

Grant competition for the creation of digital educational resources in VET

Georgia

DESCRIPTION

In the framework of the 2022-2030 Unified Strategy of Education and Science of Georgia, and in accordance with the new VET governance model, the Skills Agency is working to delegate **responsibility for teachers' professional development to VET institutions and sectorial networks** and build more capacity for in-house development opportunities.

Notably, this is done within the subprogram “**Innovative Learning-Teaching Support**,” approved by the order of the General Director of the Skills Agency, which **facilitates the process of developing teacher networks and coaching practices**. Additionally, the concept of **TVET teachers' sectorial networks has been developed**, focusing on the benefits of peer cooperation and offering possible ways for VET teachers to collaborate.

To promote teachers' cooperation within sectorial networks and to boost the development of joint educational projects, the Skills Agency of Georgia announced a **grant competition in 2023 for the creation of digital educational resources aligned with the learning outcomes of VET programs, integrating key competencies transversally**. This initiative will gradually empower teachers not only as pedagogues but also as future educational leaders, enabling them to take an **active role in decision-making and planning in VET institutions**, as well as enhance their **pedagogical competences regarding innovative teaching methods**. To support this, a practical guide was developed for the use of descriptors and indicators of eight key competences, which helps participants of the competition to deeply integrate these competences in the development of particular digital recourses, in particular in the self-paced/hybrid courses hosted on the **teaching platform LMS.geoskills.ge**. This platform was developed to increase access to vocational education and lifelong learning, strengthen and diversify learning opportunities by creating a user-friendly digital environment.

One of the project evaluation criteria is that:

- The concept of the digital educational course has been positively evaluated by the sectoral network of teachers in the validation report;
- Along with the sectoral competencies of the digital educational course provided by the application, it develops key competencies in students (including Competences for Democratic Culture).

Digital competencies are often incorporated into e-learning courses using technology, providing interactive and engaging materials. Additionally, **winning projects often adopt a project-based approach**, frequently incorporating “**Entrepreneurial and Democratic Culture**” **descriptors** into their content, teaching, learning, and assessment practices. As part of this initiative, a **capacity-building package is provided to guide VET teachers in creating e-learning courses**. This package focuses on two key areas: (1) **developing technology-enriched teaching, learning, and assessment methods**, and (2) **guiding teachers in instructional design principles**, such as assessment methods and educational activities, to incorporate key competencies. The package includes a guide document, online active coaching, professional networking opportunities, and more, all of which are used during the grant competition.

IMPACT

In **2023**, out of the 57 applications submitted for the competition, **17 projects were approved and funded**. These projects involved the participation of over 60 VET teachers from 22 VET schools. The selected projects covered the fields of agriculture, healthcare, tourism, engineering, information technology, transport, production and processing, as well as general modules.

In **2024**, a total of 55 applications were submitted for the competition, with over 150 VET teachers from 21 VET schools. While the number of applications has not changed significantly, it is noteworthy that the **total number of teachers involved has more than doubled**. This increase can be attributed to the initial cycle of the competition, which set a precedent for collaboration toward a common objective within the framework of sectoral networks of VET teachers. IN 2024, **17 projects were funded**, with up to **50 VET teachers directly participating**.