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SELFIE WBL PILOT COUNTRY REPORT: GEORGIA

THE EU AGENCY SUPPORTING COUNTRIES TO DEVELOP THROUGH LEARNING

This is a joint report by the Joint Research Centre (JRC, B.4) of the European Commission, and the European Training Foundation (ETF).

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EXECUTIVE SUMMARY

The Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies (SELFIE) tool has been implemented in Georgia since 2018 through an external development aid project and further involvement of the central education stakeholders.

In 2020 the Ministry of Education, Science, (MoES) expressed its interest in piloting the SELFIE Work-Based Learning (WBL) tool designed specifically for the WBL context in Vocational Education and Training (VET).

In the period from October to November 2020, Georgia joined the European Commission's Joint Research Centre (JRC) and European Training Foundation (ETF) pilot in five European Union (EU) and three non-EU countries with the objective to validate the SELFIE WBL tool, and also to define the potential role of SELFIE WBL to support the use of Information and Communication Technologies (ICT) in WBL practices.

In the Georgian context, the first exercise for the SELFIE WBL tool was intended to provide baseline data about adoption of digital technologies in VET institutions, and it was also the first attempt to involve dual education programme partner businesses in a structured self-assessment of their digital education practices.

The MoES has assigned SELFIE and SELFIE WBL national coordinators for general and vocational education who have actively participated in the interventions and supported the pilot.

Fifteen state VET institutions providing dual education programmes were chosen for the pilot, each engaging one partner company involved in one dual programme. Eleven colleges have successfully finished the pilot; other results were incomplete and not considered in the analysis. The COVID-19 pandemic has negatively affected participation of some colleges and respondents; however, the majority have successfully overcome the obstacles.

In total 209 respondents completed the customised questionnaires in 4 user groups: 32 school leaders, 74 teachers, 82 students and 21 in-company trainers. The JRC gave the aggregate data to the national expert for analysis of the results and validation of the pilot. The outcomes provide indications and clues for finalising the SELFIE WBL tool and for regular use of the tool in the VET institutes involved in the pilot and, in general, in those offering dual WBL programmes. Considering the small number of participating institutes and companies, the outcomes of the pilot could not be considered representative of the whole VET WBL system.

A case study of one VET college with the highest participation rates and established WBL practices was conducted, which included four semi-structured interviews with representatives of all respondent groups. The SELFIE WBL exercise and the subsequent school SELFIE WBL report have been praised for usefulness and providing interesting results. The college managers are ready to consider the SELFIE WBL results in the college's digital strategy and also to address the identified gaps.

Overall, the SELFIE WBL tool has been given a high satisfaction rate at 8.3/10. The process of setting up the SELFIE WBL tool and getting it started has been streamlined and accepted by the target audience. Colleges have spent time familiarising themselves with the tool and have selected several

optional questions for their customised questionnaires. Generally, colleges that made effort to customise the content and methodology in advance had better ownership of the SELFIE WBL tool.

The average scores from the participating user groups – school leaders, teachers, students and in-company trainers – are quite positive and fall in the narrow interval from 4.13 to 4.44 (out of 5).

Certain gaps were identified in assessment practices, leadership and ICT infrastructure for distance learning. More collaboration with the partner companies is desired in future iterations to better reflect the actual practices of digital learning in the WBL context.

According to the pilot results, the SELFIE WBL tool has been validated in Georgia, and with further improvements of terminology could be considered accepted for a larger-scale implementation. Central policy-makers and VET institutions are ready to invest their time and effort to make the SELFIE WBL tool a part of their digital strategies and policies, with the aim of addressing identified gaps and challenges and integrating the tool into the established self-assessment practices of VET institutions.

1. SELFIE TEAM IN GEORGIA

The Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies (SELFIE) team in Georgia can be divided into the official representatives and coordinators in the Ministry of Education and Science MoES) and self-organised groups.

MoES

- Ms Nino Iakobisvhili – stakeholder engagement consultant at the Department of General Secondary Education
- Mr Giorgi Lomsadze – SELFIE national coordinator
- Ms Gvantsa Toroshelidze – SELFIE Work-Based Learning (WBL) national coordinator
- Mr Merab Labadze – European Training Foundation (ETF) national expert

Informal group

There is a self-organised team led by Ms Eka Jeladze, project manager, National Assessment and Examination Center, who made SELFIE a subject of her PhD and conducted a research project in Georgia. She also coordinated a team of eight SELFIE trainer-experts who trained representatives of 120 general education schools in different self-reflection instruments in 2019–2020, including Estonian Digital Mirror and SELFIE.

In the Vocational Education and Training (VET) sector, SELFIE was mostly unknown and has been introduced using the present pilot project. The coordination and initial recruiting was led by the SELFIE WBL national coordinator with active involvement of the national expert. Overall policy support is provided by the deputy minister of Education and Science Ms Tamar Kitiashvili.

2. DIGITAL EDUCATION AND WBL POLICIES IN GEORGIA

Key VET reforms with a focus on WBL

The latest development of WBL in Georgia is related to dual VET, which is a relatively new entrant to the VET system in Georgia. It started in 2016 and originates from the WBL concept based on a predominantly German model of technical VET with extensive internships and WBL opportunities. One of the objectives was to increase the involvement of the private sector in VET, which is also reflected in the Vocational Education and Training

Development Strategy For 2013-2020 . The dual VET version of the WBL system is still in the process of being established in Georgia, with the key roles (e.g. in-company trainer) not formally created yet. Framework documents and educational standards were developed with mandatory involvement of employers.

With only a few colleges active at the start of the dual approach implementation in 2016, by 2020 there were 17 VET institutions implementing 30 dual programmes.

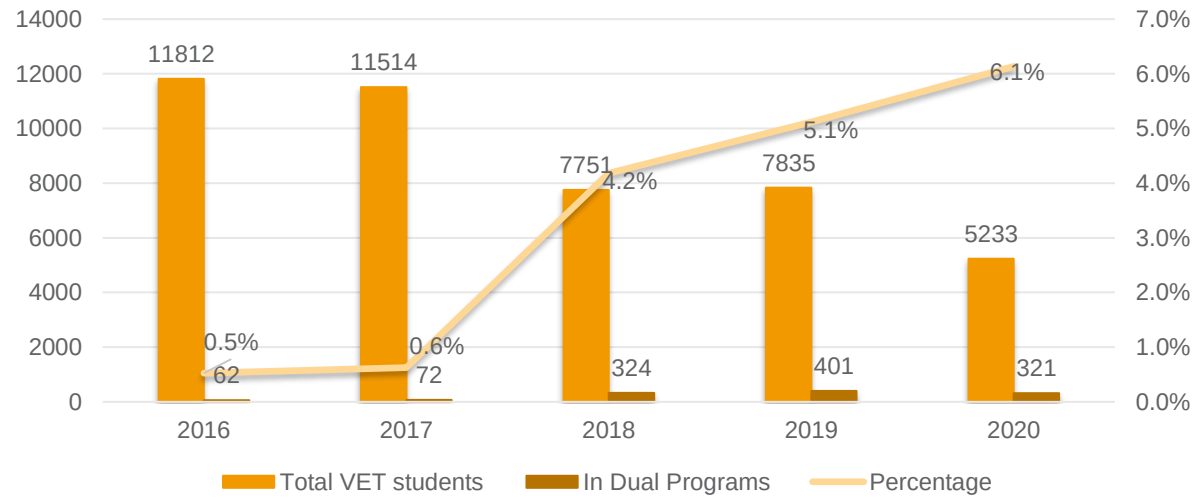
Another milestone was the introduction of a competence-based modular curriculum, covering all VET programmes since 2019.

The WBL concept foresees allowing access to modern technologies and innovation as a benefit of WBL, especially from a VET institution perspective.

The identified key challenges – such as low attractiveness of VET – are supported by the enrolment data. Overall, new admissions to VET institutions have declined, but the share of enrolment on dual programmes has increased.

The share of students in dual programmes as a percentage of the total enrolled students saw steady growth from 2016 to 2020 despite the two-fold decline in the overall number of newly admitted VET students (see Figure 1). Starting with 1% in 2016, in 2020 the percentage of newly admitted students to dual programmes reached 6% of all newly enrolled VET students (5 233).

FIGURE 1. VET ADMISSIONS INCLUDING DUAL VET, 2016–2020



In Table 1 we can see that in 2020, the overall percentage of active students in dual programmes represented 4.4% of all VET students; however, the percentage in public VET institutions was higher, at 6.5%.

TABLE 1. NUMBER OF ACTIVE STUDENTS IN GEORGIA'S VET SYSTEM (2020)

	Number of active students		
Type of VET institutions	In dual programmes	Overall	Percentage of dual students
Private	53	7 135	0.74
Public	797	12 291	6.48
Total	850	19 426	4.38

Source: VET department of MoES of Georgia, December 2020

Key digital reforms for education

At the centralised policy level, digital education in Georgia has mainly been led by the MoES. The VET system has occasionally also experienced waves of increased attention, especially in periods when Information and Communication Technologies (ICT) in education interventions are prioritised in the central government or ministry policies. At the same time, digital skills and competences and digital and online learning are mainly supported in the VET sector by donor programmes and sometimes by private companies.

The basic 75-hour module in Information Technology, focusing on basic use of computer equipment, office applications and the internet, is mandatory in all VET programmes. The trend to better engage the private sector in short VET programmes related to in-demand sectors has been highlighted in recent reports (ETF, 2020).

The SELFIE tool was piloted in the general education system of Georgia in the 2019/2020 academic year through the Estonian Development Cooperation project 'Digital Turn in Georgia: Enhancing Quality of Education through Digital Innovation in Georgian Schools',[1] which envisaged familiarisation with different digital tools to help schools to plan and implement whole-school digital innovation strategies. The new cohort of general education schools exploring SELFIE were trained online during the pandemic. Overall, up to 120 schools were involved in the project and got in touch with SELFIE. Six-person SELFIE teams involving a principal and SELFIE coordinator were trained in each school; these teams are considered capable of analysing SELFIE reports and developing projects based on them.

The MoES is planning to introduce SELFIE under the umbrella of the New School Model reform programme,[2] assigning SELFIE trainer roles to 24 ICT trainers distributed across the country to serve 315 pilot schools currently participating in the programme. With an official letter supporting implementation of SELFIE in Georgia, the MoES initially requested that the ETF train these trainers in setting up and deploying the SELFIE tool; this has been successfully accomplished. The ETF and Joint Research Centre (JRC) led a webinar and training to mark the start of the ETF pilot project in general education in Georgia in October 2020 (ETF, 2021).

In the current reporting period (late 2020 early 2021),, the newly trained SELFIE trainers have chosen one school each to start the pilot project in. The current school pilot includes only conducting a SELFIE exercise at the present stage. Later, it is expected that the SELFIE school report data will help schools to develop digital strategies and request support from the MoES to address the identified gaps, mainly in IT infrastructure or CPDThe ICT infrastructure in VET institutions is far more advanced than in public general education schools. The student/Personal Computer (PC) ratio is 4/3 in VET institutions and only 20/1 in public schools. The main common problem for both systems in the pandemic was the quality of the emergency remote teaching, which was mainly organised as synchronous lessons/lectures through MS Teams (licensed to the MoES by agreement with Microsoft) or Zoom platforms.

3. SETTING UP THE PILOT

3.1 Methodology for selecting the pilot schools and companies in Georgia

Dual VET has been implemented far more actively in public (rather than private) VET institutions in Georgia.[3] Therefore, only public VET providers were selected for the pilot. Other considered factors included a minimum of one year's experience in implementing dual programmes.

Sampling of the VET institutions

The final sampling criteria for the VET institutions for the pilot were formulated as follows:

- It is a state VET institution or a college founded with government participation.

[1] Information about the project: https://dgturnorg.wordpress.com
[2] SELFIE is being considered for further implementation in various policy documents under development.
[3] For a full list of VET provider institutions, see http://mes.gov.ge/content.php?id=215&lang=eng

- The college has at least one year's experience in dual VET.
- The college cooperates with at least one company/employer that provides at least two in-company trainers.
- The dual VET programme falls into the prioritised economic sectors demonstrating growth according to the Ministry of Economy and Sustainable Development data (2018, 2019):
    - construction
    - technology and engineering including ICT
    - tourism and hospitality; catering
    - agriculture and food industry including winemaking
    - transportation and logistics.

Of the above sectors, agriculture and winemaking continued their growth trend despite COVID-19; construction, ICT and to some extent have declined but are on the recovery track, while the tourism and hospitality sector experienced a sharp decline, with the number of visitors in 2020 dropping to 5% of numbers for similar periods in 2019 (National Statistics Office, 2020-21). Many mid-sized local hotels were transformed to accommodate and serve mild and moderate COVID-19 patients treated in isolation. The government has spent tens of millions of euros to support the service. The tourism sector was also offered assistance, but still many businesses have frozen operations or have closed.

The transportation and logistics sector has been considered a potential growth spotlight in the Georgian economy, due to the strategic transit location of the country in the East–West transport corridor. However, the current state of this sector's development leaves lots of room for improvement. According to the World Economic Forum's Global Competitiveness Index (2019), transport infrastructure for Georgia is improving but is still ranked 83 out of 141 surveyed economies.[4] Two colleges representing the sector participated in the study.

Sampling of the companies

Considering the small scale of the rollout of dual programmes in Georgia, the initial nomination of a partner company was made by the participating VET colleges, as in some cases they had only one partner company to choose from. When schools had choices, the selection process involved consultation with the SELFIE WBL coordinator and the national expert. It has to be noted that VET institutions with more than one dual programme and more than one partner company still decided to include only one programme and one company in the pilot, referring to the pilot nature of the exercise and also to avoid mixing economic sectors. The overall criteria for company selection were as follows:

- The company must have at least one full academic year's experience in dual education partnership with the college.
- There should be a comparatively higher number of students involved in the hosted dual education programmes (if a selection from various companies had to be made).
- The company must represent a priority/growing economic sector (mentioned above).

3.2 Methodology for translating and adapting SELFIE materials

The SELFIE tool and related materials were translated during the first implementation of SELFIE in Georgia in 2018. The already established translations and terminology were applied in the translation

[4] http://www3.weforum.org/docs/WEF_TheGlobalCompetitivenessReport2019.pdf p. 251

of the SELFIE WBL questionnaires and related resources. At the same time, the national expert discovered occasional minor discrepancies in translations for the same terms, apparently added at later stages. Also, there were occasions when tenses were used inconsistently in similar questions for different types of respondents. Amendments to the discovered typos and inconsistencies were proposed by the national expert and included in the proofread versions of the questionnaires and support materials for SELFIE, including the new WBL questionnaires.

In addition, there is a need to adopt core terminology for SELFIE WBL. Namely, the translations of the terms 'school' and 'students' are different for general education and VET systems in Georgia; however, in the pilot phase it was not possible to change the translations for SELFIE WBL without affecting SELFIE for general education questionnaires. The issue has been communicated to the ETF and JRC and also discussed with the SELFIE WBL national coordinator.

3.3 Preparing the pilot implementation

Communication and coordination

The communication framework with the MoES of Georgia was established immediately after the project started on 23 October 2020. There are two designated SELFIE national coordinators: one in general education and one in VET. Group communication tools were launched at the beginning of the assignment involving both coordinators and the national expert.

The pilot activities were coordinated with the ETF/JRC team according to the common methodology. A detailed plan for the pilot implementation was developed and included in the inception report, including methodology for sampling, translations, data analysis and reporting, and also possible risks, mainly related to the COVID-19 pandemic.

Communication and interaction with the sample VET institutions and companies at the initial stage was organised through the MoES of Georgia.

Pre-pilot period

The main focus of the pre-pilot period was establishing initial communication with the selected VET institutions and their associated companies and in-company trainers. The colleges responded to the invitation to participate by providing their representatives' contact details, and also inviting their partner companies' representatives including in-company trainers.

The next step was ensuring preliminary registration of the VET institutions on the SELFIE portal and assigning dedicated school-based SELFIE coordinators to support the pilot at the school level.

Kick-off meeting

Considering the relatively short preparation period and the novelty of the SELFIE tool for the VET system, the role of the kick-off (online) meeting and hands-on training was considered an important awareness-building and engagement event. The final agenda was prepared in collaboration with the ETF, JRC and MoES. The aim of the event was to explain the SELFIE WBL tool to the target audience and also train the SELFIE school coordinators in setting up and running the tool for the pilot. The opportunity to customise the SELFIE WBL tool was also clearly emphasised during the kick-off meeting.

Other national stakeholders, including specialists of the MoES, Continuous Professional Development (CPD) managers and quality assurance experts, were involved, with the aim of familiarisation with SELFIE as an efficient self-assessment tool, and evaluating its probable alignment with the existing practices and the planned interventions.

Representatives of two colleges that were just launching dual education programmes during the academic year 2020/2021were also invited to participate as observers; however, they have chosen not to register on the SELFIE portal and not to participate in the practical exercise.

4. IMPLEMENTATION

FIGURE 2. TIMELINE OF THE SELFIE WBL PILOT IN GEORGIA

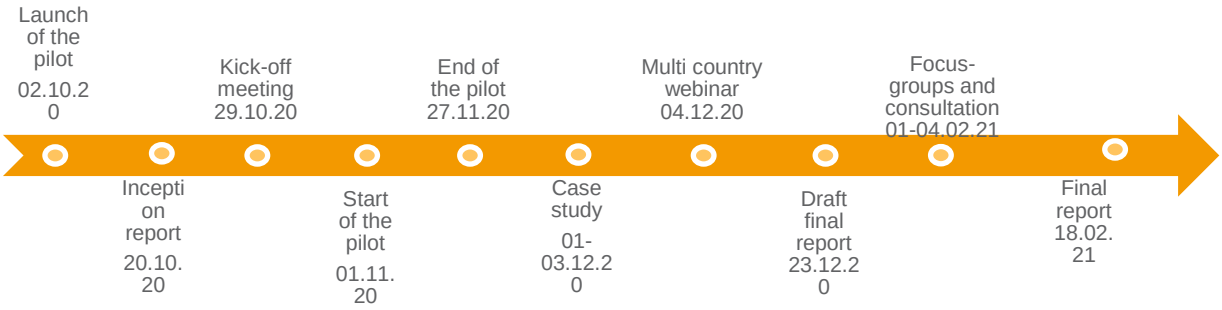


Figure 2 shows the timeline for the pilot scheme. After the introduction and training of VET institutions and companies, the next step was to run the SELFIE WBL pilot. Preparation time – about a week after the kick-off meeting on 29.10.2020 was offered to VET institutions and companies to consider adding optional questions or creating their own, i.e. familiarisation with and customisation of the SELFIE WBL tool.

The national expert communicated actively with the participating colleges and their SELFIE coordinators, who, together with school leaders, had to ensure 40% participation rate by students and teachers engaged in WBL activities, as well as at least two in-company trainers. An instant communication channel was established through a Viber group involving all college SELFIE coordinators as well as VET institution staff responsible for selecting the questions, participants and other parameters of the SELFIE tool for their schools. In some cases, technical coordinators were more involved in the familiarisation process and final exercise; in other cases, some delegated all content-related responsibility to quality assurance specialists/managers, or other college personnel participating in the dual programmes.

About half of the participating colleges were actively engaged and required little further guidance in setting up and running the tool. However, other colleges delayed the discussion phase, often forced by the COVID-19 pandemic or poor communication between the SELFIE technical staff and school administration. In some cases the national expert reminded the school coordinators several times about their tasks, and on other occasions step-by-step telephone guidance was required for some unconfident SELFIE coordinators to get the work done. Even with regular contact and clearly communicated deadlines, on three to four occasions, VET institutions postponed the deadline. Overall, 75% of participating colleges completed the exercise before the agreed deadline.

Involvement of the SELFIE WBL national coordinator was essential in some cases to speed up the process, due to her established personal connections with members of the VET institutions' leadership, professional development and/or quality assurance staff.

Monitoring of the outcomes was conducted with the involvement of the JRC, who cross-checked the data and provided updated figures for the numbers of teachers, students and in-company trainers. Despite repeat explanations and one-to-one guidance, in some cases ensuring in-company trainers' participation required additional efforts from the national expert. The SELFIE national coordinator assisted in cases when additional communication was needed with several colleges' leadership teams to streamline the process.

Overall, the implementation pattern was uneven. For some colleges, digital technology and related topics might have been too far from their established teaching practices, and thus there was less interest in SELFIE WBL implementation. For others the immediate benefits were unclear, considering the pilot nature of the exercise and no prior exposure to SELFIE within the VET system. Better overall awareness about the SELFIE tool could have contributed to smoother engagement of the respondents. In addition, establishing a regular SELFIE governance framework and supporting capacity development of the colleges' digital education strategies based on SELFIE reports could contribute to increased levels of involvement.

COVID-19 also caused certain delays in implementation even for the actively engaged colleges. For example, due to infection, two SELFIE coordinators were unable to fully control the exercises by the selected in-company trainers. Once well again, the coordinators reset the exercises and asked the trainers to repeat them.

The available number of students and teachers participating in the pilot was not high, due to the limited number of dual programmes and the decision to involve only one programme per institution in the pilot.

Selection pool of colleges and companies

Tables 2 and 3 provide additional details about the selected VET dual programmes, companies and respective sectors of the economy.

TABLE 2. VET INSTITUTIONS' LOCATION AND DUAL PROGRAMME AREAS

No. VET institutions	No. regions	School size			Location		Geographical coverage			Programme area							
		S	M	L	U	R	E	W	S	A	TL	TE	TC	AT	HW	S	BIZ
15	8	10	4	1	14	1	9	5	1	4	2	3	5	0	0	1	0

Note: S = small, M = medium, L = large; U = urban, R = rural; E = East (includes regions of Kakheti, Shida Kartli, Mtskheta-Mtianeti, Kvemo Kartli), W = west (includes regions of Adjara, Guria, Samegrelo-Zemo Svaneti, Racha-Lechkhumi and Kvemo Svaneti), S = south (includes region of Samtskhe-Javakheti); A = agriculture/food industry, TL = transportation and logistics, TE = technology and engineering, TC = tourism and catering, AT = art and design, HW = health and welfare, S = services, BIZ = economics and business.

The total number of invited schools was determined according to the methodology. The college size was considered small if the overall enrolment was less than 500 students, medium if it had 500 to 1 000 students, and large if it had more than 1 000. The geographical coverage reflects the natural

division of Georgia. Categories of programme areas/economic sectors are consolidated to avoid over-granulation and consider overlapping adjacent sectors jointly.

TABLE 3. SIZE OF PARTNER COMPANIES AND ECONOMIC SECTOR DATA

No. companies	No. regions	Company size				Economic sector							
		MIC	S	M	L	A	TL	TE	TC	AT	HW	S	BIZ
15	8	0	8	4	3	4	2	2	6	0	0	1	0

Note: Mic = micro, S = small, M = medium, L = large; A = agriculture/food industry, TL = transportation and logistics, TE = technology and engineering, TC = tourism and catering, AT = art and design, HW = health and welfare, S = services, BIZ = economics and business.

Of the companies that participated, 8 are small enterprises (10 to 50 employees), 4 are medium (50 to 250 employees) and 3 are large (more than 250 employees); the latter group includes a large international hotel chain and the daughter company of a major freight forwarder company. The staff headcount approach in defining company size according to the European Union (EU) methodology is more relevant to a small country with a small economy, rather than the turnover approach.

5. FOLLOW-UP: QUANTITATIVE AND QUALITATIVE ANALYSES

5.1 Methodology

Data analysis and interpretation

The overall purpose and general objectives of the qualitative and quantitative analyses of the pilot can be summarised in the following points:

- to identify if SELFIE WBL applies to all WBL/dual VET programmes, criteria and indicators;
- to identify what digital tools are used for WBL by students, VET institutions and companies;
- to identify possible deviation in some specific process, criterion and/or indicator in the user groups' responses;
- to identify whether/how SELFIE WBL needs to change to increase its usefulness to VET institutions and companies.

Outcomes were analysed using a quantitative and qualitative data analysis process to explore how school leaders, teachers, students and in-company trainers appreciate the tool and understand the report results for SELFIE WBL.

Quantitative data analysis

A mainly descriptive analysis of the main variables was used to summarise the data and find patterns, to show a simple average by variable for the country and per user group.

The quantitative data analysis was conducted on aggregated and anonymised data provided by the JRC.

For this, both descriptive and comparative analyses were conducted on the variables.

Special attention was given to the WBL-related variables, and particularly to:

- student and in-company trainer responses, to seek possible deviations from the school leaders' and teachers' responses, as well as look for deviations in all user groups' responses;
- comparison of company-related and similar school-related variables for students to test possible perceived 'duplication' by the respondents;
- analysis of the new WBL-related questions.

Additional analysis was performed on the visualisations provided by the JRC including overall positive response rates per group and per question, and frequency distributions per eight surveyed areas. The most contextual and informative graphs were extracted. They are presented in the section 5.2. The additional graphs provided by JRC are available in Annex V.

Effects of the COVID-19 pandemic on the teaching and learning practices have also been analysed and are reported in the final section.

Qualitative data analysis

Answers to open questions in the questionnaires

The anonymous feedback from participants provided in open questions was analysed and cross-checked with other observations derived from qualitative studies.

Other methods were applied to gather feedback from the participating schools and companies.

Case study

For the case study, a specific college was selected based on the highest involvement rates and the established connection with a company in the context of WBL. Semi-structured interviews with the school leadership, SELFIE coordinator, teachers, students and in-company trainers were conducted. Separate interviews were conducted with students and company trainers, while school leaders and teachers were interviewed together.

Case study VET institution SELFIE report

The case study college agreed to provide their SELFIE report to the national expert. The college SELFIE report results were used to cross-check other observations and responses collected during the case study interviews.

Anonymous snap survey of SELFIE school coordinators

In addition to the above quantitative and qualitative methods, an anonymous polling of SELFIE coordinators was performed based on the structured questionnaire with several open questions. The goal of the survey was to identify the attitudes of SELFIE coordinators, who not only provided technical support but were also often the most actively involved people in the process and could have provided valuable insights and observations regarding the process and experiences. The survey, although not representative, was designed to complement the data gathered from the anonymised dataset and cross-check some general findings. The questionnaire for the SELFIE coordinators' survey is provided in Annex VI.

Group discussion results during the webinar on the preliminary findings

The webinar on preliminary findings of the SELFIE WBL tool in four countries was organised on 4 December 2020 by the JRC and ETF. The results of the Georgian group discussion concerning the SELFIE WBL pilot experience and reflections on the questions about why and how to integrate

SELFIE into the national education and training system also provided insights for elaboration of overall recommendations.

The overall pilots in WBL and general education in Georgia were also presented on an open space blog entry (see Labadze, 2020).

5.2 Quantative results

Anonymised aggregated data was processed, cleaned and reformatted to enable specific analyses to be made.

In total 209 responses were received from 11 VET institutions with at least 1 in-company trainer participating.

TABLE 4. BREAKDOWN OF RESPONDENTS

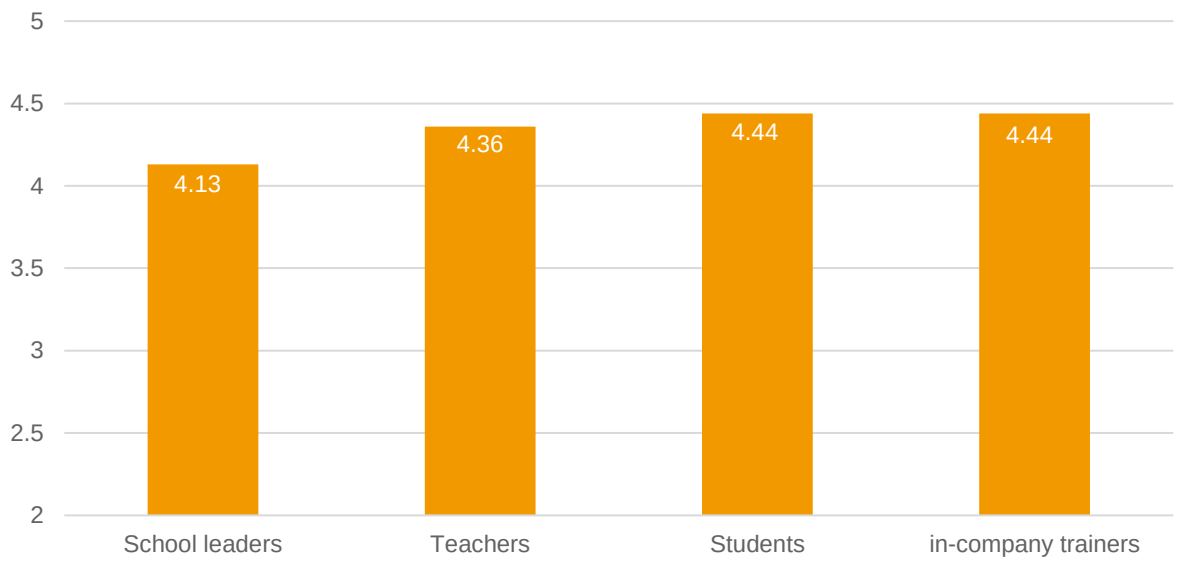
User group	Number	Percentage
In-company Trainer trainer	21	10.0%
School leader	32	15.3%
Student	82	39.2%
Teacher	74	35.4%
Total	209	100.0%

The low number of VET students and teachers involved in WBL means that they are not representative of the whole VET system in Georgia. At the same time, the share of participating students (almost 10% of all currently active dual VET students) was quite high and sufficient for the pilot's needs.

Several participating colleges added optional questions in the SELFIE tool. In total 19 thematic optional questions were included in the customised questionnaires. Despite having the opportunity to create and add their own questions to the SELFIE, no unique questions were added. This was predictable for the pilot, considering the novelty of the tool and short time allocated for familiarisation with the existing questions.

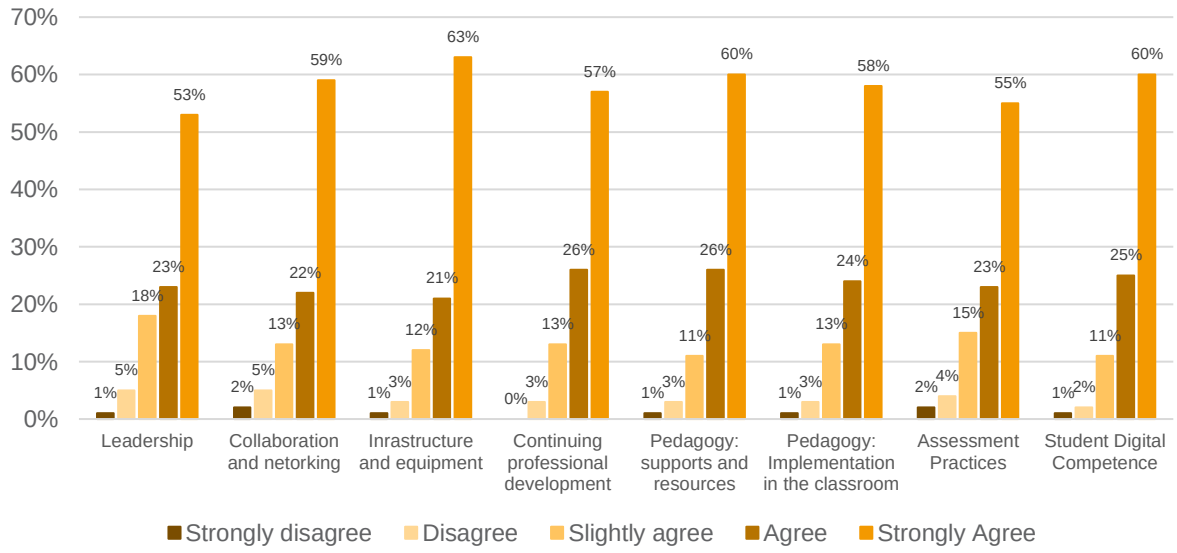
The overall average score of the respondent groups in Georgia is quite high. Figure 3 shows that variation in the mean scores of the four groups is in the range of 10%, with school leaders being the most critical group, and students and in-company trainers most positive.

FIGURE 3. MEAN SCORES PER USER GROUPS (ON A 5-POINT SCALE)



For the eight SELFIE areas, Figure 4 clearly shows the prevalence of high ratings (4.5) on the 1–5 scale.

FIGURE 4. FREQUENCY DISTRIBUTION FOR ANSWERS PER SELFIE ARE



The SELFIE questions are grouped in eight areas: leadership; collaboration and networking; infrastructure and equipment; CPD; pedagogy: support and resources; pedagogy: implementation in the classroom; assessment practices; and students' digital competence.

As seen in Table 5, the area with the highest average score (those giving a rating of 4 or 5 on the 1-5 scale) is students' digital competence (85.6%) closely followed by pedagogy: support and resources (85.5), while the area with the lowest average high score is leadership (76.0%), followed by assessment practices (78.4%).

TABLE 5. PERCENTAGE OF HIGH (4 AND 5) RESPONSES BY AREA

Score	Area
76.0	Leadership
78.4	Assessment practices
81.3	Collaboration and networking
83.4	Continuous professional development
85.5	Pedagogy: support and resources
82.5	Pedagogy: implementation in the classroom
85.6	Students' digital competence
83.3	Infrastructure and equipment

Leadership

In the leadership area of SELFIE, a relatively problematic area was the sub-topic of the school's digital strategy development. The question concerning involving companies in the school's digital strategy development (Question: VET_1.1) received 62.5% of high ratings (4 and 5 on the 1-5 scale) among school leaders, 72.2% among teachers, and 83.3% among in-company trainers. The in-company trainers' higher scores could be partially influenced by their involvement in the curriculum development of VET institutions, which is obligatory in dual education WBL programmes in Georgia.

Assessment practices

The SELFIE area of assessment practices received relatively low scores from the respondents. The share of high ratings (4 and 5 on the 1-5 scale) for school leaders was 67.5%, for teachers 76.4%, for students 83.1%, and for in-company trainers 81.0%. The lowest shares of high ratings from school leaders were for questions related to the timely feedback in school at 61.1% (Q: 5.3) and self-reflection of students on learning at 64.5% (Q: 5.4).

The lowest rating from the school leaders was provided for the optional questions related to the sub-topics of documenting learning for the students (Q: VET_5.1_O) and valuing digital skills acquired outside the college (VET 5.2_O); however, the number of responses was not high. Other respondent groups provided higher ratings, close to their sub-group average scores in the assessment practices domain.

Infrastructure

The overall scores for the colleges' digital infrastructure are the highest; however, there are identified gaps in letting students use school-owned and managed portable devices. The optional question related to this (Q: 2.11_O) was answered by about half of the respondents, with the share of high scores of 35.7% among school leaders, 60.0% among teachers, 71.9% among students, and highest among in-company trainers at 80.0%. From the information provided it is evident that companies provide portable devices to students more frequently than colleges provide them.

Another high discrepancy in the four user groups answers was observed in relation to the optional question if students bring and use their own devices (BYOD) to lessons. The share of high scores provided by the school leaders was 0%, by teachers 45.0%, and interestingly 85.7% by students and 100% by company trainers, the data therefore suggests that students can use their own devices during in-company training. We may also conclude that students do use their own devices for learning

purposes in the college; however, the school leaders and teachers are less aware about this, and do not currently consider this in their teaching practices or school policies.

Teaching with digital technologies

Overall, during the previous 3 months on average, 65.3% of the teachers reported allocating 51% to 100% of lesson time to teaching with digital technologies in class; however, only 16.7% of in-company trainers reported spending 51% to 75% of lesson time and no in-company trainers reported spending 76% to 100% of lesson time teaching with digital technologies. In total, 44.4% of in-company trainers stated that they spend 0% to 10% of lesson time on teaching with digital technologies.

At the same time, the share of high ratings for in-company trainers regarding adoption levels of technology for teaching and learning in the companies was 83.3%. This could mean that even though the in-company trainers are familiar with digital technologies, they rarely use it in teaching. Also due to the pandemic they have been unable to use specific digital technology available in company premises or training settings as students do not have access to this remotely.

WBL-specific questions

WBL-specific questions are new components of SELFIE and therefore possess additional interest for the pilot aims. These questions are spread across the eight above-mentioned areas.

The highest ratings were observed for the questions specifically addressing use of digital technologies in the WBL context.

The average scores for communication between the college and the company and organisation of the use of digital technologies are high, as shown in Table 6.

TABLE 6. SHARE OF HIGH SCORES (4 OR 5) IN USING DIGITAL TECHNOLOGIES FOR COMMUNICATION BETWEEN THE COLLEGE AND THE COMPANY (Q WBL_9.1, WBL_9.2)

	Communication between college and the company using digital technologies			Organisation of the alternance with digital technologies		
	School leaders	Teachers	In-company trainers	School leaders	Teachers	In-company trainers
Number of observations	32	72	18	31	72	19
High scores (4, 5) share	87.6%	76.4%	94.5%	80.7%	75.0%	84.2%

SELFIE usefulness

The average ratings for SELFIE usefulness were measured via two questions in the questionnaire:

1. If you were to review SELFIE, what score would you give it out of 10?
2. How likely is it that you would recommend SELFIE to a colleague? (1–5 scale)

The responses to question 1 are summarised in Table 7.

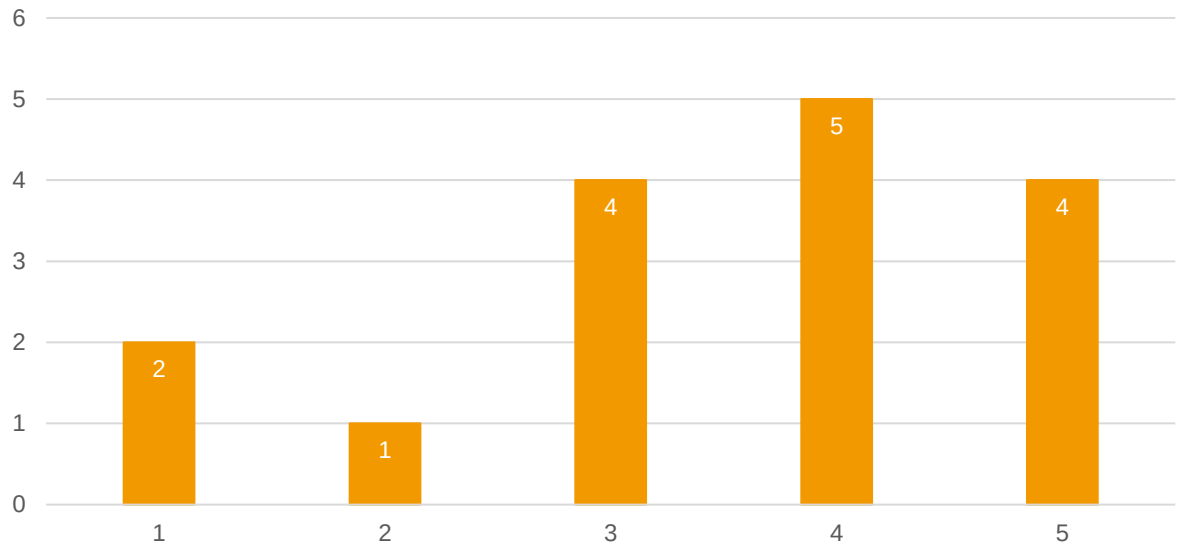
TABLE 7. AVERAGE SCORES PER USER GROUP FOR GENERAL SATISFACTION WITH SELFIE

If you were to review SELFIE, what score would you give it out of 10?				
	School leaders	Teachers	In-company trainers	Students
Number of observations	30	72	19	78
Mean	8.033	8.431	8.158	8.372
Std. deviation	1.650	1.806	1.922	2.102

Despite the average score of 8.3 (out of 10), it is worth noting that a few students and teachers were quite critical, providing scores of 1 and 2, while the lowest score in school leaders' and in-company trainers' answers was 5 (out of 10).

Responses from an anonymous survey of SELFIE coordinators initiated by the national expert show a bit more critical distribution regarding the usefulness of SELFIE: on a 1 to 5 scale, the overall positive score is 56.3% (sum of 4 and 5 ratings).

FIGURE 5. USEFULNESS OF SELFIE WBL ACCORDING TO THE SELFIE COORDINATORS



Not-Applicable (N/A) answers

The N/A answers could indicate areas and topics where the respondents might lack knowledge or prefer not to give an answer; also, it could indicate the absence of such a practice. Thus, indirectly some N/A answers could provide additional insights to the critical areas that are less understood.

The highest number of N/A answers were observed in:

- cross-curricular projects
- giving credit to others' work
- safe behaviour
- checking quality of information
- co-design of assessment

- feedback to other students.

Another finding is that 14.3% of in-company trainers put N/A to the question regarding their companies' involvement in the partner colleges' digital strategy development, which might suggest there is no joint development of the digital strategy.

5.3 Qualitative results

The case study included semi-structured interviews with representatives of each respondent group in the selected VET institution. The college shared their SELFIE report with the national expert, and the report was also used as a source for analysis and validation of other findings.

The case study involved the VET college principal, the SELFIE coordinator, one teacher, one in-company trainer and two VET students.

Findings

The college had allocated time after the kick-off webinar to analyse the SELFIE questions, evaluate them and decide which optional questions to include in their exercise. The SELFIE coordinator, who at the same time is the college's quality assurance specialist, was actively engaged in the exercise, communicating with the respondent groups within the college and with the company representatives.

Overall, 10 out of 18 college teachers (56%) involved in dual programmes participated in the SELFIE exercise. According to the respondents, teachers' attitude towards assessment of the use of digital technologies in VET appears positive and welcoming. The teacher involved in the case study emphasised priority areas as CPD and both pedagogy sections: support and resources and implementation in the classroom. Switching to emergency remote teaching has also revealed gaps in the basic digital competences of teachers and some students. According to the teacher's recommendation, training in basic digital skills for teachers would be desirable, including managing internet communication platforms such as Zoom and Teams.

Students from two groups of the same dual programme were invited to participate in the exercise by the SELFIE coordinator on a voluntary basis. Overall, 21 students out of 30 (70%) took part.

Regarding what particular results were most important to the college, respondents stated that school leaders' views differ from those of teachers and students in certain areas, which provides ground for discussion.

Unfortunately, the COVID-19 pandemic caused temporary suspension of in-company training in the studied case in the 2020/2021 academic year, but the relevant measures to enable this to happen are being developed. Therefore, the majority of responses were based on in-company trainers' previous experiences. The only field where the in-company training was delivered remotely without any issues was ICT.

The respondents had no concerns related to the SELFIE process apart from recommending decreasing the time needed to answer the questionnaire for students by making it shorter, or allowing the sessions to be split.

The students' views expressed during the interview were mostly positive. All questions were understood well, and they also appreciated the opportunity to provide feedback. The students stated

that they also discussed the SELFIE experience with other students informally, in social media groups, and no negative remarks were observed.

Interestingly, both students were graduates from higher education institutions but wanted to enrol in the dual education programme, considering it the most useful for finding a job, likely in the partner company.

The content of the SELFIE questions was understood well by all respondents. The only minor concerns expressed were related to help texts for the questions being too long.

Similar to the overall country data results, assessment practices with digital tools and technology was named one of the most problematic areas by the case study respondents. According to them, traditional assessment practices are poorly integrated into the mostly synchronous distance teaching mode, with interim assignments often returned by the students as photos of their work.

In the infrastructure domain, the school administration pointed to the overall high number of desktop PCs in the college; however, these became almost useless when the pandemic led to remote learning. Allocation of laptop computers for students, and considering the concept of Bring Your Own Device (selected optional questions) were given relatively low ratings, and a similar pattern was revealed in the SELFIE school report.

Feedback and recommendations from open questions in the SELFIE tool questionnaire

The only respondent group that provided narrative anonymous answers to open-ended questions about SELFIE WBL were students: 28 out of 82 students provided free-text responses.

Other groups refrained from providing any advice, reflections or other details in the open questions.

The most frequent recommendation from the students was improving the interface and simplification of the questions.

The free-text responses from the students show conflicting opinions: some students were very supportive of SELFIE while others doubted the need for SELFIE implementation, mainly because of its assumed non-relevance to the existing dual education learning practices that rarely employ digital technologies. However, such responses were rare and could not be generalised.

Some students emphasised the importance of obtaining data regarding the practices of digital technology use in colleges and partner companies.

Several students focused on identifying the infrastructure and equipment needs of the colleges.

Others underlined the importance of assessing students' digital competences and the situation in the partner company.

Snap survey of SELFIE coordinators

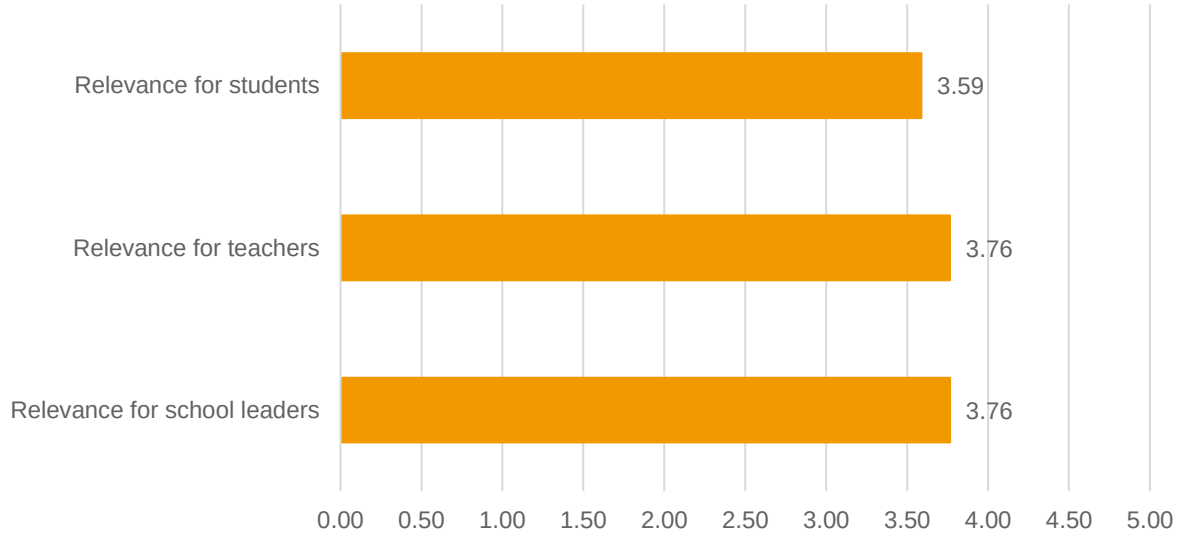
The survey partially compensated for the lack of narrative feedback in the SELFIE questionnaires. In total 16 answers were received from SELFIE school coordinators and college staff involved in running the exercise.

The majority of the respondents stated having no problems in setting up and conducting the exercise. In some cases, a lack of interest and involvement from the participating groups was mentioned. The respondents evaluated the level of engagement of in-company trainers as 3.47 out of 5 on average.

Eight respondents stated that they added optional questions to the questionnaire; five of them added more than two questions.

Figure 6 shows the ratings given by SELFIE coordinators regarding the relevancy of the questions for different user groups (with exception of the in-company trainers).

FIGURE 6. RELEVANCE OF THE SELFIE QUESTIONS FOR DIFFERENT USER GROUPS ACCORDING TO SELFIE COORDINATORS (1 TO 5)



The overall average for the relevance of colleges' digital competences and digital readiness evaluation was rated 3.41.

In the answers to the question *what useful information did you get from the SELFIE report?,* several respondents mentioned the deviation of views of different groups, opportunity to get a snapshot of the situation in the partner company, and also the need to improve colleges' digital infrastructure and digital competences.

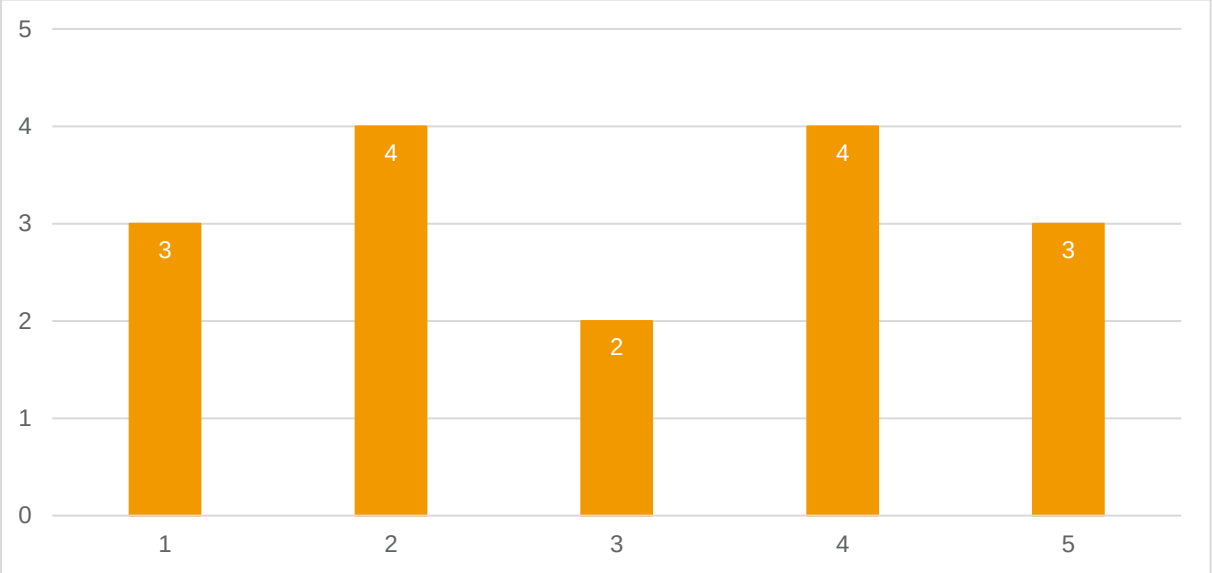
Among the answers to the question *what is needed to improve SELFIE?*, 5 respondents out of 16 mentioned improving the terminology and better explaining the questions, also considering the local context; others expressed the desire to use the SELFIE tool not only in dual programmes, but also in other vocational programmes. The option of conducting SELFIE for VET was communicated during the introduction; however, in the pilot mode, colleges were only exposed to the SELFIE WBL option.

The average score for the importance of getting recognition for participation in SELFIE was 3.31 out of 5.

The average score for how useful SELFIE is in tackling COVID-19 challenges was 3.41.

Responses to the question of whether colleges needed assistance in interpretation of their SELFIE report and developing a digital strategy based on it resulted in the symmetrical distribution shown in Figure 7.

FIGURE 7. NEED FOR ASSISTANCE IN ANALYSIS OF THE SELFIE REPORT AND DEVELOPING DIGITAL STRATEGY



The full questionnaire is provided in Annex VI.

5.4 Overall findings

This section provides an overview of the main outcomes of the pilot concerning its preparation, set-up, reaching out and motivating participants, SELFIE report, reflections on usefulness of SELFIE and its ecosystem efficiency.

Topics	Reflections and main findings
Registration, inputting the school and company data, customising the surveys and generating links	All pre-selected participating colleges were registered in the SELFIE tool through guidance and communication with the national expert prior to the kick-off meeting. Technical support staff or technically savvy members of administration teams were responsible for the process, reporting almost no issues in this regard. The kick-off meeting's hands-on session was dedicated to inputting the data to the dashboard, adding the projected numbers of participants per beneficiary group and setting the dates. Continuous communication with the national expert through a dedicated social media chat channel, and if necessary, with JRC support, solved all small technical issues. At a later stage schools were given a period for better familiarisation with the questionnaires and generating the links. Apart from several minor problems, no significant issues were discovered at this stage, with schools' newly created SELFIE teams concentrating on the questionnaires' content and selection of the optional questions. Opportunity to create their own questions was briefly discussed with the national expert, but considered not feasible at the pilot stage. Finally, 45% of schools added optional questions.
Reaching out to and motivating participants and monitoring participation	The importance of reaching out to all user groups was actively communicated by the national expert to the SELFIE coordinators; the responsibility to involve a sufficient number of participants was delegated to either technical coordinators or most frequently to the SELFIE WBL coordinators in colleges. Some coordinators were more active in on-demand reporting on the participants' motivation and engaging monitoring, while in a couple of cases, despite additional reminders, participation through the dashboard was absent, partially due to a worsened COVID-19 environment by that time and the inability of coordinators to work. That resulted in the absence of in-company trainer responses for three colleges. One college misunderstood the exercise from the beginning,

	delegating its implementation to the technical person that was not capable of serving the SELFIE coordinator role. Responses from interviews, the questionnaire, open questions, and also anonymous polling highlight that involving students in the survey was challenging, as it was perceived as extra work and effort. Despite that, the minimum required participation rate of 40% or more was achieved. Overall, students were the least motivated to join the exercise and in certain cases admitted having been encouraged to do so by the administration, even though participation was strictly voluntary. In-company trainers were also relatively difficult to engage; this could be attributed to the novelty of the SELFIE tool and also lack of digital practices. However, in the end the in-company trainers provided the highest scores (the reasons for unexpectedly high scores are discussed in the lessons learnt section).
SELFIE WBL report	The SELFIE report was downloaded by the participating colleges, but not many have discussed the results since acquiring the report. The implications for colleges' future policy planning based on SELFIE results were also perceptibly connected to the MoES position and guidance. In only a few cases were discussions held regarding the implication of the results for their planning and decision-making, partially due to the pandemic pressure and the distance learning challenges to be tackled on a daily basis. At the same time, several respondents did not find anything unique or very useful in the SELFIE report, stating that the results were known and predictable even without SELFIE. These perceptions were voiced by 2 SELFIE coordinators out of 16. The case study respondents were satisfied with their SELFIE report findings, stating that it definitely helped to identify certain gaps in perception of digital learning practices by the different user groups, and also contributed to shaping their vision for developing necessary interventions.
Recognition for taking part	The majority of participants interviewed moderately supported recognition for participation in the SELFIE exercise. Students and teachers downloaded the certificates and overall considered it an adequate type of recognition for participation. Mostly the recognition for taking part could be characterised as 'good to have' rather than 'mandatory' or 'highly motivational', with certain deviations in individual perception and responses. In some cases, certain initial desire to achieve higher scores in SELFIE and be recognised as successful was expressed by coordinators and teachers. However, that perception gradually faded out by the end of the exercise with the understanding that SELFIE data does not hit the central policy-makers' desks, unless it is shared by the participating college.
Usefulness of SELFIE WBL	The average score for recommending SELFIE is 4.3/5 and is almost equal for all user groups. SELFIE is a new instrument for the Georgian VET system. Qualitative and quantitative analyses support the conclusion that it has been generally accepted by most respondent groups. At the same time, for some colleges where digitalisation has not yet penetrated the specialisations and is not linked to everyday work practices, it may not be considered relevant at the current stage. SELFIE questions have triggered discussions on deeper integration opportunities with the WBL practices both at VET institutions and in companies. Even though some partner companies' engagement with the SELFIE WBL pilot has been described as challenging by SELFIE school coordinators (see section 5.3), as the companies might not see the clear value and immediate outcomes, there were also examples of active involvement of in-company trainers and company leaders in the SELFIE WBL pilot process.
SELFIE WBL ecosystem	SELFIE ecosystem tools and materials were accepted by the participants with certain preferences. For example, the SELFIE coordinators preferred not to use the downloadable version of the questionnaire in the process of familiarising themselves with the optional questions. They all downloaded the guide for SELFIE coordinators, and no negative feedback or suggestions for improvement were received. Several coordinators considered the guide quite good, even though they gained first-hand knowledge and understood everything at the kick-off meeting and hands-on training. An additional document on setting up and running SELFIE, provided at the beginning, was also useful; some coordinators reported relying on the detailed descriptions.

	The preview of the questionnaires before finalising the set of questions was also mentioned as helpful.

6. LESSONS LEARNT AND SUGGESTIONS FOR FUTURE DEVELOPMENT

This section provides recommendations and suggestions derived from the pilot outcomes and covers user experiences, content, process, additional features, data policy and vision for future implementation.

Topics	Reflections and main findings
Process	The process is streamlined and does not require significant changes. The respondents stated that the preparation process for the kick-off webinar (which included preliminary registration, initial set-up of the groups in all colleges and a rehearsal session), the webinar itself, the hands-on session and shared guiding documents provided sufficient technical and content knowledge to SELFIE coordinators and their peers to successfully set up and run the pilot in their institutions. The number of prematurely set exercises was low, and was corrected by resetting the exercise for the schools. One suggestion was made to reduce the minimum possible timeline of one week, thus enabling the users to perform the exercise quickly and spend more time on preparation of the questions, rather than execution of the exercise. Reminders for user groups were needed to ensure the participation rate target was achieved, especially with the invited in-company trainers.
SELFIE WBL tool	The SELFIE tool was generally welcomed by the pilot participants, with an overall mean satisfaction rate of 83%. There were no significant issues with conducting the exercise. While about half of participating colleges needed only two to three days to familiarise themselves with the questions and decide on adding optional questions, in several cases it took more than a fortnight; that is partially explained by COVID-19, which hit some colleges hard during the SELFIE implementation period. Colleges where quality assurance managers were assigned to the SELFIE school coordinator roles showed a deeper understanding of the tool compared to colleges where ICT managers and technical support staff coordinated the process. In several cases, ad hoc SELFIE teams were created. The tool's interface required additional efforts for a handful of coordinators, especially those with less technical skills. In certain cases, they were not sure which visualisation of the questionnaire to choose for initial presentation of the questions in Step 2 – Customise the questionnaire: the downloadable printable PDF; selection buttons for the core, optional and own questions sections; or the questionnaire previews for the chosen groups. Finally, the latter two options were considered most useful. The outlook for SELFIE WBL acceptance is mostly positive. Leadership teams at VET institutions are interested in obtaining unbiased data from the different user groups, and also started to appreciate its independent mechanism.
Content	Simplification of the questions was frequently suggested in the open-ended questions and also supported in the interviews. Another concern is a perceived duplication of some questions by some students (e.g. similar text with only one core word change – company for school), and drop in interest in completing the questionnaire. This might be linked to the low attention span of Generation Z (Sparks & Honey, 2015, p. 67), and frequent loss of focus on a topic that requires more than 10 minutes of continuous dedicated attention. Some respondents suggested dividing it in two sections or increasing the time limit to a two-hour period so they could complete the questionnaire at a more convenient time slot, to better motivate students; the students themselves would be happier to see shorter questions. At the same time the majority of respondents understood the questions well, and only occasionally did a respondent

	suggest the issue of them being difficult to understand in structure and/or language. Still, it would be good to improve the clarity of terminology and style in the context of Georgia and its language, and providing improved versions of explanatory texts is advised. Other reflections include shortening the questions and the overall completion time for the student questionnaire.
SELFIE WBL report	The SELFIE WBL report is considered useful by the majority of participants (83% satisfaction rate) and moderately 'eye-opening' by some respondents. School leaders have seen the potential for including the results in their development plans and interventions. In certain contexts, SELFIE has yet to find its way to practical acceptance, given other priorities and the (current) non-digital nature of the WBL programmes and companies involved. The proper use of the SELFIE WBL report starts by providing unbiased and uninfluenced answers, and in the Georgian pilot, a certain 'shift' pattern towards positive answers could be seen. While it had been communicated from the beginning that their SELFIE report would not be seen by the MoES nor the national expert, schools gained trust in complete anonymity only at the end of the exercise. Colleges preferred not to share their reports (except for the case study college and one college that wanted technical validation of the exercise), and in the follow-up process, they better recognised their ownership. At the same time the MoES and Education Quality Enhancement Centre specialists sometimes perceive SELFIE as an opportunity to facilitate centrally managed self-reflection. That creates grounds for misunderstanding and should be addressed through communication by the SELFIE national team, discussions or more formalised SELFIE governance. Assistance at the college level regarding capacity building in understanding SELFIE report data, addressing identified gaps and converting it to the development plan could be considered a logical next step.
Features of SELFIE (badge and certificate, possible suggestions for other features)	The badge and certificate are moderately welcomed and perceived as deserved recognition for participation. However, these components were not critical for the administration and in-company trainers. School leaders were more inclined to see the consequences of the exercise, rather than getting the badge. Maybe, further gamification (e.g. virtual 'point' collection for regular users5) and establishing a dedicated SELFIE WBL user badge (bronze, silver, gold) could be suggested based on stable participation rate, adding own questions or other criteria. For students the common understanding was that it is a 'nice to have' feature. According to some evidence, teachers appear to be the most engaged collectors of the certificates, since it is almost habitual for many, and it is used as evidence to support their CPD process.
Data	The data policy ensuring anonymity of the answers was appreciated by the VET institutions at the end of the exercise. The initial perception at least in some cases was that SELFIE is another reporting tool and its data should be shared with the MoES, which would be able to identify and know the detailed results of each school. This, however, is not possible with SELFIE WBL data. The SELFIE college coordinators and other involved personnel and teachers that have dedicated time and effort have been satisfied with the results and communicated increased ownership of the tool. The aggregate data obtained from the JRC was mostly relevant and rarely contained over-inflated responses. However, considering the self-reflective nature of SELFIE WBL, additional explanations and clarifications might be needed to avoid unnecessary artificially increased or formal scoring during its regular implementation.
Future SELFIE WBL ecosystem and possibilities	Since it was the very first pilot exercise of SELFIE WBL in Georgian VET institutions, and the spillover effect from the parallel implementation of SELFIE in general education

[5] Active schools could collect virtual points for regular participation in SELFIE that could lead to additional benefits, e.g. participation in events, invitations to joint initiatives, recognition at virtual communities of practices.

for integration of SELFIE WBL in education and training policies	is yet to be seen, it could be stated that the SELFIE ecosystem is in its infancy in the Georgian VET system. The first steps to complete and decide upon are related to choosing the SELFIE implementation model from the four models offered in the methodology (Bocconi and Lightfoot, 2021) based on mixing centralised/decentralised and top-down/bottom-up approaches. Most probably in the initial phase, it should be a centrally managed, top-down approach. Secondly, more programmes and partner companies need to be involved. Better selling points to the companies might be needed to ensure their real interest in SELFIE, especially in the sectors currently lagging behind in the digital transformation. Thirdly, the grassroots nature of the exercise needs to be integrated (or matched) to the recent trend of opening up the VET system to more providers, especially in short-term certification programmes. Expanding SELFIE to such short-term training programme providers could be useful in building and integrating SELFIE into VET policies. A regular discussion forum or similar mechanism might be needed to better elaborate more points regarding development of SELFIE in Georgia. While the growth of WBL is planned, a future exercise might bring better-grounded conclusions, especially with better engagement of the companies. Since the interest in using SELFIE was clearly communicated by at least half of the participating colleges, involvement of more partner companies and in-company trainers might contribute to a better mirroring of the current trends. In the current sample, in-company trainers seem to have chosen the least critical approach. Partially, this could be explained by the small selection pool. With increasing numbers of in-company trainers (and companies), a more realistic evaluation from that respondent group might be expected.

7. IMPLICATIONS OF COVID-19

COVID-19 has definitely influenced the SELFIE WBL pilot implementation in Georgia.

The COVID-19 pandemic had a direct impact on the Georgian education system from the early days. Schools, kindergartens and universities were closed in Georgia from the beginning of March 2020 as part of the lockdown. The forced emergency transition to distance learning has been moderately effective in ensuring some continuity of the education process. Unlike other countries, however, the return to classrooms has been delayed several times.

The start of the school year in primary schools was delayed until 1 October, and then until 19 October 2020. After opening, the infection rates increased, resulting in individual school closures. Face-to-face schooling for primary-aged pupils only lasted a couple of weeks until switching back to full online education in large cities and towns from November 2020.

Since the firs lockdown in spring 2020, secondary and high-school students have continued their studies in online-only format. The school year was restarted in classes and in the blended mode only in mid-February 2021 for all grades.

VET institutions also experienced delays with the start of the school year, and later individual or city-/region-specific lockdowns continued to negatively impact the education process Their classes have been also restarted in February 2021.

The pandemic has also affected participating colleges, with illness and absences of involved pilot staff, administration or respondent group representatives. This has caused certain delays in implementation and overall diminished responsiveness to the exercise by some participants.

On the other hand, everyone in the Georgian education system, including VET, acknowledges the importance of digital readiness of education institutions and efficient use of digital technologies in education as the best tools to provide continuity and resilience in difficult circumstances. Unfortunately, that does not lead to bottom-up practical initiatives. The interventions are expected in the first place from the MoES. COVID-19 and the imperative of quick action made it impossible to thoroughly address the need for new efficient distance learning methods, unless the learning management systems and e-learning methodology were already present in the provider institutions.

Some companies facing the risk of lockdown were also more reluctant to actively participate in the non-mandatory exercise, even though the importance and necessity of it was communicated to them by the partner colleges and also emphasised during the kick-off event.

COVID-19 required an unplanned switch to digital education in VET institutions. However, companies involved in WBL were largely unable to make this switch, as lessons are usually synchronous, one-way and non-interactive. Thus, in the majority of cases, practical work in the company environment could not be altered to suit the virtual environment, leading to the suspension of many programmes in non-ICT specialisations during the lockdown.

8. CONCLUSIONS AND RECOMMENDATIONS

8.1 Conclusions

Based on the SELFIE WBL pilot outcomes, a set of conclusions and recommendations are presented for further implementation of the SELFIE WBL tool in in Georgia.

Conclusions	At the MoES level, there is clear support and readiness to discuss and consider SELFIE WBL in the policy and strategy measures that are being developed. More articulated external assistance/guidance is expected in setting future directions, or considering quick-win interventions. VET institutions welcome the introduction of the SELFIE WBL tool and gradually acquire awareness of its decentralised nature that empowers them to independently develop digital intervention strategies, or seek assistance and support from external sources, including the MoES, to improve their digital capacity and delivery of digital competences to students. For school leaders, SELFIE WBL has provided a new perspective on what can be achieved in digital development strategies, what the existing gaps are and how these gaps can be addressed. Private VET institutions were sidelined in the pilot process, mainly due to a very low number of WBL students and the tight schedule of the pilot. Further implementation of SELFIE WBL in the country should include measures to involve them too. Students consider SELFIE a useful and anonymous tool that helps their voice to be heard by VET institution administration staff and teachers. For the VET institution administration, the SELFIE report was a revealing tool for discovering diverse (although not in a radical way) views on certain processes, specifically in the leadership and assessment practices. Thus, they obtain reliable and useful data for planning further interventions.

	Despite the high scores registered by the in-company trainers, it might be concluded that the companies were cautious in the pilot stage and did not get actively engaged in the SELFIE process. That could be attributed to the overall novelty of the SELFIE tool, and also to the challenging time of implementation. Properly designed and systemic training in digital skills development for in-company trainers could help incentivise the companies to become more engaged. The implementation of SELFIE in Georgia started in general education in relation to the New School Model programme in 2019. The SELFIE WBL pilot was the first initiative to introduce SELFIE in VET in Georgia. Adopting similar measures already applied in general education might be useful, e.g. by including SELFIE ecosystem development in the new 2021–2027 VET Education Strategy. Creation of the SELFIE teams in participating VET institutions hints to the positive first steps in developing the grassroot SELFIE ecosystem. School leaders, teachers and in-company trainers refrained from providing answers to the open questions and recommendations for SELFIE improvement in the questionnaire. This indicates the need for better familiarisation with the tool and the subsequent follow-up process. Overall, SELFIE was accepted and considered useful by the target audience to support the effective use of digital technology in teaching and learning at school and in the workplace. Implementation of the suggested improvements in this report would help successful adoption.
ecommendations	Further improve the SELFIE translations and terminology by involving the Education Quality Enhancement Centre (a sub-division of MoES). Consider slight simplification of questions and better articulation of differences in the questions with mostly similar content to help avoid automatic responses to perceptibly similar questions. Simplify the interface for SELFIE school/VET institution coordinators for selecting the questions. For example, printable versions could be moved to the resources. Policy support for SELFIE WBL implementation in VET could be considered an essential next step. The long-term policy documents currently under development should include digitalisation of VET, and SELFIE could find its place in the process. The two SELFIE national coordinators for general and vocational education should collaborate more, e.g. to identify options for cooperation and sharing experience in the SELFIE rollout, which would contribute to an efficient allocation of resources and effective implementation of SELFIE in Georgia. This could include considering centrally managed general education programmes in digital learning for upskilling of VET teachers and answering the needs of VET institutions in the context of the digital transformation. It is necessary to do a follow-up feasibility assessment of horizontal SELFIE ecosystem networking between the VET institutions. Future expansion would be aided by strengthening and capacity building of the colleges' newly established SELFIE teams. Discussing options for further considering SELFIE WBL methodology in developing and/or finetuning existing non-digital methods of self-evaluating VET institutions is recommended, as it could also streamline and digitalise the existing external evaluation practices. Comparative analysis of the existing self-evaluation tools used by the central policy-making bodies with the SELFIE approaches and methodology could be advised in that context. Raising awareness of SELFIE WBL in the priority economic sector companies that are considering launching/joining the dual education programmes is recommended, as the overall policy trend is better tuning of the VET system by and with the economic actors. Evaluating opportunities for applying the SELFIE WBL tool to short-term certification programmes that involve work-based practice could be considered another measure for development of industry partnerships. Creation (or preparation) of a framework for collaboration of companies and VET institutions in their digital strategies and initiatives based on the SELFIE WBL tool

	could be considered a necessary kick-off intervention for positioning the tool within a joint digital strategy development process.

8.2 Recommendations for upscaling

In order to achieve a consensus and identify possible further implementation steps for upscaling and integrating SELFIE WBL in the education and training system of Georgia, consultations were conducted, including discussions and focus groups with stakeholders. The methodology for the consultation followed several steps: presentation of the SELFIE WBL pilot results to the MoES coordinating deputy minister and the management of the VET department; discussion regarding the scale of further actions, pace and timeline in the context of the wider landscape of the policies and interventions under development; and focus group discussions with representatives of all stakeholders: MoES specialists in ICT in education, members of the National Centre for Teacher Professional Development and the Education Quality Enhancement Centre, SELFIE national coordinators, SELFIE trainers, four representatives of VET institutions that took part in the SELFIE WBL pilot, the manager and the trainer of the Estonian Digital Turn in Georgia project.

The predefined discussion questions were based on the eight-step methodology for scaling up and integrating SELFIE (see Figure 8) and four models for SELFIE governance that were proposed in the Bocconi and Lightfoot publication (2021).

FIGURE 8. METHODOLOGY FOR UPSCALING AND INTEGRATING SELFIE INTO THE EDUCATION SYSTEM

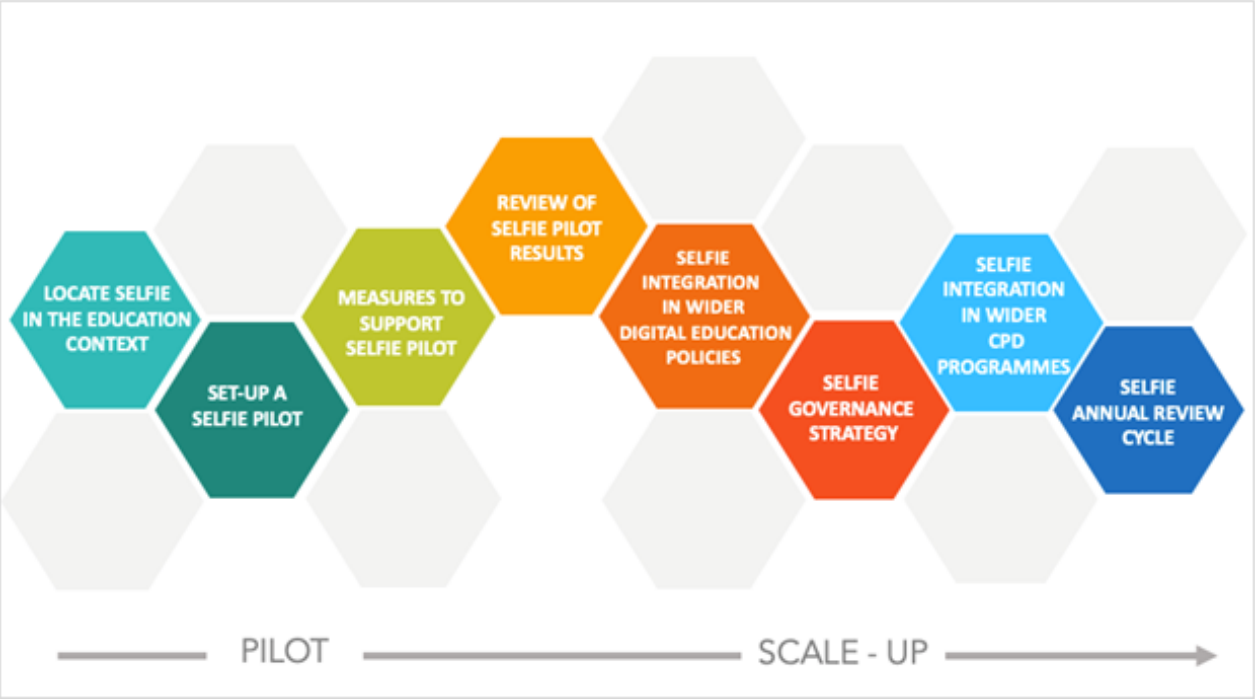


Table 8 depicts key recommendations and policy advice based on the findings by applying the eight-step methodology for integrating SELFIE WBL into the education system.

TABLE 8: FRAMEWORK ANALYSIS BASED ON THE UPSCALING METHODOLOGY FOR THE SELFIE WBL TOOL

STEPS	Key recommendations and policy advice
STEP 1: Locate SELFIE WBL in the national, regional and local context	The major step in the initial conceptualisation stage is to define the policy intent for SELFIE WBL implementation. The central education stakeholders are familiar with the SELFIE WBL tool and there is the intent to find its place in the existing context firstly at the national level, and later at the VET providers' level, considering their digital progress and aspirations. The main recommendation is to establish a multi-level coordinating body that will help overcome often sporadic and uncoordinated efforts of different stakeholders focusing on the digital transformation, assessment, or development of the WBL system. The planned creation of a Skills Agency by the MoES and Chamber of Commerce means increased involvement of the business sector, which could help to properly incorporate SELFIE in VET and WBL.
STEP 2: Set up the SELFIE WBL pilot	The SELFIE WBL pilot has been conducted and the results are reported in section 3 of the current document.
STEP 3: Define measures to support the SELFIE WBL pilot	The supporting measures have been defined and implemented as reported in section 3 of the current document.
STEP 4: Review SELFIE WBL pilot results	SELFIE WBL pilot results are reviewed and presented in the current report document, particularly in sections 5 and 6.
STEP 5: Plan the upscaling and integration of SELFIE WBL in national, regional and local policies	Integrating into national, regional and local digital education strategies Integration of SELFIE into national VET strategies is strongly advised; the next seven-year action plan is under development, and it should contain digitalisation of VET (including WBL) that could incorporate SELFIE. Furthermore, the planned establishment of the Skills Agency could contribute to systemic integration of SELFIE into the VET system by allocating SELFIE coordination under its portfolio. Seeking better interaction with the general education digital transformation strategies could lead to harmonisation of the initiatives under the overall portfolio of the MoES. For example, ICT trainers delivering SELFIE training to general education schools in the New School Model could be employed for capacity-building initiatives in the VET sector. It is feasible to consider SELFIE as complementary to the mandatory self-assessment process (see below), and seek its adoption as a major tool for developing decentralised leadership in digital transformation. Quality assurance SELFIE could be helpful as a supporting tool for the mandatory (once every three years) self-assessment process of VET institutions, and designing digital strategy and related action plans based on it. Ideally the main stakeholders would accept and build on the role of SELFIE in VET institutions' assessment processes. Central policy-makers and experts could aim to create an environment conducive to honest self-assessments by general education and VET providers, for example through an anonymous and trustful self-assessment culture based on SELFIE and respective awareness-raising work. Knowledge sharing and cooperation with EU and international initiatives International initiatives and donor support could play an important role in increasing SELFIE and SELFIE WBL adoption. Donor support has already helped VET system reform, and further harmonisation on the basis of the commonly shared SELFIE instrument could benefit development of the common languages and facilitate cooperation.

STEP 6: Establish the SELFIE WBL governance strategy	SELFIE governance in the context of overall digital education governance in VET There is no separate governance for digital education in the VET sector currently. The main goal of the proposed properly structured SELFIE management is to contribute to advancement of digital education in VET WBL, and to ensure engagement of all stakeholders and achievement of the planned outcomes. Defining the organisational model for SELFIE governance and coordination The centralised, top-down approach could be considered the most relevant by central policy-makers, at least during the initial awareness-raising period. VET providers are more cautious about the centrally managed process; at the same time, participating colleges advocate for a mandatory model for SELFIE rollout, which (to a certain extent) requires centrally managed programming. In general education, the blended approach for SELFIE rollout has been found to be the most desirable. The MoES plans to establish incentive schemes for schools to participate in SELFIE and based on their results request technical and/or infrastructure assistance. A similar scheme could be tested in VET. Necessary precautionary measures to avoid both inflated and artificially low scores should be implemented in the preparation and explanation process. Involving stakeholders Overall, there is a consensus concerning the need to raise awareness of SELFIE WBL among stakeholders, especially those in VET institutions and the business sector, as well as the Chamber of Commerce, considering its future possible active role as a co-founder of the Skills Agency (to be created) with the MoES. The multi-level coordination body could be the best way to ensure effective communication and implementation of SELFIE WBL-related policies and practices. Adopting a clear and effective communication strategy The SELFIE WBL information campaign could be organised effectively, focusing on business sector engagement and involving all VET institutions, prioritising, for example, those delivering dual programmes. Webinars and different information dissemination channels should be employed.
STEP 7: Incorporate SELFIE WBL in the CPD programme	Professional development for designing, implementing and monitoring the SELFIE-based action plan is advised in the first instance. The MoES could seek external assistance for school-based SELFIE teams' capacity building in analysing the SELFIE report and designing projects based on it. The process could be complemented by sharing the experience of training the 120 public school teams aggregated by the Digital Turn in Georgia project and its 8 trainers. These trainers could conduct training of the New School Model ICT trainers in the methodology of interpreting the SELFIE WBL report and designing digital development plans or projects based on it. Professional development for teachers and SELFIE college coordinators Empowering SELFIE coordinators and giving them opportunities to network should create necessary traction. Integration of SELFIE-related training into the regular CPD process could be considered. Professional development for school leaders School leaders in both VET and general education would benefit from better exposure to SELFIE opportunities and understanding the reports through specific SELFIE-related information campaigns or training.
STEP 8: Set up a SELFIE WBL annual review cycle to inform policies	Using SELFIE aggregate data Using SELFIE aggregate data has been considered useful for education stakeholders to properly plan and adjust their policies, strategies and interventions. In the medium term, the data could be obtained considering the priority disaggregation (size of the college, economic sector, years of implementing WBL programmes) and ensuring data anonymity. For participants in the pilot, data anonymity was critical, and their acceptance of SELFIE was significantly linked to that. In other words, leadership teams at VET institutions

	value privacy and embrace ownership of SELFIE as a helpful tool for school-based self-assessment and action plan development. Conducting a meta-analysis of the SELFIE process Further analysis of the SELFIE impact on VET and general education systems could be considered at the later stages, preferably in a synchronised manner. General education schools and VET institutions could choose their own frequencies of running the SELFIE exercise, while the central policy-making bodies would continue to obtain and analyse the anonymised and aggregated data on an annual basis.

Key recommendations and policy advice highlighting enablers and challenges are provided below.

The SELFIE WBL pilot in Georgia and previous SELFIE rollout experience in general education have revealed certain challenges and drivers that should be taken into consideration in planning further adoption of SELFIE in the country's education and training system.

Challenges

- First, similar to the findings of the Bocconi and Lightfoot report (2021), there was a challenge of involving some participant groups in the survey. Students and in-company trainers considered it another assignment and on many occasions provided high scores, not spending time on internalisation of the questions. Dual programme teachers participating in the pilot got a better understanding of the questions during the preliminary period of setting up the questionnaire. There was no direct reporting of teacher reluctance to participate, and according to the SELFIE college coordinators, teachers were attracted by the opportunity to receive a participation badge.
- Although anonymity was appreciated by VET institutions themselves, this created the problem that MoES stakeholders did not have access to specific schools' digital readiness snapshots.
- The low ability of general education schools to convert SELFIE report data into operational action plans has been emphasised by Digital Turn in Georgia project managers, who conducted a two-year project in general education schools. The DG Turn project efforts were dedicated to interpretation of the SELFIE report and designing projects and response measures based on it. The challenge has been acknowledged by the stakeholders and reported recently by the newly involved schools. The main policy recommendation is to invest resources to empower schools'/colleges' SELFIE teams so they can better analyse the report data and also customise the questionnaire.
- A consequent challenge relates to proper funding of the action plans and projects stemming from SELFIE school/college reports. VET providers appear to be more confident in sourcing follow-up action by donors. In general education, the MoES plans to create a demand- and competition-based mechanism to fund schools' infrastructure needs revealed in the SELFIE report. Different actors should be involved in the design and creation of a proper system for funding school projects and action plans, as advised in the Bocconi and Lightfoot report (2021, p. 7). Some state budget funds are allocated for school contests and Olympiads that could be repurposed for SELFIE-based school projects and infrastructure assistance.
- Another challenge is relatively low digital skills and competences of teachers and students. Currently there are no professional development courses in digital skills for VET teachers. The new programmes could include elements of the DigCompEdu Framework and also familiarisation with SELFIE.

Enablers

- One of the major drivers for SELFIE adoption in the education system of Georgia is quality assurance. The steps taken in recent years to increase the quality of VET through a modular approach and introduction of dual programmes as a form of WBL have created the enabling environment for introduction of SELFIE as an efficient assessment instrument, complementary to other external audits and existing self-assessment tools. In general education, one of the priorities declared by the general education development concept and New School Model is promoting decentralised policy-making and school-based strategic development (MoES, 2019). In this context, SELFIE could be an excellent tool for providing reliable data for measuring the baseline and tracking the progress, assuming a proper self-assessment culture is developed through moderation, deliberation and training.
- For policy-makers, the need for better understanding of schools' and colleges' development needs could also be considered a driver that was articulated during the general education SELFIE pilot. While enabling schools to reflect on the status and use of technology seems to be achievable with little external moderation, defining priorities and designing action plans will require additional inputs and assistance.
- Another enabler is the goal of developing improved school governance declared in the policy documents, specifically in the New School Model programme. SELFIE could be an enabler for creating evidence-based school strategies and action plans, and be an overall facilitator for self-reflecting and development of responsible learning communities.
- Creation of the SELFIE communication strategy and governance scheme involving all stakeholders' representatives could streamline better adoption of digital technologies in the education system. The need to take efficient steps on the way to the digital transformation has been acknowledged as a priority catalysed by the COVID-19 pandemic. Thus, capitalisation on that momentum through SELFIE-related coordination mechanisms could result in better ownership and quality of the digital education action plans and shared responsibility for their implementation.

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ANNEXES

Annex I – Key info on the WBL system

Introduction of the Work Based Learning could be considered a part of the last decade reform in VET system of Georgia. The reform aims at overall support to the country socio-economic development and poverty reduction, development of individual potential according to the requirements of current and future, local and international labour market; also formation of the inclusive, accessible education system in the context of Lifelong Learning.

The reform of vocational education programs has been implemented in 2014-2018, that envisaged introduction of the modular, competence based programs that are tuned to the job market needs, focused on the learning outcomes, strengthens the practical component and introduces the modern methods for teaching and assessment. The Dual education version of the WBL has been launched in Georgia in 2016 within the mentioned curriculum reform framework. The Dual programs are designed with involvement of employers and mandate achieving of 50% and more learning outcomes in the real work-based environment in the partner company.

Being one of the priorities for VET education system, the dual programs currently are available in Tourism, Construction, Railway Transportation, Information Technology and Agriculture. The mandatory requirement for admission to the dual program is the applicant interview with the employer/partner company.

The major policy document related to the introduction of the WBL are the VET education action plan 2013-2020 and The concept paper of WBL model implementation in Georgia (2016).

The recent developments include creation of the draft regulation clarifying the roles and responsibility of the institutions involved in the WBL – Colleges, companies; also students' rights and quality assurance topics.

Key figures:

There are more than 90 VET education providers in Georgia present in all regions of Georgia, with the largest number of institutions concentrated in the capital Tbilisi. Among them there are[6]:

- 66 Authorized VET institutions: 25 Public and 44 private
- 20 higher education institutions
- 8 General education schools

As for 2020 30 programs with dual approach are implemented in 17 education institutions.

The employment rate of the dual programme graduates is 68% - 6% higher than the average employment rate of vocational program graduates.[7]

[6] Ministry of Education, Science, Culture and Sport of Georgia. http://mes.gov.ge/content.php?id=215&lang=eng

[7] European Training Foundation (2020). *Work-Based Learning in Georgia.*

In general, there is a lack of tradition of WBL in Georgia, and the school-enterprise partnership is underdeveloped.[8] Also, the capacity of Georgian SMEs representing 99.7% of Georgian companies lack capacity and willingness to be engaged in the VET system.[9] Some companies would rather invest in private VET facilities, than to develop public-private partnerships.

Despite the decrease in overall number of VET admissions in recent years, the consistent trend of increasing the share of Dual program students is observed, still representing only 6% of the VET students.

The list of VET institutions with number of students in the dual programs.[10]

Region	VET Institution	Institution Type	Number of active students	Number of active students in dual programs
Adjara	LEPL - Vocational College "Black Sea"	Public	338	74
Adjara	LEPL - Teaching University Batumi State Maritime Academy	Public	430	2
Adjara	LEPL - Batumi Shota Rustaveli State University	Public	302	
Adjara	LEPL - Community College "Akhali Talgha"	Public	1361	69
Guria	N(N)PL - Vocational College "Horizonti"	Public	240	
Tbilisi	LEPL - Community College "Mermisi"	Public	679	7
Tbilisi	N(N)PL - Railway Transport College	Public	401	345
Tbilisi	LEPL - Community College Gldani Vocational Training Center	Public	356	4
Tbilisi	LEPL - Ivane Javakhishvili Tbilisi State University College of Media and Television	Public	155	
Tbilisi	LEPL -Tbilisi State Medical University	Public	4	
Tbilisi	LEPL - Ivane Javakhishvili Tbilisi State University	Public	541	
Tbilisi	N(N)LE - Vocational College "Ikarosi"	Public	408	3
Tbilisi	LEPL - Georgian Technical University	Public	460	
Tbilisi	LEPL – State Community College of Physical Education and Sport of Georgia	Public	197	
Tbilisi	LEPL - Sokhumi State University	Public	53	
Tbilisi	LEPL - Community College Information Technology Academy	Public	389	5
Tbilisi	LEPL - Community College "Spektri"	Public	614	11
Imereti	NNLE Construction College “Construqt2”	Public	39	
Imereti	The Faculty of Agrarian Sciences and Biosystems Engineering of the Georgian Technical University -	Public	59	

[8] Ibid
[9] Ibid
[10] Source: Ministry of Education and Science of Georgia. VET department. 2020

	Didi Jikhaishi N. Nikoladze Vocational College of Agro-Engineering and Food Technologies			
Imereti	Tkibuli Mining-Technological Institute of Georgian Technical University	Public	124	
Imereti	LEPL - Akaki Tsereteli State University	Public	529	
Imereti	LEPL - Community College "Iberia"	Public	289	11
Kakheti	LEPL - Community College Aisi	Public	759	57
Kakheti	LEPL - Iakob Gogebashvili Telavi State University	Public	20	
Kakheti	N(N)PL - Vocational College "Prestige"	Public	53	
Mtskheta-Mtianeti	LEPL - Ilia Tsinamdzgvrishvili College	Public	420	91
Mtskheta-Mtianeti	N(N)PL - Advanture Tourism School	Public	58	
Racha-Lechkhumi and Kvemo Svaneti	LEPL - Vocational College "Erkvani"	Public	40	
Samegrelo-Zemo Svaneti	Shota Meskhia State Teaching University of Zugdidi	Public	618	10
Samegrelo-Zemo Svaneti	LEPL - Vocational College "Tetnuldi"	Public	121	
Samegrelo-Zemo Svaneti	LEPL - Vocational College "Pazisi"	Public	340	7
Samegrelo-Zemo Svaneti	LEPL - Vocational College "Lakada"	Public	167	
Santskhe-Javakheti	LEPL - Samtskhe-Javakheti State University	Public	78	
Santskhe-Javakheti	LEPL - Community College "Opizari"	Public	674	69
Kvemo Kartli	LEPL - Vocational College "Modusi"	Public	282	
Shida Kartli	LEPL – Gori State Teaching University	Public	313	
Shida Kartli	N(N)PL - Vocational College "Gantiadi"	Public	206	28
Shida Kartli	LEPL - Gori Sulkhan Tsintsadze Music College	Public	25	
Shida Kartli	Townlet Agara Public School of Kareli Municipality	Public	43	
Adjara	LTD - Batumi Independent Institution	Private	274	
Adjara	LTD - Batumi Navigation Teaching University	Private	250	
Adjara	LTD – Batumi Medical Academy	Private	173	
Adjara	Makhinjauri Marine Lyceum	Private	358	

Adjara	LTD - Maritime Educational Training Centre "Ekvatori"	Private	70	
Adjara	LTD - Black Sea Business Academy	Private	11	
Adjara	LTD Batumi Public Academy BPA	Private	148	
Adjara	LTD - Batumi High Marine Engineering School ANRI	Private	328	
Adjara	N(N)LE - Tbel Abuserisdze Teaching University of Georgian Patriarchate	Private	67	
Tbilisi	LTD - International Community College	Private	38	
Tbilisi	N(N)LE - Saint King Tamar University of Georgian Patriarchate	Private	36	
Tbilisi	LTD – Academy of Business & Technology	Private	456	30
Tbilisi	LTD - Interbisiness Academy	Private	309	
Tbilisi	LTD - "Orientiri"	Private	289	
Tbilisi	LTD - Community College "Georgia"	Private	82	
Tbilisi	LTD - Community College Panacea	Private	633	
Tbilisi	David Tvildiani Medical University Nursing School	Private	35	
Tbilisi	LTD - Community College Tbilisi Medical School N1	Private	318	
Tbilisi	LTD - Community College "Kavkasioni"	Private	307	
Tbilisi	LTD - Third Medical College	Private	90	
Tbilisi	LTD Panaskerteli Community College	Private	192	
Tbilisi	N(N)LE New Vocational College	Private	38	
Tbilisi	The University of Georgia Professional College	Private	25	
Tbilisi	LTD - "Barakoni"	Private	215	
Tbilisi	LTD - Tegeta Academy	Private	11	11
Tbilisi	LTD - Keune Academy	Private	23	
Tbilisi	LTD - Community College Natali Academy	Private	45	
Tbilisi	ST. Dimitri Kipiani Multi-Profile School-College	Private	42	
Tbilisi	LTD - Aviation University of Georgia	Private	41	
Tbilisi	N(N)LE - Georgian Patriarchate Community College of Decorative Gardening	Private	107	
Tbilisi	LTD - Georgian-American Nursing College	Private	50	
Tbilisi	LTD – Multiprofile Community College Imedi	Private	175	
Tbilisi	LTD - Business Academy of Georgia - SBA	Private	297	12
Tbilisi	GIPA - Georgian Institute of Public Affairs	Private	89	
Imereti	LTD- General Education Institution "Tsodna"	Private	5	
Imereti	LTD – Academy of Business & Technology	Private	87	
Imereti	LTD - Sio	Private	66	
Imereti	LTD - Community College "Kavkasioni"	Private	307	
Imereti	LTD - Kutaisi Medical School	Private	73	
Imereti	LTD - "Profunite"	Private	107	

Kakheti	LTD Panaskerteli Community College	Private	90	
Kakheti	LTD - "Ilia" - Ilia Chavchavadze Sagarajo Community College	Private	45	
Samegrelo -Zemo Svaneti	LTD - "Tskhum-Egrisi"	Private	56	
Samegrelo -Zemo Svaneti	LTD - Community College Zugdidi Academy	Private	29	
Santskhe-Javakheti	LTD- Ivane Javakhishvili Borjomi Private General Education School	Private	31	
Kvemo Kartli	LTD - Marneuli medical coolege	Private	90	
Kvemo Kartli	LTD - Marneuli College	Private	230	
Kvemo Kartli	LTD Marneuli Community College	Private	130	
Kvemo Kartli	LTD - "ARSI"	Private	45	
Shida Kartli	LTD - Community College Amagi	Private	186	
Total			19384	846

Annex II - References to SELFIE in policy documents

SELFIE has not been mentioned in the adopted policy documents yet. It has been referred in the official letters in communication with ETF and also during invitation of VET stakeholders, colleges representatives and the companies to webinars.

SELFIE has been included to the draft document of Education System Digital Transformation concept, that is currently circulated and discussed among specialists and the MoES representatives.

Annex III – Country fiche

SELFIE WBL pilot implementation in Georgia

December 2020

Ecosystem measures

- Policy support SELFIE WBL for implementation in VET education system of Georgia
- Collaboration with SELFIE national coordinator in identifying options for mutual cooperation and sharing experience in SELFIE rollout. It was the very first pilot exercise of SELFIE WBL in Georgian VET institutions, and the spill over effect from the parallel implementation of SELFIE in general education is yet to be seen.
- Considering the MoESCS programs for digital learning in upskilling of VET teachers and answering the needs of VET institutions in the context of the digital transformation
- Assessing feasibility of the horizontal SELFIE ecosystem networking between the VET institutions
- Strengthening and capacity building of the newly established SELFIE teams in the participated in the pilot VET institutions.
- Evaluating options for considering SELFIE WBL methodology in developing and/or fine-tuning existing non-digital methods of VET institutions self-evaluation.
- Raising awareness concerning SELFIE WBL in the priority economic sector companies that are considering launching of the Dual education programs
- Comparative analysis of the existing self-evaluation tools requested by the central policy making bodies with the SELFIE approaches and methodology.

Other

- Public VET institutions in Georgia are well equipped with PCs and supporting technology with average 1.35 student per computer ratio (as of 2019). ICT skills is a mandatory module across all VET and dual programs. At the same time some methods, tools and applications of technology introduced by SELFIE appear a complete novelty for the context of the existing VET programs digitalization levels
- The proper use of the available hardware and in-company facilities is specific to the program and the economic sector

Overall evaluation and future directions

- The SELFIE WBL process is streamlined and accepted by the Georgian VET institutions
  The tool is welcomed by the institutions in general.
- At the policy level there is readiness to discuss and consider SELFIE WBL in the policy and strategy measures that are being developed.
- In overall 209 respondents have filled the questionnaire. Among them:
  - 32 school leaders
  - 74 teachers
  - 82 students
  - 21 in-company trainers
- The overall mean scores by all respondent groups in Georgia fall in the interval between 4.13 by School Leaders and 4.44 by teacher and in-company trainers.
- The lowest scores were received by Leadership and Assessment practices- 4.31 for both;
  The highest score – by Infrastructure and Equipment - 4.48
- VET institutions expect further activities leading to finetuning and launch of the regular SELFIE WBL tool in Georgia.

Implications of COVID-19

- The pandemic has forced closures of the schools and VET institutions in spring, and for the most part of the fall.
- Switching to emergency remote teaching enabled certain continuity, but with drops in quality of learning, especially in the assessment practices.
- During the pilot implementation Covid-19 related problems have caused delays for several and re-set of the exercise in 2 participating institutions
- Some participating companies admit that they've suspended practical classes due to inability to properly designing the in-company learning process in the distance mode; the counter measures are being elaborated
- Covid-19 pandemic has triggered the processes leading to the proper digital transformation of the education system; SELFIE report has helped to clarify some specific gaps related to the mobility of the classroom and digital assessment tools

https://ec.europa.eu/education/schools-go-digital

Annex IV – List of tools similar to SELFIE and other tools used in WBL

No publicly available tool similar to SELFIE is available currently in Georgia. Other instruments are related to VET institution authorization process and consecutive quality assurance requirements. Colleges create and use ad-hoc electronic questionnaires based on Google Forms to measure attitudes to different aspects of the learning process mainly by the students.

Among existing tools the most common are:

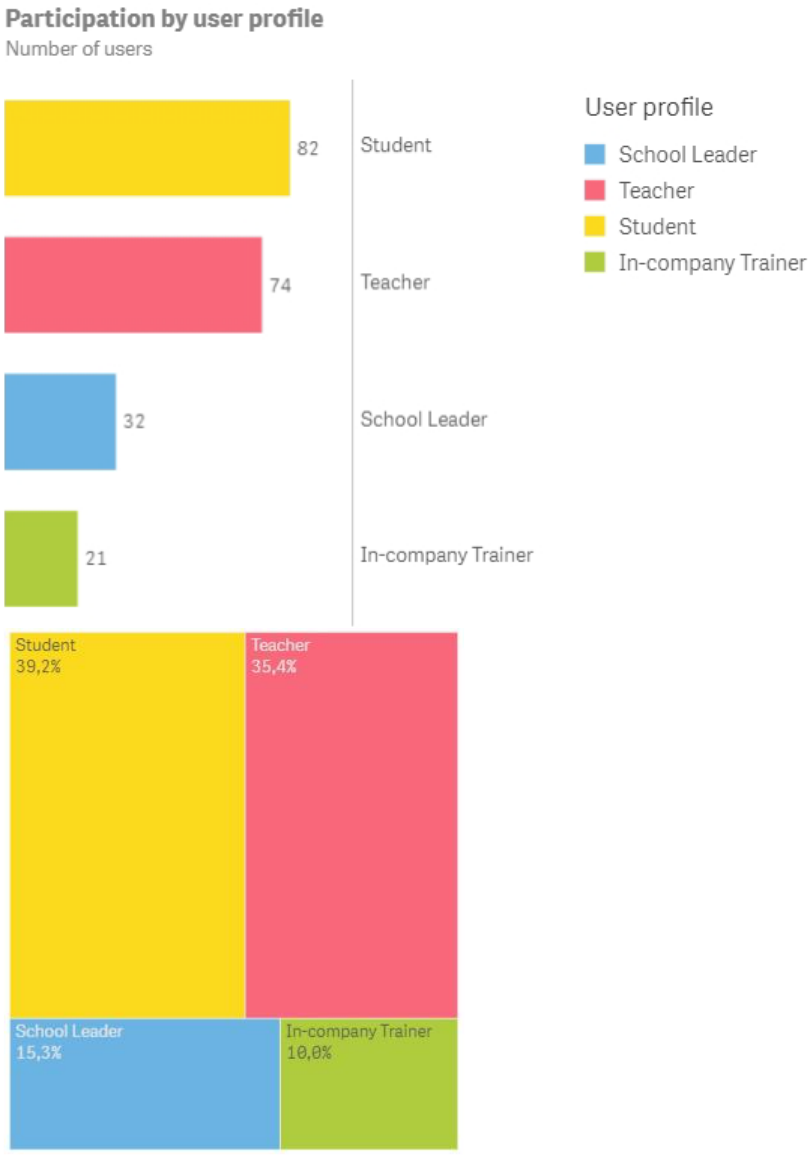
1. VET institution authorization questionnaire
2. 3-annual self-evaluation questionnaire, that could be possible enriched and substantiated with SELFIE regular data
3. External evaluation/audit tools used by the quality assurance authorities and assigned by them experts during the authorization and annual reporting process.

ANNEX V - Overview of SELFIE WBL results in Georgia

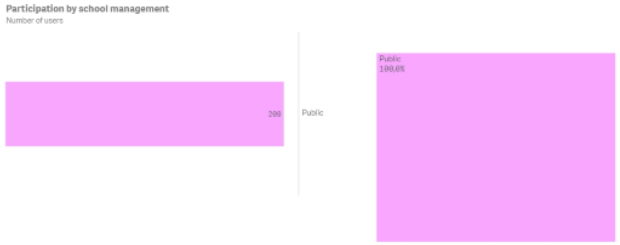
The outcomes of the pilot are not representative of the national education and training systems. They provide useful insights for schools and companies participating in the pilot and, overall, for schools and companies providing similar WBL programmes and belonging to the specific economic sectors covered by the pilot.

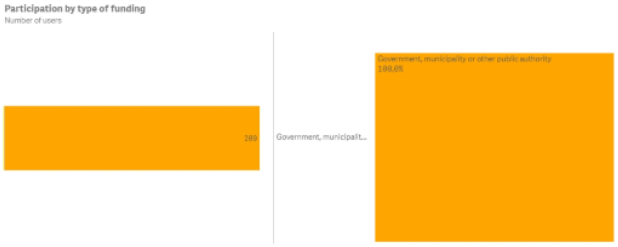
1. Participation

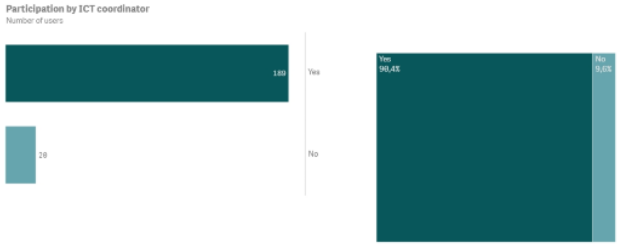
By user profile

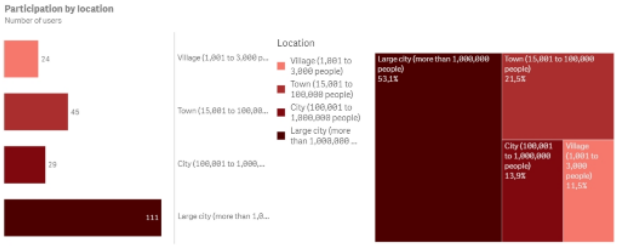


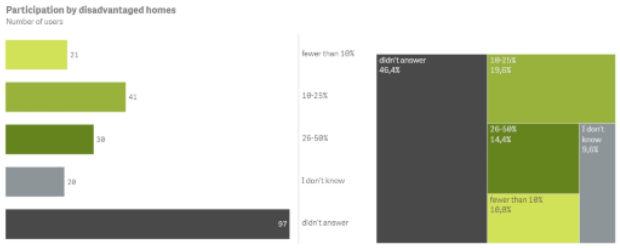
By VET institutions categories:

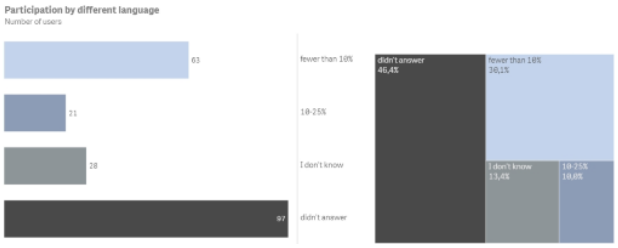

Participation by school management
Number of users
200
Public
Public
100,0%


Participation by type of funding
Number of users
200
Government, municipalit...
Government, municipality or other public authority
100,0%

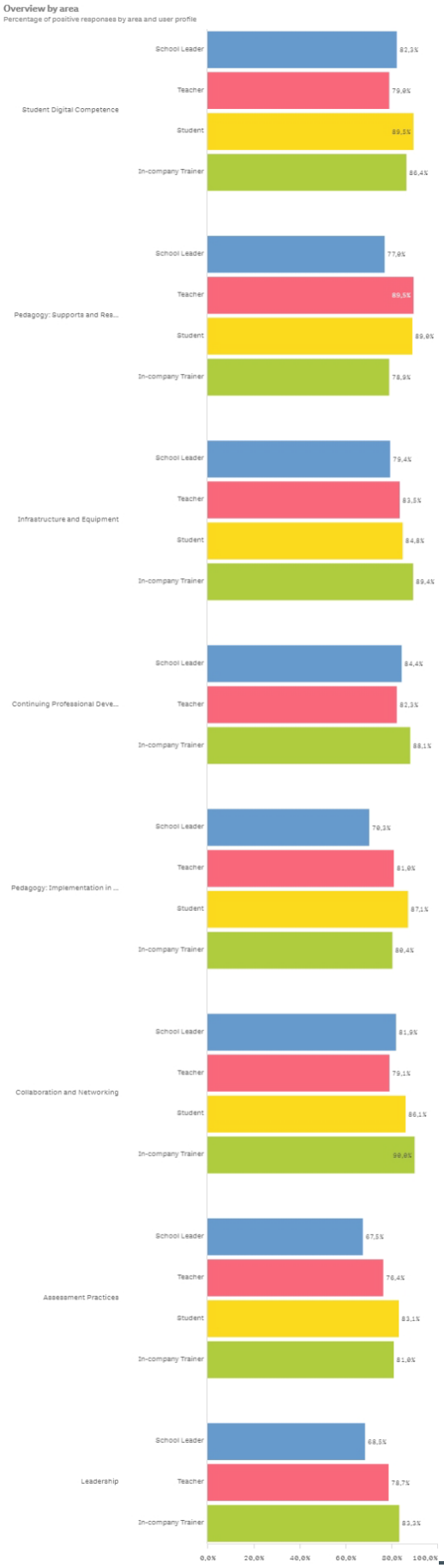

Participation by ICT coordinator
Number of users
189
Yes
20
No
Yes
90,4%
No
9,6%

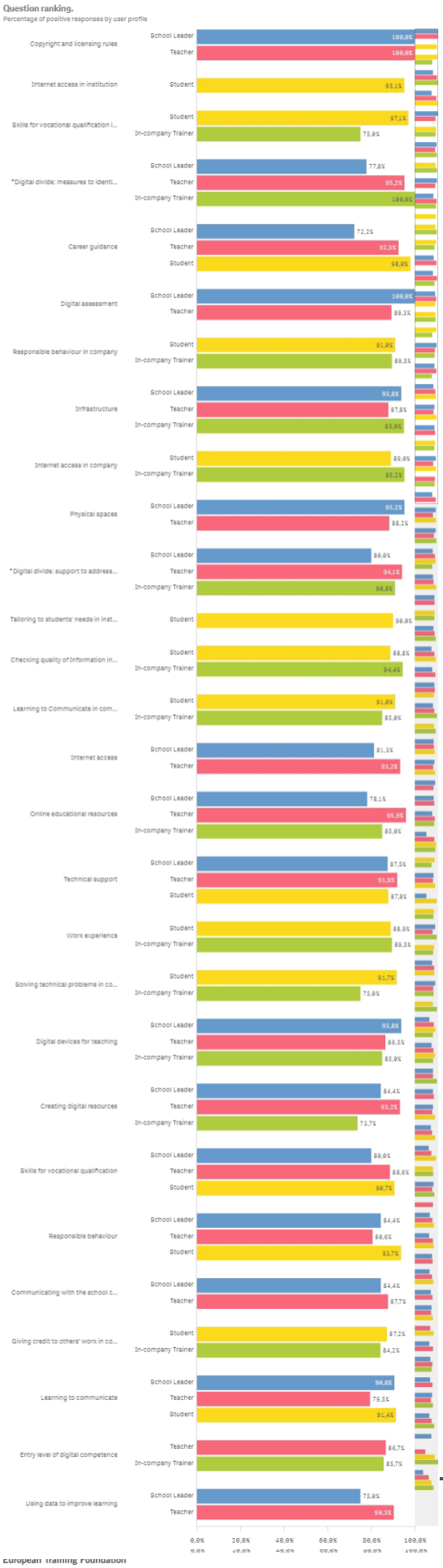

Participation by location
Number of users
24
45
20
111
Location
Village (1,001 to 3,000 p...
Town (15,001 to 100,00...
City (100,001 to 1,000,...
Large city (more than 1,0...
Village (1,001 to 3,000 people)
Town (15,001 to 100,000 people)
City (100,001 to 1,000,000 people)
Large city (more than 1,000,000 ...
Large city (more than 1,000,000 people)
53,1%
Town (15,001 to 100,000 people)
21,5%
City (100,001 to 1,000,000 people)
13,9%
Village (1,001 to 3,000 people)
11,5%

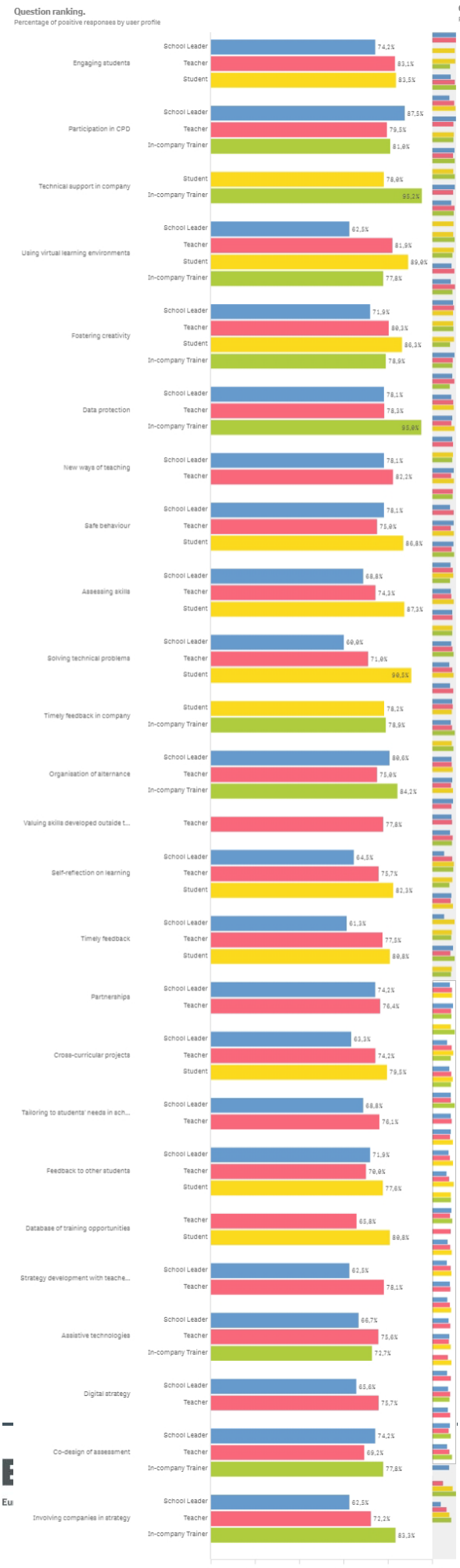

Participation by disadvantaged homes
Number of users
21
41
30
20
97
fewer than 10%
10-25%
26-50%
I don't know
didn't answer
didn't answer
46,4%
10-25%
19,6%
26-50%
14,4%
I don't know
9,6%
fewer than 10%
10,8%


Participation by different language
Number of users
63
21
28
97
fewer than 10%
10-25%
I don't know
didn't answer
didn't answer
46,4%
fewer than 10%
30,1%
I don't know
13,4%
10-25%
10,0%

2. Main areas


Overview by area
Percentage of positive responses by area and user profile
Student Digital Competence
School Leader
Teacher
Student
In-company Trainer
82,3%
79,8%
89,5%
86,4%
Pedagogy: Supports and Res...
77,8%
89,5%
89,8%
78,9%
Infrastructure and Equipment
79,4%
83,5%
84,8%
89,4%
Continuing Professional Deve...
84,4%
82,3%
88,1%
Pedagogy: Implementation in ...
78,3%
81,8%
87,1%
80,4%
Collaboration and Networking
81,9%
79,1%
86,1%
90,8%
Assessment Practices
67,5%
76,4%
83,1%
81,8%
Leadership
68,5%
78,7%
83,3%
0,0%
20,0%
40,0%
60,0%
80,0%
100,0%

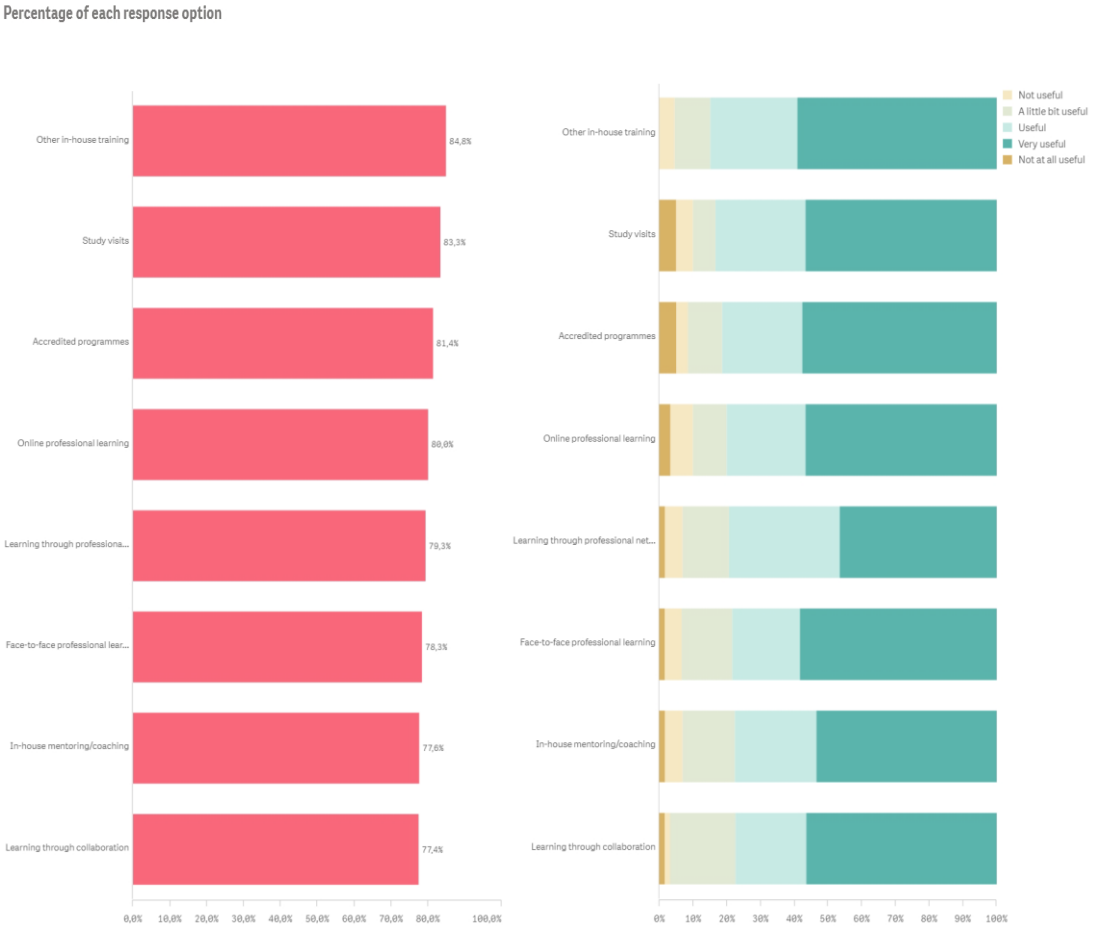

Question ranking.
Percentage of positive responses by user profile
Copyright and licensing rules
School Leader 100,0%
Teacher 100,0%
Internet access in institution
Student 95,1%
Skills for vocational qualification i...
Student 97,1%
In-company Trainer 75,0%
*Digital divide: measures to identi...
School Leader 77,8%
Teacher 95,2%
In-company Trainer 100,0%
Career guidance
School Leader 72,1%
Teacher 92,5%
Student 98,0%
Digital assessment
School Leader 100,0%
Teacher 89,3%
Responsible behaviour in company
Student 91,9%
In-company Trainer 89,5%
Infrastructure
School Leader 93,8%
Teacher 87,8%
In-company Trainer 93,0%
Internet access in company
Student 89,0%
In-company Trainer 95,2%
Physical spaces
School Leader 95,2%
Teacher 88,1%
*Digital divide: support to address...
School Leader 88,0%
Teacher 94,1%
In-company Trainer 90,5%
Tailoring to students' needs in inst...
Student 90,0%
Checking quality of information in...
Student 88,8%
In-company Trainer 94,4%
Learning to Communicate in com...
Student 91,8%
In-company Trainer 85,0%
Internet access
School Leader 81,3%
Teacher 93,2%
Online educational resources
School Leader 78,1%
Teacher 95,9%
In-company Trainer 85,0%
Technical support
School Leader 87,5%
Teacher 91,9%
Student 87,8%
Work experience
Student 88,9%
In-company Trainer 89,5%
Solving technical problems in co...
Student 91,7%
In-company Trainer 75,0%
Digital devices for teaching
School Leader 93,8%
Teacher 86,5%
In-company Trainer 85,0%
Creating digital resources
School Leader 84,4%
Teacher 93,2%
In-company Trainer 73,7%
Skills for vocational qualification
School Leader 88,0%
Teacher 88,6%
Student 90,7%
Responsible behaviour
School Leader 84,4%
Teacher 88,6%
Student 93,7%
Communicating with the school c...
School Leader 84,4%
Teacher 87,7%
Giving credit to others' work in co...
Student 87,2%
In-company Trainer 84,2%
Learning to communicate
School Leader 90,6%
Teacher 79,5%
Student 91,4%
Entry level of digital competence
Teacher 86,7%
In-company Trainer 85,7%
Using data to improve learning
School Leader 75,0%
Teacher 90,1%
0,0%
20,0%
40,0%
60,0%
80,0%
100,0%


Question ranking.
Percentage of positive responses by user profile
Engaging students
School Leader 74,2%
Teacher 83,1%
Student 83,5%
Participation in CPD
School Leader 87,5%
Teacher 79,5%
In-company Trainer 81,8%
Technical support in company
Student 78,8%
In-company Trainer 95,2%
Using virtual learning environments
School Leader 62,5%
Teacher 81,9%
Student 89,8%
In-company Trainer 77,8%
Fostering creativity
School Leader 71,9%
Teacher 80,3%
Student 86,3%
In-company Trainer 78,9%
Data protection
School Leader 78,1%
Teacher 78,3%
In-company Trainer 95,8%
New ways of teaching
School Leader 78,1%
Teacher 82,2%
Safe behaviour
School Leader 78,1%
Teacher 75,8%
Student 86,8%
Assessing skills
School Leader 68,8%
Teacher 74,3%
Student 87,3%
Solving technical problems
School Leader 60,0%
Teacher 71,0%
Student 90,5%
Timely feedback in company
Student 78,2%
In-company Trainer 78,9%
Organisation of alternance
School Leader 80,6%
Teacher 75,0%
In-company Trainer 84,2%
Valuing skills developed outside t...
Teacher 77,8%
Self-reflection on learning
School Leader 64,5%
Teacher 75,7%
Student 82,3%
Timely feedback
School Leader 61,3%
Teacher 77,5%
Student 80,8%
Partnerships
School Leader 74,2%
Teacher 76,4%
Cross-curricular projects
School Leader 63,3%
Teacher 74,2%
Student 79,5%
Tailoring to students' needs in ach...
School Leader 68,8%
Teacher 76,1%
Feedback to other students
School Leader 71,9%
Teacher 70,0%
Student 77,6%
Database of training opportunities
Teacher 65,8%
Student 80,8%
Strategy development with teache...
School Leader 62,5%
Teacher 78,1%
Assistive technologies
School Leader 66,7%
Teacher 75,6%
In-company Trainer 72,7%
Digital strategy
School Leader 65,6%
Teacher 75,7%
Co-design of assessment
School Leader 74,2%
Teacher 69,2%
In-company Trainer 77,8%
Involving companies in strategy
School Leader 62,5%
Teacher 72,2%
In-company Trainer 83,3%
Question ranking.
Percentage of positive responses by user profile
Fostering creativity
Student 86,3%
In-company Trainer 78,9%
Data protection
School Leader 78,1%
Teacher 78,3%
In-company Trainer 95,8%
New ways of teaching
School Leader 78,1%
Teacher 82,2%
Safe behaviour
School Leader 78,1%
Teacher 75,8%
Student 86,8%
Assessing skills
School Leader 68,8%
Teacher 74,3%
Student 87,3%
Solving technical problems
School Leader 60,0%
Teacher 71,0%
Student 90,5%
Timely feedback in company
Student 78,2%
In-company Trainer 78,9%
Organisation of alternance
School Leader 80,6%
Teacher 75,0%
In-company Trainer 84,2%
Valuing skills developed outside t...
Teacher 77,8%
Self-reflection on learning
School Leader 64,5%
Teacher 75,7%
Student 82,3%
Timely feedback
School Leader 61,3%
Teacher 77,5%
Student 80,8%
Partnerships
School Leader 74,2%
Teacher 76,4%
Cross-curricular projects
School Leader 63,3%
Teacher 74,2%
Student 79,5%
Tailoring to students' needs in ach...
School Leader 68,8%
Teacher 76,1%
Feedback to other students
School Leader 71,9%
Teacher 70,0%
Student 77,6%
Database of training opportunities
Teacher 65,8%
Student 80,8%
Strategy development with teache...
School Leader 62,5%
Teacher 78,1%
Assistive technologies
School Leader 66,7%
Teacher 75,6%
In-company Trainer 72,7%
Digital strategy
School Leader 65,6%
Teacher 75,7%
Co-design of assessment
School Leader 74,2%
Teacher 69,2%
In-company Trainer 77,8%
Involving companies in strategy
School Leader 62,5%
Teacher 72,2%
In-company Trainer 83,3%
Database of training opportunities
School Leader 71,0%
Bring your own device
School Leader 0,0%
Teacher 45,0%
Student 85,7%
In-company Trainer 100,0%
*Devices for students
School Leader 35,7%
Teacher 60,0%
Student 71,9%
In-company Trainer 80,0%
Learning coding or programming
School Leader
Teacher
Student
Learning coding or programming i...
Student
In-company Trainer

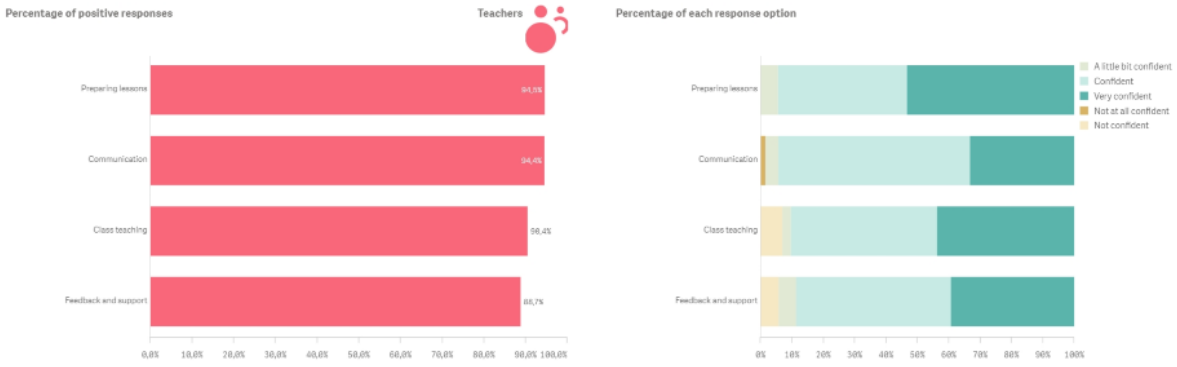
3. Additional areas

What do your teachers think about the usefullnes of the CPD activities they've participated in the last year

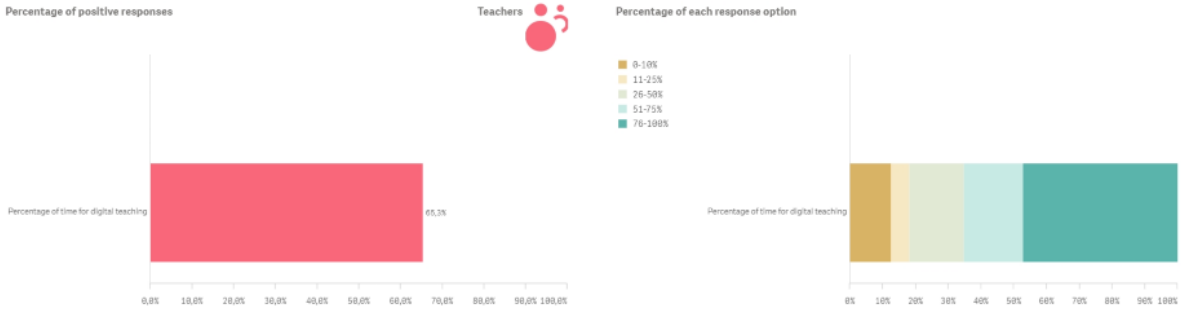
Percentage of positive responses



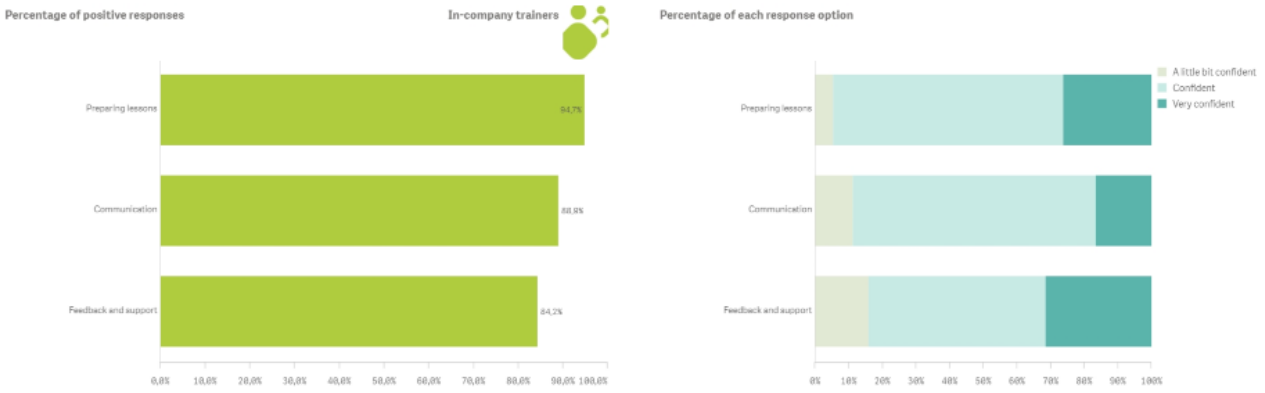
How confident do your teachers feel in using technology for the following tasks?



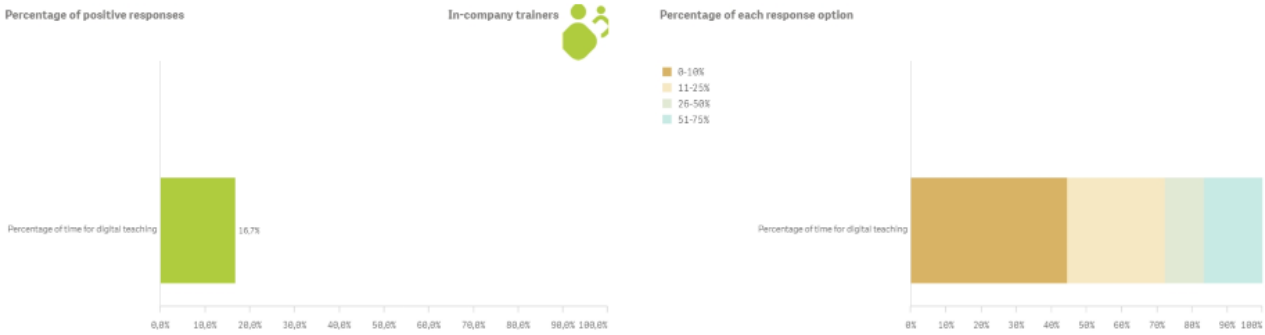
For what percentage of teaching time have your teachers used digital technologies in class in the past 3 months?



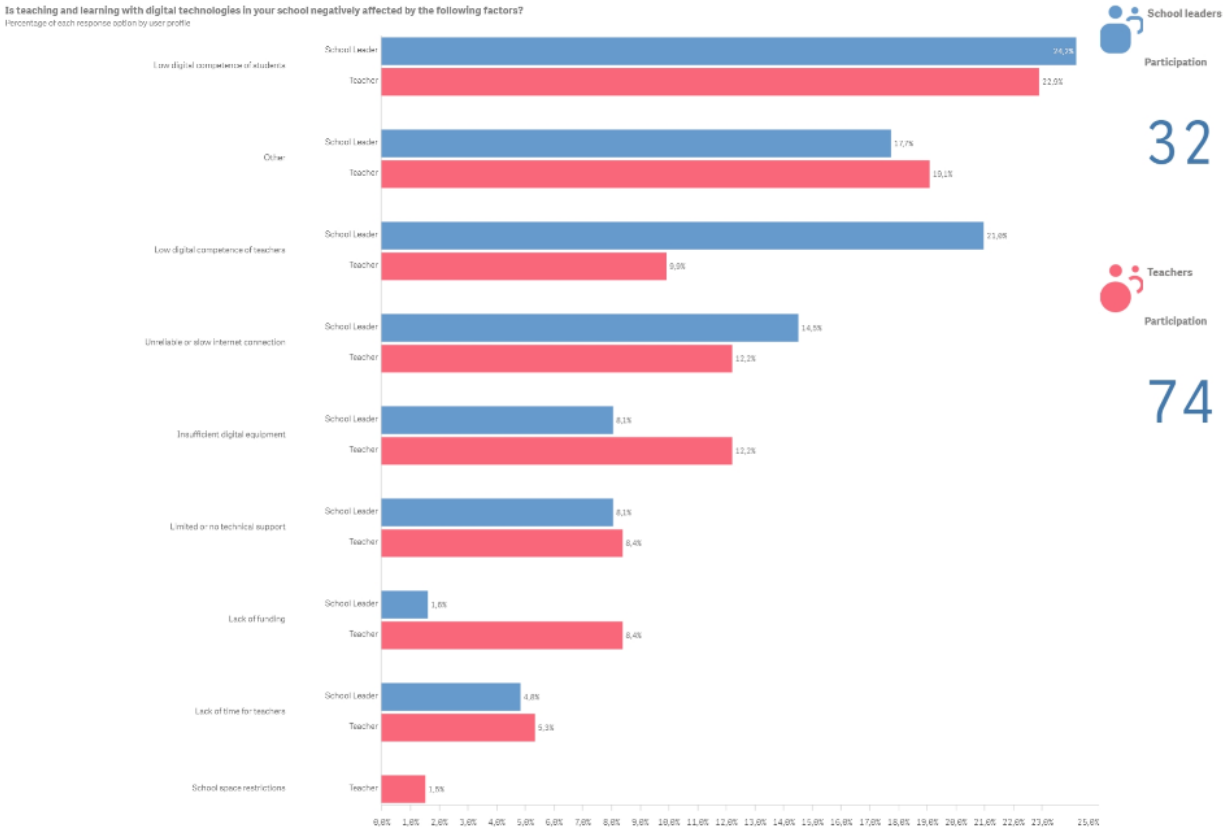
How confident do your teachers feel in using technology for the following tasks?

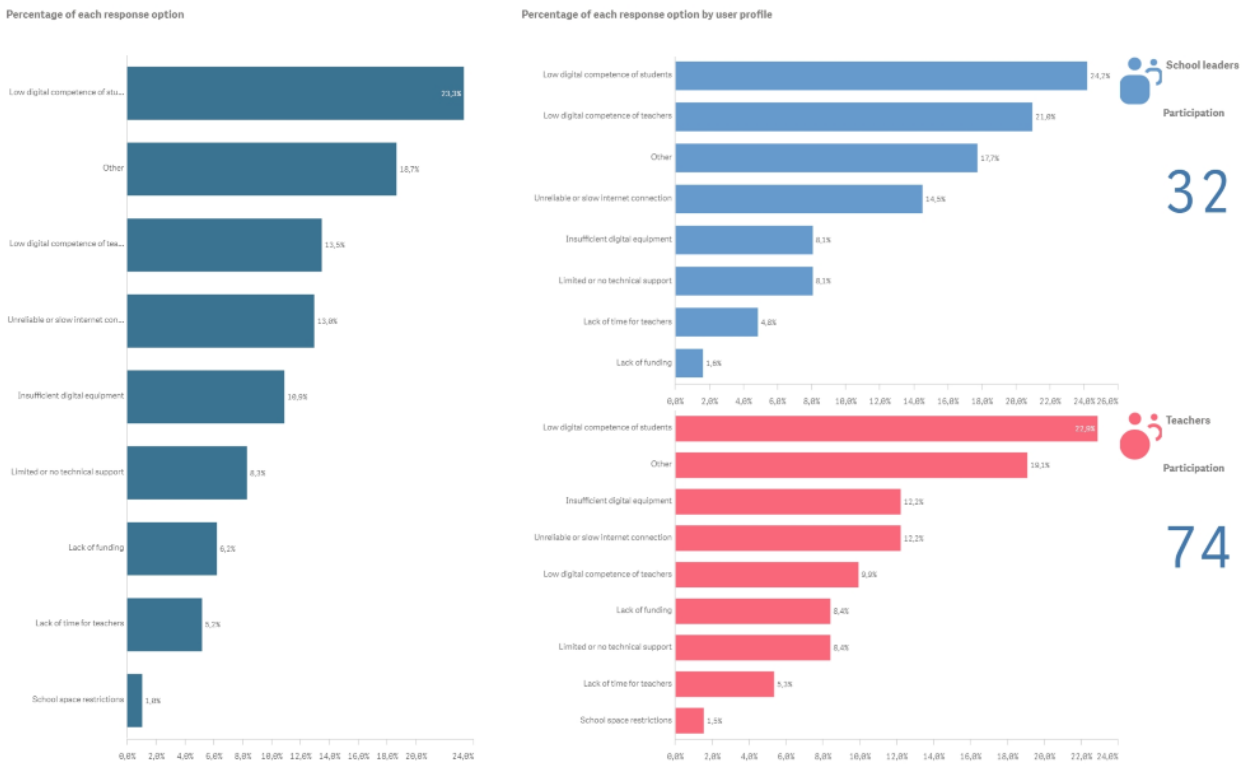


For what percentage of teaching time have your teachers used digital technologies in class in the past 3 months?



Negative impact on teaching with digital technologies


Is teaching and learning with digital technologies in your school negatively affected by the following factors?
Percentage of each response option by user profile
School leaders
Participation
32
Teachers
Participation
74
Low digital competence of students
Other
Low digital competence of teachers
Unreliable or slow internet connection
Insufficient digital equipment
Limited or no technical support
Lack of funding
Lack of time for teachers
School space restrictions
School Leader
Teacher
24,2%
22,0%
17,7%
19,1%
21,8%
9,9%
14,5%
12,2%
8,1%
12,2%
8,1%
8,4%
1,6%
8,4%
4,8%
5,3%
1,5%


Is teaching and learning with digital technologies in your school negatively affected by the following factors?
Percentage of each response option
Percentage of each response option by user profile
School leaders
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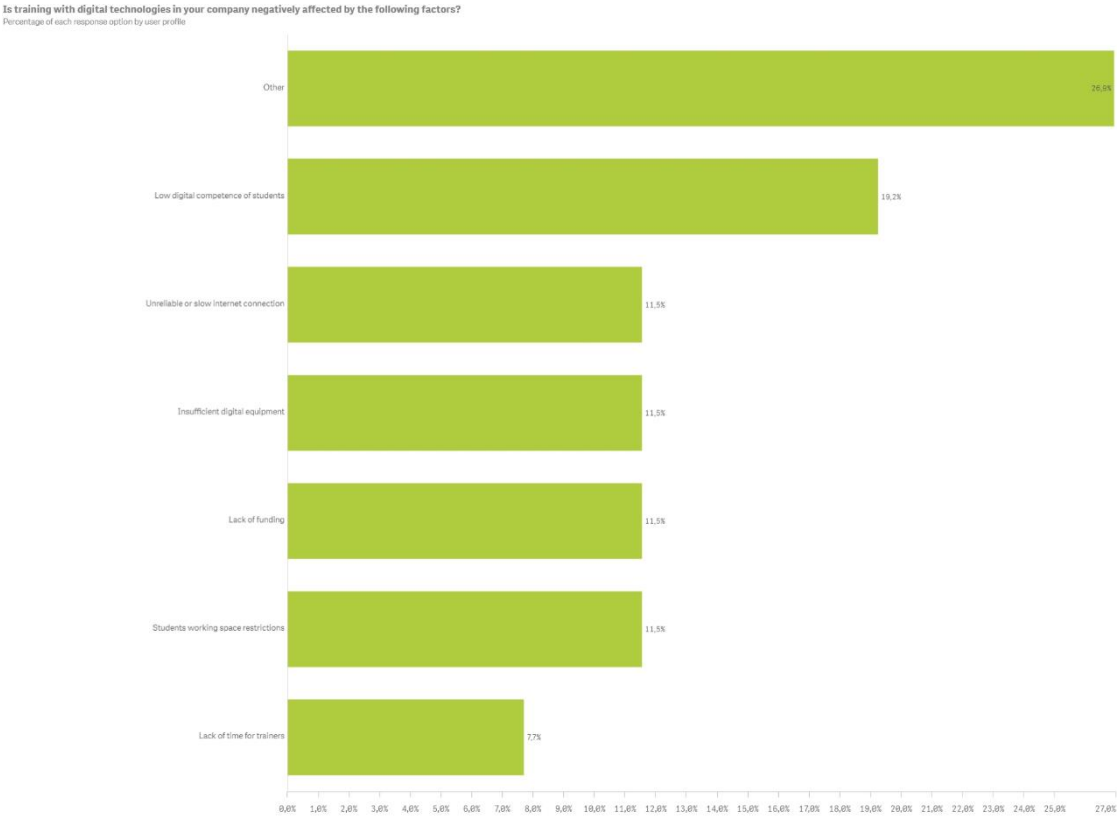
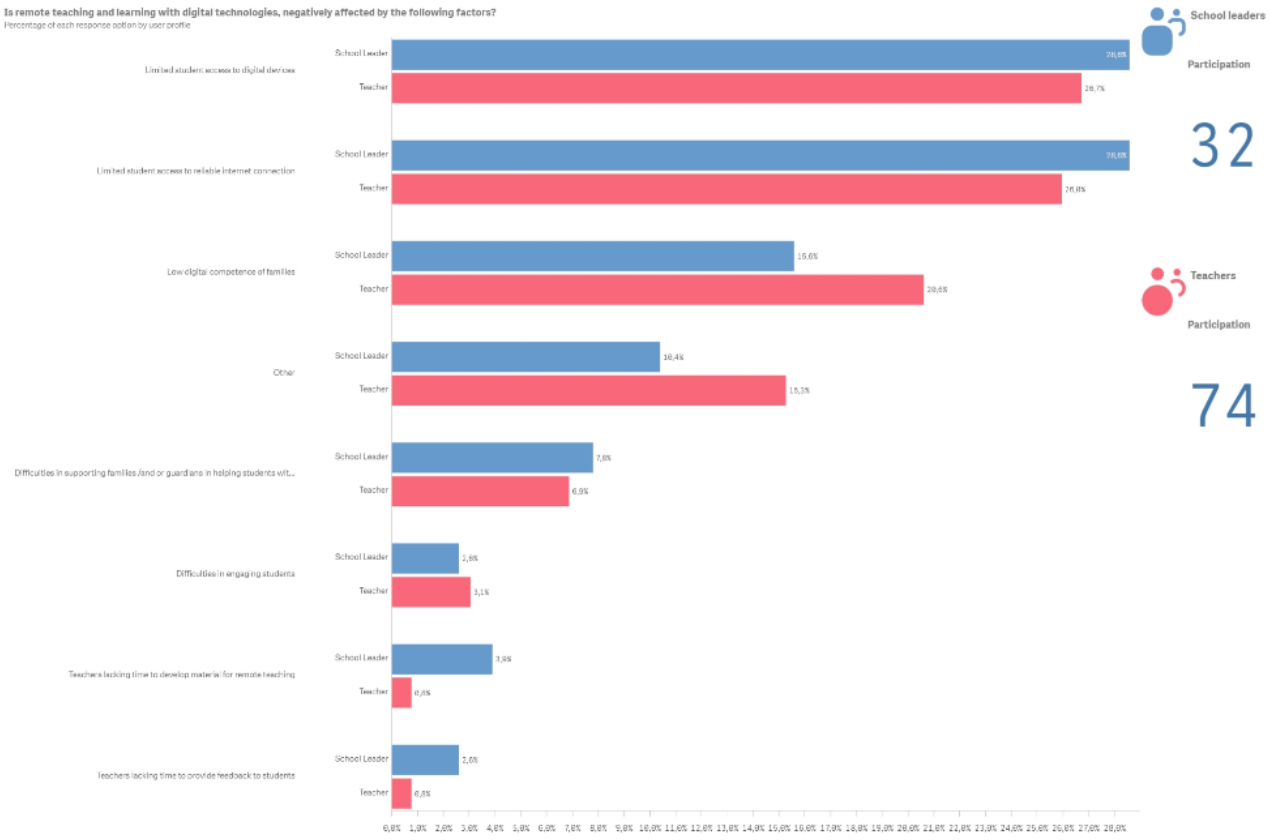
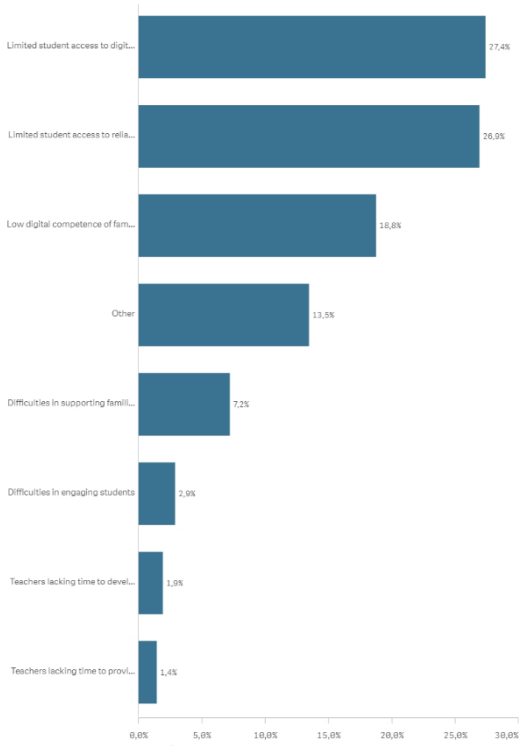
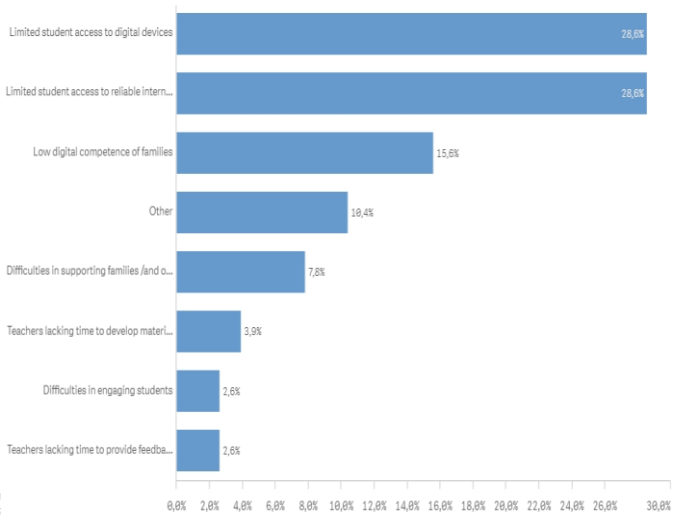
Teachers
Participation
74
Low digital competence of students
Other
Low digital competence of teachers
Unreliable or slow internet connection
Insufficient digital equipment
Limited or no technical support
Lack of funding
Lack of time for teachers
School space restrictions
23,3%
18,7%
13,5%
13,0%
10,9%
8,3%
6,2%
5,2%
1,8%
24,2%
21,8%
17,7%
14,5%
8,1%
8,1%
4,8%
1,6%
23,3%
19,1%
12,2%
12,2%
9,9%
8,4%
8,4%
5,3%
1,5%

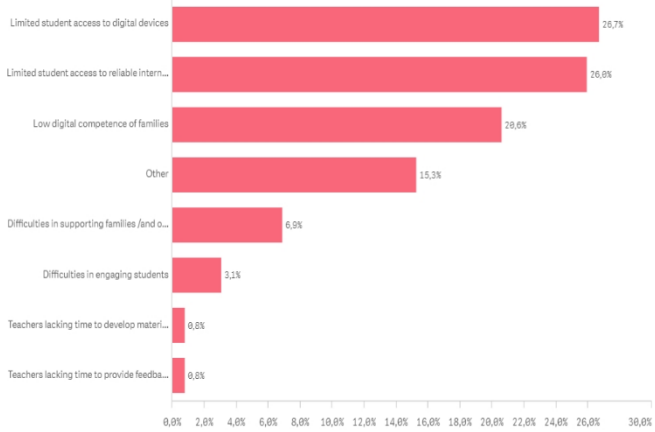


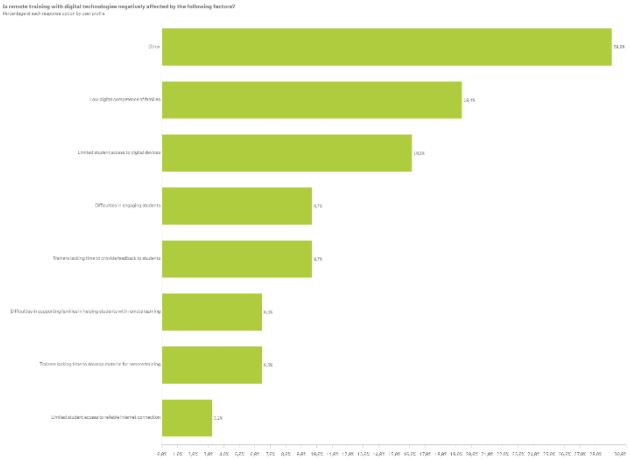
Negative impact on the remote teaching with digital technologies


Is remote teaching and learning with digital technologies, negatively affected by the following factors?
Percentage of each response option by user profile
School leaders
Participation
32
Teachers
Participation
74
Limited student access to digital devices
School Leader
Teacher
Limited student access to reliable internet connection
School Leader
Teacher
Low digital competence of families
School Leader
15,6%
Teacher
28,6%
Other
School Leader
10,4%
Teacher
15,3%
Difficulties in supporting families /and or guardians in helping students wit...
School Leader
7,8%
Teacher
6,9%
Difficulties in engaging students
School Leader
2,6%
Teacher
3,1%
Teachers lacking time to develop materials for remote teaching
School Leader
3,9%
Teacher
0,8%
Teachers lacking time to provide feedback to students
School Leader
2,6%
Teacher
0,8%
0,0% 1,0% 2,0% 3,0% 4,0% 5,0% 6,0% 7,0% 8,0% 9,0% 10,0% 11,0% 12,0% 13,0% 14,0% 15,0% 16,0% 17,0% 18,0% 19,0% 20,0% 21,0% 22,0% 23,0% 24,0% 25,0% 26,0% 27,0% 28,0%

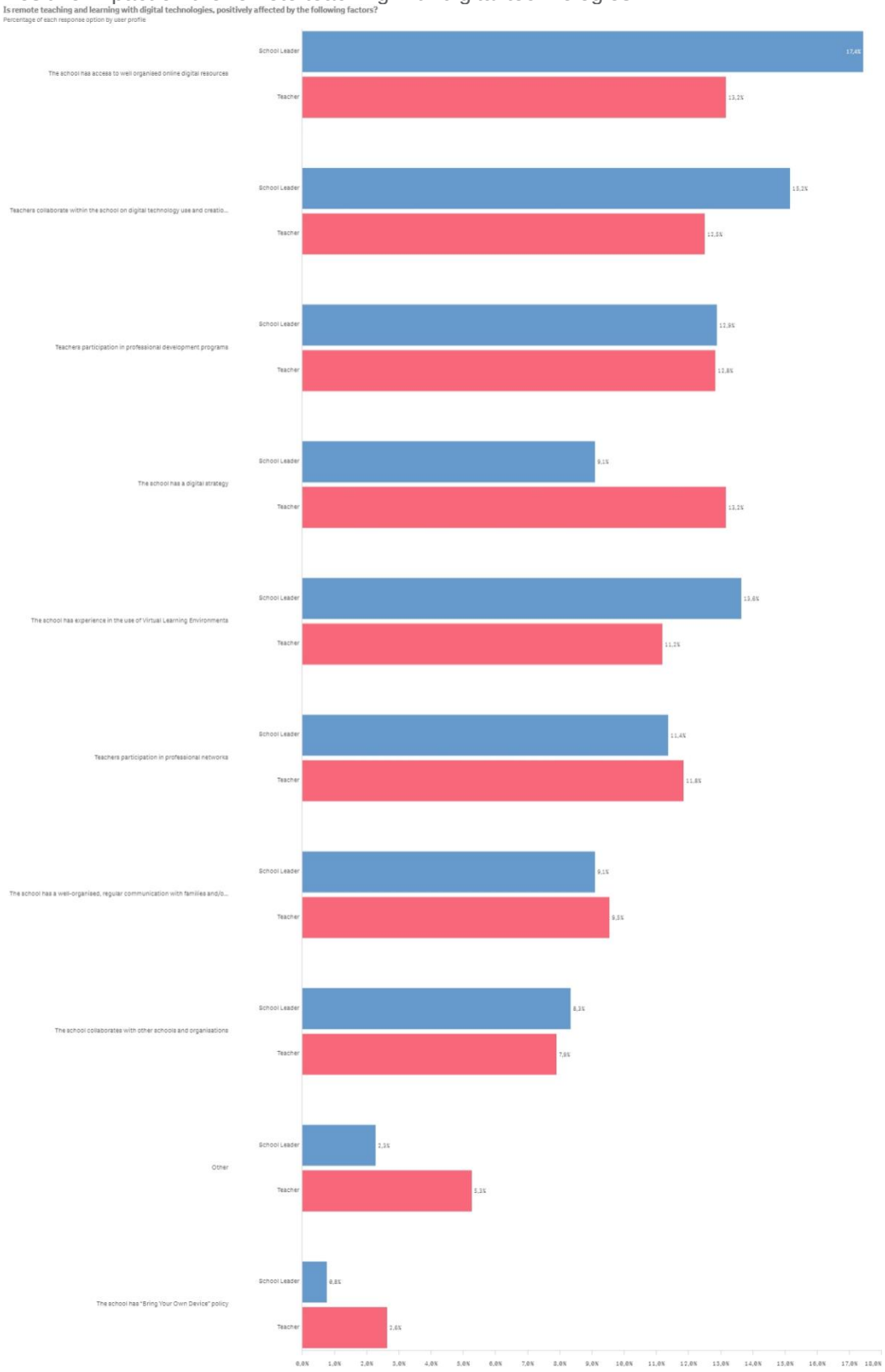

Limited student access to digit...
27,4%
Limited student access to relia...
26,0%
Low digital competence of fam...
18,8%
Other
13,5%
Difficulties in supporting famili...
7,2%
Difficulties in engaging students
2,9%
Teachers lacking time to devel...
1,9%
Teachers lacking time to provi...
1,4%
0,0% 5,0% 10,0% 15,0% 20,0% 25,0% 30,0%

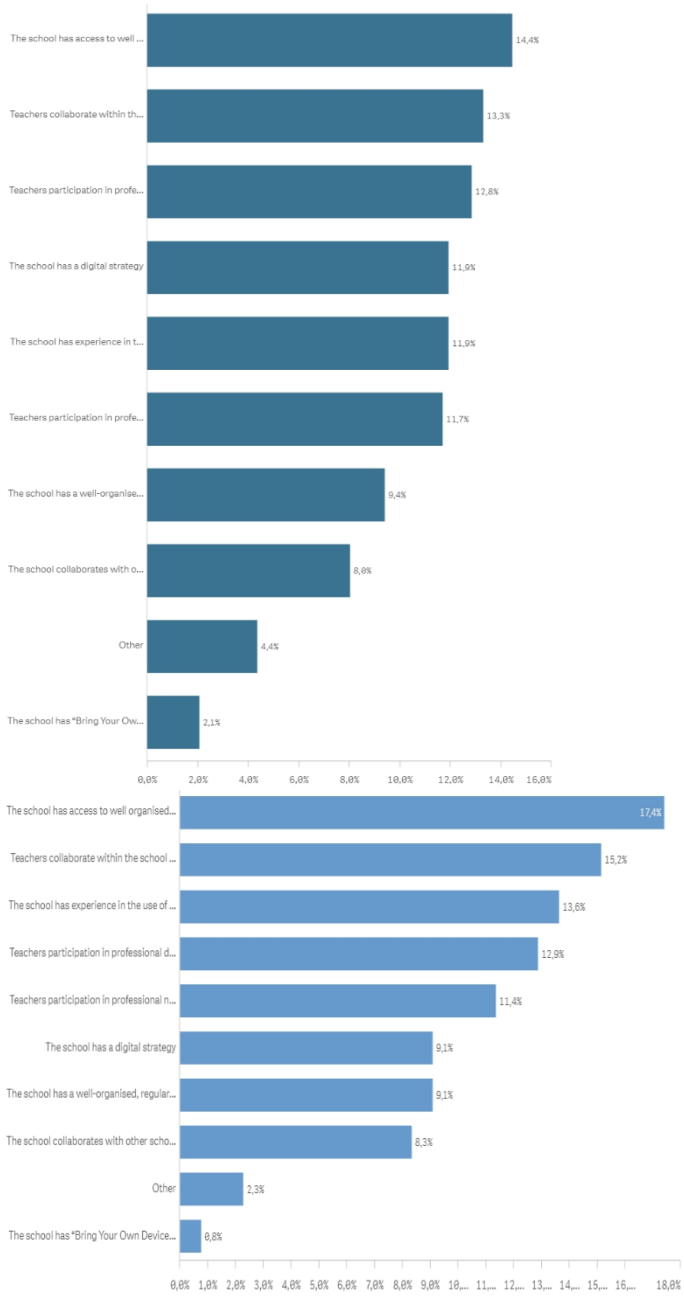

Limited student access to digital devices
28,6%
Limited student access to reliable intern...
28,6%
Low digital competence of families
15,6%
Other
10,4%
Difficulties in supporting families /and o...
7,8%
Teachers lacking time to develop materi...
3,9%
Difficulties in engaging students
2,6%
Teachers lacking time to provide feedba...
2,6%
0,0% 2,0% 4,0% 6,0% 8,0% 10,0% 12,0% 14,0% 16,0% 18,0% 20,0% 22,0% 24,0% 26,0% 30,0%

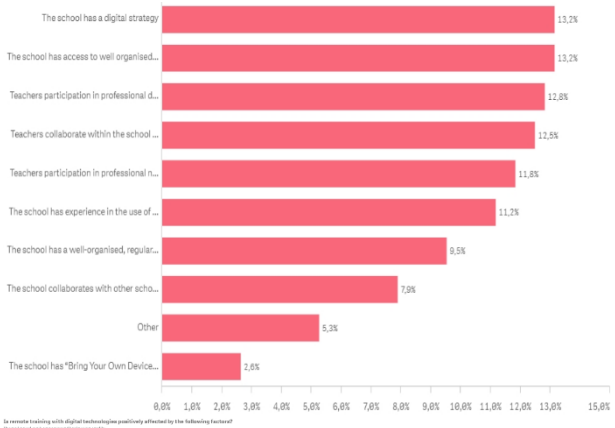

Limited student access to digital devices
26,7%
Limited student access to reliable intern...
26,8%
Low digital competence of families
20,6%
Other
15,3%
Difficulties in supporting families /and o...
6,9%
Difficulties in engaging students
3,1%
Teachers lacking time to develop materi...
0,8%
Teachers lacking time to provide feedba...
0,8%
0,0% 2,0% 4,0% 6,0% 8,0% 10,0% 12,0% 14,0% 16,0% 18,0% 20,0% 22,0% 24,0% 26,0% 30,0%

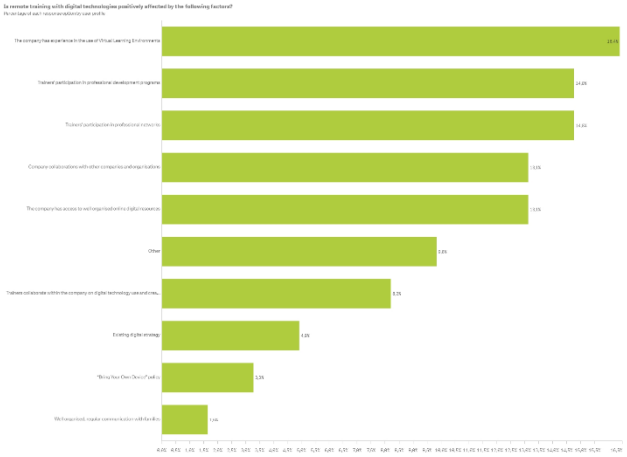


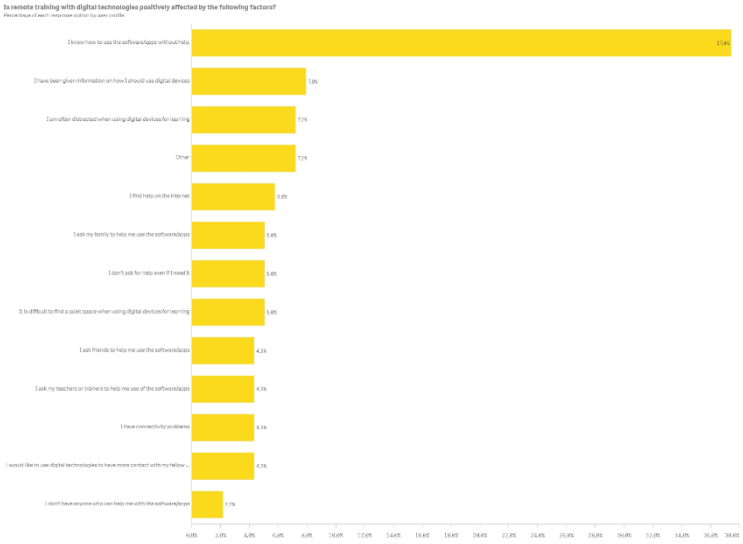
Positive impact on the remote teaching with digital technologies



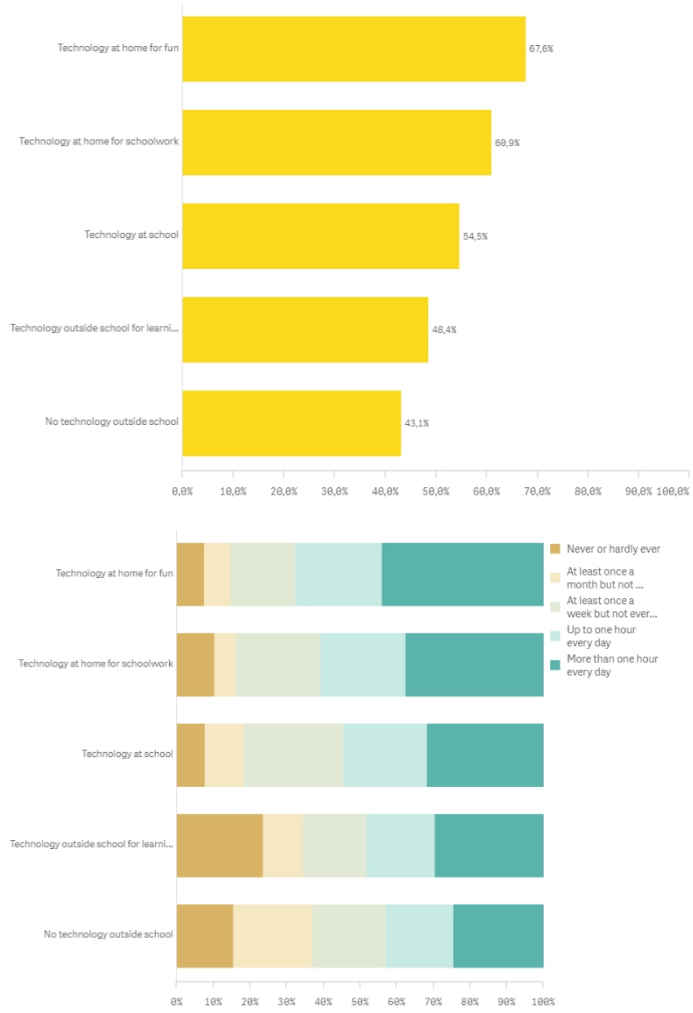

The school has access to well ...
14,4%
Teachers collaborate within th...
13,3%
Teachers participation in profe...
12,8%
The school has a digital strategy
11,9%
The school has experience in t...
11,9%
Teachers participation in profe...
11,7%
The school has a well-organise...
9,4%
The school collaborates with o...
8,0%
Other
4,4%
The school has "Bring Your Ow...
2,1%
0,0% 2,0% 4,0% 6,0% 8,0% 10,0% 12,0% 14,0% 16,0%
The school has access to well organised...
17,4%
Teachers collaborate within the school ...
15,2%
The school has experience in the use of ...
13,6%
Teachers participation in professional d...
12,9%
Teachers participation in professional n...
11,4%
The school has a digital strategy
9,1%
The school has a well-organised, regular...
9,1%
The school collaborates with other scho...
8,3%
Other
2,3%
The school has "Bring Your Own Device...
0,8%
0,0% 1,0% 2,0% 3,0% 4,0% 5,0% 6,0% 7,0% 8,0% 9,0% 10,... 11,... 12,... 13,... 14,... 15,... 16,... 18,0%


The school has a digital strategy
13,2%
The school has access to well organised...
13,2%
Teachers participation in professional d...
12,8%
Teachers collaborate within the school ...
12,5%
Teachers participation in professional n...
11,8%
The school has experience in the use of ...
11,2%
The school has a well-organised, regular...
9,5%
The school collaborates with other scho...
7,9%
Other
5,3%
The school has "Bring Your Own Device...
2,6%
0,0% 1,0% 2,0% 3,0% 4,0% 5,0% 6,0% 7,0% 8,0% 9,0% 10,0% 11,0% 12,0% 13,0% 15,0%

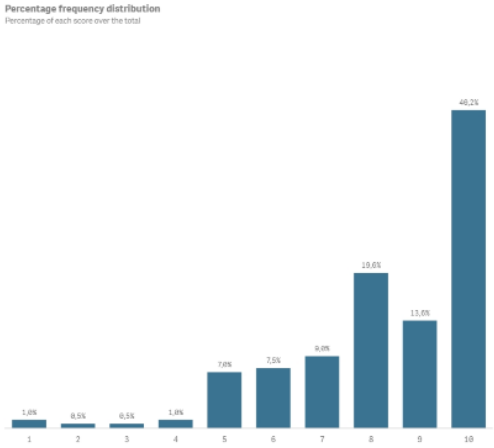


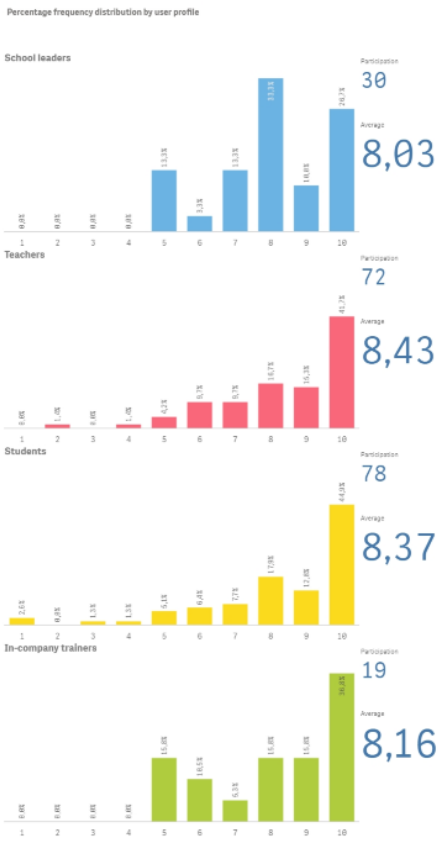

Is remote training with digital technologies positively affected by the following factors?
I know how to use the software/apps without help
I have been given information on how I should use digital devices
I am often distracted when using digital devices for learning
Other
I find help on the Internet
I ask my family to help me use the software/apps
I don't ask for help even if I need it
It is difficult to find a quiet space when using digital devices for learning
I ask friends to help me use the software/apps
I ask my teachers or trainers to help me use of the software/apps
I have connectivity problems
I would like to use digital technologies to have more contact with my fellow ...
I don't have anyone who can help me with the software/apps

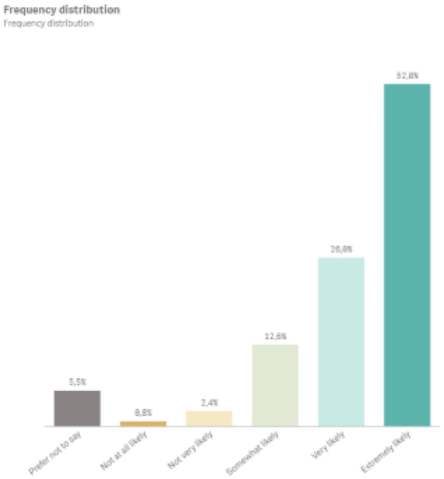
Use of technology by students in and out of school



4. Satisfaction






Frequency distribution
Frequency distribution
5,5%
0,8%
2,4%
12,6%
26,0%
52,8%
Prefer not to say
Not at all likely
Not very likely
Somewhat likely
Very likely
Extremely likely

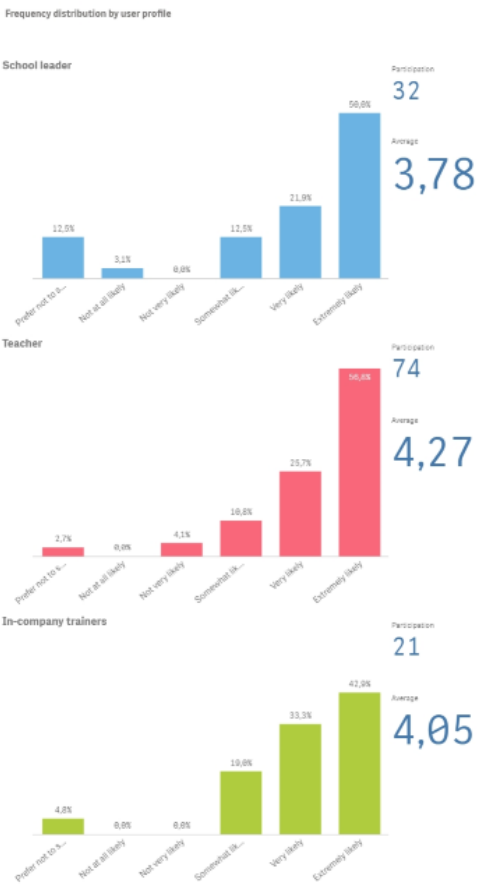
Percentage frequency distribution


Participation
Number of users
127


Average
Average score
4,11


Number of countries
1


Number of schools and education levels
11


Frequency distribution by user profile
School leader
Participation
32
Average
3,78
12,5%
3,1%
0,0%
12,5%
21,9%
50,0%
Teacher
Participation
74
Average
4,27
2,7%
0,0%
4,1%
10,8%
25,7%
56,8%
In-company trainers
Participation
21
Average
4,05
4,8%
0,0%
0,0%
19,0%
33,3%
42,9%
Prefer not to s...
Not at all likely
Not very likely
Somewhat lik...
Very likely
Extremely likely

Annex VI – Questionnaire for SELFIE coordinators

- How relevant is SELFIE for assessing digital competences and digital readiness in the college (in the WBL context) - (1-5 Likert scale)
- What difficulties, obstacles and limitations did you experience during SELFIE setup and implementation - (open ended question)
- Did you add the optional questions?
- How do you evaluate SELFIE relevance for colleges managers (school leaders) (1-5 Likert scale)

- How do you evaluate SELFIE relevance for teachers? - (1-5 Likert scale)
- How do you evaluate SELFIE relevance for students? - (1-5 Likert scale)
- How engaged/interested were partner company in-company trainers -(1-5 Likert scale)
- What useful information did you get from the SELFIE report - (open ended question)
- Have you discussed SELFIE report in the college?
- To what extent do you require assistance in SELFIE report analysis and elaboration on its basis a digital development strategy - (1-5 Likert scale)
- What improvements are needed in SELFIE (open ended question)
- How important is to your opinion receiving the participation recognition certificate (for the college, and respondents) - (1-5 Likert scale)
- To what extent do you recommend using SELFIE to other colleges - (1-5 Likert scale)
- To what extent can SELFIE help education institutions respond to challenges caused by the emergency remote teaching introduced due to COVID-19 pandemic - (1-5 Likert scale)