World TVET Database

Georgia

Compiled by: UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training
November, 2015
Validated by: Ministry of Education and Science (MoES)
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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
World TVET Database Georgia
November, 2015

Abbreviations

EQF  European Qualifications Framework
GIZ  Association for International Cooperation (Gesellschaft für Internationale Zusammenarbeit)
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
- Accreditation
- Basic education
- Demand-driven TVET
- Employability skills
- Employment
- Informal Learning
- Job
- Labour market
- National Qualifications Framework
- Non-formal education
- On-site training
- Qualification
- Quality
- Quality Assurance
- Social Partners
- Teacher
- Teacher In VET
- Trainer
- TVET
Georgia

Population: 4,000,000 (2015)
Youth population¹: 347,000 (2015)
Median population age: 37.5 (2015)
Average population growth (2010-2015)²: -1.21%

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:
2. TVET formal, non-formal and informal systems


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:

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:

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 (2014). Decree 2624 – Approval of Vocational Education Teachers Training and Development Concept Project.
5. Qualifications and Qualifications Frameworks

Secondary vocational education

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Education (Level 1)</td>
<td>Defined by respective occupational standard</td>
<td>VET Level One</td>
</tr>
<tr>
<td>Level 2</td>
<td>Defined by respective occupational standard</td>
<td>VET Level Two</td>
</tr>
<tr>
<td>Level 3</td>
<td>Defined by respective occupational standard</td>
<td>VET Level Three</td>
</tr>
<tr>
<td>“Modular” VET Level 3</td>
<td>Varies</td>
<td>VET Level Three</td>
</tr>
</tbody>
</table>

Post-secondary vocational education

<table>
<thead>
<tr>
<th>Programme</th>
<th>Duration</th>
<th>Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Defined by respective occupational standard</td>
<td>VET Level Four</td>
</tr>
<tr>
<td>Level 5</td>
<td>Varies</td>
<td>VET Level Four</td>
</tr>
<tr>
<td>“Modular” VET Level 5</td>
<td>Varies</td>
<td>VET Level Five</td>
</tr>
</tbody>
</table>

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:
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:


7. Links to UNEVOC centres and TVET institutions

UNEVOC Centres

- [http://www.unevoc.unesco.org/go.php?q=UNEVOC+Network+++Centre&tid=3047](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](http://eqe.ge/eng) National Centre for Educational Quality Enhancement
8. References and further reading

References


Government of Georgia (2014). Decree 2624 – Approval of Vocational Education Teachers Training and Development Concept Project.


