



World TVET Database

Georgia

Compiled by
UNESCO-UNEVOC International Centre for
Technical and Vocational Education and Training
UN Campus
Platz der Vereinten Nationen 1
53113 Bonn
Germany

Tel: +49 228 815 0100
Fax: +49 228 815 0199
www.unevoc.unesco.org
unevoc@unesco.org

Country profiles are compiled from a variety of national and international sources and have been informed and validated by UNEVOC Centres in the country or other TVET national authorities.

The designations employed and the presentations of material throughout this report do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

UNEVOC/2015/TVETDB/GEO/1

© UNESCO 2015
All rights reserved

Contents

Abbreviations	4
1. TVET mission, strategy and legislation	5
2. TVET formal, non-formal and informal systems	7
3. Governance and financing	8
4. TVET teachers and trainers.....	9
5. Qualifications and Qualifications Frameworks.....	10
6. Current reforms, major projects and challenges	11
7. Links to UNEVOC centres and TVET institutions.....	11
8. References and further reading	12

Abbreviations

EQF	European Qualifications Framework
GIZ	Association for International Cooperation (<i>Gesellschaft für Internationale Zusammenarbeit</i>)
ICT	Information and Communications Technology
MoES	Ministry of Education and Science
NCEQE	National Centre for Education Quality Enhancement
NQF	National Qualifications Framework
PPP	Public-Private Partnerships
TPDC	Teacher Professional Development Centre

TVETipedia Glossary

Below are listed TVET terms mentioned in this report. Click on a term to read its definitions on the UNESCO-UNEVOC TVETipedia glossary.

Access and equity	Non-formal education
Accreditation	On-site training
Basic education	Qualification
Demand-driven TVET	Quality
Employability skills	Quality Assurance
Employment	Social Partners
Informal Learning	Teacher
Job	Teacher In VET
Labour market	Trainer
National Qualifications Framework	TVET

Georgia

Population:	4,000,000 (2015)
Youth population ¹ :	347,000 (2015)
Median population age:	37.5 (2015)
Average population growth (2010–2015) ² :	-1.21%



Data © OpenStreetMap Design © Mapbox

1. TVET mission, strategy and legislation

TVET mission

The aim of TVET in Georgia is to support the country's socio-economic development and poverty reduction priorities. Specifically, TVET is meant to contribute by maximising the potential of the country's human resources through the promotion of high quality vocational skills development to meet the economy's labour requirements in the immediate, medium and long term. Moreover, TVET is meant to enable individuals from all segments of society to develop their talent and maximise their potential for personal and economic fulfilment. Particularly relevant in this regard is the inclusion of disadvantaged and vulnerable groups in the social and economic development of Georgia, strengthening the sense of participation and integration in the country's transition towards a dynamic and prosperous society and economy.

TVET strategy

The Vocational Education Reform Strategy 2013–2020 aims to strengthen the TVET system in Georgia by developing a nationwide TVET network which promotes excellence in skills development and equips the current and future population with the tools to develop management and technical skills necessary for Georgia to compete in the modern international and national economic environment.

The Strategy also highlights the need to promote TVET in order to allow for the inclusion of all segments of the population in skills development, promoting the development of personal skills, as well as skills for decent employment or self-employment.

TVET legislation

- Decree 279 (2015) establishes the Vocational Education National Vocational Council in Georgia.
- The Framework for Enhanced social partnership in VET (2014) provides guidance to the tripartite social partnership in Georgia, entailing the Government and employers' and employees' organisations, on the ways to improve social dialogue regarding TVET.

¹ Population aged 14–25

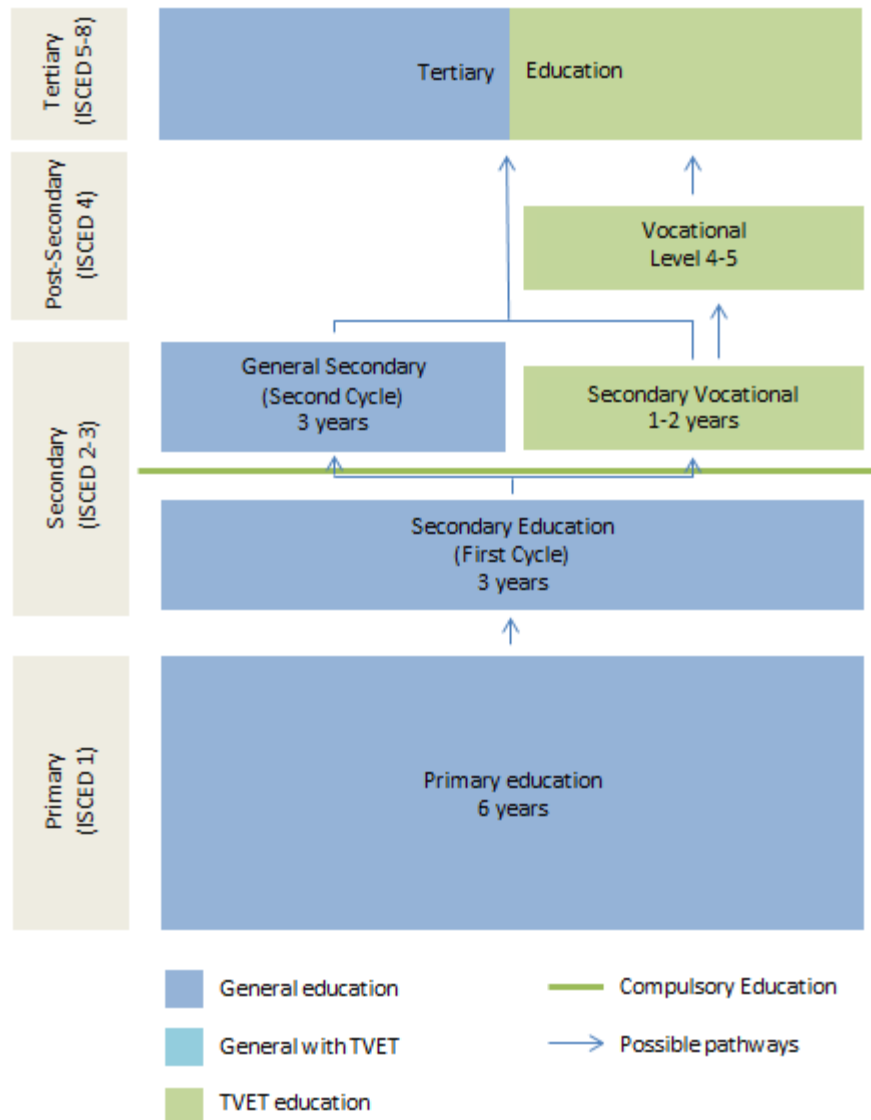
² All statistics compiled from the United Nation's Population Division's *World Population Prospects, the 2015 Revision* (<http://esa.un.org/unpd/wpp/DVD/>)

- Decree N120/N (2010) establishes the National Qualifications Framework in Georgia.
- Law of Georgia on Vocational Education and Training (2007) defines the role of TVET in Georgia and determines the types of technical and vocational education, the various levels and the financing mechanisms.

Sources:

- European Training Foundation (2014). Supporting Social Partnership in VET in Georgia. Concept Paper – Final Draft from 31 March 2014. http://www.unevoc.unesco.org/fileadmin/up/georgia_socialpartnershipinvet.pdf. Accessed: 02.11.2015.
- Ministry of Education and Science (2007). Law of Georgia on Vocational Education and Training. <https://matsne.gov.ge/en/document/download/23608/12/en/pdf>. Accessed: 02.11.2015.
- Ministry of Education and Science (2013). Vocational Education Reform Strategy 2013–2020. http://www.mes.gov.ge/uploads/12.%20VET%20Strategy%202013-20_EN.pdf. Accessed: 02.11.2015.
- Ministry of Education and Science (2015). Composition of the National VET Council. <http://mes.gov.ge/content.php?id=150&lang=eng>. Accessed: 02.11.2015.
- National Centre for Educational Quality Enhancement (2015). National Qualifications Framework. <http://eqe.ge/eng/static/125/education-system/national-qualifications-framework>. Accessed: 02.11.2015.
- UNESCO-IBE (2011). World Data on Education. VII Ed., 2010/11. Georgia. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf. Accessed: 02.11.2015.

2. TVET formal, non-formal and informal systems



Scheme compiled by UNESCO-UNEVOC from UNESCO-IBE (2011). World Data on Education. VII Ed., 2010/11. Georgia.

Upon completing six years of primary education, students proceed to a secondary education which completes 12 years of education. Specifically, the secondary education level is divided into two cycles lasting three years each: a compulsory first cycle, and a second cycle.

Formal TVET system

TVET is provided at the secondary, post-secondary and tertiary education levels, but based on the existing law the provision is not clearly identified. Specifically, TVET programmes are offered at the second cycle of secondary education as a separate programme to general education and

generally last one to two years. In accordance with the Vocational Education Reform Strategy 2013–2020, vocational courses will also be integrated as part of the general education system.

Vocational programmes cover traditional subjects and focus on the development of professional skills as opposed to developing skills related to communication and decision-making. There are no common standards for student evaluation and education institutions are responsible for conducting student assessment themselves.

Non-formal and informal TVET systems

Non-formal and informal TVET programmes are conducted in authorised TVET institutions whose programmes comply with certain conditions which allow the programmes to be recognised in the National Qualifications Framework (NQF). Specifically, non-formal TVET qualifications can range from Level one to three.

Sources:

Ministry of Education and Science (2007). Law of Georgia on Vocational Education and Training. <https://matsne.gov.ge/en/document/download/23608/12/en/pdf>. Accessed: 02.11.2015.
UNESCO-IBE (2011). World Data on Education. VII Ed., 2010/11. Georgia. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf. Accessed: 02.11.2015.

3. Governance and financing

Governance

The Ministry of Education and Science (MoES) is responsible for governing the TVET system in Georgia. Specifically, a number of agencies under the MoES administer certain aspects of the TVET system. These agencies include the:

- Office of Resource Officers in Educational Institutions;
- National Assessment and Examination Centre;
- Education Infrastructure Development Agency;
- Teacher Professional Development Centre;
- National Centre for Education Quality Enhancement (NCEQE); and
- Education Management Information System.

In addition to Government agencies, social partners also contribute to the functioning of the TVET system. Examples of social partners include the Georgian Employers Association and Trade Union Conference and civil society representatives such as the Vocational Education Fund, Women Entrepreneurs Association, Georgian Hotel and Restaurants Federation and Business Associations.

Other Government ministries involved in the advancement of TVET include: 1) the Ministry of Finance; 2) the Ministry of Health, Labour and Social Affairs; 3) the Ministry of Infrastructure and Regional Development; and 4) the National Bureau of Statistics.

Financing

The TVET system is financed by the Government of Georgia, the budget of the Ministry of Education and Science, as well as by other ministries' budgets.

TVET funding mechanisms are being restructured with an emphasis on covering the educational costs of TVET, while encouraging TVET institutions to cover the administrative costs. This approach aims to encourage competition between TVET institutions, increasing the amount of quality output and driving down costs.

There is also an increased emphasis on developing mechanisms which enable the private sector to invest in TVET programmes in Georgia. To this end, public-private partnerships (PPP) have been developed in numerous sectors.

Sources:

- Ministry of Education and Science (2013). Vocational Education Reform Strategy 2013-2020. http://www.mes.gov.ge/uploads/12.%20VET%20Strategy%202013-20_EN.pdf. Accessed: 02.11.2015.
- UNESCO-IBE (2011). World Data on Education. VII Ed., 2010/11. Georgia. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf. Accessed: 02.11.2015.

4. TVET teachers and trainers

The Teacher Professional Development Centre (TPDC), under the Ministry of Education and Science (MoES), is responsible for TVET teacher and trainer training. Programmes focus on developing pedagogic skills through on-the-job training and allow teachers to be comfortable with new developments such as Information and Communications Technology (ICT) in education.

In order to teach TVET in Georgia, TVET teachers are required to have a tertiary education degree – this could be a Level four or five TVET qualification. People who have at least three years of work experience in a related field can also become TVET teachers.

Sources:

- Government of Georgia (2010). Law of Georgia No. 3529 of 21 July 2010 – LHG I, No 47, 5.8.2010, Art. 300.
- Government of Georgia (2014). Decree 2624 – Approval of Vocational Education Teachers Training and Development Concept Project.
- Government of Georgia (2014). Minister of Education and Science of Georgia Order No. 164/n – Confirmation of the Professional Code of Ethics for Vocational Education Teachers.
- UNESCO-IBE (2011). World Data on Education. VII Ed., 2010/11. Georgia. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf. Accessed: 02.11.2015.

5. Qualifications and Qualifications Frameworks

Secondary vocational education

Programme	Duration	Qualification
Basic Education (Level 1)	Defined by respective occupational standard	VET Level One
Level 2	Defined by respective occupational standard	VET Level Two
Level 3	Defined by respective occupational standard	VET Level Three
"Modular" VET Level 3	Varies	VET Level Three

Post-secondary vocational education

Programme	Duration	Qualification
Level 4	Defined by respective occupational standard	VET Level Four
Level 4	Varies	VET Level Four
Level 5	Defined by respective occupational standard	VET Level Five
"Modular" VET Level 5	Varies	VET Level Five

National Qualifications Framework (NQF)

The National Qualifications Framework (NQF) was approved in 2010 and is aligned to the European Qualifications Framework (EQF) and the Higher Education Framework. The current Georgian NQF contains five vocational qualifications (Levels 1-5), and three tertiary education qualifications (Levels 6-8).

Quality assurance

In order to ensure the quality of TVET programmes, internal and external quality assurance mechanisms have been established, including authorisation and accreditation standards. Specifically, internal quality assurance measures are the responsibility of the National Centre for Educational Quality Enhancement (NCEQE) and Authorisation and Accreditation Councils under the Prime Minister's office.

Sources:

National Centre for Educational Quality Enhancement (2015). National Qualifications Framework. <http://eqe.ge/eng/static/125/education-system/national-qualifications-framework>. Accessed: 02.11.2015.

UNESCO-IBE (2011). World Data on Education. VII Ed., 2010/11. Georgia. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf. Accessed: 02.11.2015.

6. Current reforms, major projects and challenges

Current reforms and major projects

The aforementioned Vocational Education Reform Strategy 2013–2020 aims to strengthen the TVET system in Georgia and sets TVET related objectives until 2020.

The ministries involved in the TVET reform include the Ministry of Education and Science (MoES), the Ministry of Finance, the Ministry of Health, Labour and Social Affairs and the Ministry of Infrastructure and Regional Development. Other social partners are also involved, as are international donors such as the European Union, UNDP, the Norwegian Ministry of Education as well as the German Association for International Cooperation (*Gesellschaft für Internationale Zusammenarbeit*) (GIZ) and Foundation Innove in Estonia.

Challenges

The development of TVET in Georgia faces a number of challenges, including:

- Developing work-based learning systems;
- Encouraging private sector engagement through the development of mechanisms;
- Supporting teacher's in-house training in industry;
- Establishing external quality assurance mechanisms;
- Integrating general education subjects into TVET;
- Establishing a system of prior recognition of TVET credits in tertiary education institutions.

Sources:

Ministry of Education and Science (2013). Vocational Education Reform Strategy 2013–2020. http://www.mes.gov.ge/uploads/12.%20VET%20Strategy%202013-20_EN.pdf.
Accessed: 02.11.2015.

7. Links to UNEVOC centres and TVET institutions

UNEVOC Centres

- [<http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+--+Centre&tid=3047> Social Partnership Support Division at the Vocational Education Development Department of the Ministry of Education and Science in Georgia]

TVET Institutions

- [<http://eqe.ge/eng> National Centre for Educational Quality Enhancement]
- [<http://www.mes.gov.ge/?lang=eng> Ministry of Education and Science of Georgia]

8. References and further reading

References

- European Training Foundation (2014). Supporting Social Partnership in VET in Georgia. Concept Paper – Final Draft from 31 March 2014. http://www.unevoc.unesco.org/fileadmin/up/georgia_socialpartnershipinvet.pdf. Accessed: 02.11.2015.
- Government of Georgia (2010). Law of Georgia No. 3529 of 21 July 2010 – LHG I, No 47, 5.8.2010, Art. 300.
- Government of Georgia (2014). Decree 2624 – Approval of Vocational Education Teachers Training and Development Concept Project.
- Government of Georgia (2014). Minister of Education and Science of Georgia Order No. 164/n – Confirmation of the Professional Code of Ethics for Vocational Education Teachers.
- Ministry of Education and Science (2007). Law of Georgia on Vocational Education and Training. <https://matsne.gov.ge/en/document/download/23608/12/en/pdf>. Accessed: 02.11.2015.
- Ministry of Education and Science (2013). Vocational Education Reform Strategy 2013-2020. http://www.mes.gov.ge/uploads/12.%20VET%20Strategy%202013-20_EN.pdf. Accessed: 02.11.2015.
- Ministry of Education and Science (2015). Composition of the National VET Council. <http://mes.gov.ge/content.php?id=150&lang=eng>. Accessed: 02.11.2015.
- National Centre for Educational Quality Enhancement (2015). National Qualifications Framework. <http://eqe.ge/eng/static/125/education-system/national-qualifications-framework>. Accessed: 02.11.2015.
- UNESCO-IBE (2011). World Data on Education. VII Ed., 2010/11. Georgia. http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf. Accessed: 02.11.2015.