



European Training Foundation

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SELFIE WBL Pilot in Georgia

Webinar | 4 December 2020 | Turin



PRESENTATION STRUCTURE

1. Overview
2. Digital education and WBL policies in Georgia
3. The pilot of SELFIE WBL
4. Pilot outcomes analysis
5. Key messages and highlights

SELFIE WBL PILOT IN GEORGIA- OVERVIEW

Rationale:

- *Joining the EC-JRC pilot in 5 EU countries and 4 non-EU countries to validate SELFIE WBL*
- *SELFIE WBL – an expansion of SELFIE tool to the WBL context and filling the gap in providing a relevant self-reflection tool to the stakeholders*
- *Wider question to answer: how the use of ICTs can contribute to make WBL happen*

In Georgian context:

- *Important baseline data about VET institutions digital readiness*
- *First attempt to involve Dual Education program partner businesses in a structured self-assessment of their digital education practices*

DIGITAL EDUCATION AND WBL POLICIES IN GEORGIA

Key VET reforms with a focus on WBL

- Introduction of competence-based modular curriculum, covering all programmes since 2019
 - Framework documents and educational standards developed **with the involvement of employers.**
- Gradual rollout of **Dual Education** since 2016
 - implemented in 15 education institutions in 30 programs (2019). Plus 2 more providers added in 2020
 - WBL concept foresees allowing access to modern technologies and innovation as a benefit of WBL introduction, especially from a VET college perspective

Challenges

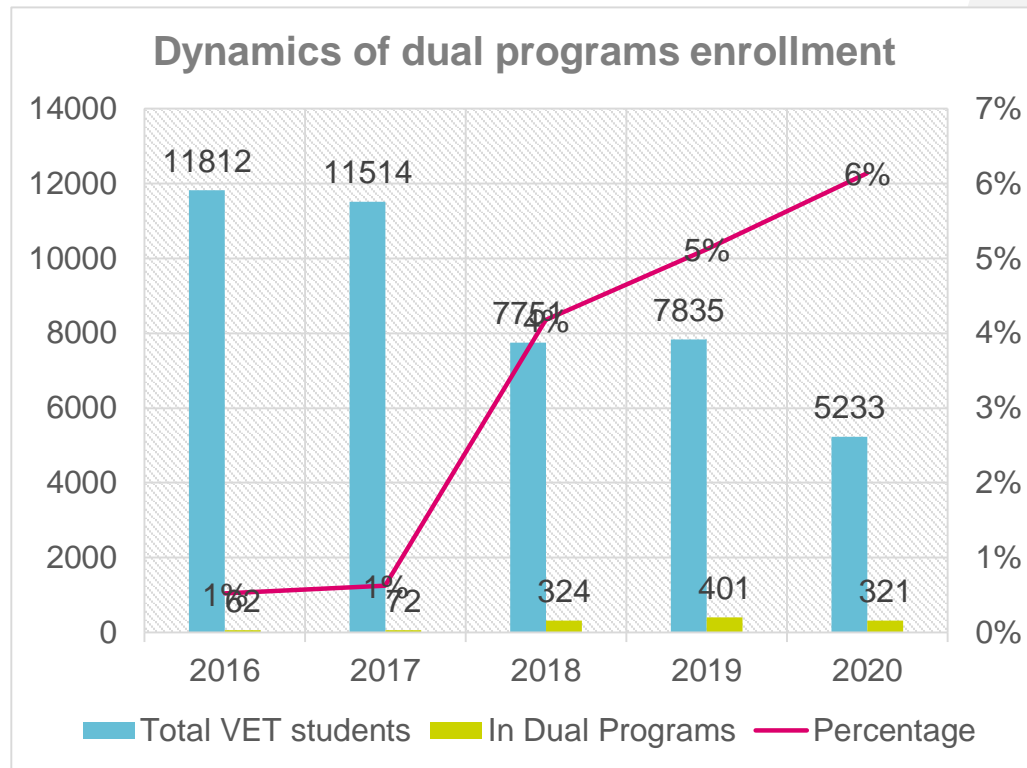
- Low attractiveness of the VET education in the country – relatively small number of students
- Inability of SMEs to host the VET students

Key digital reforms for education

- The New School Model program in general education
 - Provides a framework for school-based policies, CPD and learning development
 - Includes SELFIE rollout in the piloting K-12 schools
 - 24 trainers serving in average 15 schools
- SELFIE piloted in general education system since 2018
 - 120 public schools involved;
 - 6-person SELFIE teams trained in each
 - Analysis of SELFIE reports and data-based project development

DUAL PROGRAMS ADMISSIONS IN GEORGIA

- *The overall new admissions to VET institutions declines*
- *The rate of dual programs enrollment grows steadily*
- *The number of dual programs also increased from 3 in 2016 to 30 in 2019.*
- *6.4% - Current rate of students in Dual Programs in total active students in public colleges*



THE PILOT OF SELFIE WBL IN GEORGIA

- *All 15 public VET institutions with dual programs selected for the pilot.*
- *Respondents from 1 dual program per institution involved*
- *At least 1 partner company participating in the selected dual program*
 - *Sectors*
 - *Construction*
 - *Information Technology*
 - *Tourism and Hospitality*
 - *Agriculture*
 - *Winemaking*
 - *Transportation and logistics*
 - *A kick- off meeting involving 90 stakeholders on October 29th.*
 - *The active implementation phase in November, including familiarization with questions, adding optional questions, reaching out to respondents; Coordination with SELFIE WBL national coordinator and National Expert*

PILOT OUTCOMES ANALYSIS IN GEORGIA

Data sources:

- *The aggregated data for the country and visualizations*
- *Semi structured Interviews with the selected case study college representatives*
- *Snap survey of SELFIE coordinators*

11 schools managed to finish the exercise involving at least 1 in-company trainer.

*In total **209 participants** filled out the SELFIE WBL survey:*

- *82 students*
- *74 teachers*
- *32 school leaders*
- *21 in-company trainers*

Final report shall contain:

- *Digital Education and WBL policies overview in Georgia; Preparation of the Pilot; Implementation; Follow-up: analysis and findings; Lessons learnt and suggestions for future development; Implications of Covid-19; Conclusions*

KEY MESSAGES AND HIGHLIGHTS FROM GEORGIA

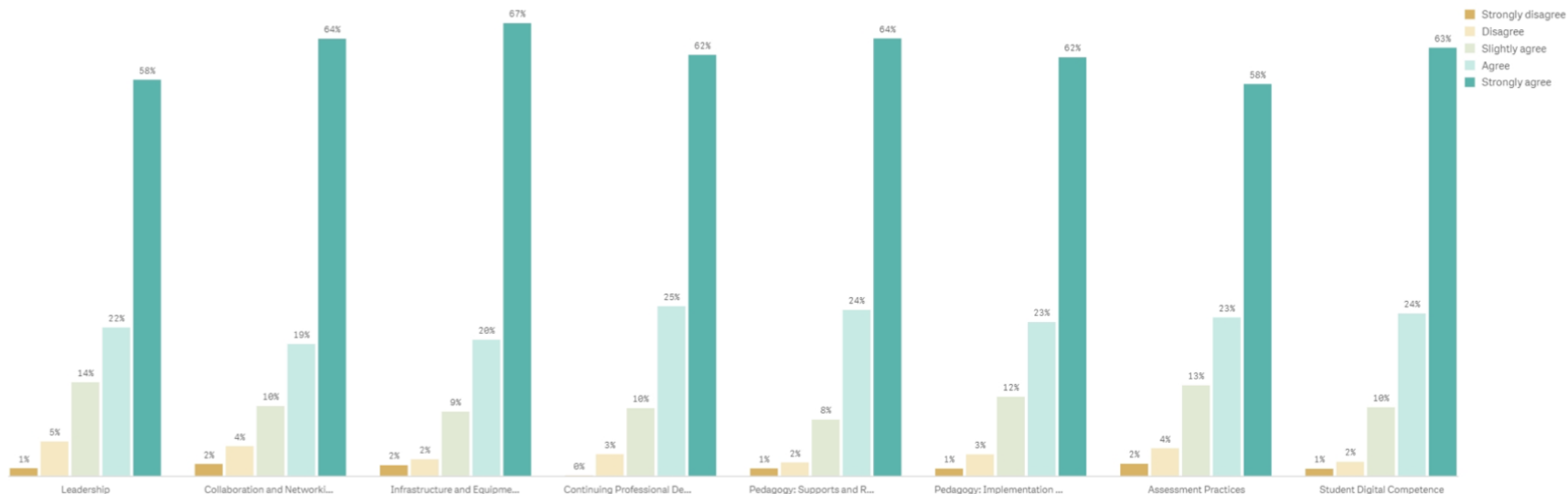
Preliminary key messages and highlights

- *High average satisfaction rate by SELFIE WBL – 8.3 of 10*
- *Overall high positive rate in all 8 survey domains: > 80%*
- *Gaps identified in ICT infrastructure for distance learning, assessment practices, and leadership*
- *Questions are relevant to three user groups: school leaders, teachers and students; to the lesser extent for in-company trainers in specializations with less digital exposure*
- *Student would prefer shorter questions, less duplication of the text, and in overall less time to fill the questionnaire*
- *BYOD and devices for students yet to pave the place in the mainstream teaching practices*
- *The highest number of N/A answers in: Cross-curricular projects, giving credit to others' work, Safe Behavior, Checking quality of information, co-design of assessment, feedback to other students*

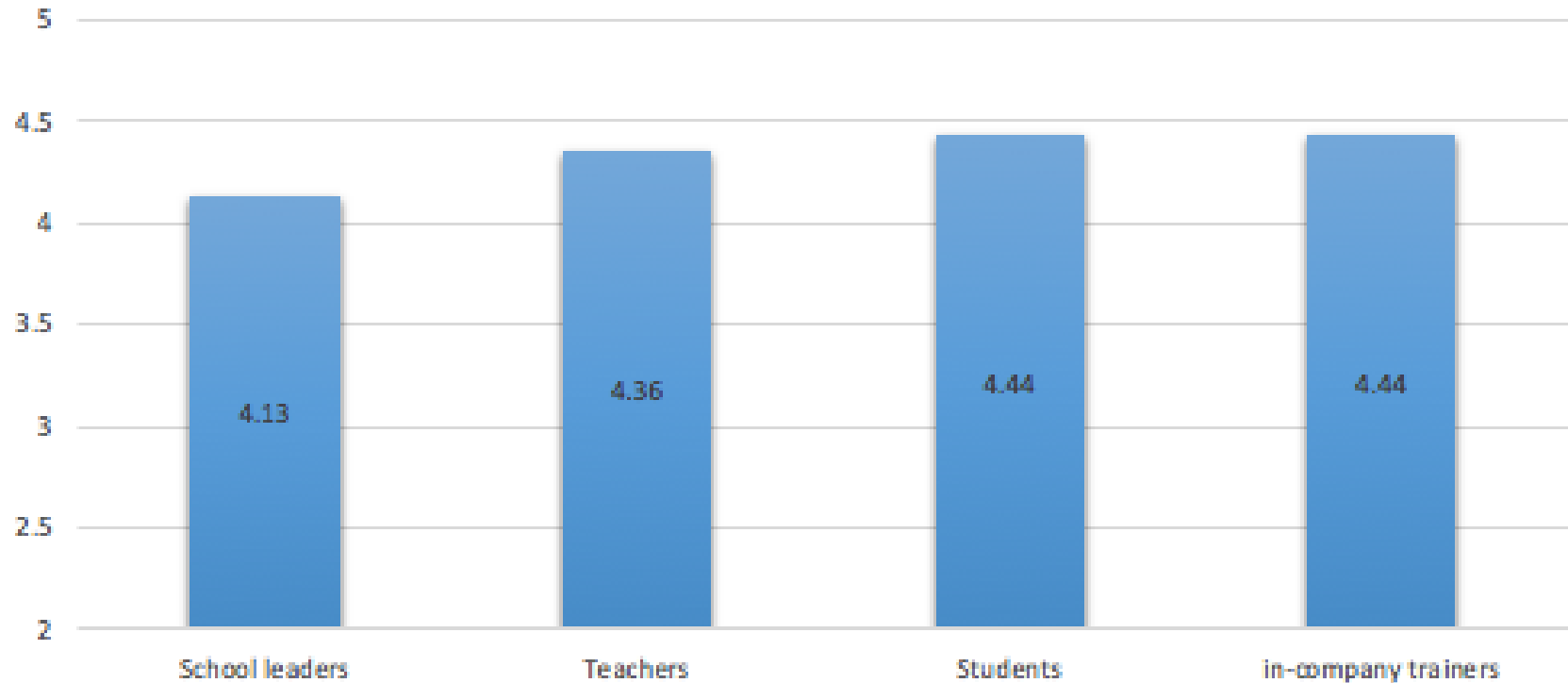
SCORE FREQUENCY DISTRIBUTIONS – GEORGIA

OVERALL HIGH POSITIVE RATE IN ALL 8 DOMAINS: > 80%

Overview by area
Percentage frequency distribution



AVERAGE RESPONSE SCORES PER RESPONDENT GROUPS





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THANK YOU
Merab Labadze

