



პროფესიული განათლება
ეკონომიკის განვითარებისთვის
INDUSTRY-LED SKILLS AND
WORKFORCE DEVELOPMENT



DEVELOPING AND REPLICATING GOOD PRACTICES

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Good practices

- Accepted as being correct or the most effective
- Most effective and efficient ways of achieving an objective
- Produce results superior to those achieved by other means

Sources of good practices in Georgia include

- Already existing good practice examples
- International good practice examples
- Good practices developed in response to specific TVET policy initiatives
- Good Practices developed through grant-funded projects

Uses of Good Practice Examples

- **Mutual learning and knowledge transfer - leading to adaptation and replication in different contexts**
 - Based on documentation / promotion of good practices
- **Tool for institutional and organisational development**
 - Replicable solutions based on exemplars
 - Institutional learning and development
- **Ensuring systemic level impact**
 - Support to quality improvement and policy implementation
- **A basis for benchmarking and comparison**
 - On-going improvement - closing performance gaps

STPP Principle 1:

Partnership approach between business and TVET institutions

- Targets defined business or industry need
- Increases collaboration between TVET institutions and business, and employer involvement
- Means of identifying / quantifying skill needs of local employers
- Leads to demonstrable evidence of employer satisfaction
- Utilises business facilities / workplaces for training / assessment
- Utilises business personnel in upgrading teachers' knowledge / skills and providing training / guidance to students

STPP Principle 2:

Competence-based training and assessment

- Targets skill needs in key economic sectors based on analysis of labour market needs
- Applies competence-based training and assessment methods
- Effective integration of theoretical / practical learning
- Skill sets have value in employment in their own right, including self-employment and entrepreneurship

STPP Principle 3

Reflect modern teaching and learning practices

- Student-centred approach based on active learning styles
- Focus on learning outcomes (competences)
- Work-based learning through placements / internships in companies
- Effective use of information technology
- Tangible improvement in quality of course delivery / assessment
- Providing teachers with industry experience / professional updating
- Use of industry practitioners as trainers and assessors
- Inclusive learning practices, equal accessibility

STPP Principle 4:

Increased focus on the needs of students

- Focus on the individual learner
- Increasing student knowledge / expectations about career opportunities
- Integrating key competences, linked with personal and career planning preparation
- Progression to higher qualification levels or other demanded occupations
- Increased opportunities for female and disadvantaged students including improved learning environments and overcoming of stereotyping

STPP Principle 5

Concrete solutions to defined problem or issue

- Building on and extending already started improvements
- Adapting international examples to Georgian circumstances
- Added value and more effective / efficient use of resources
- Attracting private sector co-financing
- Strengthening human capacity in provider or industry partners
- Capable of replication by others and supported by effective dissemination to ensure long-term sustainability

Reminder.....

Projects must lead to the following results

- New or strengthened good practices
- Increased human / institutional capacities, drawing on international examples
- Good practice case studies documented
- Good practices disseminated / promoted
- Good practices replicated within other TVET providers

The results must be tangible

- A document or report is not enough
- Must lead to concrete improvements in provider practices.

**Good Practices Capacity Building Guidelines are
set out in Annex 1 to the RfP**

THANK YOU

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