

VoCasion

Vocational education and Capacity building in the Caucasian country Georgia

Context and Background:

In the age of globalization, education is the engine of sustainable economic growth as well as the key to prosperity and social participation (Lauder et al. 2006). At the same time prosperity leads to a steadily increasing and changing need for qualified specialists. The constantly growing demand poses considerable economic and educational policy challenges for numerous developing countries as the current educational structures can not keep up with the demands of the labor market.

The Georgian society is aware of those challenges and therefore its lawmakers initiated an ambitious, far-reaching vocational education reform. In addition to the modernization of vocational training institutions and the targeted involvement of business and social partners, the development strategy focuses primarily on the professionalization of vocational teachers. The project VoCasion accompanies this professionalization scientifically via a demand oriented PhD program and the establishment of a graduate school to build the foundation for a sustainable vocational education foundation.

Graduate School

Data Driven Decision Making

Capacity Building

PhD Program

Objective: Establishment of a graduate school

- Establishment and provision of application-oriented study programs based on economic and social sector demands
- Long term knowledge transfer by offering trainings and further education options
- low level access point for relevant stake holders (flexible, adaptable, sustainable,...), offering institutionalized networking capabilities
- promoting local, regional, national and international exchange of experiences, methodologies and ideas
- Exportable solution framework for neighboring countries

Methodology

Mixed Method Approach with the following outline:

Ex Ante Analysis

- Baseline study (archival data and network analysis): Establishing available resources, identifying demand in e.g. the education sector, the skilled labor, market, etc.
- Guided Interviews with key stakeholders (educational institutions, local and regional SMEs, policy makers N=15)
- Stakeholder analysis (expert interviews (N=5), online questionnaires N=100)

Empirical support for PhD study program

- Online questionnaires (teaching staff, instructors, skilled personal, teacher trainees, N=150)

Strategy

Capacity Building

Target audience: public servants and academic faculty with link to the VET system

- successful PhD program participants provide the HR basis for consecutive programs
- Introduction of E- learning platforms for further training
- Establishment of a scientific council for project and program implementation with focus on local scientific research development

Transfer

PhD study program

Creating and trialing HR Management tailored TVET PhD program:

- Using existing OvGU TVET Frameworks to outline and certify PhD Program in Georgia
- Support creation of content and organization of studying plan by offering online courses and supervision
- Trialing program for 2 Semesters and evaluate implementation
- Feed lessons learned into evaluated program to serve as basis for a graduate school

Theoretical Framework

Research focus: System Compatibility

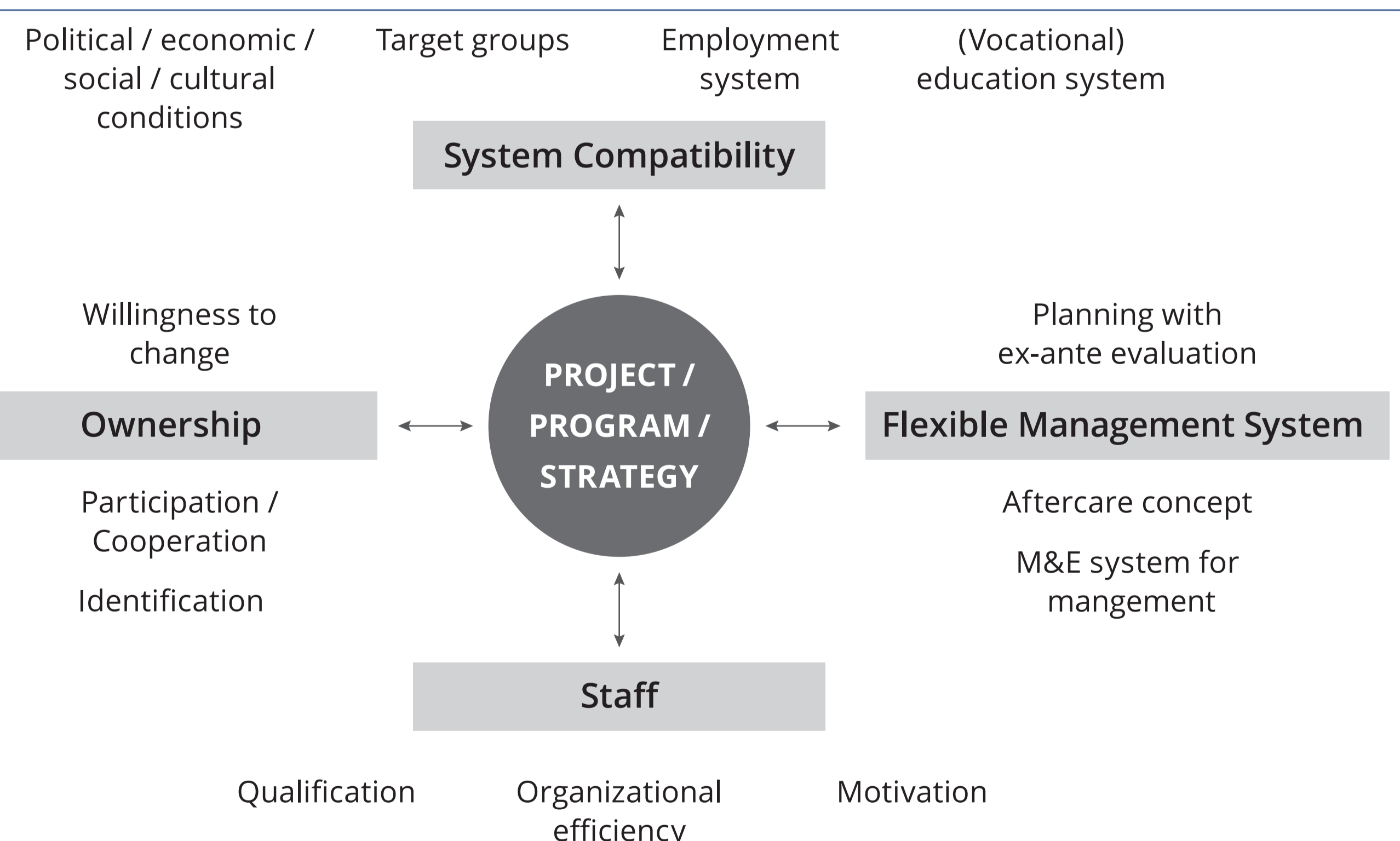
Identifying specific challenges and conditions of success:

- (iii) when dealing with relevant, individual stakeholders
- (iv) for the embedding of a graduate school within the system of the target country

Research focus: Staff Development

Measuring effects of the implementation process of the proposed graduate school on:

- (i) institutional learning
- (ii) Institutional performance



References:

Lauder, H., Brown, P., Dillabough, J. A., & Halsey, A. H. (2006). Education, Globalization, and Social Change. Oxford: Oxford University Press.

Stockmann, R., & Silvestrini, S. (2013). Metaevaluierung Berufsbildung: Ziele, Wirkungen und Erfolgsfaktoren der deutschen Berufsbildungszusammenarbeit. Münster: Waxmann.

Strategic keyfactors after Stockmann 2013

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