

# Pilot on SELFIE Work-Based Learning in Georgia, Montenegro, Republic of Serbia and Turkey

## Preliminary findings and next steps

Webinar | 04 December 2020

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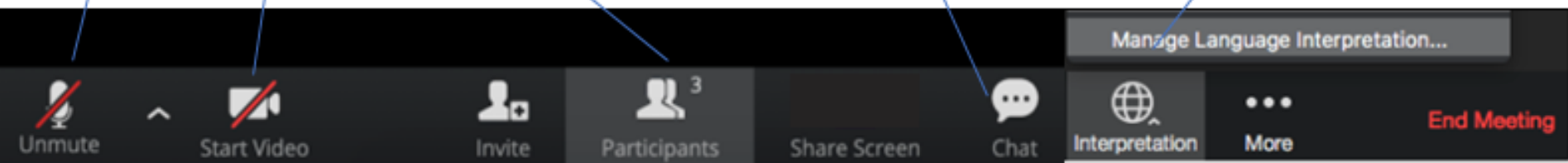
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# AGENDA

- Welcome
- VET policies related to SELFIE for WBL
- SELFIE WBL pilot in Partner Countries: *progress and preliminary findings*;
- SELFIE WBL Pilot in EU: *an overview*,

## *Coffee Break*

- A methodology for scaling-up and integrating SELFIE in Education and Training systems;
- Country Breakout group and reporting;
- Wrap-up and Conclusions

# WELCOME NOTE

## **Alessandro Brolpito**

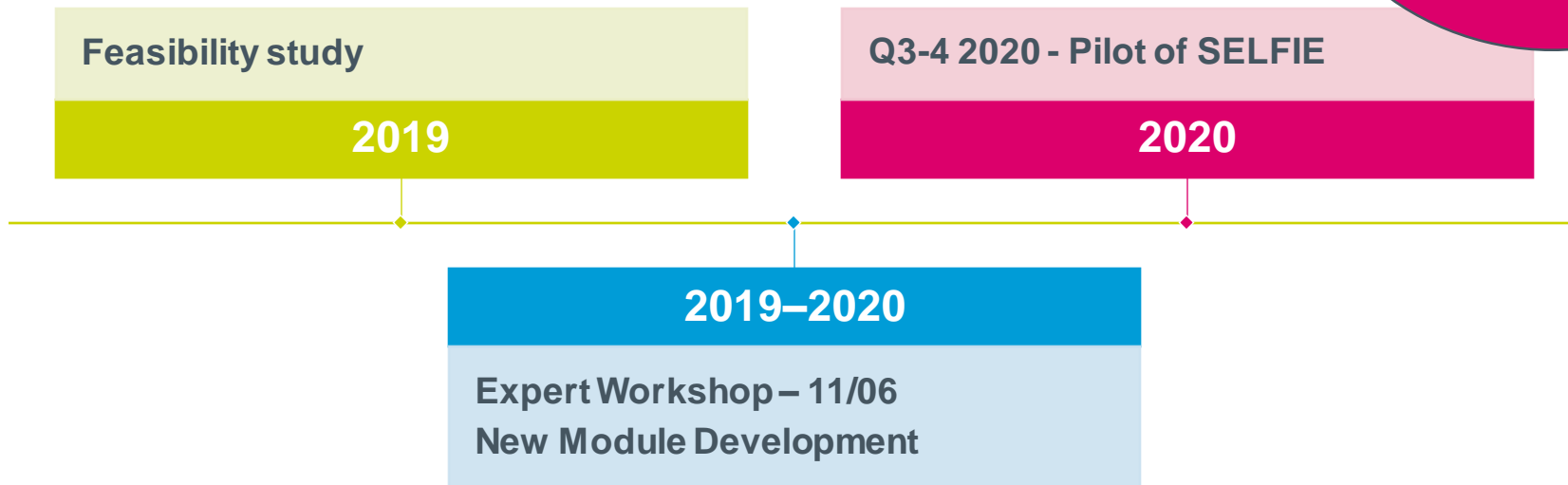
Senior Specialist in digital skills and learning,  
European Training Foundation

## **Ralph Hippe**

Scientific Officer, Joint Research Centre,  
European Commission

# SELFIE WBL

9 Countries  
135 VET Schools  
280 Companies



School leaders, teachers, students and **in-company trainers**

# SELFIE WBL PILOT MILESTONE AND FIGURES

	DE	FR	HU	PL	RO	GE	ME	RS	TR
<b>PILOT PHASE START &amp; END DATE</b>	14/09 08/10	28/09 11/12	5/10 05/11	29/09 30/10	16/11 04/12	02/11 23/11	20/10 15/11	05/10 11/11	17/11 27/11
<b>NATIONAL KICK-OFF DATE</b>	14/09	14/09	22/09	15/09	13/11	27/10	15/10	05/10	17/11
<b>NUMBER OF PARTICIPATING SCHOOLS</b>	12	11	14	12	23	15	12	13	23
<b>NUMBER OF PARTICIPATING COMPANIES</b>	26	11	28	13	50	15	20	30	87

<b>Total Responses</b>	<b>School leaders</b>	<b>Teachers</b>	<b>Students</b>	<b>In-company Trainers</b>
<b>28698</b>	<b>502</b>	<b>3300</b>	<b>24525</b>	<b>371</b>

**Remark:** pilot outcomes are not representative of national education and training systems

# SAMPLING OF SCHOOLS AND COMPANIES

## Methodology

- **Sampling:** Invitation from the Ministry of Education (partner countries) or from EFVET (EU), voluntary basis
- **Research:** quantitative and qualitative (open text, interviews, case studies, focus groups) data analysis

## Stratification criteria for selecting schools

- Already piloted SELFIE
- School size
- Programme areas
- Geographical diversity, e.g., rural/urban
- Public/private

## Stratification criteria for selecting companies

- Providing WBL
- Economic sector(s)
- Size of companies
- VET schools already using SELFIE

**Remark:** Given the exceptional circumstances of COVID-19, not all criteria could be applied in all countries



# EU VET Policies related to SELFIE for Work-based Learning

Webinar: Pilot of SELFIE for Work-based Learning in Georgia,  
Montenegro, Republic of Serbia and Turkey

*Helen Hoffmann, Policy Officer, Unit: VET, Apprenticeships and Adult Learning,  
Directorate-General for Employment, Social Affairs and Inclusion  
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*4 December 2020*

# EU Council Recommendation on VET (1)

The Recommendation defines a **vision** for vocational education and training with a **strong focus on digital transformation**.

## Principles for the **national level**:

- VET is **agile in adapting** to dynamic labour market changes (e.g. includes digital skills)
- **Flexibility and progression opportunities** (e.g. access to face-to-face, digital or blended learning)
- VET is a driver for **innovation and growth preparing for digital and green transitions** (e.g. VET institutions have in place digitalisation strategies)
- VET is attractive and **based** on modern **and digitalised provision of training/skills** (e.g. mix of open, digital and participative learning environments, supported by state-of-the-art and accessible infrastructure, equipment and technology, versatile pedagogies and tools, for example ICT based simulators, virtual and augmented reality; teachers and trainers in VET undertake initial and continuing professional development to foster digital skills and effective innovative training methods, including teaching in virtual environments and digital pedagogy; guidance through digital services and Europass)
- **Equal opportunities**
- VET is underpinned by **quality assurance** (e.g. issue of digital readiness of VET systems and institutions)
- **Effective governance**

# EU Council Recommendation on VET (2)

Support actions from the **EU level**:

- **Digitalisation of VET** (e.g. supporting qualitative and effective digitalisation of VET provision in school-based and work-based learning through **European competence frameworks** and **self-assessment tools like SELFIE**; exploring the feasibility of an **EU wide survey for VET schools**; exploring the concept and use of **microcredentials**)
- **Platforms of Centers of Vocational Excellence** (e.g. for local business investment, supporting recovery, green and **digital transitions**, innovation and smart specialisation strategies, developing VET also at higher level)
- **European Vocational Core Profiles** (e.g. exploring these profiles with Member States and stakeholders, as part of **Europass platform** and complemented by **vocational digital content** developed in the framework of European transparency tools)
- **Global reference for skills development** (e.g. by supporting internationalisation of VET systems with EU candidate and European Neighbourhood countries in cooperation with ETF)
- **Strengthened support to apprenticeships** (e.g. through the Digital Skills and Jobs coalition)
- **Peer reviews on quality assurance**

# Osnabrück Declaration

- **Complements the VET Recommendation by defining concrete actions for the period 2021-2025 at national and EU level**
- Endorsed by Ministers for VET (EU-27, EEA countries, candidate countries), EU Social Partners and the Commission, supported by EU VET providers' associations and learners' representatives
- **4 objectives:**
  1. **Resilience and excellence** through quality, inclusive and flexible VET
  2. Establishing a **new lifelong learning culture** – relevance of C-VET **and digitalisation**
  3. **Sustainability** – a green link in VET
  4. **European Education and Training Area** and **international VET**

# Digital Education Action Plan (2021-2027)

- The updated **Digital Education Action Plan** presents a vision for **improving digital literacy, skills and capacity at all levels of education and training and for all levels of digital skills.**
- It focuses on two priorities:
  - i) Developing a **high-performing digital education ecosystem** and
  - ii) Enhancing **digital competences for the digital transformation.**
- It **supports the digital dimensions of the Council Recommendation on VET.**
- It also **supports the objective of the Skills Agenda** of ensuring that **70% of 16 to 74 year olds should have at least basic digital skills by 2025.**

# ET 2020 Working Group on Innovation and Digitalisation in VET (2018-2020)

...Final report and  
infographics coming  
soon...



- **Members from 27 EU Member States, EFTA countries, EU candidate countries**
- **8 Insights**
- **12 Lighthouse projects**
- **Good practices**

Design by Martin Straif, WorldSkills Silver Medallist, 2019

# Further information

Updated EU Skills Agenda, Council Recommendation on VET and Osnabrück Declaration

<https://ec.europa.eu/social/main.jsp?catId=1223>

Digital Education Action Plan (2021-27)

[https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan\\_en](https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en)

Education and Training Strategy 2020 Working Groups

[https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-working-groups\\_en](https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-working-groups_en)

# SELFIE WBL PILOT IN PARTNER COUNTRIES

## PRELIMINARY FINDINGS

**Merab Labadze**

National Expert, Georgia

**Dragutin Šćekić**

National Expert, Montenegro

**Ugljesa Marjanovic**

National Expert, Serbia

**Soner Yildirim**

National Expert, Turkey



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SELFIE WBL Pilot in Serbia

Webinar | 4 December 2020 | Turin



# SELFIE WBL PILOT IN SERBIA - OVERVIEW

- *In **June 2020**, the Republic of Serbia confirmed participation in the Piloting the SELFIE WBL module.*
- *The SELFIE WBL module, if validated by the Pilot, will be integrated into the existing SELFIE tool.*
- *Based on the piloting results, the new version of the SELFIE tool will be launched in 2021.*
- *At the national level, the SELFIE WBL tool is seen as easy-to-use educational policy tool.*

# DIGITAL EDUCATION AND WBL POLICIES IN SERBIA

- *Serbia adopted the Law on WBL in 2017.*
- *Full implementation began on September 1, 2019.*
- *Currently, in Serbia WBL is implemented in 10% of VET schools:*
  - *4500 students*
  - *600 companies*
- *Soft Policy Paper (2014) Guidelines for promoting the role of ICT in education, National Education Council.*
- *Work-in-progress: Education Strategy until 2030*

# THE PILOT OF SELFIE WBL IN SERBIA

- *Based on selection criteria for the Pilot 15 VET WBL schools from ICT sector were selected.*
- *Companies were selected:*
  - *either directly through schools or*
  - *handpicked from the database of the Serbian Chamber of Commerce*
- *Participation of all invited schools and companies were on a **voluntary basis***

# THE PILOT OF SELFIE WBL IN SERBIA

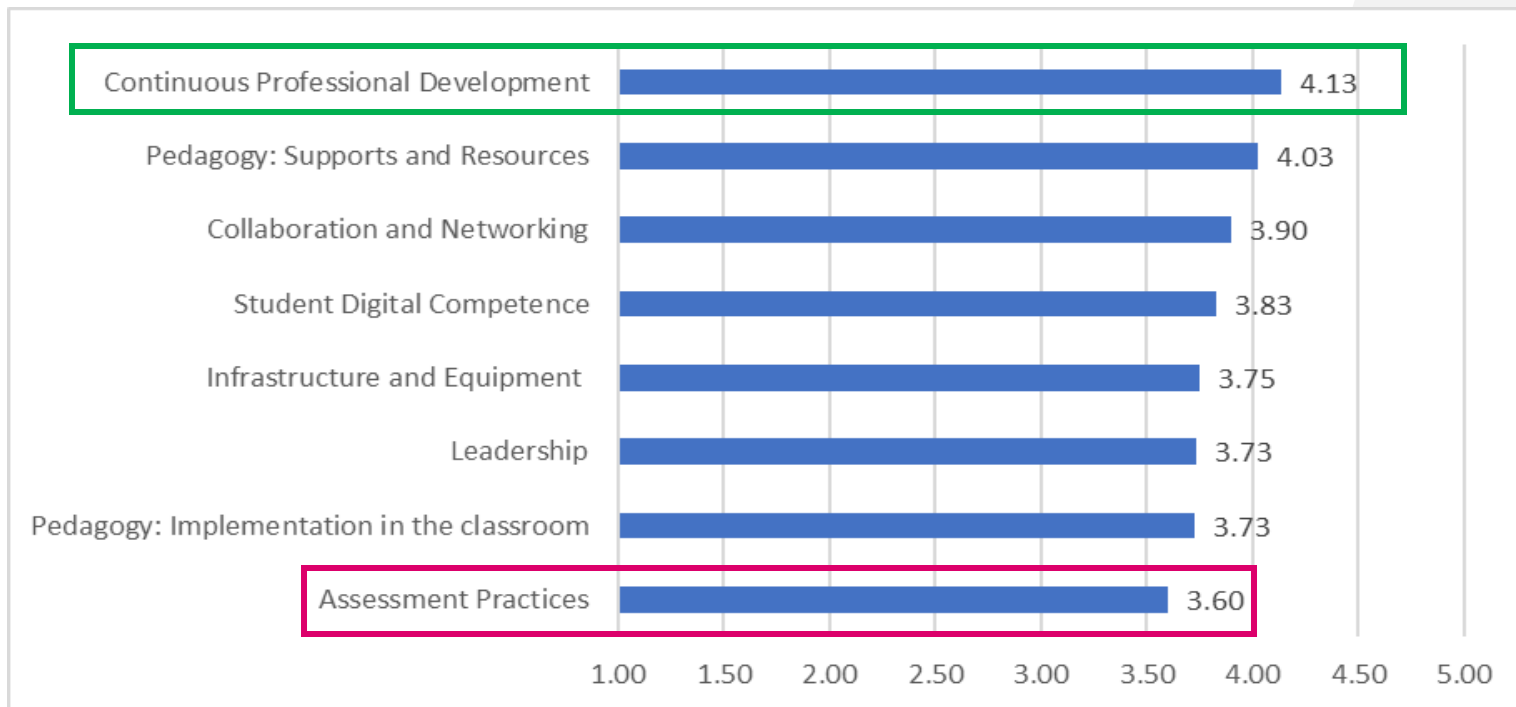
1. *Detailed plan presented in the Inception report.*
2. *Establishment of communication with all relevant stakeholders.*
3. *One-to-one communication with each school principal.*
  - a. *letter from the minister of education*
  - b. *nominating SELFIE school coordinator*
4. *Kick-off meeting for the SELFIE WBL pilot in Serbia (October 5, 2020).*
  - a. *77 persons from 15 VET WBL schools participated (15 SELFIE school coordinators, 26 in-company trainers, 16 school leaders, and 20 teachers).*
  - b. *Representatives from JRC, ETF, MoESTD, IEQE, and the Chamber of Commerce*

# PILOT OUTCOMES ANALYSIS IN SERBIA

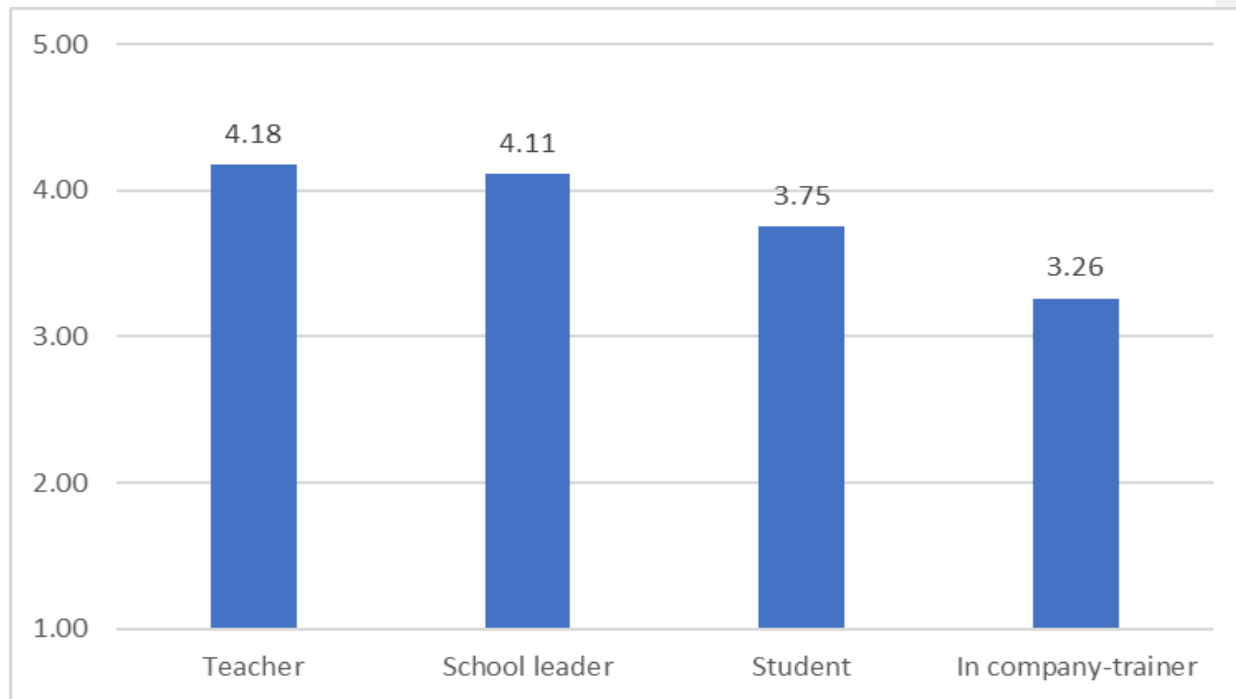
- *Pilot was conducted from **October 5 until November 11, 2020.***
- ***13 schools participated.***
- ***9 schools** managed to finish the exercise with involving at least **1 in-company trainers.***
- ***791 participants** filled out the SELFIE WBL survey:*
  - *548 students,*
  - *162 teachers,*
  - *51 school leader, and*
  - ***30 in-company trainers** (majority from the manufacturing companies)*
- *Base on the SELFIE WBL pilot results in Serbia, **user satisfaction score** is **7.31.***

**Remark:** pilot outcomes are not representative of national education and training system of the Republic of Serbia.

# PILOT OUTCOMES ANALYSIS IN SERBIA



# PILOT OUTCOMES ANALYSIS IN SERBIA



# KEY MESSAGES AND HIGHLIGHTS FROM SERBIA

- **13 schools and 30 companies** from the **ICT sector**.
- Due to COVID-19 **1 invited VET WBL school** cancelled, and **3 VET WBL schools** did involve in-company trainers.
- Case study: Technical school Vlasotince - 5 semi-structured interviews.
  - using the **SELFIE WBL** tool was an eye-opening exercise that allowed them to obtain a clear picture of the current situation and serve as a basis for future actions.

## **Pilot results:**

- **In-company trainers:** Continuing Professional Development (**3.65**), Assessment Practices (**2.83**).
- **Students:** Pedagogy: Supports and Resources (**4.3**); In Student Digital Competence (**3.69**) area highest scores were given for company-related items.



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**THANK YOU**  
**Ugljesa Marjanovic**



# Can SELFIE WBL support the development of Work-Based Learning in your country?



# SELFIE WBL PILOT IN THE EU

## AN OVERVIEW

**Maria João Proença**

Head of Office & Programme Manager, EfVET

**Claire Challande**

SELFIE WBL Country Coordinator, France

**Wolfgang Stutzmann**

SELFIE WBL Country Coordinator, Germany

**Tibor Dóri**

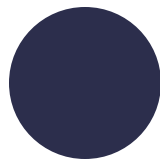
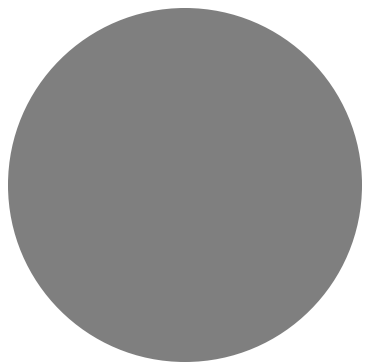
SELFIE WBL Country Coordinator, Hungary

**Ewelina Iwanek**

SELFIE WBL Country Coordinator, Poland

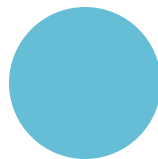
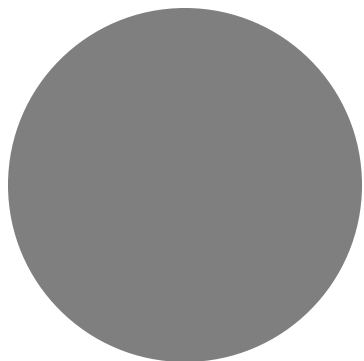
**Miha Zimšek**

Project Officer, Association of Slovene  
Higher Vocational Colleges, Slovenia



# Coffee Break

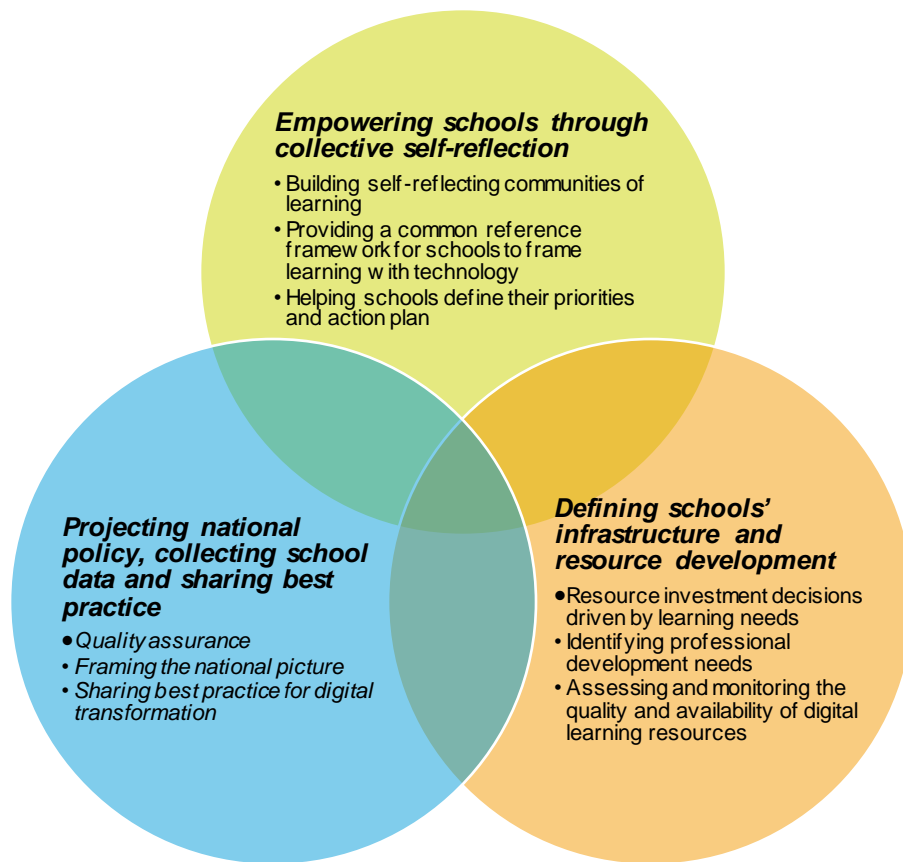


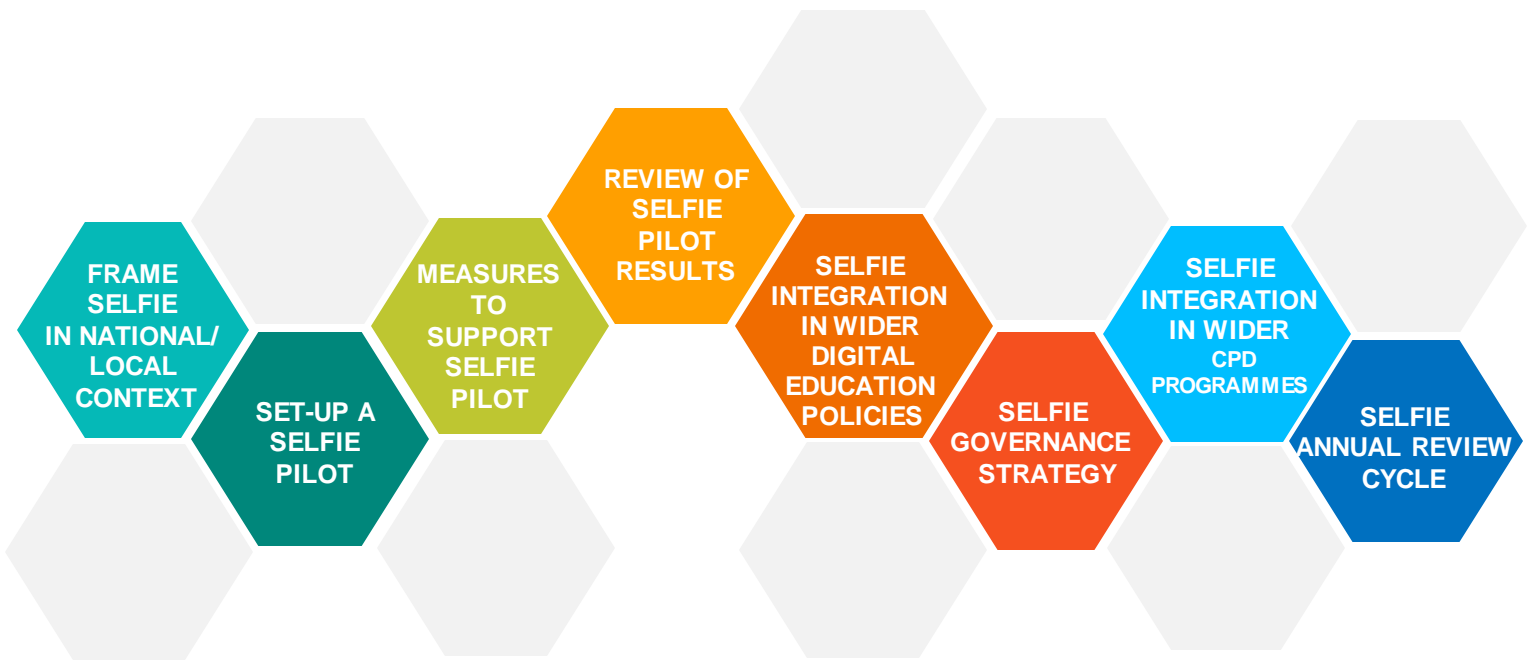


# A METHODOLOGY FOR SCALING-UP AND INTEGRATING SELFIE IN EDUCATION AND TRAINING SYSTEMS

**Michael Lightfoot**  
International Education  
Development Consultant

# RATIONALE FOR INTEGRATING SELFIE INTO E&T SYSTEMS





PILOT



SCALE - UP



# KEY ACTORS & ACTIONS IMPLEMENTED AT NATIONAL, REGIONAL, LOCAL LEVEL

## *Regional/local authorities modulating SELFIE processes*

- ❖ Offering pedagogical/ technical advice and guidelines to schools implementing SELFIE
- ❖ Collecting SELFIE data from schools to inform CPD initiatives
- ❖ Offering SELFIE-related training at regional / local level
- ❖ Cooperating with wide-range of stakeholders e.g. universities
  - ❖ Issuing financial grants
- ❖ Ambassadors - regional network structure

Decentralised  
Top-down

## *Ministry overseeing SELFIE operations*

- ❖ Promoting SELFIE uptake at national, regional and local level
  - ❖ Linking SELFIE to national policy on digital education
  - ❖ Supporting SELFIE-related training initiatives at national level
- ❖ Organizing SELFIE national meetings
  - ❖ Offering guidelines on school's SELFIE-based action plan
- ❖ Organising national training e.g. Webinar, MOOCs

Centralised  
Top-down

- ❖ Clustering with schools' districts
- ❖ Integrating SELFIE into ongoing, self-financed initiatives and projects
- ❖ Partnership of different stakeholders' groups (parents, teachers, school authority)
- ❖ School networks (organically/spontaneously emerged) sharing SELFIE results and planning joint activities
- ❖ Promoting SELFIE through various means (online events, social networks, education blogs, training sessions)

Decentralised  
Bottom-up

## *Local networks of diverse players and sectors driving the SELFIE process*

Bottom-up  
Centralised

- ❖ Coaching neighbourhood schools on SELFIE self-reflection process
  - ❖ Conducting SELFIE hands-on activities
  - ❖ Developing joint SELFIE-based action plans
- ❖ Offering pedagogical/technical advices to other schools implementing SELFIE
- ❖ Promoting SELFIE uptake at regional and local level

## *School-centred networks coordinating SELFIE initiative*

# Drivers and Obstacles

**D#1.** Understanding digital capacity and development needs

**D#2.** Developing improved school governance

**D#3.** Membership of an international movement on learning, innovation

**D#4.** Quality Assurance

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**O#1.** Teacher reluctance and lack of engagement

**O#2.** Restricted access to SELFIE aggregated data

**O#3.** Low capacity to convert SELFIE results into an operational action plan

# BREAKOUT GROUPS

- **How SELFIE WBL could support on-going VET reforms?**
  - Who should be involved?
  - What are the next steps?

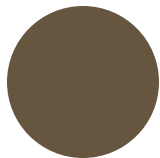
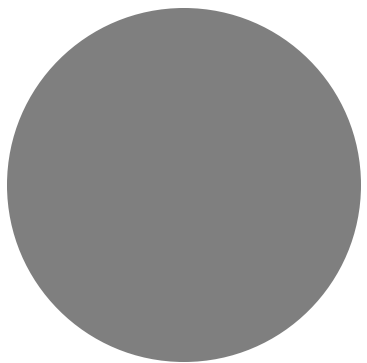
## Facilitators

**Georgia:** Lika Zaalishvili, Quality Assurance Consultant, Railway Transport College)

**Montenegro:** Jelena Golubović Tanjević, VET school SELFIE coordinator and teacher

**Serbia:** Katarina Aleksić, Head of Centre for Education Technology, Ministry of Education, Science and Technological Development

**Turkey:** Kadir Eren Gülsoy, Representative of Quality Assurance, National Education Expert, Ministry of National Education



# REPORTING FROM COUNTRY BREAKOUT GROUPS



# WORK PLAN 2021

- **Lida Kita**, Country Coordinator Serbia and Turkey, ETF
- **Ulrike Damyanovic**, Country Coordinator for Montenegro, ETF
- **Timo Kuusela**, Country Coordinator for Georgia, ETF

# WRAP-UP AND CONCLUSIONS

## What next with SELFIE WBL

- Elaboration of outcomes – from Jan. 2021
  - Tool
  - Questionnaires
- SELFIE WBL available by mid-2021
- Extending ecosystem around SELFIE



# WRAP-UP AND CONCLUSIONS

## National reports

- Feedback from country teams by **08/12**
- Experts' finalisation of the report by **10/12**
- *A further consultation of national stakeholders in **December-January 2021***
- Publication: **Q1 2021**



**for work-based learning**

<https://ec.europa.eu/education/schools-go-digital>

**Thank you!**

*Please fill-in the one-minute feedback questionnaire – see the link in the chat*