

Strategy Implementation Action plan¹

	Outcomes, targets & Activities	Responsible organization	VET strategy 2013-2017 action plan				
			Year				
			2013	2014	2015	2016	2017
1.	Outcome # 1. A VET sector management structure that elicits full and equal participation from the social partners (employers and employees) and civil society with Government in the development of policy and in decision-making on the nature and operation of regulatory, promotional, and financial and technical support mechanisms						
	1.1. Participation of social partners in defining policy and in the planning, implementation, monitoring and evaluation of vocational education <u>Main indicators</u> <ul style="list-style-type: none"> Balanced composition of NVETC, SCs, Boards Improved capacity of the NVEWC, SCs, Boards (according to the self-assessment) Number of VET institutions that have mechanism communication with stakeholders and communicate with them Average number of PPP/partners for the VET institutions (by the public and private institutions, region, type of institution - VET collage, community college, HEIs, schools) 						
1.	Identify encouraging mechanisms in the system of social partners participation	MoES, Social Partners NVETC	X	X			
2.	Review/correct existing regulatory rules in NVETC for social partners role and functions	MoES, Social partners NVETC, donors	X				
3.	NVETC renewed functions and membership;	MoES, Social partners		X			
4.	NVETC annual information seminar	MoES, Social partners	Min. 1 information Seminar	Min. 1 information Seminar	Min. 1 information Seminar	Min. 1 information Seminar	Min. 1 information Seminar
5.	Renewal of NVETC thematic groups taking into consideration vital issues of vocational education (e.g. inclusive vocational education etc.)	NVETC		X			
6.	Study of existing rule of sector committee role and functions	MoES, NCEQE, Social partners, donors	X				
7.	Correct existing regulatory rules of sector committee role and functions	MoES, NCEQE, Social partners, donors		X			
8.	Annual information seminar – capacity building of sector committee members in order to execute their functions	MoES, NCEQE, Social partners, donors		Information seminar	Information seminar	Information Seminar	Information seminar

¹ Note: Action Plan 2013-2014 is specific

Action plan for 2015-2017 is general and needs revision before its implementation

9.	Expand administrative support system for sector committee work	MoES, NCEQE, Social Partners, donors	X					
10.	Review and correct existing regulatory rules for VET institutions Boards on social partners role and functions	MoES, Social partners, VET institutions		X				
11.	Evaluate participation methodology of social partners in VET institutions Boards	MoES, Social partners, VET institutions		X				
12.	Information seminar for VET institution Boards	Social partners, VET institutions, donors		Information seminar	Information seminar	Information seminar	Information seminar	
13.	Execution of concept note of collaboration between VET institutions and enterprises	MoES, Social partners, VET institutions, donors, VET institutions		X				
14.	According to regions and sectors evaluate and pilot specific models for collaboration between VET institutions and enterprises	MoES, Social partners, donors, VET institutions		X				
15.	Popularization and extension of best practice partnership for all programs of	MoES, Social partners, VET institutions			X	X	X	
16.	Annual seminar on learning/enterprise development			X	X	X	X	
1.2. Management and coordination of VET system reform by MoES <u>Main indicators</u> <ul style="list-style-type: none"> Number of HR at the MES relevant department who got trainings (in monitoring, evaluation) Coordination plan (reports) 								
1.	Development of the action plan on VET ongoing projects in order to exchange information	MoES	X					
2.	Administrative and technical support by MoES for VET donors permanent coordination – coordination seminar	MoES	Coord Meeting	Min. 3 coord. meetings	Min. 3 coord. meetings	Min. 3 coord. meetings	Min. 3 coord. meetings	
3.	Development of the coordination plan for MOES agencies during the reform process	MoES		X				
4.	Regular coordination meetings with MOES	MoES	Min. 4 coord. meetings	Min. 4 coord. meetings	Min. 4 coord. meetings	Min. 4 coord. meetings	Min. 4 coord. meetings	
5.	MoES VET development department employee training in monitoring and evaluation	Donor organizations, MoES	X	X	X	X	X	
6.	Sharing international experience -study tour	Donors	X	X	X	X	X	
1.3. Availability of information (statistics, indicators and analysis) to support monitoring, regulation, and evidence-based policy development <u>Main indicators</u>								

	<ul style="list-style-type: none"> Information database connected to all VET institutions. Reports 							
1	Review the methodology of VET information maintenance/collection of statistic information /monitoring	MoES, Donor organizations, EMIS	X					
2	Annual Renewal of the bases	MoES, EMIS	X	X	X	X	X	
3	Link all VET institutions to EMIS	MoES	X	Newly authorized institutions	Newly authorized institutions	Newly authorized institutions	Newly authorized institutions	
4	Reforms evaluation based on the monitoring	MoES		X	X	X	X	
Outcome #2. A nationwide network of well funded and well managed public and private VET providers, equipped with excellent facilities and modern up-to-the minute equipment, accessible to all participants regardless of their social status, geographical location, gender, physical or mental condition.								
2.1. Stronger management of the VET institutions to improve the effectiveness of the provision <u>Main Indicators:</u> <ul style="list-style-type: none"> Number of managers, administration staff, board members who received trainings in management Satisfaction indicator of VET students Evaluations prepared based on monitoring 								
1.	1. Development of the long and short term plans for VET institutions	VET Institutions	Annual plan LTP	Annual plan	Annual plan	Annual plan	Annual plan	Annual plan
2.	Capacity building programs for human resources of VET institutions(including board members) in the following spheres <ul style="list-style-type: none"> Social partnership LM Research Institution management Quality enhancement Monitoring and evaluation Inclusive Education 	MoES, donor organizations	X	X				
3.	Trainings on: <ol style="list-style-type: none"> social partnership market research 	MoES, SPs, Donor organizations		40% of all institutions	60% of all institutions			
4.	Trainings on: <ol style="list-style-type: none"> management quality enhancement monitoring and evaluation Inclusive vocational education 	MoES, NCEQE, donor organizations	30% of all institutions	60% of all institutions	10% of all institutions			

5.	Trainings on Improvement of internal communication system in VET institutions	VET institutions, donor organizations		50% of all institutions	50% of all institutions			
6.	Development of external communication concept in educational institutions	MoES, VET institutions, donor organizations		X				
7.	Develop methodology for recruitment and development of senior management and staff in VET VET institutions	VET institutions, MoES		X				
2.2. Innovative and modern learning environment <u>Main Indicators:</u> <ul style="list-style-type: none"> Funds spent on infrastructure development (according to: type of institution and region) Funds spent on development of teaching resources Educational resources prepared for students and teachers (according to the AP) Number (%) of institutions with renovated bases and infrastructure Availability of computers – computer/student ratio (by the: public & private intuitions, type of institution, region) 								
1.	Infrastructure development projects for VET institutions (for disabled and persons with special needs)	VET institutions, ESIDA, MoES, donor organizations	minimum 3 institutions	minimum 3 institutions	minimum 3 institutions	minimum 3 institutions		
2.	Development of a concept for obtaining equipment for disabled and persons with special needs	MoES, MoLHSA VET institutions		x				
3.	Preparation of the space of the institutions for differentiated learning, self-learning system, increase physical space access based on the standards of universal design	MoES, Donor organizations VET institutions		minimum 3 institutions	minimum 3 institutions	minimum 3 institutions	minimum 3 institutions	
4.	Annual Analysis of accessibility of VET learning resources	social partners of MoES, VET institutions			X	X	X	
5.	Preparation of learning resources (for students manuals, learning materials by Modules for VET students)	MoES, VET Institutions, Soc. Partners, Donors		at least 5 new manuals	at least 5 new manuals	at least 5 new manuals	at least 5 new manuals	
6.	Preparation of guidelines regarding educational program implementation (according to practical and theoretical learning) in learning-evaluation issues	MoES, Sector committees, Soc. partners, Donors	at least 1 new guidelines	at least 3 new guidelines	at least 5 new guidelines	at least 5 new guidelines	at least 5 new guidelines	
7.	Adapt resources for disabled and persons with special needs	MoES, Soc. Partners, Donors		at least 2 new manuals	at least 2 new manuals	at least 2 new manuals	at least 2 new manuals	
8.	Adapt guidelines for teachers in order to provide teaching of students with special needs and disabilities	MoES, Soc. Partners, Donors		at least 2 new guidelines	at least 5 new guidelines	at least 5 new guidelines	at least 5 new guidelines	
2.3. Comprehensive labour-market orientated VET provider network according to regional and national development criteria								

	Main Indicators: <ul style="list-style-type: none"> • Number of VET institutions (according to the: public & private intuitions, type of institution, region, according to the educational programs) • Change of VET institution number in a year by the same dimensions • Number of educational programs (by the occupation, levels) • Graduate's Employment rate 							
1.	Revision of VET existing network and dormitories with the purpose of evaluating links between geographic location and demands	MOES, Special Commission	x					
2.	Set up relevant plan for VET geographical demands	MoES	x			renewed plan		
3.	Implementation of the plan to ensure increased geographical accessibility of VET	MoES		x	x	x	x	
4.	Stipend for living expences to ensure geographical accessibility of VET	MoES, Mof, local self-government		X	X	X	X	
5.	Support effective mechanisms for sharing experiences between VET institutions about different aspects of teaching	MoES, Donor organizations, VET Institutions	Min 2 meetings	Min 2 meetings	Min 2 meetings	Min 2 meetings	Min 2 meetings	
2.4. Access to a diversified system of VET and life-long learning for all citizens Main Indicators: <ul style="list-style-type: none"> • Enrolment of new students (by public& private sector, gender, age, highest level of education, disability status, other indicators- vulnerable group) • % of new students from applicants • Number (%) of students who finished education and received qualification (by public& private sector, gender, age, highest level of education, disability status, other indicators- vulnerable group) • Drop- out rate and the reason Number of students on short-term retraining courses (by public& private sector, gender, age, highest level of education, disability status, other indicators- vulnerable group)								
1.	Draft concept for inclusion of vulnerable groups into flexible VET learning (IDPs, prisoners, street children, disabled, persons with special needs and others)	MoES, MoLHSA		X				
2.	Mapping of current gaps and hindrances for people with disabilities or special needs to participate in VET learning	MoES	X					
3.	Review VET student enrolment rule and considering enrolment issues of the vulnerable groups, people with disabilities or special needs in the process of developing a new rule	MoES	X					
4.	Pilot and monitor regional and local training networks for short-term training of low skilled workers (in coordination with local and regional stakeholders)	MoES, MoLHSA		X				
2.5. Responsive and effective VET financing Main Indicators: <ul style="list-style-type: none"> • VET budget according to the whole budget for education(%) • Change of the budget during a year (4 years) 								

	<ul style="list-style-type: none"> Private funding in VET (%); change of the funds during a year (4 years) Funding sources Funding models 							
1.	Evaluation of voucher system and investigating relevant financing models	MoES, Social partners, donors	X					
2.	Creating working groups and collaborating diversified financing concept note	MoES, Social partners, donors	X					
3.	Preparation of legislative base for piloting diversified financing models	MoES	X					
4.	Implementation of diversified financing models	MoES	X					
5.	Evaluation of diversified financing models	MoES, Social partners, donors			X			
6.	Developing mechanisms to ensure stimulation of private sector participation in VET	MoES, Government of Georgia, Social partners		X				
7.	Introducing a system of student loans and contracts for vocational education for different target groups	MoES, private sector, MoF, Local bodies, Social partners,			X			
Outcome #3 A series of well designed VET programmes relevant to the current and future labour needs of Georgia's growing and diversifying economy is developed.								
3.1. Labor market analysis								
<u>Main indicators:</u>								
<ul style="list-style-type: none"> Availability of information on LM 								
1.	Inventory of existing practice and resources for analyzing labor market and future plans	MoLHSA, Geostat	X					
2.	Creation of national coordinating council for VET development in order to analyse labor market and future plans. (Implemented body probably – statistics department)	MoLHSA, MoES, statistics dep, Ministry of Economy, Social partners, PM	X					
3.	Research methodology for sector, regional and local labor market analysis and future plans in VET	MoLHSA, Geostat		X				
4.	Capacity building on the Research (at the providers' level)	MoES, donors		X	X			
5.	Organize labor market analysis and future plans on regional and local levels	MoLHSA		X	X	X	X	
6.	Connecting decision making bodies with the analysis joint system of national, regional and local labor market	MoLHSA, MoES ; Statistics dep		X				
7.	Creating database for existing vacancies for job seekers for MoLHSA	MoLHSA, Statistics department	X					
3.2 LM oriented occupational standards								

Main Indicators: Number of OS developed according to the new methodology								
1.	Review/analyze vocational standards existing methodology	NCEQE, Sector committee, Social partners Donor organizations	X					
2.	Review vocational standards framework and guidelines according to the national and international experience	NCEQE, Sector committee, Social partners Donor organizations	X				X	
3.	Review vocational standards in terms of basic competency integration in vocational standards	NCEQE, Social partners, donor organizations		X				
4.	Annual review of vocational qualifications framework and renewal according to the LM demand (and where possible international experience)	MoES, NCEQE, Social partners, donor organizations	X	X	X	X	X	X
5.	CB of sector committee competencies in drafting OS	MES, NCEQE, Social partners, Donor organizations	Min. 1 info. seminar	Min. 1 info. seminar	Min. 1 info. seminar	Min. 1 info. seminar	Min. 1 info. seminar	Min. 1 info. seminar
6.	Review existing vocational standards according to the revised methodology and international experience	NCEQE, Social partners, Donor organizations	Min 15 OS	Min 30 OS	Min 50 OS	Min50 OS	Min50 OS	Min50 OS
3.3. Flexible, competence-based vocational educational programs								
Main Indicators: Number of verified modules/modular programs								
1.	Evaluate existing methodology of renewing and drawing VET programs	NCEQE, Sector committee, MoES, Institutions, donor organizations	X					
2.	Prepare concept notes, methodology and framework for modular programs	Donor organizations NCEQE, Social partners	X					
3.	Capacity building, preparation of methodology about integration and evaluation of career development in VET programs	Donor organizations NCEQE, Social partners	X					
4.	Preparation and piloting of pilot modular vocational programs (1 program)	Donor organizations (development) NCEQE, Soc. partners	X					

5.	Training of teachers and relevant staff in modular vocational programs preparation	Donor organizations, NCEQE		40 % of teachers	60% of Teachers			
6.	Piloting modular programs in the selected spheres	-		X				
7.	Implementation of modular programs	MoES, NCEQE, VET institutions			X	X	X	
8.	Development of training/industrial practice model	MoES, NCEQE, VET institutions, social partners	X					
9.	Implementation of of training/industrial practice model in VETs	VET institutions		X	X	X	X	
E-learning								
10.	Development of the dstance learning concept in VET and piloting	MES, NCEQE			X	X		
Outcome #4 Cadres of VET educators prepared in modern education techniques and the latest developments in their field of expertise, and capable of drawing out the best from their students in terms of both skills and personal fulfillment.								
4.1. Teacher training and continuous professional development								
Main Indicators:								
<ul style="list-style-type: none"> • Number of teachers (according to: gender, age, education, working experience) • Fund spend on CB of teachers (trainings, study tours and etc) (according to: total, public& private VET institution, per teacher) ; change of the funds during a year (4 years) • Number of teachers involved in CB activities (according to: age and gender) • Number of teachers prepared in a year at the system level (according to: gender, age) • Average salary of teachers; Change during a year (4 years) 								
1.	Elaboration of concept on development of vocational teachers, entry into occupation and continuous professional development	MoEs, TPDC, Donors, VET institutions	X	X				
2.	Development of the concept for preparing teachers at the system level	MoES,		X				
3.	Preparation of teachers at the system level (annually) according to the demand	MoES,			X	X	X	
4.	Conduct teacher's training on implementation of modular curricula	TPDC		Min 40% of teachers	Min 60% of teachers	new cadres	new cadres	
5.	Conduct teachers' training on learning-assessment including inclusive education requirements	TPDC		Min 40% of teachers	Min 60% of teachers	new cadres	new cadres	
6.	ICT technology evaluation and development	TPDC, Donors	X					
7.	Implementation of trainings using ICT in teaching	TPDC, Donors	X	X	X			
8.	Teacher training in companies on modern technologies	TPDC, SPs, Donor organizations		10% of teachers	Min 30% of teachers	Min 60% of teachers		
9.	Sharing teachers` experience of other countries	MoES, Donor organizations		X	X			

10.	Development of teachers database for all institutions (public and private)	MoES, EMIS	X					
11.	Update of the base of VET teachers	MoES, EMIS		X	X	X	X	
12.	Improvement of the Normative basis for teachers' remuneration arrangements	MoES		X				
4.2. High quality teaching and assessment process								
Main Indicators:								
<ul style="list-style-type: none"> Students satisfaction indicator (by the: public & private intuitions, type of institution, region, gender, age, program) Satisfaction indicator of employers (by the: public & private intuitions, type of institution, region, program) 								
1.	Minimal technical equipment for VET programs	MoES, NCEQE, Sector committees SPs		According to min 30 occupational standards	According to min 50 occupational standards	According to min 50 occupational standards	According to min 50 occupational standards	
2.	Defining minimal standards for involvement private sector in practice or during examinations	MoES, NCEQE, SCS, Educational Institutions			X			
3.	Set up learning methods and materials based on ICT considering existing vocational programs	TPDC, NCEQE			X			
4.	Piloting of ICT based teaching in 5 vocational institutions in order to implement those in institutions.	MoES, NCEQE			X			
5.	Further development of eLearning training programme for educational technologists and teachers of vocational education institutions	TPDC, Donors			X			
6.	Renewal of industrial learning concept and renewal if necessary	MoES, Ministry of economy		X				
7.	Formation of network. Virtual companies/business modeling	MoES, Ministry of economy		X				
8.	Develop monitoring schemes of the implementation of the educational programs, including practice and implementation of the competence based assessment	MoES, NCEQE, VET institutions		X				
Outcome #5. A system of nationally and internationally recognized awards and qualifications that support flexibility for VET graduates in their search for employment or their establishment of businesses, whether in Georgia or elsewhere								
5.1. Quality assurance mechanisms in line with European approaches (e.g. EQAVET)								
Main Indicators:								
<ul style="list-style-type: none"> Number of institutions that carry out annually self assessment (by public & private institutions) 								
1.	Evaluation/review and elaboration of quality enhancement external	MoES, NCEQE, SPs	X	X				

	mechanisms							
2.	Elaboration of social partners participation mechanisms in accreditation process	MoES, NCEQE, Social partners		X				
3.	Self-assessment experience analysis and elaboration of instruments	MoES, NCEQE	X	X				
4.	Implementation of self-assessment at the system level	NCEQE		X				
5.	Evaluation/improvement of NQF with Stakeholders	MoES NCEQE Soc. part	X	X				
6.	Development of mechanism of Identifying and studying best practice in QA	MoES, NCEQE	X	X				
7.	Implementation of quality enhancement activities such as competitions, exhibitions etc	MoES NCEQE	X	X	X	X	X	
8.	Human resources capacity building (System and institutions) in collecting information and analysis	MoES, EMIS	Mini 40% of the inst	Mini 60% of the inst				
9.	Development of a guideline on self-assessment for VET providers	MES, NCEQE, Donor organizations	X					
10.	Development of guidelines in accreditation and authorization for VET providers	MES, NCEQE		X				
11.	Analysis of the quality framework and its improvement if necessary	NCEQE, Sector committees, Sps				X		
5.2: Vocational qualifications and their award according to the European experience <ul style="list-style-type: none"> • Number of qualifications developed-renewed according to the revised • Number of assessment standards • Number of cases of recognition of non-formal education (by profession, sphere and level) • Number of students who entered into the VET institutions with non-formal education compared with the whole number of students (by VET programs, region, gender, age) 								
1.	Elaboration/discussion of vocational qualifications development and renewal methodology	NCEQE, Sector committees, Donors	X					
2.	Sector committee capacity building in vocational qualifications development and renewal methodology	NCEQE, MoES, Donors		X	X	X		
3.	Identify and further improve mechanisms of awarding vocational qualifications –development of assessment standards	MoES, NCEQE, Sector committees, Donors	for minimum 15 OS	for minimum 30 OS	for minimum 50 OS	for minimum 50 OS	for minimum 50 OS	
4.	Vocational Institutions` capacity building in enabling access to quality enhancement	MoES, NCEQE, Donors		50% of the educational institutions	50% of the institutions			

5.	Discuss the compliance of vocational qualifications framework with European framework	NCEQE, Sector committees, MoES, NVC	X	X				
6.	Developing a concept of awarding qualifications on the basis of RPL	MOES, NCEQE, Sec. com. Soc. partners	X					
7.	Elaboration of non formal learning recognition concept and mechanisms	MoES, NCEQE, Social partners Sec.com, Donors			X			
8.	Piloting non formal learning recognition system in selected spheres	MoES, Social partners Sec.com			X			
9.	Development of credit system for non formal learning recognition	MoES, NCEQE, Social partners Sec.com, Donors			X			
10.	Capacity building/elaborating programs for institutions in charge of non formal learning recognition	MoES, NCEQE, Social partners, Donors		X				
11.	Implementation of trainings in non formal learning recognition	MoES, NCEQE, Social partners, Donors		X	X	X	X	
12.	Awareness rising campaign in non formal learning recognition	MoES, NCEQE, Social partners, Donors		X	X	X	X	
5.3. Internationalization of VET and support international mobility								
<u>Main Indicators:</u>								
Number of institutions, teachers students involved in international mobility (by the: public & private sector, type of institution, region,)								
1.	Existing experience and needs analysis for preparing VET internationalization strategy	MoES, Donors, VET institutions			X			
2.	Preparation of thematic concept (Eg – practice of working abroad, joint student projects, study tours etc) for supporting internalization of VET	MoES, Donors, VET institutions				X		
3.	Preparation and instillation of European instruments in chosen vocational spheres (mobility) (Europass,)	MoES, Donors, VET institutions					5 Spheres	10 Spheres
4.	International mobility preparatory programs (Foreign language, culture and skills) for VET students/VET teachers	MoES, NCEQE, Donors, VET institutions			X			
5.	Teacher training according to international mobility preparatory programs	MOES, NCEQE, donors			X	X	X	
Outcome #6. Full employability of VET graduates in meaningful and, where appropriate, well remunerated and personally rewarding occupations, with the prospect of a fulfilling and challenging career development throughout their future working lives								
6.1. Career orientation and employment guidance system								
<u>Main Indicators:</u>								
<ul style="list-style-type: none"> Number of applicants who received professional orientation before and during the VET 								

<ul style="list-style-type: none"> Drop-out rate of VET students due to profession selected incorrectly 								
1.	Prepare career planning and guidance concept (taking into account needs for students with disability and learning difuculties)	MoES MoLHSA, MoSYA	X					
2.	Piloting new concept of career planning and guidance	MoES SPs Institutions		X				
3.	Implementation of the concept of career planning and guidance	MoES			X			
4.	Labor market data availability for structural units	MoES, MoLHSA, Stat. dep		X				
5.	Needs analysis and capacity building of VET oriented structural unit employees	MoES Donors	30% inst at least	60% inst at least	10% inst at least			
6.	Elaboration of career planning and mobility schemes/ offering career advices	MoES, MoLHSA, Ministry of economy, Social partners		X				
7.	Piloting organizing short-term excursions-practice for the general educational students in the organizations	MES Soc. partners		X				
8.	Implementation- organizing short-term excursions-practice for the general educational students in the organizations	MES Soc. partners Schools		X				
6.2. Innovation, creativity and entrepreneurship in VET Main Indicators: <ul style="list-style-type: none"> Projects 								
1	Elaborating “knowledge sharing based oriented” concept by using innovations, creativity, enterprenuership and ICT based on best practice and existing condition	MoES, Min. Ec Soc. partners VET institutions		X				
2	Elaborating projects with the purpose of supporting “knowledge sharing oriented partnership” identifying new competencies and developing vocational achievements and innovations	MoES, Social partners NGOs, International partners			X			
6.3. Information on VET graduate activities Main indicators: <ul style="list-style-type: none"> Number of graduates employed according to their qualification after 6 months Self-employment rate Amount of income (if available) Satisfaction of employers (according to the survey) VET graduates unemployment rate 								

• Readiness of graduates for employment and use of skills (self-assessment)								
1.	Elaborating and piloting tracer study methodology for students (including students with special needs and learning difficulties)	Donor Organizations MoES, Institutions	X					
2.	CB of the institutions in carrying out tracer study	Donor organizations MoES		X				
3.	Implementation of an annual tracer study through VET	MES, Institutions		X	X	X	X	
4.	Employers satisfaction research piloting	MoES, VET institutions, Donors		X				
5.	Annual research on employers satisfaction	MoES, VET institutions, Donors			X	X	X	
Outcome #7. Widespread recognition that vocational education and training is an attractive and rewarding pathway for personal development, as an extension to basic secondary education for young people, as a meaningful mechanism for career development for adults, and as a way to further develop talent in new areas of specialization for those needing to take advantage of and respond to shifts in labour market demands and opportunities..								
7.1. Flexible pathways between VET, general education and higher education								
<u>Main Indicators:</u>								
<ul style="list-style-type: none"> • Number of VET institutions that offer general education • Number of schools and higher educational institutions that have VET courses (by courses) • transition to the higher levels of education 								
1.	Analyze existing gaps in general, vocational and higher education (primary, secondary and tertiary levels of the education system)	MoES, Soc. partners	X					
2.	Promote the removal of dead-ends in the legal framework for all VET qualifications and other mechanisms for selected VET qualifications, and between these VET qualifications and other parts of the education system through consulting with the relevant stakeholders and authorities on how to create permeability in the education system	MoES Soc. part		X				
3.	Stimulating implementation of the VET subjects in schools	MoES, Soc. part, VET institutions		X	X	X	X	
4.	Integration of General education with VET - piloting	MoES, NCEQE, VET Institutions			X	X		
7.2. Awareness raising								
<u>Main Indicators:</u>								
<ul style="list-style-type: none"> • Awareness rising strategy • Funds spent on awareness raising • Level of informing of the different stakeholder (applicants, students, teachers and etc Based on the research) 								
1.	Awareness rising campaign strategy of stakeholders	MoES, Soc. part, VET institutions, Donor organizations	X					

2.	Elaborate relevant communication mechanisms in order to encourage communication between different parts of society	MoES, Social partners Donor organizations	X					
3.	Establish information management centralized system for colleges in order to promote VET	MoES, VET institutions, EMIS, Donor organizations	X					
4.	Elaborate communication activities relevant to awareness rising plan	MoES, agencies	X	X	X	X	X	
5.	Rise attractiveness of VET through instilling non formal learning recognition mechanisms	MoES, NCEQE, SPc		X				
6.	Organize exhibitions, excursions, fairs, study tours together with sector ministries, NGOs and enterprises	MoES, Donors, sector ministries, NGOs, VET institutions	X	X	X	X	X	X
7.	Social TV advertisement (regular at least one in a month) and brochures	MoES, Social partners, donors	X	X	X	X	X	X
8.	Annual National Thematic exhibitions (Demonstrating VET students skills and knowledge)	MoES, Social partners, donors, Institutions	X	X	X	X	X	X
9.	Participate at international VET competitions through membership to indentnfy and communicate national champrions and successful role models in VET (such as Organization of annual „World skills“)	MoES, NCEQE, Social partners, donors	X	X	X	X	X	X
10.	Conduct national competitions	MoES, NCEQE, Social partners, donors	X	X	X	X	X	X
11.	Preparation of methodology and piloting about evaluation of the outcomes of the communication and information at the provider and system level	MoES, Social partners, donors		X				
12.	Carry out regular research	MoES, Social partners, donors, Institutions			X	X	X	X
	Technical and financial support projects funded by foreign donors and partners							