ESD in TVET Georgia

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Government Programme

The long-term strategy of education envisages the following interventions:

- developing the lifelong learning system;
- ensuring equality, accessibility and inclusion within the educational system;
- improving quality of education and science and upgrading result-oriented quality management and support systems;
- ensuring autonomy and institutional development of educational institutions;
- developing human resources at all levels within the systems of education and science;
- enhancing community involvement and social partnership;
- improving the education and science management system and upgrading the funding mechanisms thereof;
- introducing an alternative to performance-based funding for education, in parallel to vouchers for funding.
Overall objective 1. Increase spatial coverage to quality education to reduce inequalities

Overall objective 2. Enhance education quality for students’ life skills development, seamless transition and better academic outcomes

Overall objective 3. Improve education environment

Overall objective 4. Increase effectiveness and motivation of teachers and administration

Overall objective 5. Develop effective management system for all levels of general education management vertical
Educational Programmes

-Benchmarks, which defines competences of educational programmes with regard to specific directions or field/specialization considering appropriate levels of education is based on the National Qualifications Framework and European Qualifications Framework. Sector Benchmarks in Education was approved in 2018, ESD is underlined as an essential competence for future teachers. Starting from 2018 newly accredited programs will consist courses on SD, GCED, ESD.

“Teacher knows the goals and principles of sustainable development; Recognizes the principles of sustainable development in a person’s development; Teacher is socially and environmentally responsible and could apply SD, GCED, ESD related activities into everyday work, to integrate in the subject goals”
Textbook Approval

textbook licensing/approval is mandatory in Georgia. There is special criteria related to ESD and SDG principles for all subjects, this year new textbooks for primary level will be approved and released, so ESD will be largely integrated in all schools

<table>
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<tr>
<th>Criteria 1 – Content evaluation</th>
<th>1.8. Content contributes to the development of a student's civic consciousness, envisages the principles of sustainable development and promotes their understanding taking in accordance to students’ age</th>
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<tbody>
<tr>
<td>Requirement 5 - Prohibition of discrimination, harassment and violence</td>
<td>• 5.1 Illustrations and contents do not address: to commit any kind of vandalism, harm or violence, to both living and non-living nature; The text or illustrations does not contain content that promotes war and violence, national, angular, religious or social stirring</td>
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<tr>
<td>Request 10 - Compliance with Sustainable Development Principles</td>
<td>• 10.1 Textbook is in compliance with the principles of sustainable development, promotes reduction of consumerism in short-term and long-term perspective, promotes appropriate solutions</td>
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The World’s Largest Lesson introduces the Sustainable Development Goals (also known as the Global Goals) to children and young people.

World’s Largest Lesson was held for the third time in Georgia with the support of National Center for Teacher Professional Development. The project goal is to raise awareness on UN Sustainable Development Goals (SDG) and develop competences (knowledge of ecology issues, healthy lifestyle, critical thinking etc.).
Publications on ESD

In general, some ESD related materials and documents are accessible through the website of Environmental Information and Education Centre (EIEC) under the Ministry of Environmental Protection and Agriculture of Georgia. EIEC website: [http://www.eiec.gov.ge](http://www.eiec.gov.ge)

National Center for Teacher Professional Development has released publication “Ecoliteracy”, “Interactive methods in practice” also online newspaper for educators [http://www.mastsavlebeli.ge](http://www.mastsavlebeli.ge) ("mastsavlebeli" in Georgian means teacher) regularly publishes articles related to ESD and SD.
Strategy of Education and Science of Georgia 2017-2022

Purpose of VE is to increase the number of students in support of socio-economic development of the country and ensure their competitiveness by developing professional and general skills.

*Strategic objective 1.* Compliance of the vocational education with the requirements of the labour market and internationalization of the system

*Strategic objective 2:* Ensure access to vocational education based on the principle of lifelong learning

*Strategic objective 3:* Popularization of professional education and increase of attractiveness;
The National Workshop on implementing the UNECE Strategy for ESD: “Promoting Education for Sustainable Development through TVET in Georgia”

The workshop was considered as a follow-up to the national workshops held in the Republic of Belarus, Kyrgyzstan, and Armenia; it was organized by TPDC with the support of UNECE Secretariat and Educational Cooperation Strategy of the Swiss State Secretariat for Education, Research and Innovation.

Participants of the workshop:

- Experts from Switzerland, the United Kingdom, the Netherlands, Cyprus, Kyrgyzstan, Armenia, Belarus
- Teachers of vocational education system, representatives of ministries, business community of Georgia, international organizations.

The workshop was focused on the following main objectives:

- Providing an understanding of the content of ESD and SDGs in relevance to vocational education, especially for priority areas for Georgia – agriculture and tourism.
- Analyzing of the existing policy and priorities on national level in relevance with ESD and SDGs and possibilities to extent it.
- Determining the ways of embedding ESD principles into vocational education system, educational standards and programs.
The National Workshop on implementing the UNECE Strategy for ESD: “Promoting Education for Sustainable Development through TVET in Georgia”

The questionnaire was electronically distributed to the participants. The responses were analyzed, and after that some changes were made to the agenda. The expectations of the workshop participants were high.

On the first day International participants shared their visions, strategy directions, researches and best practices of integration of ESD.

National strategy, low on VET were discussed as well as programs that focuses on 8 transversal competences to be developed through the teaching and learning;

Participants made recommendations on Standards and Code of Ethics of Teacher to ensure the ESD and SD principles are embedded. The revision of the frameworks is ongoing;

One session was dedicated how to develop educational programs using sustainability compass to ensure all three dimensions of SD are addressed in a holistic way;

Field visit was organized for the international experts to the college “Spectri”

Recommendations were developed at the end of the workshop.
Recommendations from the participants

The goals of sustainable development should be more integrated into the level of curriculum;

Educational resources should be available in the establishment of education for sustainable development;

Education Competences for sustainable development must be reflected in standard, the establishment of the developing vocational courses should be available, where it will possible to master the specific methodology;

Encouraging awareness on sustainable development principles; Collect the best practices and share them;

Create a coordinating council or the existing council should enable to take into account the sustainable development topics (business representatives will be more involved, as well as colleges and international organizations) that will study new opportunities for new green professions and make new professions available to young people;

Attract international opportunities for cooperation in sustainable development.

Ensure that at the institutional level are applied the following: Interactive methods, project based learning, modeling, group works, holistic approach – teachers are attending relevant trainings;

Principles of sustainable development should become everyday practice on institutional level. Transformation takes place at the level of infrastructure, personnel development and governance; Cooperation and experience sharing is done at the institute, national and global level, encouraged by project learning;

Equip students with 21st century skills, with social and environmental responsibility, together with a profession.
Comments, Questions?