



MEETING REPORT

International Expert Meeting “ICTs to strengthen TVET in Georgia”

22 to 25 November 2010
Bonn, Germany

MEETING REPORT

“ICTs to strengthen TVET in Georgia”

organised by
**UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training**

Date: 22 to 25 November 2010
Venue: UN Campus, Herman-Ehlers-Str. 10, 53113 Bonn
Type: International Expert Meeting

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I. BACKGROUND

In light of the various activities around the world with regards to the use of information and communication technologies (ICTs) in education, it is of particular importance to foster the development and use of ICTs in technical and vocation education and training (TVET). Some of the issues that need to be addressed are capacity development, access and connectivity issues, localisation, customisation and content development. The UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) has identified ICTs in TVET as a priority area and has undertaken various activities in this context, often with the support of UNEVOC Network members.

The use of ICTs in TVET was a crucial issue addressed at the UNEVOC Network experts meeting “UNEVOC Sub-regional Induction Seminar for UNEVOC Centres in Russia, Belarus, Georgia, Ukraine, Moldova and the Caucasus States” (2007). Participants at this meeting recommended a follow-up activity to address this important topic in more depth in order to strengthen and improve TVET, particularly in the Caucasus. This meeting was followed up in 2009 by the international seminar “Advancing TVET in the Georgia through Enhancing the Use of ICTs in Collaboration with the Private Sector”. The objective of this seminar was to guide TVET institutions in Georgia in the preparation and development of strategies to enhance the use of ICTs for active learning in TVET. To develop specific projects and foster concrete action within the interested parties from the former mentioned meeting, UNESCO-UNEVOC organized the international meeting “ICTs to strengthen TVET in Georgia” from 22-25 November in Bonn, Germany. This meeting aimed to start the process of developing a project proposal that will be handed in for funding from the European Union (EU).

II. PARTICIPANTS

The participants of the meeting represented a range of experts in the field of “ICTs in TVET Education” mainly from UNEVOC Centres but also from a university that already successfully uses Open Education Resources and e-learning platforms for TVET and a representative from the private sector. In particular, the following institutions took part:

- Information Technologies Vocational Education and Training Centre (UNEVOC Centre in Georgia)
- Centre for Flexible Learning, Söderhamn (UNEVOC Centre in Sweden)
- University of Tampere (UNEVOC Centre in Finland)
- German Federal Institute for Vocational Education and Training (UNEVOC Centre in Germany)
- University of Jyväskylä
- Cisco Networking Academy

Related to the meeting’s purpose of developing a project proposal and cooperation with the EU, UNESCO Headquarters sent a specialist from the Unit of External Relations and Relationships with the European Commission to Bonn.

III. ORGANISATION OF THE MEETING

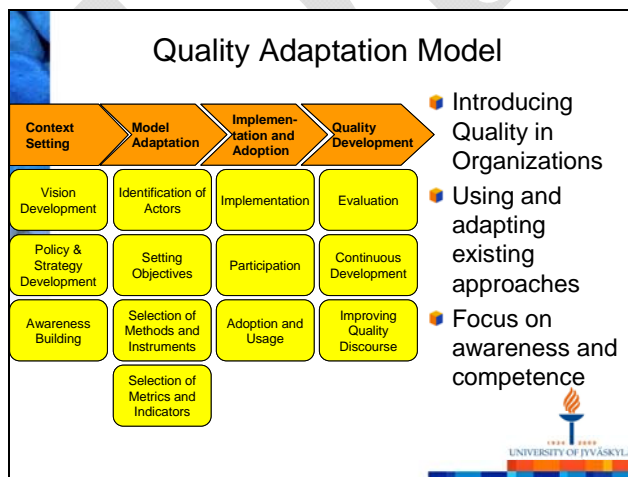
The programme of the meeting contained introductions from the participating representatives to their institutions and work; visits to the German Federal Institute of Vocational Training and InWent (now GIZ) ; visits to two vocational colleges and one university that are Cisco Networking Academies and a presentation about UNESCO funding options at the EU. These knowledge-sharing components were followed up by the development of a first project summary, which will be turned into a project proposal for EU funding.

Day 1- 22.11.2010

The meeting started with welcoming remarks by Ms Maja Zarini (UNESCO-UNEVOC). She briefly recapped the outcomes of the 2009 meeting in Tbilisi, Georgia and introduced the work of UNESCO-UNEVOC with special regards to projects in the area of ICTs in TVET and in the Caucasus region. This was followed by a session in which the participants introduced the work of their institutions in the field of ICTs in TVET. This session started with the presentation “Internationalization of Open Education – Avoiding to Re-Invent the Wheel-Opportunities and Challenges of Re-Using Existing (Open) Educational Resources” by Prof. Dr. Jan Pawlowski, Professor for Digital Media – Global Information Systems at the University of Jyväskylä. In his presentation, Prof. Dr. Pawlowski gave examples about how international knowledge sharing works and offered a discourse on why existing open educational resources are not used to the extent they could be.

One reason for this is a lack of trust by users. Authors oftentimes do not or cannot make high quality information available, for example due to copyright restrictions. Trust in OER could be built by defining appropriate experts who can initiate knowledge sharing communities based on existing tools. In the case of the project proposal at hand, this community could be based on partnerships between the Information Technologies Vocational Education and Training Centre in Georgia (ITVET) and TVET institutions from other European countries that have experience in integrating ICT.

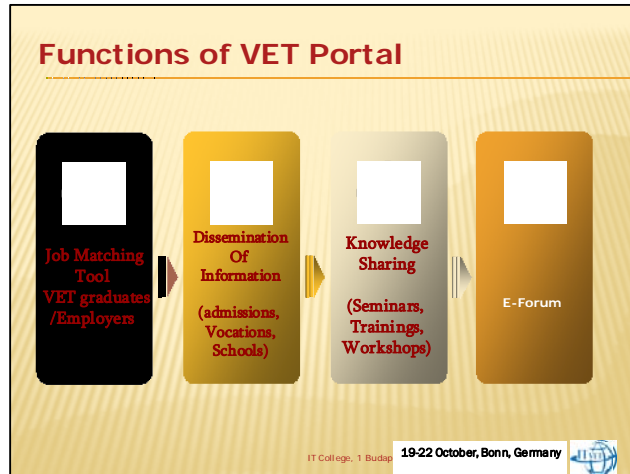
To effectively adapt existing OERs to a specific context, Prof. Pawlowski introduced the Quality Adaption Model as a tool:



In another part of his presentation, Prof. Dr. Pawlowski talked about the processes of the internationalization of knowledge sharing approaches and models. He stated considerable key points in the role of OER in internationalization processes, such as the use of shared resources in

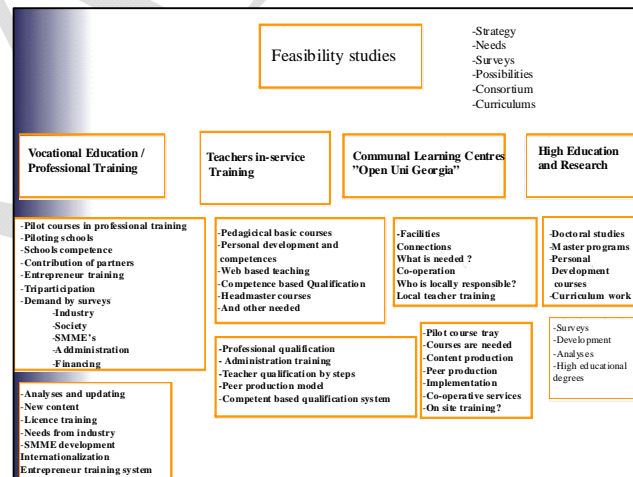
collaborative teaching, the re-use and adaptation of materials in international settings and the export of study programmes, resources and services. Factors that also will be important in the case of applying existing materials from the participating countries to the Georgian TVET system and later on to TVET systems in the Caucasus region.

The following presentation given by Mr Zaza Tsiramaia, the Head of the IT Vocational College in VET and Network Management Centre of the Georgian Technical University gave a picture of the Centre's activities in terms of networking. The major platform therefore is the TVET Portal www.vet.ge, which is also connected to UNESCO-UNEVOC's e-forum, as shown in the chart. This platform is considered to function as the electronic platform for a Georgian wide teacher network.



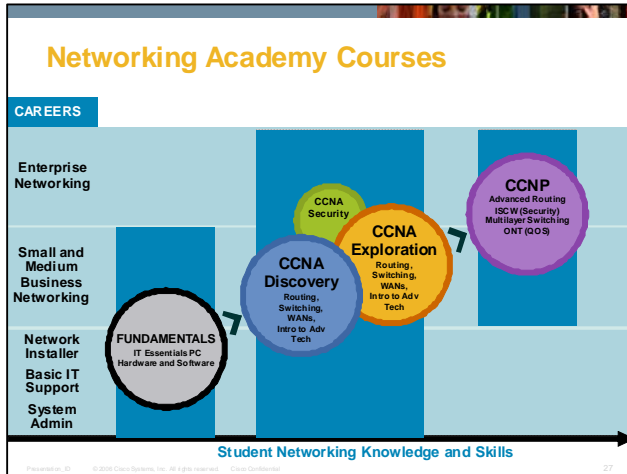
As one of the biggest challenges in Georgia's TVET system and an important issue to be addresses, Mr Tsiramaia mentioned the missing support for students to orientate themselves towards their educational career and the need for qualification tests and systems. A second problem in Georgia is the missing link between education providers and the companies which reflects the generally missing link between the education sector and the labour market.

A third presentation on "Vocational Growth and Learning as a Lifelong Process in the Changing Society and Working Life" was given by the Senior Consultant of NewTEC, Mr Petri Lounaskorpi, who is closely working together with the UNEVOC Centre of Finland, the University of Tampere which he represented at the meeting. A short introduction about the work of the Research Centre for Vocational Education of the University of Tampere was followed by addressing some key facts that need to be regarded during the development of teacher training models, such as the need of extra time for the teachers to practice their skills; the self esteem teachers need to gain in using modern ICTs also with an audience that belongs to the ICT Generation, their students; and the motivation for teachers to get additional qualifications. Concerning the development of the project proposal, Mr Lounaskorpi introduced a model for feasibility studies which showed some important points that need to be taken into account while developing and implementing the project proposal.



The last presentation was held by Mr Carsten Johnson, Area Academy Manager of the Cisco Networking Academy. Mr Johnson introduced the Networking Academy Model in prevision of the study tour on the second day of the meeting. He showed how the Public Private Partnership between the schools and Cisco works and explained the use of the academy programme for the schools and especially for the students and their future. Cisco was selected as a partner for the project because of their strong focus on teacher training (with support from the Ministries of Education) via online learning platforms and materials, but also at regional and national instructor workshops. As a best

practice in ICT for TVET the Networking Academy Courses, as an asset qualification for IT students had been presented.

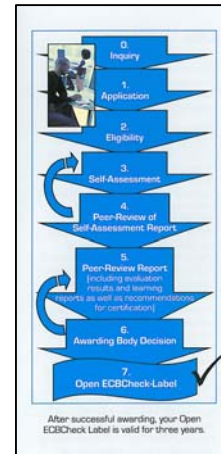


After discussions about first ideas for the project proposal resulting from the presentations, the participants paid a visit to the German Federal Institute for Vocational Education and Training (BIBB) to learn about BIBB’s role in the dual system of vocational education and training in Germany and the knowledge management platform of VET research in Germany www.kibb.de. This platform was launched by the Federal Government and BIBB to support the transfer between research, practice and policy in Germany and to foster the exchange of instruments and routines between VET researchers and research institutes. (Unfortunately this platform is right now only available in German).

After interesting discussions with staff members from BIBB, the group visited InWent (now GIZ) for a presentation about the global e-learning Platform Global Campus 21 (<http://gc21.inwent.org>). This e-learning platform of GIZ, based on a learning management system, offers online courses, virtual workrooms for training, project cooperation and networking. The majority of courses on Global Campus 21 require admission to one of the training programmes of GIZ. The selection criteria for the participation in a training course are based on the needs and priorities of the partner countries and institutions with which GIZ cooperates, and on the participant’s qualification. The typical learners using this platform are practitioners and professionals who want to improve their knowledge. Courses are accompanied by trainers but also offered as self study modules. Advanced training courses for experts are offered by the Global Campus 21 E-Academy (<http://www.gc21-eacademy.org>).



The second Initiative that was introduced by Dr. Jan Grabowski (Head of the E-Learning Center, technical and organisational coordination, development of tools) was the quality assurance Initiative for E-learning for Development “Open ECBCHECK” (www.ecb-check.org) which offers, especially to Capacity Building Organizations, a certification of their e-learning services by self-assessment and peer-reviews. It also gives the members of the community the possibility to share tools and experiences on e-learning programmes via the ECBCheck toolset. After completing certification process the certificate is valid for three years.



Day 2- 23.11.2010

On the second day of the meeting, the participants went on a study tour which was jointly organized by the Cisco Networking Academy and UNESCO-UNEVOC. The aim of this study tour was to showcase the use of ICTs and e-learning modules in vocational training institutes within the curriculum of the schools but also for supplementary certificates, provided by Cisco, to enhance the qualifications of the students and their chances in the labour market.

The first school visited was the vocational college “Stadtmitte” in Muelheim, where the principal of the school introduced his school in the frame of “IT Basic Qualification and the Combination with Electrical Engineering”. Education in Electrical Engineering is practiced since 2009 in the so called “RWE Laboratory”. In this laboratory of one of Europe’s biggest electricity and gas companies, power engineering, technical product design and physics students practically learn innovative methods of home and building automation. Therefore RWE installed 14 digital SmartMeter electricity meters which are supposed to help customers



about their power use. Students in the vocational college learn how to install, read, maintain this meters and also how to fit them into intelligent home automation (SmartHome). Topics like sustainability and energy efficiency are marginally taught as well.

An insight in a class of I-Phone Apps programming as well as the use of the open source community “Moodle” in a class of event management, was also given to the participants.

Next, the participants visited the vocational college “Uerdingen”, a vocational school with 2700 students and 95 teachers. After a short introduction, Mr Peter Grzona (Head of Electro- and IT-Department) explained the different courses and possibilities of additional qualifications that students can gain during their vocational training. Additionally to the Cisco Certified Network Associate (see page 5) Certificates Courses, the students can gain certificates, especially in IT-skills such as the European Computer Driving License (<http://www.ecdl.org>) or language skills. The vocational school “Uerdingen” is also offering an online planning platform for their teachers to plan their courses and to share information about contents and curricula within colleagues, but also to inform them about the requirements they have to match during their courses to fulfill the curriculum standards. Students also have access to relevant information via this platform.

The Niederrhein-University of Applied Science, a regional university with a marked profile in teaching and research of engineering and social sciences was the last station of the study tour. This university

combines vocational training and university, which means that the students receive a vocational as well as an academic certificate (Krefelder Modell) after they have finished their studies.

The academical research is done in the regional industry which also leads to profitable corporation between the industrial and educational sector of the region. In terms of ICTs for Education the university uses a so called “Netlab” which allows the students and teachers to reserve the devices for exercises (using several topologies), to manage and archive the configurations and to interact with each other. Furthermore the teacher can motivate and enable group work, configurate results and receive the lab history.



As an overall result the visit was a source of inspiration for the following days, showed best practices for the long term improvement of the Georgian TVET system and underlined the usefulness of Public Private Partnership, whose expansion seems to be a wishful goal among Georgian TVET experts, as discussions during the whole study trip showed. The effort that was put in every project, seen during the study tour, was certainly made by the people who represented their schools and who were also very interested in using their experience for following activities of this project, for example by using their online platforms to train teachers in other countries or for student and teacher exchanges.

Day 3- 24.11.2010

After a short introduction and recapitulating session about Day 1 and 2, Ms Margarida Tor, Assistant Programme Specialist - ERC/CFS/MLT/Cooperation with the Private Sector at UNESCO Headquarters, gave a presentation about the cooperation between UNESCO and the EU. The purpose of the presentation was to give a general overview on this topic, to share its general covering by the Directorates and to introduce the EU instruments and programmes. Ms Tor also underlined that referring to the mention of UNESCO (through UNEVOC) in the EU 10 year vision for the future of TVET “A New Impetus for European Communication in VET to support the Europe 2020 Strategy”; a great opportunity for cooperation in this areas and direct negotiation with the EU through the Joint Management Modality is given. As a possible way of cooperation, Ms Tor explained the model of the Financial and Administrative Framework Agreement (FAFA) to the participants. The presentation was followed by discussions about the main focus of the project and its structure. Participants also focused on a certain timeline for the project and identified possible project partners.

Day 4- 25.11.2010

On the basis of the best practices and ideas shared during the first three days, the participants jointly developed a first project summary. As a follow up of the meeting, this project summary will be expanded and turned into a Logical Framework document for the application for EU funding through UNESCO and/or UNESCO-UNEVOC. Aspects such as the urgent needs that should be covered, the long term benefits that should be addressed, but also the division of work between Georgia and the partner countries had been discussed and are reflected in the project summary.

One of the main ideas discussed was the initiative to bring together teachers from Georgia and other European countries like Sweden, Finland, Germany and Norway to exchange ideas and develop manuals for curriculum and learning path development as a peer to peer project. This enhancement

of teacher and training competences should be done partly through personal exchange such as meetings and seminars but also through already existing e-learning platforms and open learning resources.

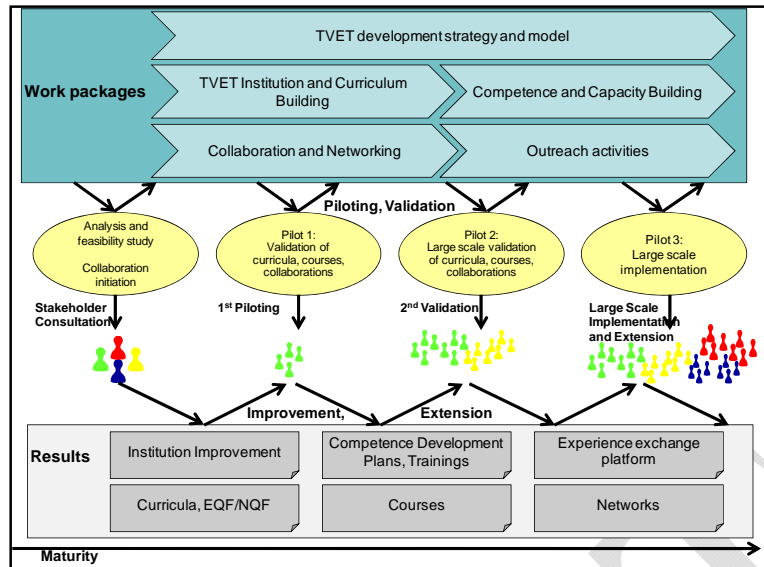
IV. OUTCOMES

The outcomes of the International Expert Meeting will be made available to other TVET experts by way of publishing the Meeting Report and participants’ presentations through UNEVOC online services, especially the Network Portal.

The main outcome of the meeting is the project summary (please see attached Annex C) which will be further developed to be turned into a Logical Framework for funding application. The cores of the project summary are the five work packages:

1. **TVET Development Strategy / Model:**
 - ➔ Creating a generic model for TVET competence development which is transferable and based on key influence factors.
2. **TVET Institution and Curriculum Building:**
 - ➔ Developing a curriculum for IT professions based on the needs of the Georgian society, existing successful curricula, needs of the labor market and EQF/NQF.
3. **Competence and Capacity Building:**
 - ➔ Creating training materials, trainings, courses and informal mechanisms to develop competences for stakeholder groups (e.g. by using and adapting OER).
4. **Collaboration Activities:**
 - ➔ Creating networks and activities to improve cooperation and exchange of ideas and experiences (“TVET club” via www.vet.ge).
5. **Outreach Activities:**
 - ➔ Adapting and deploying the model to other professions / countries (mainly Caucasus States).

In addition to the content level (work packages), which also form the objectives of the project, the participants also developed a structure of the project concerning the timeframe and responsibilities.



As shown in the slide, the first phase of the project will be the part of the analysis phase in which experts from other countries, but also from Georgia will evaluate existing teacher training and e-learning material, exchange knowledge and experiences and identify the needs of teacher training in Georgia. Teachers, as the main target group for this project, should be mainly involved. In a second stage of analysis, important stakeholders, identified by Georgian project partners, should also be invited.

Resulting from the outcomes of this analysis teacher in Georgia will develop, together with teachers from other partner countries, curriculums and training materials which then will be piloted in a first phase. After redefining the curricula and courses, in the second step of the piloting the curricula, materials and courses will be also tested in other areas of study and countries. The suitability with the curriculum within Georgia will also be observed meanwhile. In the last phase of the piloting, the large scale implementation will be started.

VI. FOLLOW UP

During the meeting the participants identified one or two lead partners for every objective:

1. TVET Development Strategy / Model = **University of Jyväskylä & Federal Institute of Vocational Education and Training (BIBB)**
2. TVET Institution and Curriculum Building = **Georgian Technical University, Information Technologies Vocational Education and Training Centre (ITVET) & BIBB**
3. Competence and Capacity Building = **University of Tampere & BIBB**
4. Collaboration Activities = **University of Tampere, ITVET & CISCO**
5. Outreach Activities = **UNESCO-UNEVOC**

The Georgian Ministry of Education will be contacted through an official letter asking for their support for this project by Georgian Technical University, Information Technologies Vocational Education and Training Centre.

In the next step of the project, the lead partners are requested to work out contributions in practice and suggestions for concrete activities.

A follow-up meeting to discuss the next steps and finalize the Logical Framework (including overall and specific objectives, expected results, activities, objectively verifiable indicators of achievements, sources of information, means of verification and assumptions) will be held in xxx 2011 in xxx.

DRAFT

VII. APPENDIXES**A. List of participants**

Name	Country	Address
PhD Mr Zaza Tsiramua	Georgia	<p>Head</p> <p>Network Management Centre of Georgian Technical University Kostava 77, GTU, 0176 Tbilisi, Georgia</p> <p>Tel: [+995](32)363 354 E-mail: zaza@gtu.ge Web: www.gtu.ge</p>
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		<p>Tel: [+49] (0) 30 978 920 13 Mobile: [+49] (0) 172 264 92 92 E-mail: carsjohn@cisco.com Web: www.cisco.com/edu/emea , www.cisco.com/go/netacad</p>
Ms Maja Zarini	Germany	<p>Head of Communications</p> <p>UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training UN Campus, Hermann-Ehlers-Str. 10, 53113 Bonn, Germany</p> <p>Tel: [+49] 228 815 0115 Fax: [+49] 228 815 0199 E-mail: m.zarini@unevoc.unesco.org Web: www.unevoc.unesco.org</p>
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Prof. Dr. Thomas Meuser	Germany	<p>Niederrhein University of Applied Sciences Reinartzstr. 49 47805 Krefeld Tel: [+49] 2151 822 4640 Mobile: [+49] 162 978 10 73 E-mail: thomas.meuser@hs-niederrhein.de Web: www-dnm.kr.hs-niederrhein.de</p>

B. Programme

Date	Time	Activities
Monday, 22 November 2010	10:00 – 10:30	Introduction by <i>Ms Zarini, Head of Communications UNESCO-UNEVOC</i>
	10:30 – 10:45	Coffee/Tea Break
	10:45 – 12:45 (30 minutes each presentation)	Short introduction about the aspects of work of the participating institutions: <ol style="list-style-type: none"> 1. <i>Mr Jan Pawlowski</i>: "Internationalization of Open Education – Avoiding to Re-Invent the Wheel-Opportunities and Challenges of Re-Using Existing (Open) Educational Resources" 2. <i>Mr Zaza Tsiramua</i>: "Role and Activities of IT Vocational College in VET of Georgia" 3. <i>Mr Petri Lounaskorpi</i>: "Vocational Growth and Learning as a Lifelong Process in the Changing Society and Working life – The Research Centre for Vocational Education, University of Tampere" 4. <i>Mr Carsten Johnson</i>: "The Cisco Networking Academy Program – Origin, Global Perspective, Structures and Matching with National Education Needs"
	12:45 – 13:45	Lunch
	14:00 – 15:30	Visit to the Federal Institute for Vocational Education and Training, Germany (BIBB) <ul style="list-style-type: none"> - <i>Ms Melanie Hoppe</i>: "The role of the BIBB in Germany's dual system of Vocational Education and Training" - <i>Ms Jessica Erbe</i>: "Knowledge Management as a tool for Research in Vocational Education and Training: www.kibb.de"
	16:00 – 17:30	Visit to InWEnt Capacity Building International, Germany <ul style="list-style-type: none"> - Introduction of the e-learning platform Global Campus 21 (http://gc21.inwent.org) - Discussion with an e-learning expert from GC 21 about strategies and methods in the development of e-learning capacities
Tuesday, 23 November 2010	9:00 – 10:30	Travel to Bonn Muelheim an der Ruhr (Pick up at hotel)
	10:30 – 12:15	Study visit of the vocational college "Stadtmitte", Muelheim "IT Basic Qualification and the Combination of IT and Electrical Engineering" with <i>Joerg Brodka</i> (Principal and Head of the Cisco Networking Academy)
	12:15 – 13:00	Lunch
	13:00 – 14:00	Travel to Uerdingen
	14:00 – 15:30	Study visit of the vocational college Uerdingen "E-learning Within the Vocational IT Training in the Technical High School" with <i>Peter Grzona</i> (Head of Electro- and IT Department)
	15:30 – 16:00	Travel to Krefeld
	16:30 – 17:30	Study visit to Niederrhein - University of Applied Science "Networking Academy Courses in Higher Education - The Creation of Connections for Graduates of Vocational Colleges" with <i>Prof. Dr. Thomas Meuser</i>
	17:30 – 18:30	Return to Bonn

	19:00	Dinner hosted by Cisco in Bonn at “Brauhaus Boennsch”, Bonn City Centre
Wednesday, 24 November 2010	10:00 – 11:00	Introduction about funding options of the EU by <i>Ms Margarida Tor, Programme Specialist / Cooperation with the EC</i> <ul style="list-style-type: none"> - Introduction of EC funding opportunities (Brussels and country level) - Providing information regarding UNESCO’s/UN privileged relationships with the European Commission
	11:00 – 11:15	Coffee/ Tea Break
	11:15 – 12:15	Introduction about funding options of the EU by <i>Ms Margarida Tor, Programme Specialist / Cooperation with the EC</i> <ul style="list-style-type: none"> - Introduction of EC funding opportunities (Brussels and country level) - Providing information regarding UNESCO’s/UN privileged relationships with the European Commission
	12:15- 13:00	Presenting and Discussing possible themes for project proposals
	13:00 – 14:00	Lunch
	14:00 – 16:00	Presenting and Discussing possible themes for project proposals Jointly developing content of the project proposals
	16:00 – 16:15	Coffee/ Tea Break
	16:15 – 18:30	Jointly developing content of the project proposals
	19:00	Reception Dinner by UNESCO-UNEVOC, “Em Hoettche”, Bonn City Centre
Thursday, 25 November 2010	9:00 – 11:00	Jointly developing content of the project proposals
	11:00 – 11:15	Coffee/ Tea Break
	11:15 – 13:00	Working Session: Presentation and Discussion about project proposal
	13:00 – 14:00	Lunch
	14:00 – 16:00	Working Session: Presentation and Discussion about project proposal
	16:00 – 16:15	Coffee/ Tea Break
	16:15 – 18:30	Working Session: Presentation and Discussion about project proposal
	18:30 – 19:00	Future Actions and Closing Remarks by <i>Ms Zarini, Head of Communications UNESCO-UNEVOC</i>

C. Project Summary

**Strengthening TVET in Georgia through Teachers' Competence
Development**

Executive Summary

Jointly developed by

UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training,
Germany, Georgian Technical University, Information Technologies Vocational Education and
Training Centre, Georgia University of Jyväskylä, Finland,

Tampere University, Finland,

Federal Institute of Vocational Education and Training (Bundesinstitut für Berufsbildung
(BiBB)), Germany

Centre for Flexible Learning, Soderhamn, Sweden

Cisco Networking Academy, Germany

1. Summary

The main goal of this 3 year project is to strengthen TVET in Georgia by increasing teachers' competences. The main idea is to build on existing successful approaches to support the development of the TVET system in Georgia. Starting with the field of information and communication technologies in Georgia, the approach is adaptable and applicable to further domains / sectors as well as in other countries and cultures.

Currently, a variety of problems exist in the Georgian TVET systems. First of all, only a small percentage of pupils and the potential students make use of TVET as a career path. Secondly the cooperation with the private sector needs improvement in terms of the awareness of the benefits by offering apprenticeships to young students as an important contribution to the economical developments of the private sector/industry and the Georgian society.

Relevant human resources in the system (school managers, teachers and instructors) are not sufficiently motivated through professional reputation and further training. The human resource development of the entire VET system lacks behind and does not follow general standards and agreed policies.

The quality level of VET system's performance has robust correlations to the frontrunners in the system, such as school managers, teachers and instructors. Presently the human resource development of teachers and instructors cannot cope with the challenges.

Teachers don't need only new technical skills. They must have sound knowledge in new methodological approaches to design effective learning scenarios in a competitive environment. Training for VET school managers is required as well. Their tasks changed from former bureaucratic control to management, marketing, supervision/quality control, staff development strategies and cooperation with stakeholders, the business community and parental associations. School directors are key persons for the cooperation with the local business environment and are responsible to calculate sustainable prices for the educational services demanded on markets. So far, they were neglected in further training activities from the public side.

The current VET system and the training programmes

- Do not entirely follow educational quality standards and updated curricula
- Are not implemented and conducted by well trained instructors and teachers
- is not sufficiently financed from public revenues combined with private partly incentive driven contributions.

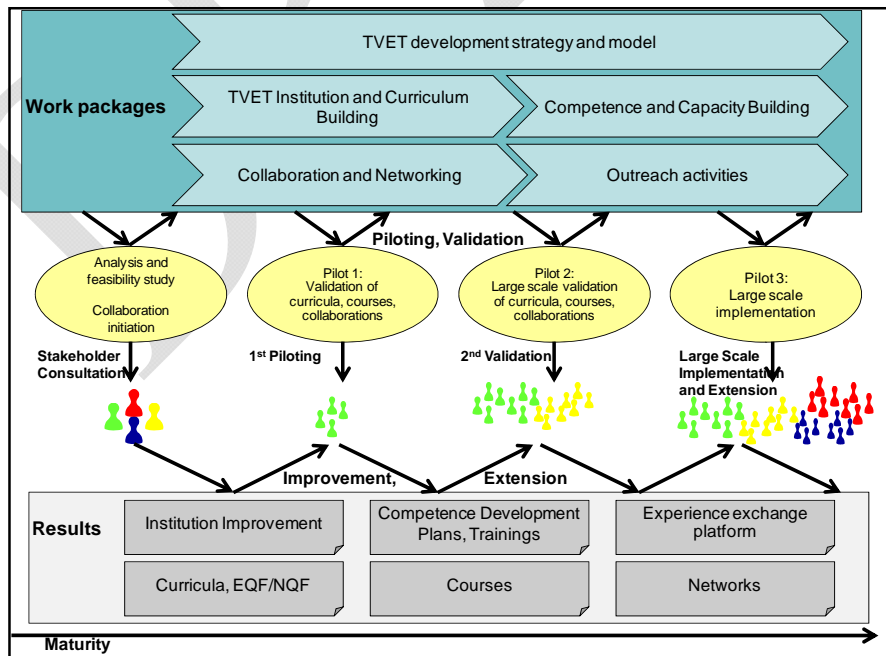
The networking within teachers and institutions within Georgia, but also with other European countries, is so far not recognized and practiced as a possibility of knowledge and experience sharing. As a summary, there is a strong need to build up an efficient TVET system in core areas of the Georgian society by strengthening TVET institutions and the main stakeholders: teachers.

Our main approach is to create a network of teachers between Europe (starting with Finland, Sweden and Germany) and Georgia to improve Georgian teachers’ competences in the field of ICT. We will achieve the following outcomes:

- TVET development strategy / model: Creating a generic model for TVET competence development which is transferable and based on key influence factors (JYU, BIBB)
- TVET Institution and Curriculum Building: Developing a curriculum for IT professions based on the needs of the Georgian society, existing successful curricula, needs of the labor market and EQF/NQF (ITVET, BIBB)
- Competence and Capacity Building: Creating training materials, trainings, courses and informal mechanisms to develop competences for stakeholder groups (e.g. by using and adapting OER) (Tampere, BIBB)
- Collaboration activities: Creating networks and activities to improve cooperation and exchange of ideas and experiences (TVET club) (Tampere, ITVET, Cisco)
- Outreach activities: Adapting and deploying the model to other professions / countries (UNEVOC)

2. Project architecture

The following figure illustrates the project architecture:



The development process will be based on proven existing materials such as Open Educational Resources, good practices and successful curricula. As a following action of an initial analysis phase, resources, stakeholders and approaches will be indentified to be used in the project. The overall final results of the project will be based on a piloting approach: Stakeholders such as enterprises, teachers, and learners will be involved from the very beginning of the project. The pilots will be validated in different stages and the results generalized in a generic competence development model which can also be used in other scenarios (e.g. other professions, different cultural contexts, countries).

The project will create direct specific actions to improve teachers’ competences and to strengthen TVET organizations. Starting from an initial core group, we will deploy the instruments in a broad range of organizations accompanied by continuous networking and collaboration activities.

3. Budget

Estimated 3.1 Million Euro.

4. Project partners

Project team

- UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training, Germany (Main role: coordination, financial and technical assistance, networking facilitation, reporting)
- Georgian Technical University (Main role: research, networking,)
- Information Technologies Vocational Education and Training Centre, (UNEVOC Centre Georgia) (Main role: pilot implementation organisation, coordination of national stakeholders)
- University of Jyväskylä, Finland (Main role: competence development modeling, OERs, internationalisation and cultural adaptation)
- Tampere University, Finland (UNEVOC Centre Finland) (Main role: professional renewing and multicultural communication and global e-learning, managing vocational and professional growth)
- Federal Institute of Vocational Education and Training (Bundesinstitut für Berufsbildung (BiBB)) (Main role: standards and certification, research in TVET, teaching and learning materials, technical support)
- Centre for Flexible Learning, Soderhamn , (UNEVOC Centre Sweden) (Main role: didactical approaches, networking to further sectors)

Associate partners and networks

GIZ (Main role: networking and outreach)

Cisco Network Academy (Main role: networking and outreach)