	Elaborate registration and testing rules for WBL students	MoES, SA, UNDP													
4.4.2	WBL student selection guidebook	MoES, SA, UNDP													
4.4.3	Select WBL student	CO, SA, VETC,													
4.5.	**Development of the employment support services**														
4.5.1	Guidebook development														
4.5.2	Distributing roles among college, field association and employer														

AP OUTCOME 5

#	Activities	Responsible institution	2016				2017				2018				Comments
			Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	
Phases			Preparation			Implementation							Evaluation		
Outcome 5: Quality assurance															
5.1.	**Support Development of internal & external QAM for WBL**														
5.1.1	Review and Revision of Self-assessment to include WBL	NCEQE													
5.1.2	Review and Revision of institutional authorization standards	NCEQE													
5.1.3	Review and Revision of program authorization standards	NCEQE													
5.1.4.	Review and revision of EV; Assessment and certification of VET qualifications in WBL														
5.1.5	Review and Revision of IV to include WBL	NCEQE													
5.1.6.	Review and Revision of monitoring system	NCEQE													
5.1.7.	Development of QA recommendations to support implementation of WBL														
5.2.	**Capacity building activities**	UNDP, NCEQE													
5.2.1.	Development of QA Guidelines to support implementation of WBL														
5.2.2.	TNA (for Quality managers, IVs and EVs and etc.)	UNDP, NCEQE													
5.2.3.	Development of a CB program	UNDP, NCEQE													
5.2.4.	Development of QA Guidelines to support implementation of WBL														
5.2.5.	Implementation of CB activities	UNDP, NCEQE													
5.2.6.	Revision of program	UNDP, NCEQE													
5.3.	**Piloting of the QA of WBL**														
5.3.1.	Planning a piloting	NCEQE, UNDP													
5.3.2.	Development of a program	NCEQE, UNDP													
5.3.3.	Carry out a pilot	NCEQE, UNDP													
5.3.4.	Evaluation of the results of pilot	NCEQE, UNDP													
5.3.5.	Development of the back up plans/ alternative solutions in case of possible deviations	NCEQE, UNDP													
5.3.6	Revision of mobility rules														

AP OUTCOME 6

#	Activities	Responsible institution	2016				2017				2018				Comments
			Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	
	Phases		Preparation				Implementation						Evaluation		
Outcome 6: Teachers/ Instructors preparation/development															
6.1	**Definition of instructor's qualification standards (requirements)**	MoES, TPDC, EA, SA, UNDP													
6.2	**Identification of instructors - Development a database of WBL instructors**	SA, CO, TPDC													
6.3	**Capacity Building on Instructors in competence-based teaching and assessment**														
6.3.1	TNA for staff of the WBL	TPDC, UNDP													
6.3.2	Training program development	TPDC													
6.3.3	Training delivery	TPDC													
6.3.4	Evaluation of the results	TPDC													
6.3.5.	Reflection of the results in the training program	TPDC													
6.4	**Instructors' ongoing coaching based on WBL implementation support scheme**	TPDC, SA													
6.5	**Promote teacher-instructor partnership**														
6.5.1.	Development of the Teacher / Instructor partnership guideline	TPDC, SA, VETC													
6.5.2.	Experience sharing platform (instructor-instuctor, instructor-teacher, teacher-teacher	TPDC, SA, VETC													

AP OUTCOME 7

#	Activities	Responsible institution	2016				2017				2018				Comments
			Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	
Phases			Preparation			Implementation							Evaluation		
Outcome 7: Steering and governance															
7.1	**Definition and introduction of new WBL related roles and functions of main actors**														
7.1.1	Designation of the responcible person/persons for WBL coordination	MoES													
7.1.2	Sectorial Councils function revision	MoES, NCEQE													
7.2	**Relevant capacity building of main actors**														
7.3	**Project implementation steering**														
7.3.1	Quarterly reporting - sectorial council	MoES													
7.3.2.	Yearly reporting - NVETC	MoES													

AP OUTCOME 8

#	Activities	Responsible institution	2016				2017				2018				Comments
			Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	Q I	Q II	Q III	Q IV	
Phases			Preparation			Implementation							Evaluation		
Outcome 8: Awareness raising															
8.1	**Development of outreach and communication strategy**														
8.1.1	Drafting a strategy in close cooperation with all stakeholders	MoES, All stakeholders													
8.1.2	Distribution of roles among main actors	MoES, All stakeholders													
8.1.3	Discussion with main stakeholders and approval of the strategy	MoES, All stakeholders													
8.1.4.	Start Implementation of strategy activities	MoES, All stakeholders													
8.1.5.	Monitoring of the Strategy Implementation	MoES													
8.3	**GoG role and activities**														
8.3.1	Development WBL promotion platform linked to all relevant web sources	GoG													
8.4	**College role and activities**	VETC													
8.5	**Company role and activities**	Co													
8.6	**Sectorial association role and activities**	EA, SA													