



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Georgia

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Georgia

Name(s) of the responsible BFUG member(s)

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Contributors to the report:

• Government representatives "yes"

Contributors to the report:

• Employer representatives ""

Contributors to the report:

• Student representatives ""

Contributors to the report:

• Academic and other staff representatives ""

Contributors to the report:

• Other representatives (please specify) "NCEQE"

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

No

I.1.1. How do these projections affect higher education policy planning?

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

There are two types of Higher Education Institutions apart from universities:

Teaching University – a higher education institution implementing higher education programme/programmes (except for Doctoral programmes). A Teaching University necessarily implements the second cycle – Master's educational programme/programmes;

College – a higher education institution, implementing only the first cycle academic higher education programmes.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
 - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 - None of the above

I.3.1. What is the number of institutions in the categories identified?

University - 27
Teaching University - 28
College - 12

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "0"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "0"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "100"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "0"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS "0"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "100"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

I.9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "0"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "0"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "100"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS "0"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "0"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "100"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

L11.1. Please specify

L12. Do integrated/long programmes leading to a second cycle degree exist?

No ▾

L12.1. Is the duration of the above programmes calculated in...

Please choose

L12.2. What is the typical duration of these degree programmes?

L12.3. In which study fields do these study programmes exist?

L12.4. What percentage of first cycle students is enrolled in these programmes?

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No ▾

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes ▾

L14.1. What is the minimum duration of the Bachelor & Master together?

6 years

L15. Comments

The exception is teacher training educational programme. The Law on Higher Education grants a right that the "teacher training educational programme shall cover 60 ECTS and shall be taught for at least 1 year" (Article 47). Medical education and veterinary are one-cycle programmes made up to 300 ECTS and taught for five years.

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

L16.1. Please provide a source for this information.

„ Any person with at least bachelor's or equivalent to the degree shall be entitled to take a master's programme" (Law on Higher Education, Article 48).

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

1-25%

L17.1. Please provide a source for this information.

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

All students who hold BA degree are required to pass Unified Post-graduate Examination, except those:

- Master's Degree candidates who received relevant certificates of completion of higher education abroad;
- individuals who study/have studied and have obtained credits in the Master's programme in a foreign country at a higher education institution recognized in accordance with the legislation of that country
- foreign citizens who obtained the right to continue their studies at higher education institutions of Georgia prior to the entry into force of the Law of Georgia on Higher Education and who have obtained state-recognized higher education documents – Diplomas issued in Georgia. (28.11.2013 N 189/N)
- students who take Georgian Language Preparation Education Programme without passing Unified National Examinations

Decree #224 (29.12.2011) of the Minister of Education and Science of Georgia on the approval of submitting and discussion of documents of the entrants/candidate master students/ students who has the right to enter HEI without passing Unified National Examinations.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

All students who hold BA degree are required to pass Unified Post-graduate Examination, except those:

- Master's Degree candidates who received relevant certificates of completion of higher education abroad;
- individuals who study/have studied and have obtained credits in the Master's programme in a foreign country at a higher education institution recognized in accordance with the legislation of that country
- foreign citizens who obtained the right to continue their studies at higher education institutions of Georgia prior to the entry into force of the Law of Georgia on Higher Education and who have obtained state-recognized higher education documents – Diplomas issued in Georgia. (28.11.2013 N 189/N)
- students who take Georgian Language Preparation Education Programme without passing Unified National Examinations

Decree #224 (29.12.2011) of the Minister of Education and Science of Georgia on the approval of submitting and discussion of documents of the entrants/candidate master students/ students who has the right to enter HEI without passing Unified National Examinations.

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%

L19.1. Please provide a source for this information.

„ A person holding a master's or an equalised thereto academic degree shall be entitled to take a doctoral programme” (Law on Higher Education, Article 49).

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

7.0000000000

L20.1. Please provide a source for this information.

Register of educational institutions at NCEQE.

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

L21.1. Please specify the criteria

L21.2. What percentage of third cycle students enter without a second cycle qualification?

Please choose

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes ▾

L23.1. Please provide a reference to the relevant steering document(s):

Law on Higher Education

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

No ▾

L25.1. What are the main features of these schools and how many doctoral schools are there?

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

Please choose

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "180 ECTS (approximately 3- 5 years)"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "Depending on internal regulations of HEIs"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes

L30. Comments

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

„ The title of a qualification of the short cycle within the first cycle educational programme includes the term “Interim Qualification” together with the specification of the direction or/and field/specialty” (National Qualifications Framework).

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

There has not been any cases of recognition of short cycle programmes for the purposes to continue studies on bachelor's or master's programmes. However, the law grants an opportunity that short cycle programmes could be fully or partially recognized based on the requirements of a specific programme.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

Entire Educational system of Georgia is based on principles of student-centered learning, however, the steering documents do not provide definition of this term. The term is mentioned in the

decree of the Minister of Education and Science of Georgia on „The Rule on Calculating Higher Educational Programmes in Credits.” It is stated in the decree that “ European system of transfer and accumulation is a student-oriented system and targeted to reflect academic workload, which a student needs to achieve goals of educational programmes.” (Article 1)

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer
- Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer

Student/staff ratio 0 1 2 3 4 5 No answer

Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

- Georgian Law „On Education Quality Enhancement“;
- Georgian Law „On Higher Education“;
- The Regulation for the Accreditation of Educational Programmes of the Educational Institutions and Accreditation Fee;
- The Educational Institutions Authorisation Charter and Authorisation Fees.

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer

Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

25-30 hours per credit.

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

The use of learning outcomes in developing curricula is envisaged by the National Qualifications Framework (NQF), authorization and accreditation standards and criteria.

Order No 120/N of the Minister of Education and Science of Georgia 10 December 2010 Tbilisi

„On the Approval of the National Qualifications Framework“ - http://eqe.ge/eng/education/national_qualifications_framework

Authorization Standards for HEIs: <http://eqe.ge/uploads/Authorisation/higher.pdf>

Accreditation Standards for HE Programme: <http://eqe.ge/uploads/Accreditation/accreditationHigher.pdf>

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

Law on Higher Education (Article 3) defines that to achieve educational goals an educational institution is responsible for professional development of its personnel.

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

Authorization Standards for HEIs: <http://eqe.ge/uploads/Authorisation/higher.pdf>

Accreditation Standards for HE Programme: <http://eqe.ge/uploads/Accreditation/accreditationHigher.pdf>

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

Georgian and English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

"Article 491. Joint Programmes

1. The programmes envisaged by Articles 47-49 of this Law can be jointly implemented by several Georgian higher education institutions or/and a higher education institution duly recognised under the legislation of a foreign country. The procedure of implementation of joint programmes shall be provided for by the higher education institution. The programmes, subject to accreditation under this Law, can be implemented only after being accredited."

Georgian Law on Higher Education

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "35"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "65"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

Public Administration, Business administration, Biotechnology.

L61. Comments

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

9: Qualifications have been included in the NQF

L62.1. Please provide the date when the step was completed.

12-10-2010

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Yes

L62.3. Please provide the link to the website:

National Qualifications Framework- http://eqe.ge/eng/education/national_qualifications_framework

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

National Qualifications Framework- http://eqe.ge/eng/education/national_qualifications_framework

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

L65.1. Please provide a reference to official documents

National Qualifications Framework- http://eqe.ge/eng/education/national_qualifications_framework

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

National ENIC/NARIC centre

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

National ENIC/NARIC centre

L68. Which of the following statements is specified in national legislation?

- Applicant's right to fair assessment of qualification
- Recognition of qualification provided that no substantive differences can be proven
- Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority
- Where recognition is not granted or is granted only partly, the applicant has the right to appeal
- None of the above

L68.1. Please provide a reference to the relevant legislation

- Lisbon Convention;
- Georgian Law on Higher Education;
- Order N 98/N Of the Minister of Education and Science of Georgia „On Approval of the Procedure of Validation of Georgian Educational Documents and Recognition of Foreign Education and Fees”;
- Decree #224 (29.12.2011) of the Minister of Education and Science of Georgia on the approval of submitting and discussion of documents of the entrants/candidate master students/ students who has the right to enter HEI without passing Unified National Examinations.

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

Decrees issued and internal regulations ensure implementation of legal statements in practice.
Division for Recognition of Education also operates within the National Center for Educational Quality Enhancement (NCEQE).

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L69.1. Please specify

Every single case of the qualifications recognition is being reviewed in terms of compatibility with the national qualification by the respective unit at the NCEQE

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L70.1. Please specify

Every single case of the qualifications recognition is being reviewed in terms of compatibility with the national qualification by the respective unit at the NCEQE

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L71.1. Please specify

Every single case of the qualifications recognition is being reviewed in terms of compatibility with the national qualification by the respective unit at the NCEQE

L72. Do higher education institutions typically:

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

The Recognition of education/period of study is undertaken by the Legal Entity of Public Law – National Centre for Educational Quality Enhancement (NCEQE) commensurate with the International Agreements of Georgia, legal and sublegal act of Georgia, in cooperation with the Ministry of Education and Science of Georgia territorial bodies of the Ministry – educational resource centres, educational institutions operating on the territory of Georgia and other authorised persons, and in the case of recognition of foreign education – also with representatives of the international information network.

The recognition of foreign education shall cover the recognition of general secondary education or general education acquired during the study period, professional education, academic qualification/degree or education acquired during the period of study within the framework of a higher education programme.

For the recognition of foreign education the NCEQE shall verify the authenticity of an educational document, issued by a foreign institution and establish the compatibility of the qualification, contained in this document or learning outcomes, attained during the period of study with the qualifications, existing in Georgia.

Following the acceptance of an application for the recognition of vocational and higher education acquired during the period of study abroad, the NCEQE shall establish the compatibility of the learning outcomes attained during the period of study with the learning outcomes of the relevant level of the National Qualifications Framework, and the NCEQE shall further apply to an educational institution for the purpose of establishing the compatibility with the educational programme of a vocational or higher education institution accomplished during the period of study abroad, which shall be accompanied with the copies of the documents, filed with the NCEQE.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Yes

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

Yes

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

Some reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|-------------------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

No, QA agency decisions are not recognised.

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies?** YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams** YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews** YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures** YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

In some cases

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

1 – 24%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

75 - 99%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

0%

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Yes

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

No, there are no specific quantitative objectives to be reached

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering IIE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

No ▼

III.3.1. Please provide a short description of the mechanisms in place:

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE 0 ▼

Disability:During HE studies 0 ▼

Disability:At graduation 0 ▼

Disability:After graduation 0 ▼

Labour market status prior to the entry to HE:At entry to HE 0 ▼

Labour market status prior to the entry to HE:During HE studies 0 ▼

Labour market status prior to the entry to HE:At graduation 0 ▼

Labour market status prior to the entry to HE:After graduation 0 ▼

Age:At entry to HE	0 ▼
Age:During HE studies	0 ▼
Age:At graduation	0 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	0 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	0 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	0 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	0 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	0 ▼
Gender:During HE studies	0 ▼
Gender:At graduation	0 ▼
Gender:After graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	1 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	1 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	1 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	1 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	0 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	0 ▼
Ministry/governmental body:At entry to HE	0 ▼

- Ministry/governmental body:During HE studies
- Ministry/governmental body:At graduation
- Ministry/governmental body:After graduation
- Independent bodies/agencies:At entry to HE
- Independent bodies/agencies:During HE studies
- Independent bodies/agencies:At graduation
- Independent bodies/agencies:After graduation
- Other:At entry to HE
- Other:During HE studies
- Other:At graduation
- Other:After graduation
- No systematic monitoring:At entry to HE
- No systematic monitoring:During HE studies
- No systematic monitoring:At graduation
- No systematic monitoring:After graduation

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

- ...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
- ...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities
- no guaranteed right to higher education:Universities
- no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Entry with the combination of the School leaving certificate and National Unified Examinations "

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Recognition of foreign school leaving certificate and the order of the Ministry of Education and Science of Georgia"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "N/A"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "N/A"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 "N/A"

III.12. The different routes are opening access to...

{III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route

{III_11_SQ001}:Official data based on central level monitoring, including surveys 94

{III_11_SQ001}:Estimates

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ002}:% of students entering HE through this access route

{III_11_SQ002}:Official data based on central level monitoring, including surveys 6

{III_11_SQ002}:Estimates

{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ003}:% of students entering HE through this access route

{III_11_SQ003}:Official data based on central level monitoring, including surveys

{III_11_SQ003}:Estimates

{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ004}:% of students entering HE through this access route

{III_11_SQ004}:Official data based on central level monitoring, including surveys

{III_11_SQ004}:Estimates

{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ005}:% of students entering HE through this access route

{III_11_SQ005}:Official data based on central level monitoring, including surveys

{III_11_SQ005}:Estimates

{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Please choose

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

III.23.2. Please also provide the full reference(s) to all relevant document(s).

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Yes, underrepresented groups of students are targeted

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

No, there are no incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

III.27.2. Please also provide the full reference(s) to all relevant document(s):

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s):

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	53%
Completion rate of 1st cycle programmes, most recent available year:Year	2013
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	N/A
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	51%
Completion rate of 2nd cycle programmes, most recent available year:Year	2013
Completion rate of 2nd cycle programmes, most recent available year:not available	
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	N/A
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	53%
Completion rate of programmes not divided into two cycles, most recent available year:Year	2013
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	

Completion rate of programmes not divided into two cycles 5 years earlier :Year
Completion rate of programmes not divided into two cycles 5 years earlier :not available N/A

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	1 %
Drop-out in first year of 1st cycle programmes, most recent available year:Year	2013
Drop-out in first year of 1st cycle programmes, most recent available year:not available	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	N/A
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	5%
Drop-out in 1st cycle programmes, most recent available year:Year	2013
Drop-out in 1st cycle programmes, most recent available year:not available	
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	N/A
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	3%
Drop-out in 2nd cycle programmes, most recent available year:Year	2013
Drop-out in 2nd cycle programmes, most recent available year:not available	
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	N/A
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	4%
Drop-out in programmes not divided into two cycles, most recent available year:Year	2013
Drop-out in programmes not divided into two cycles, most recent available year:not available	
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	N/A

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance

services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

- 1st cycle:Most common amount GEL 2250 per year as of 2013
1st cycle:Minimum amount GEL 1500 per year as of 2013
1st cycle:Maximum amount GEL 9600 per year as of 2013
2nd cycle:Most common amount Gel 2250 per year as of 2013
2nd cycle:Minimum amount GEL 1500 per year as of 2013
2nd cycle:Maximum amount GEL 9600 per year as of 2013

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

- 1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

- 2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

- 1st cycle international students:Most common amount GEL 4500 per year as of 2013
1st cycle international students:Minimum amount GEL 1425 per year as of 2013
1st cycle international students:Maximum amount GEL 7500 per year as of 2013
2nd cycle international students:Most common amount GEL 4500 per year as of 2013
2nd cycle international students:Minimum amount GEL 2000 per year as of 2013
2nd cycle international students:Maximum amount GEL 16 600 per year as of 2013

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

Students who get high scores in the Unified National Exams earn 50%, 70% and 100% state grants. Social grants are offered to students with low socio-economic background or students with restricted opportunities. The grant covers the BA level (four years) and in some cases, MA level.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

A special programme coordinated by Ministry of Education and Science of Georgia grants full scholarships to BA, Master and PhD students to study abroad.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 25%

% of students receiving grants:Second cycle 19%

IV.14. Can students use grants/scholarships for studying abroad?

No portable grants

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Please choose.. ▾

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

Please choose.. ▾

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1 ▾

Citizenship:Loan 2 ▾

Citizenship:Loan 3 ▾

Citizenship:Loan 4 ▾

Residency:Loan 1 ▾

Residency:Loan 2 ▾

Residency:Loan 3 ▾

Residency:Loan 4 ▾

Recognised HEIs/programmes only:Loan 1 ▾

Recognised HEIs/programmes only:Loan 2 ▾

Recognised HEIs/programmes only:Loan 3 ▾

Recognised HEIs/programmes only:Loan 4 ▾

Course load (e.g. full-time):Loan 1 ▾

Course load (e.g. full-time):Loan 2 ▾

Course load (e.g. full-time):Loan 3 ▾

Course load (e.g. full-time):Loan 4 ▾

Only certain countries:Loan 1 ▾

Only certain countries:Loan 2 ▾

Only certain countries:Loan 3 ▾

Only certain countries:Loan 4 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 1 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 2 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 3 ▾

Only certain study programmes (e.g. where mobility is mandatory):Loan 4 ▾

Equivalency condition:Loan 1 ▾

Equivalency condition:Loan 2 ▾

Equivalency condition:Loan 3 ▾

Equivalency condition:Loan 4 ▾

Programme not available in the national system:Loan 1 ▾

Programme not available in the national system:Loan 2 ▾

Programme not available in the national system:Loan 3 ▾

Programme not available in the national system:Loan 4 ▾

Other:Loan 1 ▾

Other:Loan 2 ▾

Other:Loan 3 ▾

Other:Loan 4 ▾

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

Yes ▾

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle credit mobility:Travel costs	<input type="text" value="0"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="0"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="0"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="0"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle degree mobility:Travel costs	<input type="text" value="1"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="1"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="1"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle credit mobility:Travel costs	<input type="text" value="0"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="0"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="1"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="0"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="1"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle degree mobility:Travel costs	<input type="text" value="0"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="0"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="1"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="0"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="1"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

The Ministry of Education and Science of Georgia does not overlook the process of granting student loans by banks.

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1

Need-based criteria:Grant/loan 2

Need-based criteria:Grant/loan 3

Need-based criteria:Grant/loan 4

Merit-based criteria:Grant/loan 1

Merit-based criteria:Grant/loan 2

Merit-based criteria:Grant/loan 3

Merit-based criteria:Grant/loan 4

Course load (e.g. full time):Grant/loan 1

Course load (e.g. full time):Grant/loan 2

Course load (e.g. full time):Grant/loan 3

Course load (e.g. full time):Grant/loan 4

Criteria based on field of studies:Grant/loan 1

Criteria based on field of studies:Grant/loan 2

Criteria based on field of studies:Grant/loan 3

Criteria based on field of studies:Grant/loan 4

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3

Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

<http://www.mcs.gov.ge/content.php?id=253&lang=eng>

Order N79/n 2013.09.24 of the Minister of Education and Science of Georgia on Approval of Rules and Procedures of providing programme financing to higher education institutions and defining the accredited Bachelor's Degree programmes (17 priority study fields) of state higher education institutions fully funded by the state.

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Students cover tuition costs themselves.

Third cycle students may get funding from a particular HEI, or from LEPL- Shota Rustaveli National Science Foundation. In 2013, GEL 1 million was allotted from the state budget to the Shota Rustaveli National Science Foundation to support doctoral programmes. As an incentive, some HEIs offer reduced fees for the third cycle or free doctoral programmes.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

There is no any difference in paying fees on the third level in public HEIs. The annual tuition fee makes up to GEL 2250, similar to the BA and MA.

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▼

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

The law on Higher Education of Georgia states that the goals of higher education are the following:
„Realization of personal potential, development of creative skills, training of individuals whose competence is compatible with modern requirements, ensuring the competitiveness of graduates on domestic and international labour markets, and offering of high quality education meeting the requirements of the student community and the public at large to the interested persons“
Law on Higher Education of Georgia, Article 3

QA scheme puts forward the standards and criteria that require involvement of employers in curriculum development. Hence, HEIs are expected to follow the criteria and reflect them in their regulations.

“- The goals of the programme are compatible with the institution mission, are clearly defined, are employment market oriented and attainable/plausible;
- Learning outcomes of a programme ensure the competitiveness of the graduates on the educational (at the next level of education) and employment;
- The mechanism of participation of the stakeholders (employers, vocational education teachers, vocational students, graduates) in defining programme learning outcomes and programme development process is in place and implemented;
- The institution is oriented on the internationalisation of teaching, scientific work and the employment of graduates.”
Order N65/N On the Approval of the Regulation for the Accreditation of Educational Programmes of the Educational Institutions and Accreditation Fee

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No ▼

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▼

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▼

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

Yes ▼

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

In years of 2010-2013 labour market analysis was conducted by several international organizations and skills forecasting was based on these analysis (GIZ, IOM and EPI). Currently, the Ministry of Labour, Health and Social Affairs of Georgia is developing the framework for largescale labour market analysis, which will take place at regular intervals.

National Market Analysis, Georgia – http://mes.gov.ge/uploads/LMS_2010_Geo.pdf
Pilot Survey of Labour Market Needs in Georgia
http://mes.gov.ge/uploads/Pilot%20Survey%20on%20Labour%20Market%20Needs%20in%20Georgia_June%202012_MoESD_GIZ%20PSDP%20Geo.pdf

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

V.3. In your country, are employers involved in higher education planning and management?

Yes ▼

V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved Employers can be involved Employers are not involved No answer

Teaching

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved Employers can be involved Employers are not involved No answer

Participation in governing bodies of HEIs

Employers have to be involved Employers can be involved Employers are not involved No answer

V.3.2. Please provide the details and the source of evidence here.

The Representatives of employers are members of the Authorisation and Accreditation Councils administered at National Center for Educational Quality Enhancement (NCEQE)
In addition, the programme accreditation criteria require direct involvement of employers in curriculum development.

- The goals of the programme are compatible with the institution mission, are clearly defined, are employment market oriented and attainable/plausible;
 - Learning outcomes of a programme ensure the competitiveness of the graduates on the educational level(at the next level of education) and employment;
 - The mechanism of participation of the stakeholders (employers, vocational education teachers, vocational students, graduates) in defining programme learning outcomes and programme development process is in place and implemented.
 - The institution is oriented on the internationalisation of teaching, scientific work and employment of graduates.
- Standard for programme accreditation (Order N65/N On the Approval of the Regulation for the Accreditation of Educational Programmes of the Educational Institutions and Accreditation Fee)

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

No

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Bank of Georgia has recently founded a Higher Education Institution, which has a Master's degree programme in Financing.
Authorization Council Decision #3 (24.01.2014) on granting authorization to the teaching university of Bank of Georgia:
<http://eqe.ge/uploads/Authorisation/gadawyvetilebebi/2014/HE/saqartvelosbanki.pdf>

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

There is no specific statement, but based on learning outcomes of a particular programme HEIs are expected to provide practical training in accordance with the National Qualifications Framework (NQF) and authorization and accreditation standards/criteria.
National Qualifications Framework - http://eqe.ge/eng/education/national_qualifications_framework
Accreditation Standards - <http://eqe.ge/eng/accreditation/standards>
Authorisation Standards - <http://eqe.ge/eng/authorisation/standards>

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

Educational Programmes Department, Authorisation and Accreditation Department

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

No

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No ▾

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▾

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Tracer studies are conducted by HEIs annually for internal QA reports and as evidence for programme accreditation.
Accreditation Standards - <http://eqe.ge/eng/accreditation/standards>

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Based on the accreditation standards all HEIs are required to conduct tracer studies and consider its results in revising and developing programmes (PDCA cycle).
Accreditation Standards - <http://eqe.ge/eng/accreditation/standards>

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

Yes ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

The Georgian legislation does not provide a precise definition of the term lifelong learning, however, the law on Higher Education clearly states that “the State shall ensure provision of lifelong learning opportunities.”

The National Qualifications Framework clearly defines that “Higher Education Qualifications framework aims at promoting lifelong learning.”

Promotion of lifelong learning is stipulated in the goals of higher education:

- “a) Promotion of the development of Georgian and global cultural values, orientation towards the ideals of democracy and humanism essential for the existence and development of a civil society;
- b) Satisfaction of the needs of an individual to acquire higher education compatible with one’s personal interests and capabilities, to master qualification and be retrained;
- c) Realization of personal potential, development of creative skills, training of individuals whose competence is compatible with modern requirements, ensuring the competitiveness of graduates on domestic and international labour markets, and offering of high quality education meeting the requirements of the student community and the public at large to the interested persons;
- d) Training and retraining of new research personnel in order to ensure the sustainability of the country’s development and the system of higher education itself; to create, maintain and develop the favourable conditions for research;
- e) To encourage the mobility of students and academic personnel of higher education institutions.”

Law on Higher Education, Article 3

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

The Georgian Law on Higher Education stipulates that HEIs should provide education opportunities to individuals over the entire life span:

To achieve the goals the higher education institution shall:

- a) Ensure the accessibility and openness of higher education, academic freedom in teaching, learning and research, provision of higher education opportunities over the entire life span, involvement of academic personnel and students in making decisions and monitoring their implementation, publicity and transparency of higher education institution management and competitions held therein, prohibition of all forms of discrimination in the field of higher education, amongst them on academic, religious and ethnic grounds, and/or views, gender, social origin or any other grounds.”

Law on Higher Education, Article 3

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input checked="" type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VI.4.1. Please explain these restrictions.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

There is no precise data about forms of funding to the budget for lifelong learning. Only 17 qualification programmes in the field of agriculture, education, engineering, natural sciences, social, humanitarian and interdisciplinary are entirely financed by the State.

VI.5.2. If you have any further comments regarding this section, please provide them here:

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

The Order N 10/N Of the Minister of Education and Science of Georgia On the Approval of the Procedure of Movement between Higher Education Institutions adopted on February 10, 2010 states that "each student has a right to make his/her individual study plan." Regarding suspension of student status the order defines "Suspension of student status shall mean relieving a HEI and a student from the discharge of respective rights and obligations without termination of the student status. The grounds for the suspension of student status shall be as follows: academic leave; illness; studying abroad in a HEI; financial indebtedness or other circumstances envisaged by the HEI statute. After the expiry of 5 years following the suspension of student status the student status of the individual concerned shall be terminated, except for the cases envisaged by law."

In addition, to support flexibility in provision of HE programmes, it is stipulated by the standard of authorization that "the institution has in place the rules and procedures for the acquisition, suspension and termination of the status of a student for each cycle of higher education, as well as the rules and procedures of student mobility and recognition of acquired education." 99/N Order of the Minister of Education and Science of Georgia on the approval of educational institutions authorisation charter and authorisation fees, 2010.

VI.7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

VI.7.1. Please explain what student statuses exist in your country and how you define them.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, HE students can change the pace of their studies and follow de facto part-time studies

Each higher education institution defines the minimum amount of credits in each educational programme and the student is free in choosing free components and making flexible arrangements of his/her study plan.

According to the National Qualifications Framework - Article 4. Awarded Qualifications:

"1. The title of a qualification of the short cycle within the first cycle educational programme includes the term 'Interim Qualification' together with the specification of the direction or/and field/specialty.

2. The title of a qualification of the first cycle educational programme includes the term 'Bachelor' together with the specification of the direction or/and field/specialty. A student is entitled to combine major (at least 120 credits) and minor (60 credits desirable) specialties in the following manner:

- Major and free components;

- Major, minor and free components;

- Major and two minors. 3. The title of a qualification of the second cycle educational programme includes the term "Master" together with the specification of the direction, field/specialty or/and sub-field/sub-specialty. A Master's programme includes a teaching component and qualification thesis prepared on the basis of independent research. It is desirable for a master's programme to include practical components as well.

4. The title of a qualification of the third cycle educational programme includes the term 'Doctor' together with the specification of the direction or/and field/specialty. A doctoral educational programme includes learning and practical components. It is completed by the development and public defence of a qualification thesis prepared on the basis of independent research.

5. A regulated educational programme is oriented on training a student for relevant regulated profession. At least 75% of an educational programme is allocated for the development of competences that are necessary for a regulated profession."

VI.7.3. Please indicate which fees apply to students studying part-time.

VI.7.4. Please indicate which fees apply to de facto part-time students.

De facto part-time students pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements

VI.7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VI.7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

De facto part-time students are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements

VI.8. Are there any higher education programmes in your country designed as 'part-time' programmes?

No

VI.8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

VI.9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Other (please use space for comment to specify)

Higher education institutions and students are free in making flexible arrangements of the study plan. The only regulation for the HEIs concerning the issue is the accreditation standard on Student Performance, Individual Work with Them, which declares that the standard is met when:

"a) A student receives all the necessary information, consultancy and assistance for the determination of his/her profile, planning of the teaching process and improvement of achievements;

b) The working plan of the institution academic personnel provides for the individual work with students;

c) The institution ensures student involvement in the implementation of research projects, implementation of the components oriented on the development of practical skills and initiatives, which are independent from a curriculum." (65/N Order of the Minister of Education and Science of Georgia, May 2010, On the approval of the regulation for accreditation of educational

programmes, of educational institutions and accreditation fee)

VI.9.1. If you have any further comments regarding this section, please provide them here:

VI.10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

There are following types of Recognition of Education in Georgia in the field of Higher Education:

1. Recognition of Foreign Education

Recognition of Foreign Education deals with the Recognition of Education within a framework of complete general education received abroad or education received during an academic process at general, vocational and higher educational programmes.

2. State Recognition of Education for Persons who received education at licensed higher educational Institutions

Recognition of Higher Education by the persons who were registered at licensed higher educational institutions (later – Recognition of Higher Education) assumes defining correspondence between the competences achieved at licensed higher educational institutions and learning outcomes within the components of relevant state-recognized educational programmes.

3. Recognition of Education of Refugees and Internally Displaced People (IDPs), and persons who cannot prove their education or qualification as they had studied at institutions which were liquidated or ceased educational activities.

VL10.1. Please choose the statement that best applies to your country-specific situation.

It is a legal right for candidates to have their prior non-formal and informal learning recognised towards fulfilment of a HE study programme and HE institutions must provide relevant procedures

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)

The recognition of non-formal prior learning is the establishment of compatibility between learning outcomes attained by a student at a licensed HEI and learning outcomes envisaged by the components of the respective relevant state-recognized educational programme.

Specific Features of Recognition of Higher Education

"1. The precondition for the recognition of higher education shall be the enrolment of the person concerned in a right education institution commensurate with the procedure, envisaged by the Georgian legislation.

2. Following the acceptance of an application of the interested person the EQE shall request the programme from the relevant educational institution, the programme of which an applicant requests recognition. The educational institution shall be entitled, to involve its representative in the administrative proceedings on the recognition of higher education commensurate with the procedure, envisaged by the General Administrative Code of Georgia.

3. Following the scrutiny of the documents, presented by the applicant and familiarisation with the educational programme the EQE shall be entitled to consider it reasonable to appoint an examination in separate components of the educational programme and hold it under the involvement of the relevant educational institution, the examination shall aim at establishing whether or not the person concerned has competences, envisaged by a specific component of the educational programme.

4. The procedure of holding an examination for an applicant for the recognition of education and the content of the examination shall be approved by an individual administrative law act of the EQE Director with due consideration of the position of the recipient educational institution.

5. The interested party shall be informed about the examination at least 2 weeks prior to its holding, except for the case, when the party concerned requests holding of the examination within tighter timelines."

Order N 98/N Of the Minister of Education and Science of Georgia 1 October 2010 Tbilisi On Approval of the Procedure of Validation of Georgian Educational Documents and Recognition of Foreign Education and Fees

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Order N 98/N Of the Minister of Education and Science of Georgia 1 October 2010 Tbilisi On Approval of the Procedure of Validation of Georgian Educational Documents and Recognition of Foreign Education and Fees, http://eqe.ge/uploads/System/98Recognition_EN.pdf

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

Yes

Please Refer to the comment on 6.14

Order N 98/N Of the Minister of Education and Science of Georgia 1 October 2010 Tbilisi On Approval of the Procedure of Validation of Georgian Educational Documents and Recognition of Foreign Education and Fees

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

Yes, there are official data based on central level monitoring, including surveys

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

44

VL10.6.2. Please indicate the source and the reference year.

Division for Recognition of Education, LEPL- National Center for Educational Quality Enhancement(NCEQE), 11.2013-04.2014

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

The statistical data given above, refers only to recognition of education at licensed HEIs.

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▾

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

0%

7.3.3.1. Please provide a source for this information:

There is no evidence that HEIs have adopted an internationalisation strategy as there is no regulation, which directly obliges universities to provide internationalisation strategy. However, the programme accreditation standards and criteria require that universities should promote internationalisation of education.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

26-50%

7.3.4.1. Please provide a source for this information:

Involvement of HEIs in TEMPUS projects. National TEMPUS Office in Georgia

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility

Credit mobility:Incoming mobility

Degree mobility:Outgoing
mobility

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

Yes ▼

7.4.1.1. Please specify:

All international students with a first degree obtained outside of Georgia have access to Master Degree programmes without taking the Unified Master's Examinations, through the MES procedure.

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes ▼

7.4.2.1. Please specify:

LEPL - Shota Rustaveli National Science Foundation

The mission of the foundation is to provide financial support through state funding to encourage the development of research in Georgian studies, humanities and social sciences in Georgia. The foundation aims at systemic integration of Georgian science in international research area through open competitions and international review of research projects. To achieve this general goal the foundation is implementing various types of activities, such as grant competitions (research, travel, conference, thematic), fellowships and other events.

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes ▼

7.5.1. Please specify:

LEPL - Shota Rustaveli National Science Foundation offers calls and grants to support internationalization of teaching, learning and research, giving opportunities to students, academic staff and researchers participate in international projects.

The Ministry of Education and Science of Georgia also administered a special programme to grant scholarships to BA, MA and PhD students to study abroad.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

TEMPUS and Erasmus Mundus

Tempus projects in Georgia, implemented since 1995, have created a solid basis for the successful implementation of the Bologna Principles, while supporting curriculum development, introduction of quality assurance mechanisms, national qualifications framework and lifelong learning.

Erasmus Mundus actions provide opportunities for joint programmes, partnerships with scholarships and activities related to the international dimension of all aspects of higher education, such as promotion, accessibility, quality assurance, credit recognition, mutual recognition of qualifications, curriculum development and mobility.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

Yes

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA TEMPUS, Erasmus Mundus
- No EU EHEA
- EU only TEMPUS, Erasmus Mundus
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

Participation in international projects

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

NCEQE, which is responsible for the process of recognition and represents ENIC office in Georgia actively cooperates with ENIC-NARIC network and recognition agencies outside of EHEA.

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

nustaveli.org.ge
tempus.ge (<http://erasmusplus.ge/>)

7.18.2. Is the website linked to Bologna website?

Yes

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions
Ministry of Education and Science of Georgia, on Bologna process <http://mes.gov.ge/content.php?id=1856&lang=eng>
National Center for Educational Quality Enhancement
National system - <http://eqe.ge/eng/education>
Higher Education Institutions - <http://eqe.ge/eng/register/heis>

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

United States, Great Britain, Armenia, Turkey, France

7.22.2. What were the main higher education issues addressed in these events?

Cultural Exchange, Eastern Partnership, Higher Education

7.23. Comments:

Georgia-US Strategic Partnership Charter- Meeting of the Working Group On People to People Contacts and Cultural Exchange (Deputy Ministers –Ms. Tamar Sanikidze, Ms. Ketevan Natriashvili)
World Education Forum, London, Great Britain (Ministers – Mr. George Margvelashvili, Ms. Tamar Sanikidze)
Eastern Partnership Non-formal Dialogue, Yerevan, Armenia (Minister – Ms. Tamar Sanikidze)
OECD Conference Istanbul, Turkey (Deputy Minister – Ms. Ketevan Natriashvili)
BSEC and Eastern Partnership Regional Conference of Education Ministers Istanbul, Turkey (Deputy Minister – Ms. Ketevan Natriashvili)
37th Session of UNESCO world conference on higher education Paris, France (Deputy Minister – Mr. Tamaz Marsagishvili)

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

According to the Law on Higher Education, the goal of HEI is: “to encourage the mobility of students and academic personnel of higher education institutions.”

Article 3, Georgian Law on Higher Education

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

LEPL - Shota Rustaveli National Science Foundation grant programmes - <http://rustaveli.org.ge/index.php?lang=eng>

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

N/A

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.2.1. Please specify any targets that exist:

LEPL - Shota Rustaveli National Science Foundation grant programmes - <http://rustaveli.org.ge/index.php?lang=eng>

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance**

counsellors Yes No No answer

Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

Career development advantages Yes No No answer

Financial benefits Yes No No answer

Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

HEI awards doctoral candidates who participated in mobility programmes and received a grant from the LEPL - Shota Rustaveli National Science Foundation grant programmes.

7.30. Is there a website which provides information about all international mobility schemes for staff?

Yes

7.30.1. Please provide a link:

<http://rustaveli.org.ge/index.php?lang=cng>

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "4"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "5"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

National Center for Educational Quality Enhancement (NCEQE) is facilitating the process of recognition to support mobility. In addition, ENIC-NARIC is administered and resides at NCEQE.

7.33. Has your country monitored the effects of these measures/programmes?

No ▼

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: