

I. PREPARATION TO THE SESSION FINANCING OF WBL

Preparation of a short presentation (your country will have 10 minutes to present it at the regional forum 2018). After the presentation there will be 5 minutes for questions and answers.

Questions for the Regional Forum

1. How is work-based learning financed in your country? How are VET schools financed?

In order to answer these questions use the table below. You will find the example of Serbia

2. Where do you see the main benefits of work-based learning for companies in your country?

Please have a look on the diagram “Financial and non-financial benefits to employers in Germany's dual system” below.

Consumables, use of equipment (in companies)	Every company involved in WBL owns the equipment needed for the manufacturing process, which enables students to achieve learning outcomes at the real work environment (manufacturing base). The equipment differs from the company's activities.
Working time of in-company trainers	The schedule depends on the study program and the distribution of learning outcomes. On average, students spend 2 days at a college and 3 days at workplace per week. 5 hours a day. Based on the specificity of agriculture and considering seasonality, training modules are also divided in blocks, which means that after completing the theoretical component (approx. 1 month), students begin practical component that lasts for several months. This timetable is reflected in the curriculum that is developed in cooperation with the company and the enterprise.
Transport of learners to and from company	We use different approaches when implementing the dual education process in Georgia. 4 colleges have been provided by the UNDP with transport, which provides students transportation from college to enterprise and vice versa for free. There are cases when the students cover their own travel expenses.
Learners' remuneration during WBL	Companies pay the scholarship to the students involved in the dual education process.
Assessment of learners (material, assessors, etc.)	College and employer are involved in students evaluation. At the workplace, the student has to fill in the journal daily, which is approved by the instructor's signature. In the course of the program, the interim examination is provided by an employer, a representative of a vocational

	college, a representative of the sector. The interim assessment is in progress.
Incentives for companies (subsidies, tax deductions)	<p>Georgian legislation does not provide incentives for employers. The main aspects, which encourage employers to get involved in dual VET are:</p> <ul style="list-style-type: none"> • Companies need qualified staff. Thus, employers are motivated to engage in educational processes themselves; • Employer has an opportunity to involve his own staff in the learning process and improve their theoretical knowledge; • With the support of the ministry and donor organizations involved in dual education, employers have opportunity to get acquainted with international companies and establish partnerships; • Opportunity to engage in PR activities; • The company itself selects applicants/staff who is funded by the state during the study process (different process of selection of the applicants) • The salary of the student at the enterprise is less than the one of the experienced employee. It minimizes expenditures on human resources
Learners' health insurance during WBL	Currently, the insurance costs are mainly paid by UNDP. There is only 1 case that the insurance was paid by the company itself.
Financing of VET schools	In case of dual programs, voucher is divided in accordance with learning outcomes and related credits. Educational institution receives voucher for theoretical learning outcomes. Currently, a new scheme of financing vocational education is underway, which also includes the component of dual education.