

Changing and linking curriculum, standards and assessment in VET in Central and Eastern Europe: evidence from Georgia

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Georgia - country profile



Capital: Tbilisi

Population: 4,456,200 (01/01/2011)

GDP per capita, PPP, US\$: 5,073 in 2010 (World Bank)

GDP growth: - 3.8% in 2009; 6.4% in 2010

Activity rate: 64.2% (F 55.5%) (2010)

Employment rate, age 15+: 53.8 % (F 47.5%) (2010)

Unemployment rate, age 15+: 16.3% (F 14.5%) (2010)

Gross enrolment ratio in basic education (ISCED 2): 95% (2009) (UNESCO)

Gross enrolment rate in secondary (ISCED 3): 81% (2009)

Gross enrolment rate in tertiary (ISCED 5 and 6): 26% (2009)

TVET as a percent of total secondary enrolment (ISCED 3): 1% (2009) (UNESCO)

Public expenditure on education: 3.2% of GDP (2009)

Sources

Georgia:

- VET Law (2010, amended)
- Law on education quality enhancement (2010)
- NQF (Annexes 1-5)
- Curriculum template and instructions
- Occupational standards

From ETF project:

- Report baseline analysis, 2011
- Report Assessment Occupational standards, Dec. 2011
- Reports capacity building workshop 2011
- Report training March 2012

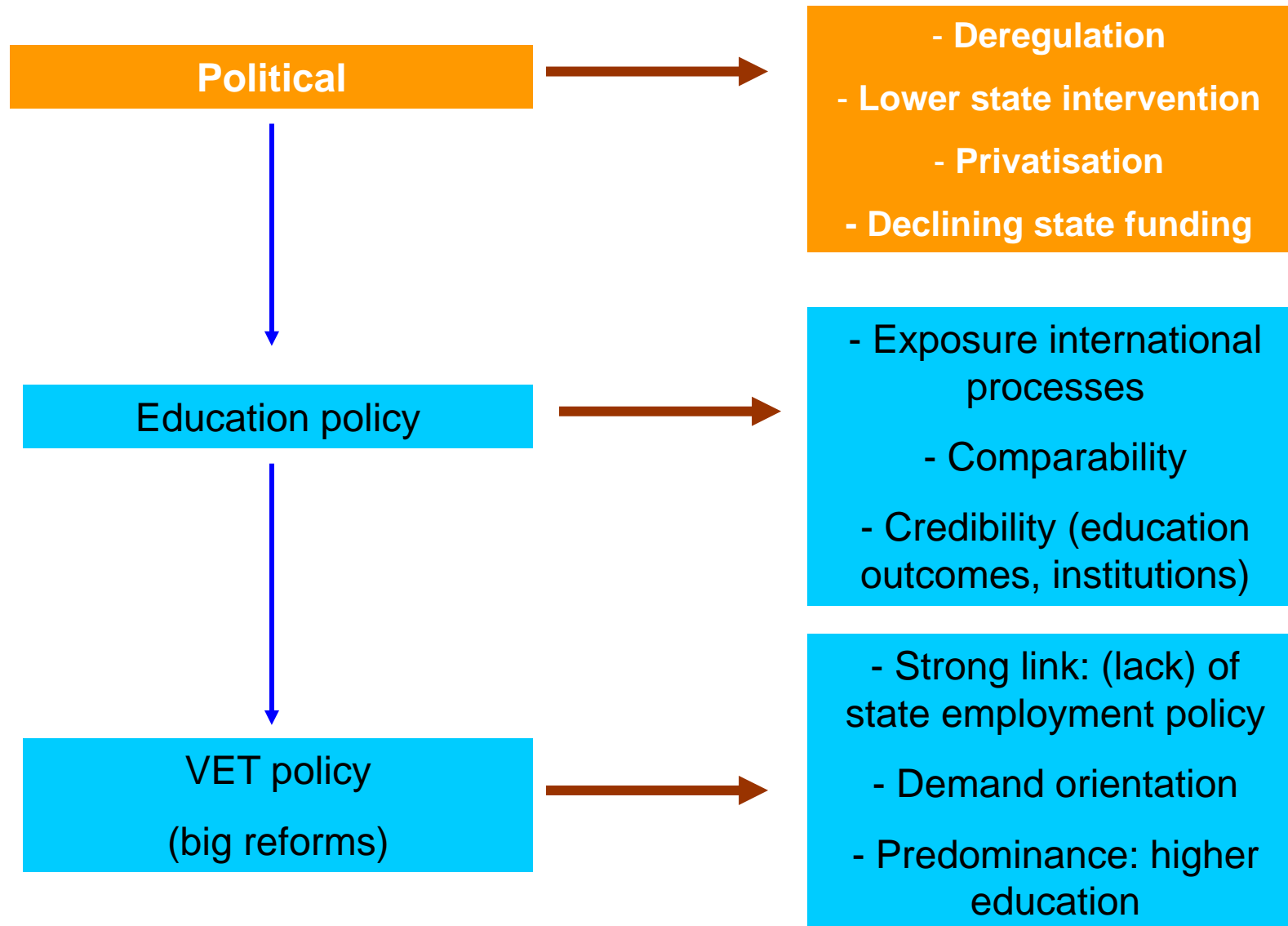
Georgian VET:

- Secondary VET: school-based
- 2010: 5 levels (1-3: secondary; 4-5: tertiary)
- Diversity of forms of providers (growing share of private)
- 2007-2010: deep reforms, new legislation, new governing institutions
- 86 institutions authorised to deliver VET for the year 2011-12: 46 VET colleges (of them: 20 public colleges), 14 community colleges, 22 higher education institutions, and 4 secondary schools; approx. 5,500 students
- Large share of students: adults (CVET)

Some issues:

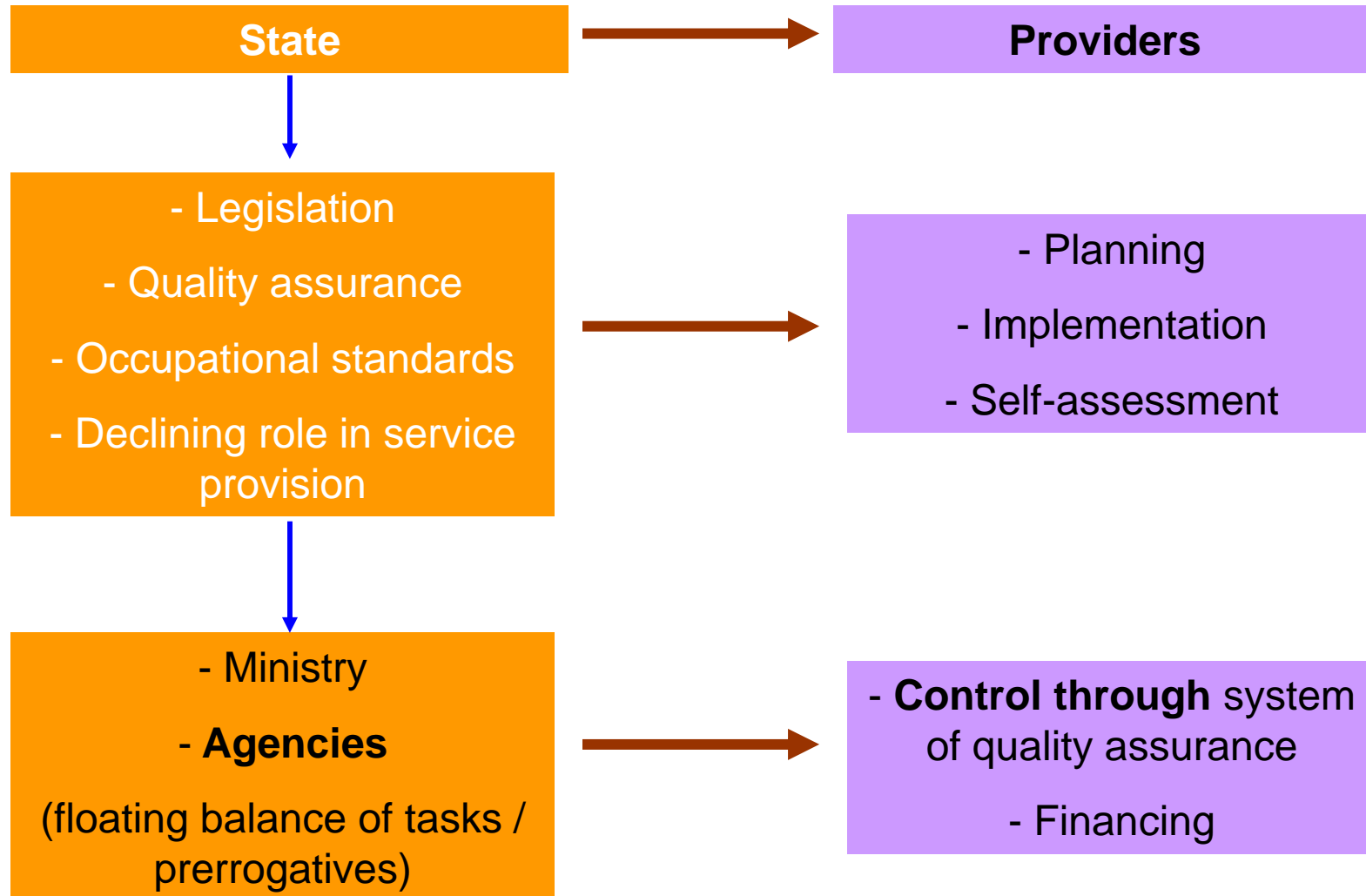
- Capacity of existing provision (resources, number of providers, coverage of occupational profiles)
- Secondary VET does not provide general direct eligibility for further studies at higher education
- Low share of young students in VET
- Deep and substantive reforms: implementation is challenging for providers

Georgia: reform drivers in VET (2004-2012)



Georgia: institutional engineering

Shift of competences



Georgia: curriculum reforms in VET

Drivers

NQF



- Learning outcomes
- Occupational standards
- Levels
- „Cross-border“ (levels 1-5)

Quality assurance (QA)



- **Self-assessment**
- Authorisation

Diversity forms / ownership VET provision

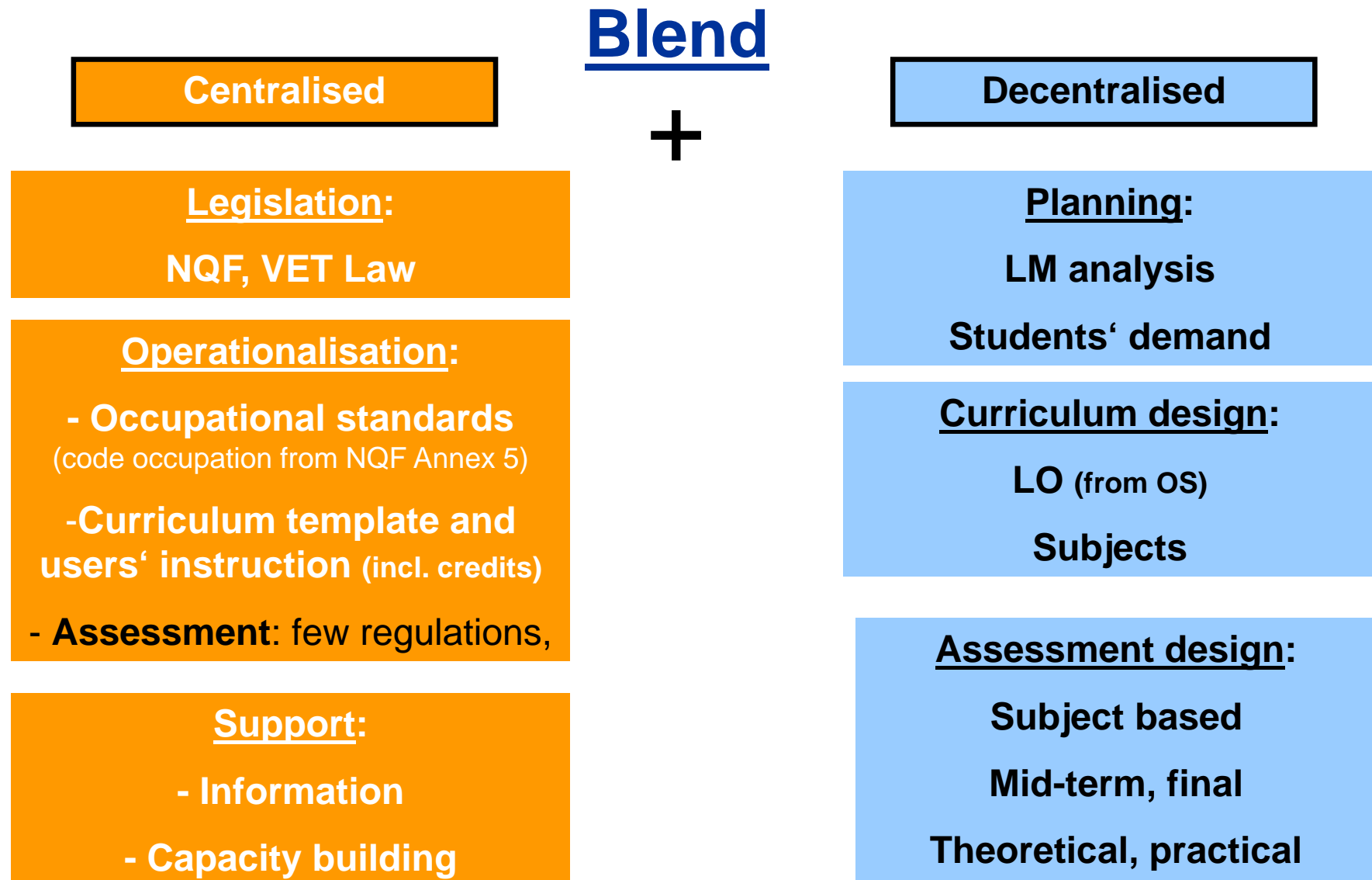


- Authorisation
- Accreditation

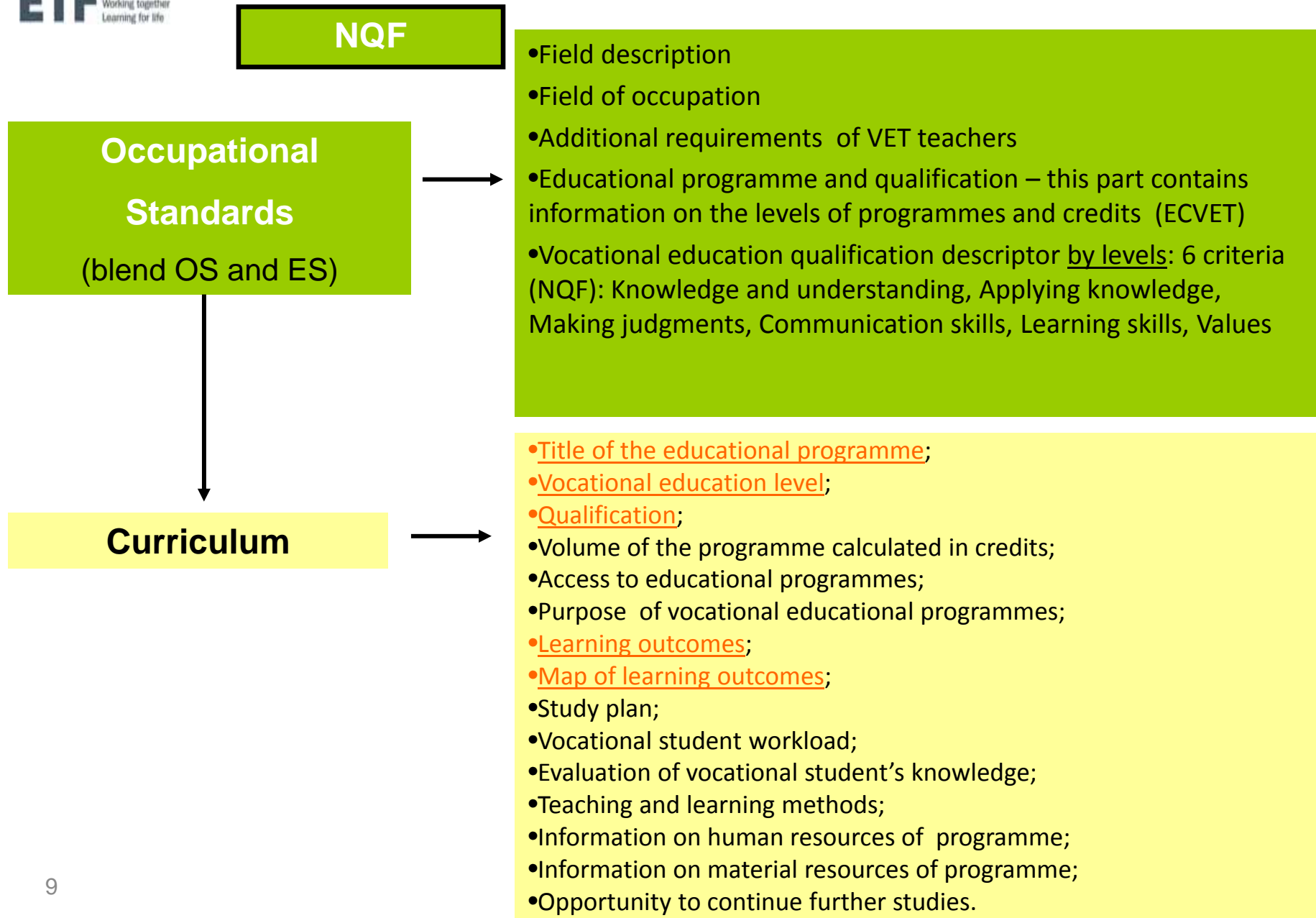
QA: 2012 covers totality of VET providers:

- Required: providers to prove relevance of proposed VET programmes (LM analysis)
- Yearly self-assessment report to be approved by NCEQE (indispensable to provide VET)

Georgia: curriculum reforms in VET



Georgia: NQF-OS-curriculum



Georgia: curriculum - assessment

Curriculum

- Learning outcomes - NQF, OS (direct copy)
- Subjects: link with LO not very coherent; often driven by teaching capacity
- Performance criteria: in stage of development →
- At least 40%: practical learning.
- After the completion of each level of vocational education a vocational diploma is issued. Progress: only with diploma of previous level.

Assessment

- Performed by teachers; schools exchange teachers for assessment purposes; employers participate (not systematically)
- Designed, organised: by provider
- Norm reference assessment
- No national-wide instruments
- Internal validation of student assessment - no external verification of results
- No national-wide DB of results

Georgia: future developments (2012)

- **Policy dialogue: decision making bodies recognised / aware of need to revise the policy and instruments (2012)**
 - MES: instruction to review and revise OS and curricula
 - NCEQE: started concrete steps to reform curriculum outline and instructions for users
 - Training of trainers, training for VET providers
- **Implementation:**
 - VET providers: organised in technical working groups to work on new curriculum design approach. Motivation needed (another reform...more work!)
- **EU Delegation:** technical assistance in preparation to support the developments above (triggered as direct effect of dialogue and capacity building within ETF project)
- **Issue:** involvement of representatives of industry: weak point!
 - Need to act through **MoU Social Partnership** and **National VET Council**;
 - Insert **employers' consultation** as part of the methodology for design, implementation and review;
 - Use potential and role of VET schools boards

Thank you and success!

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