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Shota Rustaveli State University**

**Research**  
“Higher Education System Development for Social  
Partnership Improvement and Humanities Sciences  
Competitiveness”

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# 1. System of Higher Education of Georgia

- **Higher Education Management System**

*Georgian law about the Higher Education* regulates the educational, scientific and research activities in the Higher Educational Institutions of Georgia, the principles and rules of higher education management and financing, sets the status of the higher educational institutes, sets the foundation, activities, reorganization, liquidation and accreditation ways.

*Parliament of Georgia* determines Higher Education policy and the main management methods, passes corresponding acts; periodically hears the reports of the Minister of Education and Science of Georgia about the government politics in the field of Higher Education, financial activities and completion of government programs.

*Georgian government* pursues a policy in the field of Higher Education; adopts the annual amount of the state educational grant and state educational grant for Masters introduced by the Ministry of Education and Science of Georgia; annually adopts the Master Programs of the Accredited HEIs introduced by the Ministry of Education and Science of Georgia; with the introduction by the Ministry of Education and Science of Georgia determines the terms and amount of the state grant for the successful students within the social program; with the introduction by the Ministry of Education and Science of Georgia establishes the Legal Entity of Public Law – HEI .

*Prime-Minister of Georgia* with the introduction by the Ministry of Education and Science of Georgia appoints the directors of National Examinations Center and National Center for Educational Accreditation – the Legal Entities of Public Laws, also appoints the members of the HEIs Accreditation Council.

*Ministry of Education and Science of Georgia* pursues a united policy in the sphere of Higher Education; elaborates the main document that reflects the indicators of the Higher Education System; provides the Government of Georgia with the annual amount and size of the education grants and education grants for Master for the approval, also it provides the Government of Georgia with the amount and terms of the social financing program for the students who have enrolled in the educational institution through Uniform National Entrance Examinations; provides the Government of Georgia with the Master programs of the Accredited HEIs for the approval; provides government of Georgia with the candidates for the posts of the directors for the National Examinations Center and National Center for Educational Accreditation for the approval, also provides the Prime Minister with the candidatures for the membership of the HEIs Accrediting Council at the National Center for Educational Accreditation; pursues the licensing of the HEIs and controls implementation of the licensing terms in accordance with the legislation; with the introduction by the National Center for Educational Accreditation adopts the regulations of the Accreditation of HEIs and the evaluation principle of the number of HEI's students; elaborates and adopts regulations of the Legal Entities of Public Laws – National Examinations Center and National Center for Educational Accreditation; under the law of Georgia “About Regulatory Acts” adopts the Charter of HEIs (LEPL) with the introduction by the Board of Representatives; with the introduction by the National Examinations Center

approves the regulations for conducting Uniform National Entrance Examinations and the allocation principle of state education grant, the regulations for conducting Master Examinations and the allocation principle of state education grant for Masters, the schedule of conducting Uniform National Entrance Examinations and Uniform General Graduate Examinations, the total results in scores of the Uniform National Entrance Examinations and Uniform General Graduate Examinations, the documents with the score ranking of the Uniform National Entrance Examinations and Uniform General Graduate Examinations; adopts the assistance arrangements for the foreign citizens for getting higher education in Georgia; cooperates with international organizations, other countries and HEIs in the sphere of higher education quality control and provision; pursues state control over HEI (LEPL) and is liable for implementation of the active regulations in the Higher Education sphere; approves the list of the HEI's specialties, the forms of the university diploma and its official transcript of study results; adopts amount of the cost of education of HEI's institutional and program accreditation; defines distribution terms of state education grant and state education grant for Masters, defines the transfer terms and rules of state education grants and state education grants for Masters between the accredited HEIs; determines the credit calculating principle for the HEIs study programs. With the introduction by the National Center for Educational Accreditation adopts the terms for students transfer from one HEI to another HEI, determines the terms of equivalence and authenticity for the formal certified copies of higher education issued abroad and the formal certified copies of higher education issued in Georgia; with the introduction by the National Center for Educational Accreditation adopts the rules of keeping a record of the HEIs, students and higher-education teaching staff; adopts the frame of the higher educational qualifications; carries out other functions provided by the regulations of Ministry and Georgian legislation.

*National Center for Educational Accreditation* (LEPL) awards accreditation to HEIs and/or educational programs.

- **Types of HEIs and the organizational-legal forms**

HEIs of Georgia: College, Teaching University and University.

*College* is a HEI that implements professional higher educational program and/or only the first cycle programs – Bachelor programs;

*Teaching University* is a HEI that implements higher educational program/programs – Bachelor and Master Programs, excluding Doctoral Programs. Teaching University has to provide the second cycle – Master educational program/programs.

*University* is a HEI that implements educational programs of all the three cycles of higher education and conducts the researches.

The HEI may be a private institution or Legal Entity of Public Law.

- **Higher Education Cycles**

It is possible to obtain higher academic education on the basis of the first, second or third cycle education. Higher education of Georgia consists of three cycles:

*Bachelor's Degree* - educational program made up of 240 credits;

*Master's Degree* – educational program made up at least of 120 credits;

*Doctoral Degree* – educational program made up at least of 180 credits.

***Degree of Certified Specialist (professional higher educational program)*** - professional higher educational program is made up at least of 120 and at most 180 credits and is designed to prepare the specialists for the practical professional activity. After successfully accomplishing the professional higher educational program student receives the diploma of Certified Specialist, which will contain his/her qualification. The obtained credits may be used as credits for taking Bachelor's degree in case of continuing studies at the Bachelor program. Certified Specialist enters the HEI for Bachelor's degree in accordance with the principles established by Georgian law.

***Certified medical specialists (veterinary) educational program and residency*** – the first cycle of the higher medical education (including veterinary) is the educational program for Certified Specialist in medicine (veterinary) which is made up of 300-360 credits. Certified Specialist in medicine (veterinary) may enroll in Master Studies and/or continue his studies in residency or work under the limitations of Legislations of Georgia. ***Residency*** is the second cycle of higher medical education system which is available after taking the degree of Certified Specialist in medicine. After graduating from residency the student may enroll in Doctoral Studies under the limitations of the legislation of Georgia.

- **Higher Education Institutions of Georgia**

At present 70 recognized HEIs (accredited and/or newly licensed) function in Georgia.

The number of State HEIs accounts for 23: 15 universities, 4 teaching universities and 4 colleges.

The number of Private HEIs accounts for 47: 28 universities, 12 teaching universities and 7 colleges.

- **Admissions**

A person with the secondary education may apply for the first cycle of higher education (Bachelor's degree) at the any HEI and newfound HEI. Uniform National Entrance Examinations are the precondition to enrolling into Bachelor's program. In order to enroll in program of Certified Specialist one shall pass simplified Uniform National Entrance Examinations.

Applicants to art academy institutions and sport institutions before taking Uniform National Entrance Examinations take part in appropriate competition arranged by the art academy institution and sport institution.

With the view of cooperation and students' mobility and in accordance with the procedures and dates established by the Ministry of Education and Science of Georgia, studying at the accredited HEI without passing Uniform National Entrance Examinations is available to:

- Prospective students who have spent last 3 or more years abroad and received full general education or equivalent education abroad;
- Students who have spent last 3 years or more abroad and studied at the HEI recognized by the Legislation of their country of residence.
- Students of the foreign accredited/recognized HEIs determined by the government of Georgia.

Citizens of Georgia who received full general or equivalent education abroad and gained the right to receive higher education in the foreign country must meet the terms established by the Ministry of Education and Science of Georgia with the introduction by the National Examinations Center in order to gain the right to study at the accredited HEI of Georgia.

The HEI has the right to determine the number of places for the foreign students and students without citizenship within the fixed number of the students after accreditation.

Individual with the Bachelor's degree has the right to continue his studies at the second cycle (Master's program) of Higher Education. Uniform General Graduate Examinations act as the precondition of the studies. Additional admission terms are set by the HEI.

The results of Uniform General Graduate Examinations are required for the Legal Entities of Public/Private Law – accredited HEIs and Legal Entities of Public Law – newly established licensed HEIs.

With the view of cooperation with the prospective master students and students' mobility and in accordance with the procedures and dates established by the Ministry of Education and Science, studying at the accredited HEI without passing Uniform General Graduate Examinations is available to:

- Prospective master students who have spent last 3 or more years abroad and received higher education abroad;
- Students who have spent last 3 years or more abroad and did the Master's course at the HEI recognized by the Legislation of tHEIr country of residence.

Medical, dentistry and veterinary education is integrated education and equals to the second cycle of higher education.

Admission to Master's study program and residency is conducted according to the terms set by the HEI.

Individual with the Master's degree or its equivalent has the right to continue his studies at the third cycle of higher education – Doctoral studies. Terms of admission are set by the HEI.

National Examinations Center is a Legal Entity of Public Law which ensures the carrying out of the Uniform National Entrance Examinations and Uniform General Graduate Examinations, also it performs other duties set by the Legislation of Georgia.

## • **Higher Education Institutions Management**

**Management of HEIs:** Academic Council, Board of Representatives, Rector, Administration Managing Director and Quality Assurance. Faculty management: Faculty Council, Dean, Faculty Quality Assurance.

HEI ensures the decisions of HEI, the reports of Rector and Administration Manager, the publicity and the accessibility of the orders to all interested sides; the freedom of the academic staff and academic freedom of the students; students and academic staff's participation in decision-making process; equal terms of treatment for persons regardless of their ethnic origin, gender, social origin, political or religious beliefs, etc.; fairness and transparency of the elections at HEI and the publicity of the contests.

## • **Classification of Qualifications**

On November 18, 2005 Minister of Education and Science of Georgia approved the undergraduate specialties list of higher education of Georgia (Order #633), according to which the bachelor's degrees and appropriate academic qualifications are granted by the HEIs. Starting from the 2006-2007 study year the admissions at HEIs are carried out only in accordance with these specialties.

The list of specialties is divided into the courses, the courses consist of the specialties and the specialties are unified with the neighboring specializations.

- ❖ Education – the Bachelor of Education;
- ❖ Humanities and Art
  - a) Art – Bachelor of Arts
  - b) Humanities – Bachelor of Humanities
- ❖ Social sciences, Business and Law
  - a) Social sciences – Bachelor of Social Sciences
  - b) Business and administration – Bachelor of Business Administration
  - c) Law – Bachelor of Law
- ❖ Natural Sciences, Mathematics, Computer Technologies
  - a) Natural sciences – Bachelor of Natural Sciences
  - b) Mathematics – Bachelor of Mathematics
  - c) Computer technologies – Bachelor of Computer Technologies
- ❖ Engineering, manufacturing and construction
  - a) Engineering – Bachelor of Engineering Sciences
  - b) Processing and Manufacturing industries – Bachelor of Technology
  - c) Architecture and construction – Bachelor of Architecture and Construction
- ❖ Agriculture and veterinary
  - a) Forestry, Farm and Agricultural Case - Bachelor of Agriculture;
  - b) Agro Engineering – Bachelor of Agro Engineering

## • **Credits system**

In accordance with the credit system student's load during one academic year (38-45 weeks) includes average 60 credits which corresponds to 1500-1800 astronomic hours of the academic work, one credit corresponds to 25-30 astronomic hours of student's academic work.

Student's academic work includes:

- Attendance, participation in group work, practical and laboratory studies;
- Independent work



- Educational, scientific and industrial practice
- Preparation and pass of exams
- Work at study-scientific thesis (course work, conference report, scientific letter, patent application, bachelor, master or doctoral thesis)
- Study-scientific thesis defense

Taking into account the higher educational program and/or the peculiarities of the student's individual educational program, the student's annual academic load may exceed or be less than 60 credits. Student's annual academic load may not exceed 75 credits.

The credit distribution is carried out in accordance with all the components of the educational program (study course, module, practice, thesis, dissertation, etc.), every study course includes one term.

### • **Evaluation system**

Student may obtain the credits only after accomplishing the academic work given in the syllabus.

Student's academic work is assessed in accordance with: midterm exams, final exams.

Maximum grade is 100 points.

Final exam grade is 40 points.

Students whose overall points in midterm exams, attendance and activity are no less than 51 may attend the final exam.

Grading system consists of the following grades:

- 91-100 – ( A ) excellent
- 81-90 – ( B ) very good
- 71- 80 – ( C ) good
- 61-70 – ( D ) satisfactory
- 51- 60 – ( E ) passed

Grading system has 2 types of negative grades:

- 41 – 50 – ( FX) failing; student has to work harder to has the right to retake the final exam once
- 0 – 40 – (F) failing; the work done by the student is not sufficient, course has to be retaken.

### • **Quality assurance and accreditation**

Education and scientific-research activities of the HEI, as well as staff qualification upgrading is subject to systematic assessment in which students also take part and the results of which are public and available to all interested individuals.

With the view of educational and scientific-research activities and staff qualification upgrading systematic assessment the Quality Assurance Office is established and it functions under the terms of the HEI.

Quality Assurance Office establishes close relations and cooperates with foreign countries and their HEIs' respective institutions for the transparent quality assurance criteria and development of the methodology for their criteria.

Quality assurance office of the HEI assists to ensure a high level of teaching with the introduction of teaching, learning and modern methods of evaluation (modules, credit system, etc.) and contributes to the self-assessment preparation for the accreditation process.

With the view of implementing state accreditation Ministry of Education and Science of Georgia establishes the National Center for Educational Accreditation (Legal Entity of Public Law).

National Center for Educational Accreditation is independent in its activities and leads the work under the law and charter approved by the Ministry of Science and Education of Georgia. Under the charter of the National Center for Educational Accreditation the Accreditation Council for HEIs is established, whose members are selected and appointed by the Prime Minister of Georgia with the introduction by the Ministry of Education and Science of Georgia. The rights of the National Center for Educational Accreditation are determined by the regulations of the National Center for Educational Accreditation.

National Center for Educational Accreditation provides the accreditation of HEIs, controls the fulfillment of the accreditation terms and in case of violation of the accreditation terms is authorized to abolish the accreditation.

HEIs are subject to institutional and program accreditation.

The terms of accreditation under the law are determined by the National Center for Educational Accreditation and approved by the Ministry of Education and Science of Georgia.

***Institutional accreditation*** establishes the correspondence of the HEI's status (the right to award a certificate approved by the government) to the material, financial, program and human resources standards established by the government.

National institutional accreditation is necessary for all Legal Entities of Public Law – HEIs.

Legal Entity of Public Law – HEI after obtaining the institutional accreditation should obtain all following institutional accreditations within the dates set in the document of issuing accreditation.

***Program accreditation*** establishes the correspondence of the HEI's status (the right to award a certificate approved by the government) to the following criteria:

- credibility of educational goals and objectives selection, program correspondence to these goals and objectives, the principles of its construction;
- teaching methodology and organization, adequacy of the assessment
- students' achievements, individual work with them;
- provision with the teaching materials;
- potential possibilities of upgrading the quality of learning.

Obtaining program accreditation is based on the institutional accreditation. All the programs of the HEIs may obtain the program accreditation regardless their organizational-legal forms.

- **Funding of HEIs**

Budget funding of the HEIs is oriented on the studying and scientific research, staff trainings, staff retraining and qualification growth.

The sources of the HEIs funding are:

- fees, which are covered by the state grants;
- private grants, donations or revenues received from the testaments;
- scientific - research grants issued by the government in the competitive selection process
- program funding allocated by the sectorial ministries
- revenues permitted by the legislation of Georgia, including the revenues earned from economic activities.

- **State educational grants**

*Undergraduate program* – the National Examinations Center makes the project for awarding grants in accordance with the results of Uniform National Entrance Examinations and introduces it for the adoption to the Ministry of Science and Education.

State Educational Grant is awarded on the basis of the results of the Uniform National Entrance Examinations with the absolute score ranking in accordance with the terms set by the Ministry of Education and Science.

*Graduate program* – the National Examinations Center by the rules established in accordance with Ministry of Education and Science of Georgia with absolute ranking of Uniform General Graduate Examinations scores, after the completion of Uniform General Graduate Examinations, defines the list of the Masters who received State Educational Grant and introduces it to the Ministry of Education and Science of Georgia for approval.

## **Higher Education Supporting Activities for students**

The recognition of higher education received at the occupied territories is made under the terms set by the Ministry of Education and Science of Georgia. After the recognition of the Received higher education at the occupied territories a citizen has the right to continue studies at the accredited higher education institution without passing Uniform National Entrance Examinations under the terms set by the Ministry of Education and Science of Georgia.

Amount of higher education funding for the persons affected in August 2008 can exceed the maximum amount allocated within the framework of the social program. The terms and amount of the funding is defined by the Government of Georgia with the introduction by the Ministry of Education and Science of Georgia.

The citizens of Georgia who resided in Russian Federation until August 7, 2008 and were registered in the higher education institution recognized by Russian Federation, have the right to continue studies at the accredited higher education institution without passing the Uniform

National Entrance Examinations under the terms set by the Ministry of Education and Science of Georgia.

## Qualifications and specialty blocks in humanitarian sciences

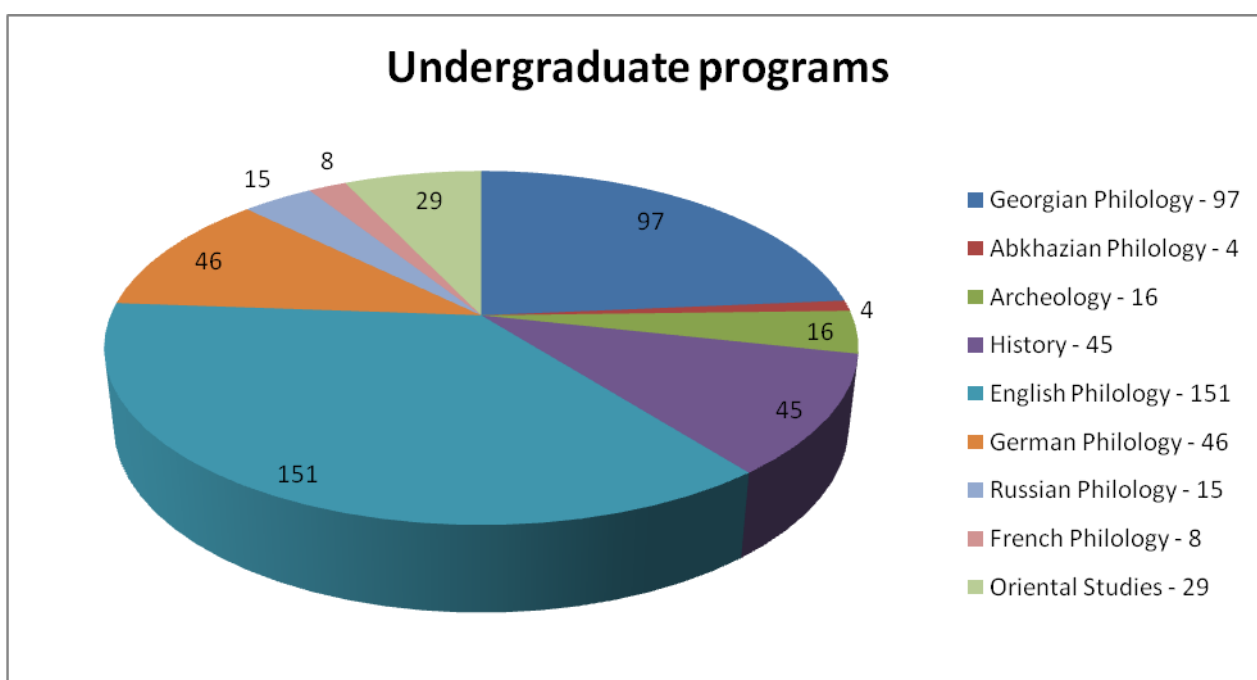
Humanitarian Sciences and Arts

→ Art (Bachelor of Arts) - Visual Arts (painting, drawing, sculpture), Performing arts (acting, stage direction, vocal, instrumental, orchestrating, choreography, composition), and audiovisual and media art (photo, film, television, radio and computer art, Design and Applied Arts, Restoration), etc.

→ Humanitarian Sciences (Bachelor of Humanitarian Sciences) - History, Archaeology, Art, Oriental Studies, Philosophy, Theology, Philology (Georgian language and literature, foreign languages and literature - language reference), etc.

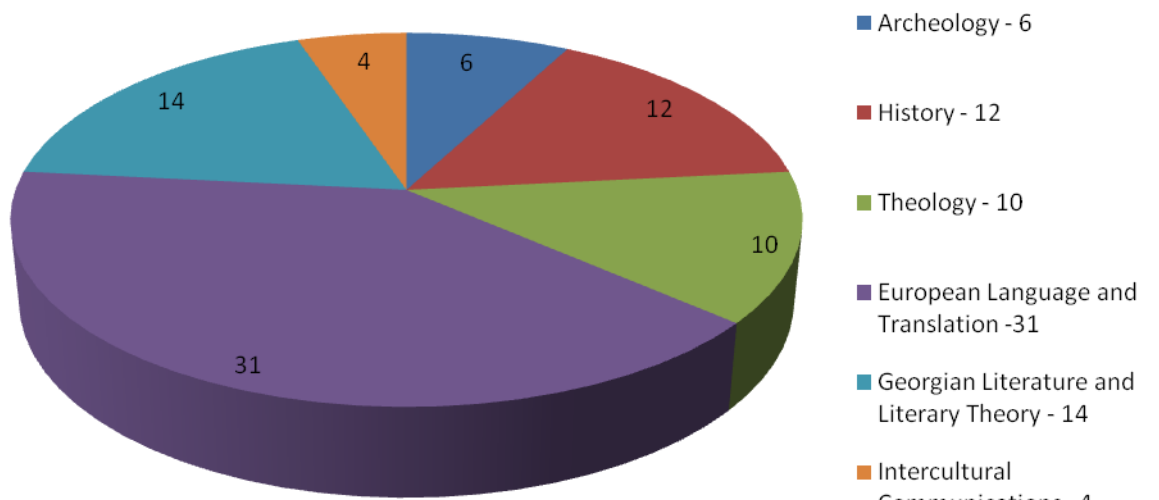
## The basic specialties and number of students of SSU for the implementation of the project

### *Faculty of Humanities*



**Total: 411 students. (The chart does not include 80 first year students, who choose the specialty at the second year of their studies).**

## Graduate programs



**Total: 77 students**

## Description of the labor market

### General definitions and explanations

**Economically active population** is the total employed and unemployed men and women of 15 years of age and above in the week studied.

**Economically inactive population** is the population of 15 years of age and above less economically active population.

**Employed** – includes all persons 15 years old and over and during the reference period belonged to the following categories:

- **hired employee** - a person, who during the accounting period, performed a certain work to gain income or other compensation in cash or in kind, a person who has a job but is temporarily unoccupied due to a holiday, illness, is temporarily dismissed from work, or other similar persons
- **self-employed** – a person, who during the accounting period, performed a certain work for the purpose to get some benefit or family income (in cash or in kind) or a person, who has an enterprise but did not work during reference time for some reasons.

**Employee** (entrepreneur, businessman with hired employees) – an owner who manages their own enterprise or household economy, or is occupied in professional or workmanship activity and has one or more hired employees.

**Own-account worker** (entrepreneur, businessman without hired employees, or a person employed in his/her profession) – an owner who manages their own enterprise or domestic economy or is occupied in professional or workmanship activity and has no hired employees.

**Other (unidentified)** - an individual whose status does not allow classification, about whom there is not comprehensive information or whose status is not clearly determined.

**Unpaid family worker** – a person who works free of charge in an enterprise or household owned by a relative, generating work, able to work and ready to accept full-time employment, not attending any full-time school and registered in the local labour office corresponding to the person's permanent or temporary place of residence.

**Unemployment rate** – is the ration of the number of unemployed to the number of the economically active population, expressed as a percentage.

**Average monthly nominal calculated salary or wages** – is calculated on the basis of data received from the organizations by division of the allotted wage fund by the average number of employed.

**Wage fund** – includes all the means (in cash and in kind) for labour compensation of workers, compensation sums, which depend on the working mode and working conditions, sums for encouragement.

The discrepancy between the totals and the sum in some cases can be explained by using rounded data. 0.0 in the tables means that the event takes place but its value is negligible.

## Economically active population

### Distribution of population by economic status and urban-rural areas (in 2002-2008), thousand persons

<b>Total</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Active population (labour force)	2104.2	2050.8	2041.0	2023.9	2021.8	1965.3	1917.8
<b>Employed</b>	1839.2	1814.9	1783.3	1744.6	1747.3	1704.3	1601.9
Hired	650.9	618.5	600.9	600.5	603.9	625.4	572.4
Self-employed	1184.9	1195.2	1180.8	1143.3	1141.6	1078.8	1028.5
Not -identified worker	2.4	0.5	0.8	0.7	1.4	0.0	0.3
<b>Unemployed</b>	265.0	235.9	257.6	279.3	274.5	261.0	315.8
Population out labour force	1135.3	1048.4	1105.9	1136.1	1228.0	1138.6	1145.2
<b>Unemployment rate</b>	<b>12.6</b>	<b>11.5</b>	<b>12.6</b>	<b>13.8</b>	<b>13.6</b>	<b>13.3</b>	<b>16.5</b>
<b>Economic activity rate, %</b>	<b>65.0</b>	<b>66.2</b>	<b>64.9</b>	<b>64.0</b>	<b>62.2</b>	<b>63.3</b>	<b>62.6</b>
<b>Employment rate, %</b>	<b>56.8</b>	<b>58.6</b>	<b>56.7</b>	<b>55.2</b>	<b>53.8</b>	<b>54.9</b>	<b>52.3</b>
<b>Urban areas</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Active population (labour force)	902.5	846.2	855.1	839.6	831.9	839.2	828.2
Employed	683.8	659.4	647.7	618.9	615.1	638.5	589.3
Hired	457.3	442.2	422.6	423.7	426.0	459.0	408.7
Self-employed	224.1	216.7	224.2	194.5	187.7	179.5	180.2
Non-identified worker	2.4	0.5	0.8	0.7	1.4	0.0	0.3
<b>Unemployed</b>	218.7	186.8	207.4	220.6	216.8	200.7	239.0
Population out labour force	738.9	653.9	690.4	705.8	757.3	741.6	694.1
<b>Unemployment rate</b>	<b>24.2</b>	<b>22.1</b>	<b>24.3</b>	<b>26.3</b>	<b>26.1</b>	<b>23.9</b>	<b>28.9</b>
<b>Economic activity rate, %</b>	<b>55.0</b>	<b>56.4</b>	<b>55.3</b>	<b>54.3</b>	<b>52.3</b>	<b>53.1</b>	<b>54.4</b>
<b>Employment rate, %</b>	<b>41.7</b>	<b>44.0</b>	<b>41.9</b>	<b>40.1</b>	<b>38.7</b>	<b>40.4</b>	<b>38.7</b>
<b>Rural areas</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Active population (labour force)	1201.7	1204.6	1185.9	1184.3	1189.8	1126.1	1089.6
<b>Employed</b>	1155.4	1155.5	1135.6	1125.6	1132.2	1065.8	1012.7
Hired	193.7	176.2	178.3	176.7	177.8	166.4	163.7
Self-employed	960.8	978.4	956.6	948.8	954.0	899.4	848.3
Not -identified worker	1.0	0.8	0.8	0.1	0.4	0.1	0.7
<b>Unemployed</b>	46.3	49.1	50.2	58.7	57.7	60.3	76.9
Population out labour force	396.4	394.5	415.5	430.2	470.7	397.0	451.0
<b>Unemployment rate</b>	<b>3.9</b>	<b>4.1</b>	<b>4.2</b>	<b>5.0</b>	<b>4.8</b>	<b>5.4</b>	<b>7.1</b>
<b>Economic activity rate, %</b>	<b>75.2</b>	<b>75.3</b>	<b>74.1</b>	<b>73.4</b>	<b>71.7</b>	<b>73.9</b>	<b>70.7</b>
<b>Employment rate, %</b>	<b>72.3</b>	<b>72.3</b>	<b>70.9</b>	<b>69.7</b>	<b>68.2</b>	<b>70.0</b>	<b>65.7</b>

## Employment

### Employees by kind of activity, thousand person

	2005	2006	2007
<b>Number, thousand persons</b>			
<b>Total</b>	<b>1744.6</b>	<b>1747.3</b>	<b>1704.3</b>
Agriculture, hunting and forestry	947.9	966.4	910.5
Mining and quarrying	5.8	3.4	4.7
Manufacturing	89.8	81.5	82.7
Electricity, gas and water supply	23.4	18.4	18.2
Construction	43.1	54.8	71.2
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	188.2	168.1	168.8
Hotels and restaurants	16.3	16.9	18.0
Transport, storage and communications	69.3	77.8	71.7
Financial intermediation	13.3	14.3	17.3
Real estate, renting and business activities	25.9	26.9	34.7
Public administration and defense; compulsory social security	81.8	78.5	64.3
Education	130.9	132.2	124.2
Health and social work	58.0	52.2	59.9
Other community, social and personal service activities	38.2	41.9	43.9
Private house economy with hired employed	9.2	11.7	11.1
Exterritorial organizations and bodies	3.3	2.3	2.9
<b>Share %</b>			
<b>Total</b>	<b>100</b>	<b>100</b>	<b>100</b>
Agriculture, hunting and forestry	54.3	55.3	53.4
Mining and quarrying	0.3	0.2	0.3
Manufacturing	5.1	4.7	4.9
Electricity, gas and water supply	1.3	1.1	1.1
Construction	2.5	3.1	4.2
Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods	10.8	9.6	9.9
Hotels and restaurants	0.9	1.0	1.1
Transport, storage and communications	4.0	4.5	4.2
Financial intermediation	0.8	0.8	1.0
Real estate, renting and business activities	1.5	1.5	2.0
Public administration and defense; compulsory social security	4.7	4.5	3.8
Education	7.5	7.6	7.3
Health and social work	3.3	3.0	3.5
Other community, social and personal service activities	2.2	2.4	2.6



Private house economy with hired employed	0.5	0.7	0.7
Exterritorial organizations and bodies	0.2	0.1	0.2

### Employed by region

Number thousand persons	2006	2007	2008
<b>Georgia, total</b>	<b>1747.3</b>	<b>1704.3</b>	<b>1601.9</b>
Kakheti	201.0	197.1	186.2
The city of Tbilisi	303.6	346.1	302.1
Shida Kartli	129.5	117.4	98.4
Kvemo Kartli	209.7	195.2	173.0
Samtskhe-Javakheti	113.6	99.2	94.2
Adjara	122.0	104.2	122.2
Guria	80.6	86.4	76.1
Samegrelo –Zemo Svaneti	183.9	186.2	185.2
Imereti	356.8	338.0	331.7
Mtsketa-Mtianeti	46.6	34.6	32.9

### Share %

<b>Georgia, total</b>	<b>100</b>	<b>100</b>	<b>100</b>
Kakheti	11.5	11.6	11.6
The city of Tbilisi	17.4	20.3	18.9
Shida Kartli	7.4	6.9	6.1
Kvemo Kartli	12.0	11.5	10.8
Samtskhe-Javakheti	6.5	5.8	5.9
Adjara	7.0	6.1	7.6
Guria	4.6	5.1	4.8
Samegrelo-Zemo Svaneti	10.5	10.9	11.6
Imereti	20.4	19.8	20.7
Mtsheta-Mtianeti	2.7	2.0	2.1

### Employment by employment status and sex in 2008

	Man	Woman	Total
<b>Total</b>	<b>855.6</b>	<b>746.3</b>	<b>1601.9</b>
Hired workers	313.1	259.2	572.3
Employer	11.7	5.2	16.8
Self-employed outside agriculture	102.2	53.1	155.3
Self-employed in agriculture	259.6	146.1	405.6
Working in family enterprise	165.9	281.6	447.6
Helping a kin or a friend without remuneration	2.1	0.9	3.0
Other	1.0	0.2	1.2

## Employed by level of education and sex

	Total	of which						Without education
		Primary	Basic	Secondary	Primary vocational	Secondary vocational	Higher	
<b>Total</b>								
<b>2006</b>	<b>1747.3</b>	60.5	127.3	722.8	155.3	238.2	442.5	0.7
<b>2007</b>	<b>1704.3</b>	43.7	132.0	681.8	107.6	265.6	469.5	4.0
<b>2008</b>	<b>1601.9</b>	39.3	128.6	657.7	69.6	267.9	433.1	5.7
<b>Male</b>								
<b>2006</b>	<b>920.5</b>	26.3	63.2	404.2	93.5	102.2	229.5	1.6
<b>2007</b>	<b>888.1</b>	19.4	62.2	381.8	66.4	116.5	239.8	2.0
<b>2008</b>	<b>855.6</b>	16.1	64.2	370.9	45.8	128.2	228.5	1.9
<b>Female</b>								
<b>2006</b>	<b>826.8</b>	34.2	63.8	317.4	61.6	135.5	212.3	2.0
<b>2007</b>	<b>816.2</b>	24.3	69.8	300.1	41.2	149.1	229.6	2.0
<b>2008</b>	<b>746.3</b>	23.2	64.4	286.8	23.7	139.8	204.6	3.8
<b>Share %</b>								
<b>Total</b>								
<b>2006</b>	<b>100</b>	3.5	7.3	41.4	8.9	13.6	25.3	0.0
<b>2007</b>	<b>100</b>	2.6	7.7	40.0	6.3	15.6	27.6	0.2
<b>2008</b>	<b>100</b>	2.5	8.0	41.1	4.3	16.7	27.0	0.4
<b>Male</b>								
<b>2006</b>	<b>100</b>	2.9	6.9	43.9	10.2	11.1	24.9	0.2
<b>2007</b>	<b>100</b>	2.2	7.0	43.0	7.5	13.1	27.0	0.2
<b>2008</b>	<b>100</b>	1.9	7.5	43.4	5.4	15.0	26.7	0.2
<b>Female</b>								
<b>2006</b>	<b>100</b>	4.1	7.7	38.4	7.5	16.4	25.7	0.2
<b>2007</b>	<b>100</b>	3.0	8.6	36.8	5.1	18.3	28.1	0.2
<b>2008</b>	<b>100</b>	3.1	8.6	38.4	3.2	18.7	27.4	0.5

## Legislation of the employment market

Legislation of the employment market is of general character. The labor market is regulated by the laws that are represented in the Constitution of Georgia and in various laws as separate articles. Labor code is the main code for employers.

## Bodies that may need the specialties of these Institutions

The employment spheres for specialists of culture management are as follows: cultural and art institutions, publishing houses, tourist organizations, mass-media, governmental and non-governmental organizations, foreign firms, welfare funds, educational institutions.

## **Cultural management employment deficit**

The dramatic globalization and integration process raised the issue of safeguarding the cultural diversity of smaller nations, and our country has made its big contribution in this respect: restoration of the cultural monuments and museums, increase of subsidies for their maintenance, promotion of national dances and songs, development of the cinematography, etc. Organization of various presentations, exhibitions, excursions, etc. requires preparation of the experts who apart of the specific art studies will be knowledgeable in the culture management.

Special importance is attributed to the management of culture in the context of the cross-cultural communication, since the modern world is encouraging the comprehensive and various contacts between the countries.

## **Study of the connection between education and employment spheres**

One of the main objectives of the grant program is to study the connection between education and employment spheres. It is known to us that our region suffers the lack of culture managers. This problem can be solved by implementing program in culture management. As our region does not have the specialists in culture management, the employment perspective for the future specialists is very high.

Study of the liaisons between the education and employment institute, between the bachelor and master programs in humanities and employers' requirements show extremely low level of orientation of the current programs to the peculiarities and needs of the employment sphere where the graduates will work. First, there is no established form of the 'social order', no preliminary market study in the humanities area, which would enable making judgments about the quantity and quality of specialists in demand at the ongoing phase of the society. In certain periods special interest and attention is attracted to some specialties that are in urgent need at certain point: likewise at end of 20<sup>th</sup> century was marked by the interest for the legal studies, which was later followed by economic studies, and nowadays, students entering the Faculty of Philology specialize in English Language and Literature.

As for the art studies, the scope of these studies is rather small, student study the whole scope of courses on the art development history. The ratio between the theoretical and practical studies is often outweighed by the former. In this course, study of the employers' requirements will be a crucial contribution to the proper planning of such education courses, development of practical skills required for the professional work.

## **Employer's point of view to consider in the program**

Currently cultural and art institutions experience lack of specialists of cultural management. Very few specialist of culture management (4 employees) and specialists of other fields, different from culture management, are employed in the cultural sector of Batumi and Adjara region

The improvement of the programs and professional training of young specialists requires the regular liaison with the employers in each specific area of humanities. Higher education institutes and employers should establish cooperation at every stage and level of education:

- elaboration of the educational programs;
- determination of the aims and objectives of education in specific specialty;
- formation of the qualification profile of the specialty;
- specification of practical skills to be developed in students of the specialty in question;
- organization of the professional training and internship;
- constant contact with graduates already employed in their own field for systematic amendment of programs.

Cooperation with employers may also take various forms whose share shall be increased when possible: personal meetings, 'open' involvement in organizations, enterprises, higher education schools; students' training and internship.

The reliable basis for successful cooperation between the higher education institutes and enterprises providing jobs for young specialists is the establishment of the electronic data base that will include information about available vacancies, list of requirements to specialist applying for these vacancies, and information about young experts looking for the job (special sites, printed booklets, etc.).

### **Regional specific situation**

Adjara is especially important region of Georgia with rapidly developing tourist infrastructure. The Black Sea resorts have always been the attraction for tourists, however after the end of the Soviet rule and developments in social and political life, the active works in Batumi and Kobuleti cover construction of comfortable hotels, entertainment and vacation facilities. If in Soviet times the main part of tourists was from the Soviet countries, nowadays Batumi is becoming the international tourist and entertainment centre.

Development of tourist infrastructure means not only construction of the required facilities but training of the service staff who can introduce guests to the culture and history of the region, its national traditions and character. Establishment of the smooth tourist service means excursions, cultural events, and therefore, it requires involvement of competent people. The culture management is the essential course at the Faculty of Art that is the education basis for the experts specializing in art studies, at the Faculty of Humanities – basis for the translators, and at the Faculty of Social Studies, in particular for the specialty 'tourist business'.

### **Statistics on Batumi employment in cultural sphere (Statistics bureau, Ministry of Culture, the City Hall)**

As a result of meetings and consultancy with the heads of cultural institutions showed that region needs qualified specialists of culture management

## **Students' employment centre**

Modern information technologies offer once impossible opportunities for systemizing and following the vacancies available in the labor market, new requirements on one hand, and available offers on the other hand. The hunting for the qualified staff is always complicated in the sphere of humanities, in the field of culture and art.

Lots of countries already have effectively functioning special employment centers on the basis of the university campuses. Activities of such centers are rather effective since they have strong liaison with employers and young specialists looking for the sphere where they can apply their knowledge and skills. Formation of the information data base not only eases the search for the young specialists of required qualification but also enables correction and perfection of the respective study programs.

The centers may organize meetings between the interested people and developers of study courses and specialize programs; may assist in organizing in-job internship; may organize meetings between graduates and postgraduates employed in their specialty. One of the most crucial aspects of such centers work is the temporary employment for students (during summer vacation), which allows them to acquire necessary practical skills, and specify the exact area where they want to apply their knowledge and efforts.

## **Cultural programs for youngsters**

Any activity in the sphere of culture has always been offering certain requirements to people who decided to specialize in it. One of the major criteria young people consider when choosing their future profession is how profitable the sphere is. Not surprisingly, the number of enthusiasts is not impressive compared to more pragmatic future economists, lawyers, etc.

Therefore it is necessary to elaborate the special social programs sustaining promising people ready to work in this area. The culture requires state subsidies, organization of the sponsors as well as thoughtful planning, organization, and management. Comprehensive management means the due time response to changes in the society. The society should secure preservation and increase of its cultural fund, which is possible only with the social cultural and social programs in place oriented at the gifted young people.

## **Program for assisting deprived students**

Shota Rustaveli State University implements special program for deprived students. Benefits apply to those students who do not have either parents or one and family belongs to the socially unprotected category.

## **Our proposals**

The labor market research and meetings with specialists of Culture management show that at current stage it is impossible to manage cultural sphere without training of culture management specialists. Adjara region is lacking culture management specialists. In fact, excluding several people, specialists of other fields are employed in the cultural sphere.

The following steps should be taken: 1) culture management programs should be implemented and qualified specialists should be prepared; 2) short-term courses and trainings in the field of culture should be conducted for the culture sphere employees with different educational backgrounds profiles who already have work experience, but have not obtained special education.

## Unemployment

### Unemployment levels according to age and sex

of which by age group												
TOTAL	<20	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+	
<b>Total</b>												
<b>2006</b>	<b>274.5</b>	12.7	47.5	50.4	37.7	33.3	30.8	24.5	19.3	11.3	5.9	1.3
<b>2007</b>	<b>261.0</b>	12.5	45.2	43.2	32.4	28.0	27.4	26.4	19.0	17.2	6.1	3.5
<b>2008</b>	<b>315.8</b>	13.4	57.6	54.6	41.9	32.3	27.3	28.9	26.5	19.6	9.5	4.2
<b>Male</b>												
<b>2006</b>	<b>165.4</b>	9.2	27.7	32.3	22.6	18.5	18.1	14.5	10.1	6.6	5.3	0.4
<b>2007</b>	<b>143.7</b>	7.0	24.4	23.6	18.4	15.7	14.1	14.1	10.1	9.2	4.8	2.3
<b>2008</b>	<b>172.4</b>	9.2	31.1	29.5	24.3	16.0	12.8	15.4	14.4	9.6	7.4	2.9
<b>Female</b>												
<b>2006</b>	<b>109.1</b>	3.5	19.8	18.1	15.1	14.7	12.6	10.0	9.2	4.6	0.6	0.8
<b>2007</b>	<b>117.3</b>	5.5	20.8	19.6	14.0	12.4	13.4	12.3	8.9	8.0	1.4	1.2
<b>2008</b>	<b>143.4</b>	4.2	26.5	25.1	17.6	16.3	14.5	13.6	12.1	10.1	2.1	1.3
<b>Share %</b>												
<b>Total</b>												
<b>2006</b>	<b>100</b>	4.6	17.3	18.4	13.7	12.1	11.2	8.9	7.0	4.1	2.1	0.5
<b>2007</b>	<b>100</b>	4.8	17.3	16.6	12.4	10.7	10.5	10.1	7.3	6.6	2.3	1.3
<b>2008</b>	<b>100</b>	4.2	18.2	17.3	13.3	10.2	8.7	9.2	8.4	6.2	3.0	1.3
<b>Male</b>												
<b>2006</b>	<b>100</b>	5.6	16.7	19.5	13.7	11.2	11.0	8.8	6.1	4.0	3.2	0.3
<b>2007</b>	<b>100</b>	4.9	17.0	16.4	12.8	10.9	9.8	9.8	7.1	6.4	3.3	1.6
<b>2008</b>	<b>100</b>	5.3	18.0	17.1	14.1	9.3	7.4	8.9	8.3	5.5	4.3	1.7
<b>Female</b>												
<b>2006</b>	<b>100</b>	3.2	18.1	16.6	13.8	13.5	11.6	9.2	8.4	4.3	0.6	0.8
<b>2007</b>	<b>100</b>	4.7	17.7	16.7	11.9	10.5	11.4	10.5	7.6	6.9	1.2	1.0
<b>2008</b>	<b>100</b>	3.0	18.5	17.5	12.3	11.3	10.1	9.5	8.5	7.0	1.5	0.9

## Unemployment by region

	Total	Tbilisi	Adjara	Guria	Imereti	Kakheti	Samtskhe- Javakheti	Samegrelo- Zemo Svaneti	Kvemo Kartli	Shida Kartl	Mtskheta- Mtianeti
<b>Total</b>											
<b>2006</b>	<b>274.5</b>	131.1	28.5	2.0	38.1	13.9	5.4	12.6	19.3	14.7	8.9
<b>2007</b>	<b>261.0</b>	134.6	35.4	1.0	26.2	10.9	7.6	12.1	16.0	10.3	6.8
<b>2008</b>	<b>315.8</b>	128.0	42.1	3.0	44.2	19.1	7.6	24.7	20.8	19.2	7.1

### Share %

<b>Total</b>											
<b>2006</b>	<b>100</b>	47.8	10.4	0.7	13.9	5.1	2.0	4.6	7.0	5.4	3.3
<b>2007</b>	<b>100</b>	51.6	13.6	0.4	10.0	4.2	2.9	4.6	6.1	4.0	2.6
<b>2008</b>	<b>100</b>	40.5	13.3	1.0	14.0	6.1	2.4	7.8	6.6	6.1	2.2

## Unemployment by level of education

	TOTAL	of which						Without education
		Primary	Basic	Secondary	Primary vocational	Secondary vocational	Higher	
<b>Total</b>								
<b>2006</b>	<b>274.5</b>	1.3	12.8	86.8	19.6	44.4	109.6	
<b>2007</b>	<b>261.0</b>	0.4	12.9	83.0	10.1	44.0	110.5	
<b>2008</b>	<b>315.8</b>	0.5	14.0	112.0	8.8	56.4	123.8	0.3
<b>Male</b>								
<b>2006</b>	<b>165.4</b>	0.9	8.5	61.6	10.2	19.6	64.5	
<b>2007</b>	<b>143.7</b>	0.1	8.2	53.6	5.5	17.9	58.4	
<b>2008</b>	<b>172.4</b>	0.4	10.1	74.8	4.9	21.4	60.7	0.2
<b>Female</b>								
<b>2006</b>	<b>109.1</b>	0.4	4.3	25.2	9.4	24.7	45.1	
<b>2007</b>	<b>117.3</b>	0.3	4.7	29.4	4.6	26.1	52.1	
<b>2008</b>	<b>143.4</b>	0.2	4.0	37.2	3.9	35.0	63.1	0.1

### Share %

<b>Total</b>								
<b>2006</b>	<b>100</b>	0.5	4.7	31.6	7.1	16.2	39.9	0.0
<b>2007</b>	<b>100</b>	0.2	4.9	31.8	3.9	16.9	42.4	0.0
<b>2008</b>	<b>100</b>	0.2	4.4	35.5	2.8	17.9	39.2	0.1

<b>Male</b>							
<b>2006 100</b>	0.5	5.2	37.3	6.2	11.9	39.0	0.0
<b>2007 100</b>	0.1	5.7	37.3	3.8	12.4	40.6	0.0
<b>2008 100</b>	0.1	2.8	25.9	2.7	24.4	44.0	0.1
<b>Female</b>							
<b>2006 100</b>	0.4	4.0	23.1	8.6	22.6	41.3	0.0
<b>2007 100</b>	0.3	4.0	25.1	3.9	22.3	44.4	0.0
<b>2008 100</b>	0.1	2.8	25.9	2.7	24.4	44.0	0.1

## Main employment partners

The main employment partners are schools, libraries, theaters, museums, translation bureaus, NGOs, educational centers.

## Statistical description of the education and cultural sphere

### Number of students

	Number of institutions					Number of students, thousand.				
	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009
<b>Public pre-school institutions</b>	1247	1214	1197	...	...	75.4	76.4	77.9	...	...
<b>Public general education schools</b>	3167	2470	2282	2215	2178	625.3	601.4	599.7	576.7	597.8
<b>Private general education schools</b>	176	261	257	247	270	21.0	33.4	36.3	38.0	45.5
<b>Primary vocational schools</b>	80	66	70	13	40	8.8	6.3	7.4	...	...
<b>Public professional secondary schools</b>	87	86	79	69	30	20.7	20.9	18.2	9.4	2.2
<b>Private professional secondary</b>	66	67	78	71	4	6.2	7.5	10.6	7.7	0.4



**schools**

<b>Public higher education institutions</b>	26	25	18	19	20	137.0	113.8	110.8	81.2	66.5
<b>Private higher education institutions</b>	172	146	148	137	109	35.4	30.5	30.0	30.9	27.1
<b>Institutions with postgraduate students</b>	78	62	51	18	27	1.8	1.1	0.5	0.8	1.6

**Specialists' graduation**

**Graduates per 10000 of population  
(at the beginning of school year)**

<b>Years</b>	<b>Graduates</b>	
	<b>in professional secondary schools</b>	<b>in higher educational institutions</b>
<b>2001/2002</b>	20	49
<b>2002/2003</b>	18	54
<b>2003/2004</b>	17	55
<b>2004/2005</b>	18	60
<b>2005/2006</b>	16	64
<b>2006/2007</b>	19	77
<b>2007/2008</b>	23	103
<b>2008/2009</b>	9	77

**Number of teachers**

**Number of day-tome general education school teachers  
(at the beginning of school year; persons)**

	<b>2006/2007</b>	<b>2007/2008</b>	<b>2008/2009</b>
<b>Teachers, total</b>	76339	75435	76887
<b>of which females</b>	67306	64572	65783
<b>grades 1 through 6</b>	51240	50102	50590
<b>of which females</b>	44056	44052	43692
<b>grades 7 through 12</b>	54077	72078	52878
<b>of which females</b>	43064	60285	43450

## Number of students according to the relevant groups

### *Public higher education institutions and enrolment by type of study (at the beginning of school year)*

Years	Number of institutions	Number of students, thousand.			
		total	of which		
			full-time	evening	by correspondence
2001/2002	26	115.5	88.0	0.5	27.1
2002/2003	26	122.2	94.1	0.4	27.7
2003/2004	26	123.9	97.1	0.2	26.5
2004/2005	26	137.0	110.0	-	27.0
2005/2006	25	113.8	97.5	-	16.3
2006/2007	18	110.8	94.6	-	16.2
2007/2008	19	81.2	74.8	0.1	6.2
2008/2009	20	66.5	66.4	0.1	-

### *Private higher education institutions and enrolment by type of study (at the beginning of school year)*

Years	Number of institutions	Number of students, thousand.			
		total	of which		
			full-time	evening	by correspondence
2001/2002	153	31.9	31.0	-	0.9
2002/2003	154	31.5	29.6	-	1.8
2003/2004	150	29.4	27.6	-	1.8
2004/2005	172	35.4	33.3	-	2.2
2005/2006	146	30.5	27.5	-	3.0
2006/2007	148	30.0	29.6	-	0.3
2007/2008	137	30.9	30.3	0.4	0.2
2008/2009	109	27.1	26.8	0.3	0.01

### *Higher education institutions and enrolment by branch groups of institutions in 2003/2004-2006/2007 school years (at the beginning of school year)*

	Public institutions				Private institutions			
	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007
Number of institutions	26	26	25	18	150	172	145	148
of which:								
industry and construction	2	2	2	2	9	6	5	4
transport and communicate	1	1	1	1	1	1	1	2

agriculture	4	4	3	2	6	5	4	4
economics								
and law	3	3	3	2	36	33	31	33
public health	1	1	1	1	24	27	25	28
physical training and sports	1	2	1	1	1	-	-	-
education	7	6	7	6	58	81	63	59
fine arts and cinematography	6	6	6	3	9	9	11	9
other	1	1	1	-	6	10	6	9
<b>Number of students, Total</b>	<b>123866</b>	<b>137021</b>	<b>113801</b>	<b>110846</b>	<b>29388</b>	<b>35440</b>	<b>30512</b>	<b>29961</b>
<b>of which in institutions:</b>								
industry and construction	34294	41546	27933	29134	1224	835	671	548
transport and communication	1861	2236	2390	2445	1740	1951	1538	1258
agriculture	12351	12390	8006	5854	750	690	609	608
economics and law	7365	7759	6204	4120	8106	7754	6952	5087
public health	4105	4283	4113	4096	2950	3407	3112	3557
physical training and sports	3035	3524	3438	3060	356	-	-	-
education	56023	60857	56439	57993	12217	18687	15943	14712
fine arts and cinematography	4363	3949	4679	4144	1420	1185	1177	860
other	469	477	599	-	625	931	510	3331

***Number of students in public institutions by specialization in 2007/2008 school year***

	<b>Bachelor or Certified physician programme</b>	<b>Magistracy or Residency</b>	<b>High Professional Programme</b>
<b>Number of students, total</b>	100473	8511	3119
<b>of whom by specialization:</b>			
Education	4430	138	4
Humanities and Arts	18862	1413	516
Social Sciences, business and law	39624	4410	719
Science	8921	897	358
Engineering, manufacturing and construction	13071	1320	1064
Agriculture and veterinary	3714	198	90
Health and welfare	11851	135	368
<b>of whom females, total</b>	55396	4795	1322
<b>of whom by specialization</b>			
Education	2659	128	4
Humanities and Arts	15358	1128	317
Social Sciences, business and law	20103	2452	323
Science	4066	519	110
Engineering, manufacturing and construction	3311	398	201

Agriculture and veterinary	1201	71	17
Health and welfare	8698	99	350

*Students in private institutions by specialization in 2008/2009 school year*

	Bachelor or Certified physician programme	Magistracy or Residency	High Professional Programme
<b>Number of students, total</b>	74900	9664	9073
<b>of whom by specialization:</b>			
Education	2407	361	57
Humanities and Arts	17618	1865	781
Social Sciences, business and law	30820	5002	1137
Science	6488	845	673
Engineering, manufacturing and construction	6672	1233	1702
Agriculture and veterinary	3754	130	141
Health and welfare	7141	228	4582
<b>of whom females, total</b>	40609	5748	4995
<b>of whom by specialization</b>			
Education	1389	348	19
Humanities and Arts	11891	1411	506
Social Sciences, business and law	15859	2818	480
Science	3235	515	252
Engineering, manufacturing and construction	1489	420	317
Agriculture and veterinary	1269	46	25
Health and welfare	5477	190	3396

## Museums

	2003	2004	2005	2006	2007	2008
<b>Total number of museums</b>	112	116	111	137	139	126
<b>of which:</b>						
Historical-archaeological	15	16	15	20	19	17
Memorial	40	41	42	49	51	45
Land studies	38	38	37	37	37	36
Arts	14	16	13	24	21	21
Literature studies	2	2	1	3	3	2
Branch-oriented	3	3	3	4	8	5
Annual attendance, thousand	413	275	301	472	446	436
Number of exhibitions	366	338	364	1199	556	549

## Libraries

### *Public and universal libraries*

	2003	2004	2005	2006	2007	2008
<b>Total number of public and universal libraries</b>	2123	2090	2056	1726	672	824
<b>Total number of readers, thousand</b>	1421.3	1528.9	1566.1	723.1	...	778.3
<b>Average number of readers per library</b>	669.5	731.5	761.7	424.2	...	945.0
<b>Total number of books and magazines, mln. volumes</b>	29.6	28.5	28.3	20.7	...	17.3

## Theatres

	2003	2004	2005	2006	2007	2008
<b>Total number of theatres</b>	40	36	41	46	46	45
<b>Of which:</b>						
<b>Opera and ballet</b>	3	3	2	2	2	2
<b>Drama, musical comedy and miniatures</b>	28	25	30	36	35	35
<b>Children and youth</b>	2	1	2	2	2	2
<b>Puppet</b>	7	7	7	6	7	6
<b>Number of seats, thousand</b>	14.8	11.1	13.8	14.2	13.8	13.5
<b>Number of performances</b>	2284	2163	2279	29.9	3458	3134
<b>Annual attendance, thousand</b>	266.1	250.3	256.0	343.6	437.8	394.3
<b>Average attendance per one performance</b>	117	114	112	118	125	127

## Publishers

### *Production of books, magazines and newspapers*

	2003	2004	2005	2006	2007	2008
<b>Number of copies, million.</b>	0.2	0.3	0.3	2.4	2.8	1.9
<b>Annual circulation of magazines and other periodicals, million copies</b>	0.5	0.7	1.1	3.4	16.2	19.2
<b>Number of newspapers</b>	149	122	88	209	181	221

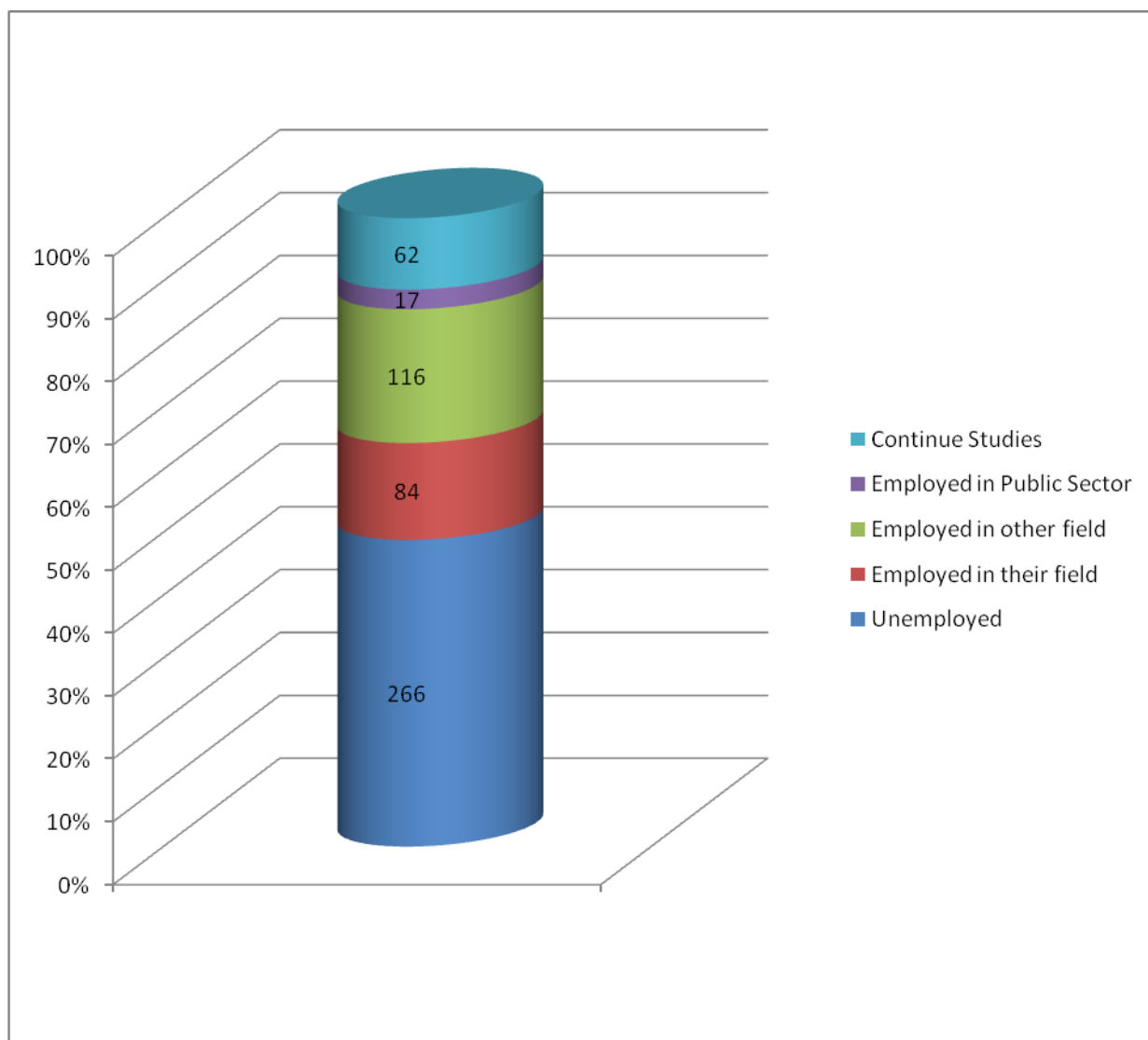
<b>Single circulation, million copies.</b>	0.6	0.6	0.4	0.8	0.5	0.7
<b>Annual circulation, million copies.</b>	24.9	35.4	17.9	35.9	33.3	33.2

## Alumni Employment Survey

### Sokhumi State University (Humanities Faculty)

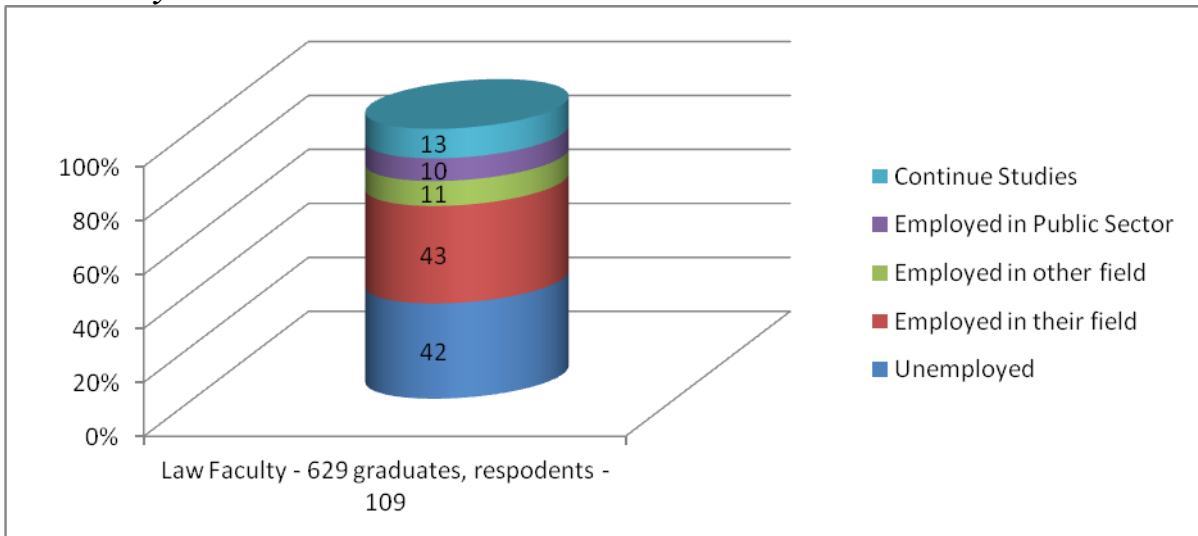
Sokhumi State University has conducted the alumni employment survey covering the graduates of Humanities faculty of 2007. The number of bachelors is 1530 whereas the survey covered 545 of them (34%).

The results are presented in the chart below:

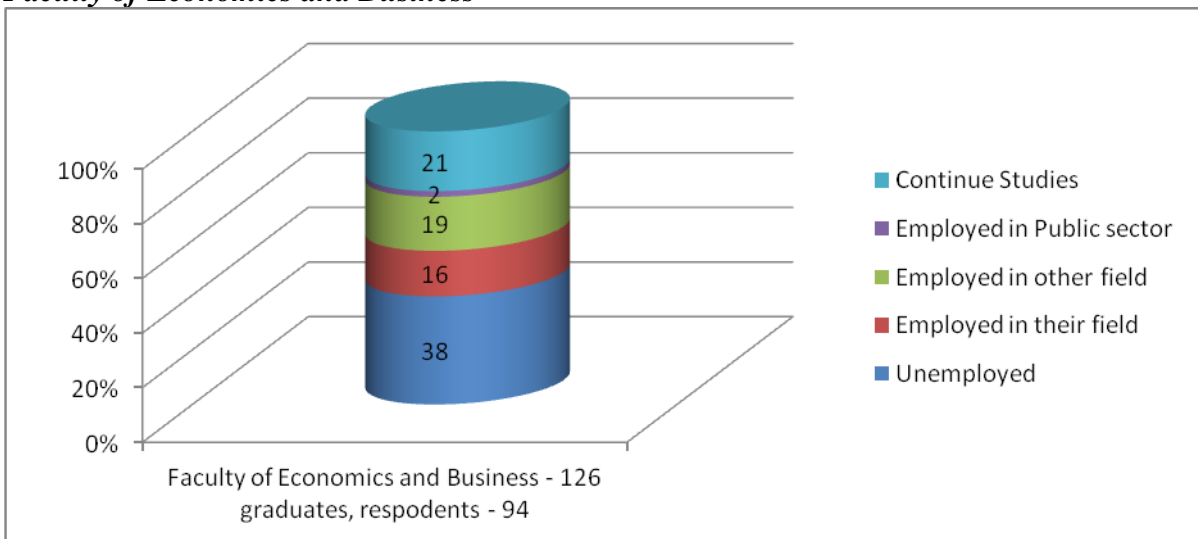


The following charts show the results of the graduates of the different faculties.

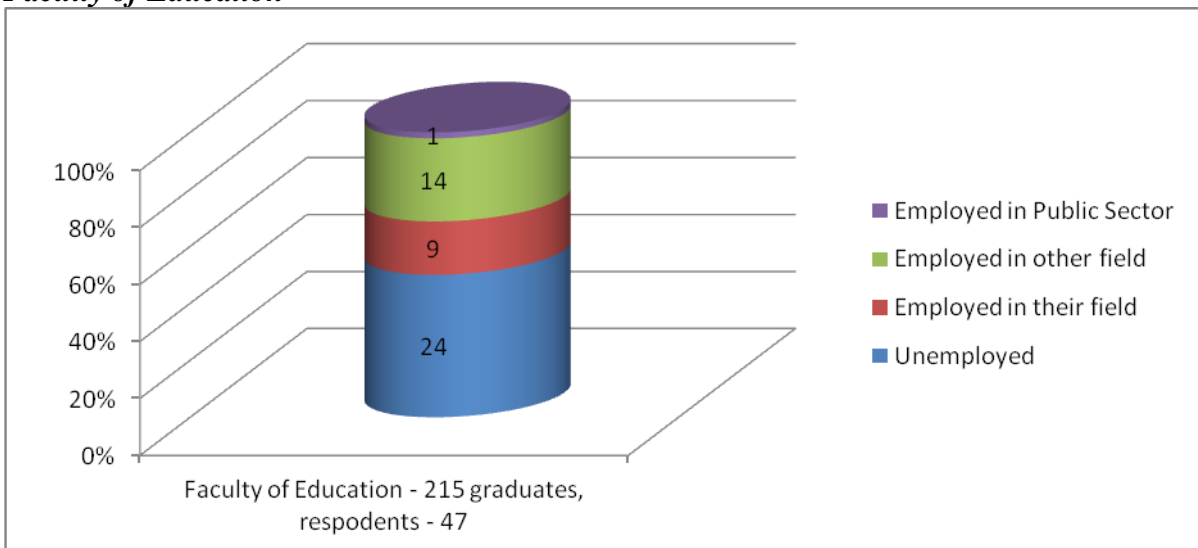
**Law Faculty**



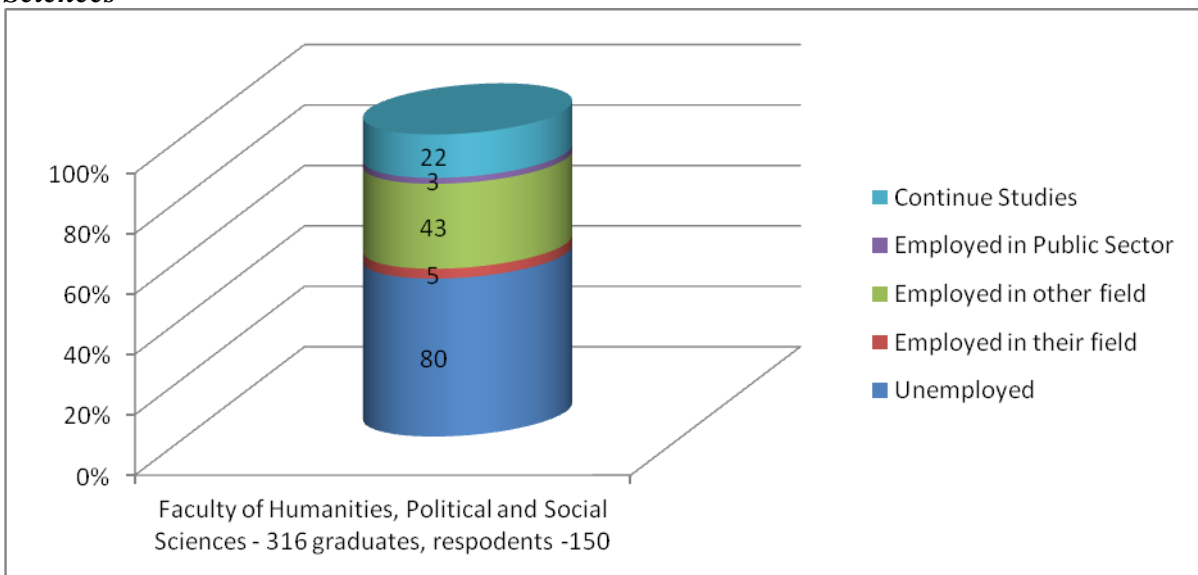
**Faculty of Economics and Business**



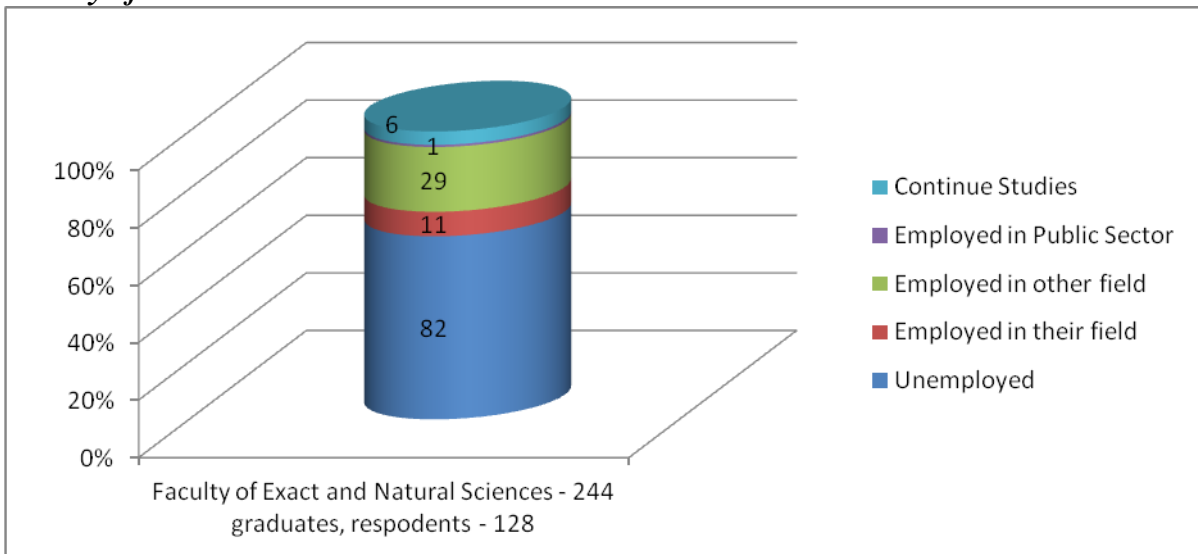
**Faculty of Education**



***Faculty of Humanities, Political and Social Sciences***



***Faculty of Exact and Natural Sciences***



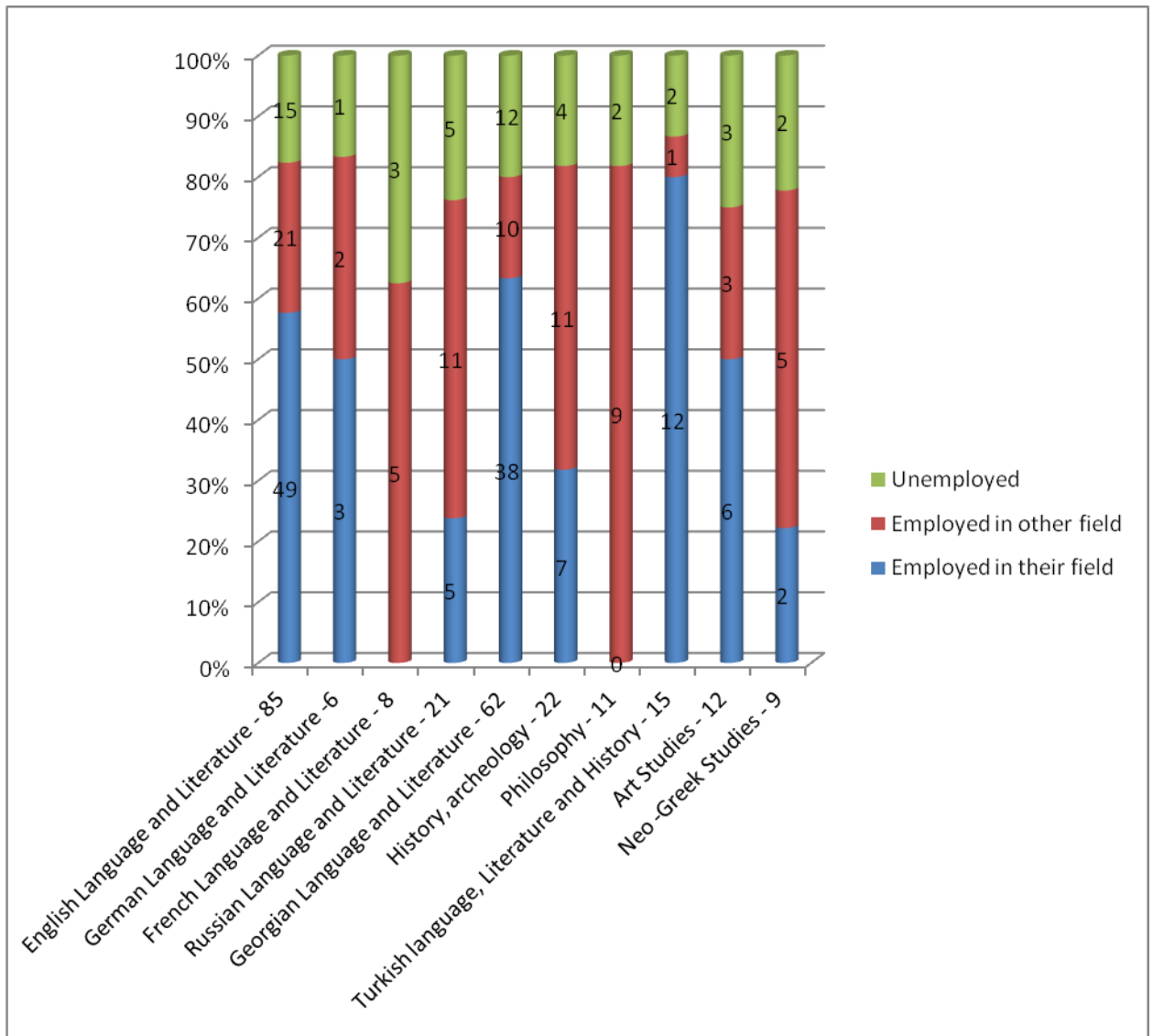
The survey results show that the graduates of Law faculty have the highest rate of employment. The number of graduates of Law faculty in Public Sector is also high. Graduates of Economics and Business Faculty also show high rate of employment: the fields of employment mainly are “Auditing” and “Banking”.



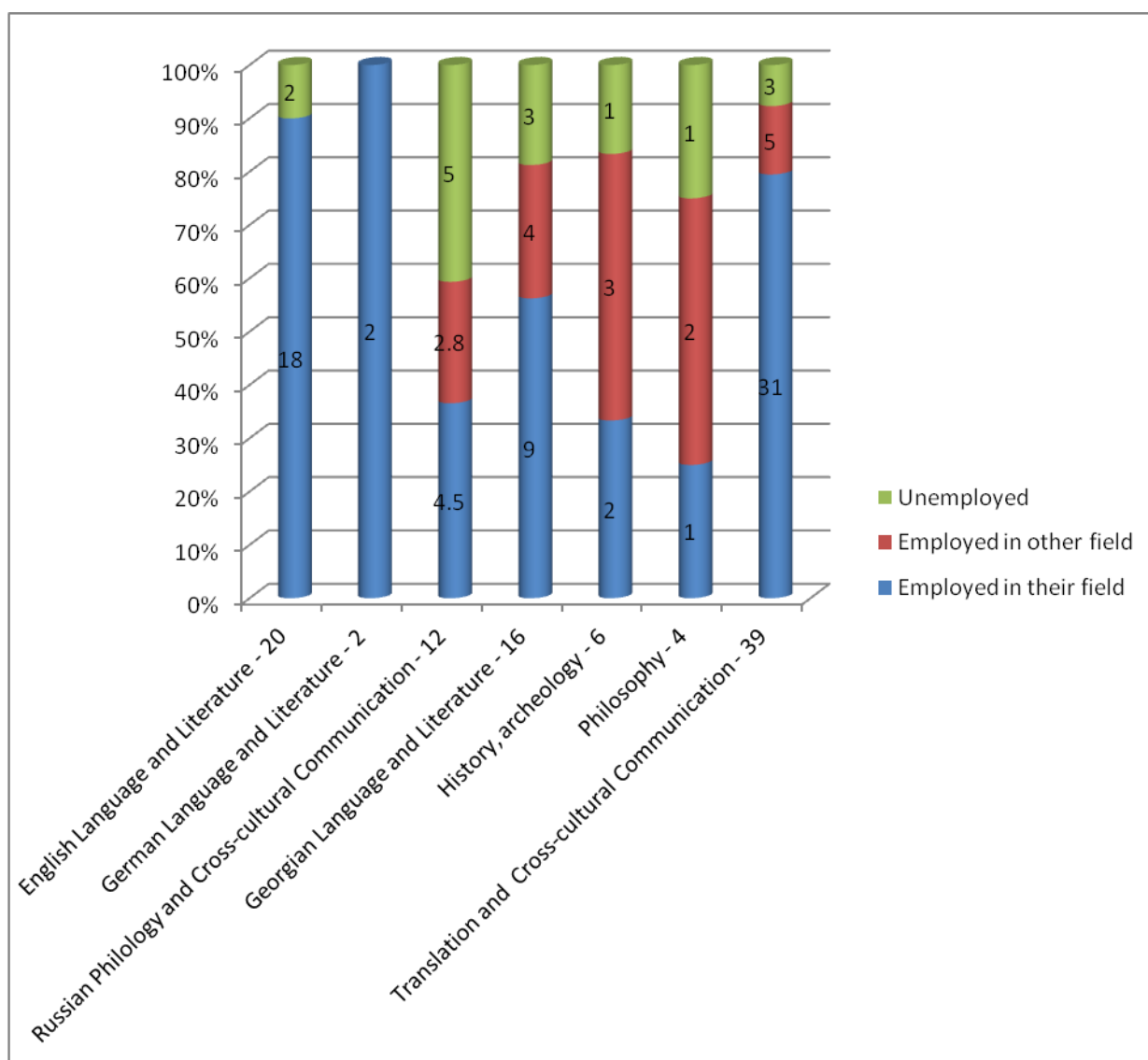
## Shota Rustaveli State University (Humanities Faculty)

For determining the areas in which Shota Rustaveli State University graduates are employed, the survey has been conducted covering 350 undergraduate and graduate students of various specialties, who finalized the first or second level of the higher education - bachelor's or master's levels – in 2007, 2008 and 2009. The results are presented in the table below:

### *Undergraduate students*



## Graduate students



The survey results show that English Language and Literature and Translation and Cross-cultural Communication graduates have highest rate of employment in their specialty area, which must be explained by the high demand for foreign language specialists (especially English) in the society. Graduates of Russian Language and Literature, French Language and Literature and Philosophy have the lowest rate of employment. Lots of surveyed philologists work in banks after special training. As for the unemployed graduates, their majority is represented by young mothers who do not work for the personal reasons, however it should be noted that there are young philologists who could not find the job.

It should be noted that due to the geopolitical location of Adjara now Turkish companies lead an active entrepreneurship, and as a result sustain the high employment of the Turkish speaking bachelor students.

The survey, unfortunately, was implemented with heavy complication, since the university does not have any Employment Centre for the undergraduate and graduate students.

## SWOT analysis of the educational programs of the Humanities Faculty and Culturology

Humanities faculty is one of the largest faculties at Sokhumi State University, which has a great experience in upbringing highly qualified specialists. There are approximately ten universities in Georgia, which train and prepare this kind of specialists and Sokhumi State University is one of these universities. This fact itself is a big advantage, but present tendencies of development in the field of education leave much to be desired to the humanities faculty. Causes of this fact are numerous and we will try to show the analysis of the factors influencing these tendencies – SWOT analysis, which determines strengths (S) and weaknesses (W), also opportunities (O) and threads (T) of the current study programs at the Humanities faculty. Given analysis will allow us to make conclusions, using gained (foreign) experience to elaborate recommendations and plan the ways that will enable us to transform study programs and educational process considering the demands of the current market economy and labor market.

S – strengths

1. Sokhumi State University is one of the leading educational and scientific centers in Georgia, which was established in 1932. First Sokhumi Pedagogical Institute was founded, which mainly trained pedagogical personnel. In the following years other specialties were introduced. In 1979 Sokhumi State University was ranked second among the universities of Georgia following Tbilisi State University.
2. Sokhumi State University is highly ranked in Georgia that is confirmed by the high level of students' mobility and high rank of popularity of Sokhumi State University and Humanities faculty.
3. Highly qualified academic personnel – 10 full professors, 34 associated professors and 22 assistant professors are employed and engaged in scientific activities at the Humanities faculty.
4. Sokhumi State University has established the lowest tuition fee in comparison with other Higher Education Institutions in Georgia.
5. Wide range of specialties at all three cycles of Higher Education:
  - Undergraduate programs:
    - Georgian philology
    - Abkhazian philology
    - English philology
    - German philology
    - French philology
    - Slavic philology
    - History
    - Archeology
    - Oriental studies
  - Postgraduate programs:
    - Archeology
    - History
    - Georgian literature and theory of literature
    - European languages and translation
    - Intercultural communications
    - Russian and English in business communications
    - Theology

#### Doctoral programs

- Archeology
- Georgian history
- Modern Georgian literature and theory of literature
- Linguistic Kartvelology

6. 5 scientific and research institutions at the Humanities faculty
  - Institute of Georgian Linguistics
  - Abkhazian language and culture institute
  - Archeology institute
  - History and ethnography institute
  - Georgian literature institute
7. Program objectives, study results and relevant qualification are determined in the educational programs. Educational programs are made up in correspondence with the European credit transfer system, have subsequent structure, the evaluation of students is conducted in accordance with multicomponent system determined by Georgian law.
8. Structure of educational programs is transparent and flexible. At the first year of the undergraduate studies student take courses in Georgian History, academic writing, philosophy, Latin language, foreign language, Computer sciences and introduction to Linguistics which are common subjects at humanities faculty. At the second semester of studies students choose desired educational programs:
  - Major mandatory courses (80-100 ECTS)
  - Major elective courses (30-50 ECTS)
  - Free component (students may choose any study course from the undergraduate programs - 10 ECTS)
  - Minor courses ( students may choose any minor course form the undergraduate program – 60 ECTS)
9. Students have an access to the internet and computers with the relevant software. University has auditorium with multimedia projectors, partially equipped reference rooms, Linguaphone Language Laboratories, the book collection of the library partially contains the literature given in the syllabi.
10. Students' self-government entity functions at the University; students are introduced at the Council of faculty and actively participate in the decision-making process of the Council of faculty.

#### W – weaknesses

1. Existing educational programs give general, fundamental knowledge, which does not answer to the current requirements of the labor market to train specialists of the specific profile;
2. Professors and lecturers do not use modern methods in the teaching process notwithstanding their theoretical and practical experience;
3. Practice elements are less demonstrated in the educational programs;
4. Educational programs do not include practice oriented courses;
5. Management of teaching process requires refinement, improvement and optimization;
6. Faculty does not have a webpage;
7. Material and technical resources require improvement and development; the number of auditorium with multimedia projectors and computers, Linguaphone Language Laboratories is not enough;
8. Library does not have a sufficient number of computers; has no copying and scanning machines. The electronic catalogue is unavailable; the number of contemporary teaching and methodological literature is insufficient;

9. Contacts with the foreign universities are weak; no implementation of exchange programs for students and academic staff.

#### O – opportunities

1. Implementation of new innovative teaching methods;
2. Participation in different competitions and projects;
3. Usage of new technologies in the teaching process;
4. Establishing contacts with foreign universities and signing memorandums;
5. Availability of exchange programs;
6. Integration with European education system as a part of Bologna System;
7. Contacts establishment with the potential employers, their engagement in the educational programs elaboration process, maintaining joint projects;
8. Close collaboration with the Ministry of Education and Science of Georgia, National center of Education Quality;
9. Improvement of the education quality using internal and external control mechanisms;
10. Opportunities of finding additional financing sources.

#### T – threads

1. Loss or decreasing of interest in Humanities faculty;
2. Tendency among the students to choose English philology educational program, less interest in other humanities program;
3. High competition from larger and recognized state universities;
4. Alumni's employment low rate; employment not in the field of their specialty;
5. A narrow segment of labor market;
6. Poor economic situation which is reflected on the students' solvency;
7. Possibility of personnel and academic staff flow to other highly paid higher education institutions;
8. Budget resources limitation which hinders the improvement of the infrastructure development;
9. Possible tuition fee growth due to the current economic situation.

# Short description of EU higher educational system and social partnership

## *The Italian Higher Education System*

Italian higher education consists of two main sectors:

- the university sector
- the non-university sector.

Currently the [university sector](#) is made up of over 80 institutions which are classified in state, non-state universities, universities for foreigners, schools specialized in postgraduate university studies, and telematic universities.

Their major tasks of the state universities are scientific research and higher education. Due to the principle of university autonomy, each university may draw up its own statutes and regulations, issued by rectoral decrees. The main governing authorities within a university are the Rector, the Academic Senate and the Board of Directors.

Universities reach their institutional goals in teaching and research through specific structures: faculties, degree programs, departments, institutes, and service centers.

University teachers are organized in two different categories sharing the same guarantees of teaching and research freedom:

- a) full professors (first category)
- b) associate professors (second category).

The following profiles are also a part of the teaching staff:

- c) researchers
- d) assistants (a category in extinction) and a few similar categories.

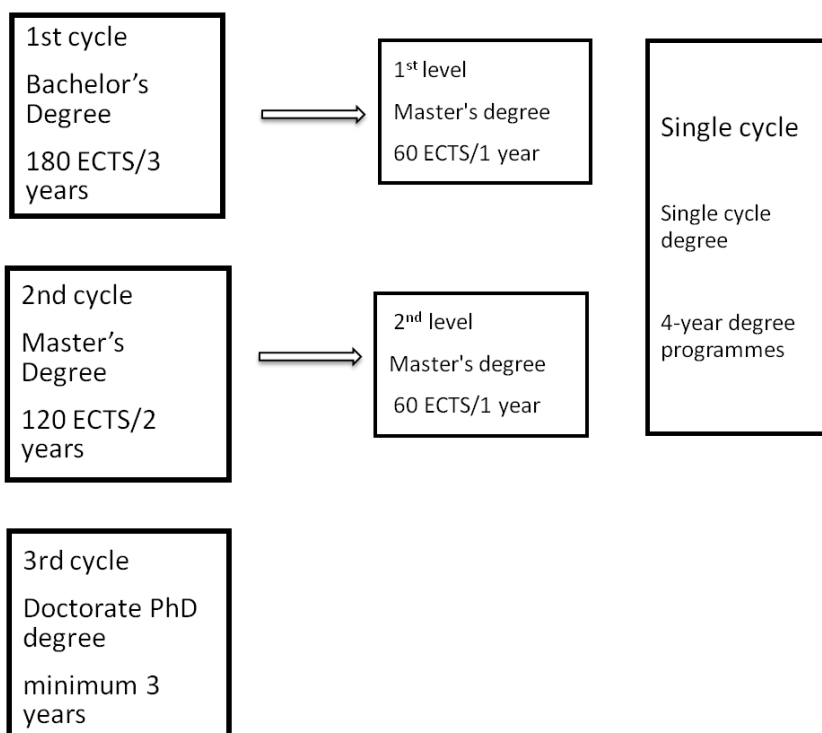
Besides, a university may call to cooperate to its teaching activities the so-called:

- e) contract teachers.

The Italian University System is based on the so-called “Processo di Bologna”, whose fundamental purposes are: the increasing of mobility, the adoption of a three-cycles system and of comparable/compatible titles of study, the creation of a system of credits (CFU=ECTS), the promotion of European cooperation in the evaluation of quality and quality assurance.

- 1st cycle, **Diploma di Laurea (180 ECTS/3 years = Bachelor’s degree).**
- 2nd cycle, **Diploma di Laurea Magistrale (120 ECTS/2 years = Master’s degree).**
- 3rd cycle, **Dottorato di ricerca e Diploma di Specializzazione (PhD or postgraduate and specialization course )**

Besides Italian Universities offer advanced study programmes called **University masters of first and second level (high level vocational training)** accessible to whom obtained a Bachelor’s Degree or a Master’s Degree or equivalent degrees (Duration: at least 1 year/minimum 60 ECTS)



Foreign students may enter the education system at any level, meeting only two requirements: graduation of the secondary school and knowledge of Italian language. In this respect, the Italian language courses are arranged (e.g. Bologna University) for international and exchange students. International Courses are also available, for example, at the Master's Degree level, where programs in English are offered in the fields of Economics, Social Sciences, Humanities, Science and Technologies.

#### **International students regularly enrolled (Alma Mater Studiorum, Bologna)**

Academic Year	International students	% on the total of students
1999/2000	2.949	2.90%
2000/2001	3.162	3.12%
2001/2002	3.525	3.45%
2002/2003	3.565	3.56%
2003/2004	3.893	3.96%
2004/2005	3.920	4.07%
2005/2006	4.222	4.40%
2006/2007	4.459	4.80%
2007/2008	4.592	5.22%
2008/09	4.600	5.47%
2009/10	About 4600	About 5.47%

### **Exchange students (Alma Mater Studiorum, Bologna)**

<b>Academic Year</b>	<b>Outgoing</b>	<b>Incoming</b>
2001/2002	1.065	1.107
2002/2003	1.276	1.209
2003/2004	1.364	1.433
2004/2005	1.391	1.796
2005/2006	1.464	1.882
2006/2007	1.456	1.968
2007/2008	1.570	1.927
2008/09	1535	1976

Universities, other higher education institutions supply a series of services and facilities for higher education students to remove economic and social obstacles which limit access to higher education, such as: grants (ordinary and special grants, grants for research work to dissertation and final degree projects, post-graduate study grants), accommodation, facilities for the disabled, part-time activities. These benefits are attributed sometimes by competition, sometimes on student's request.

### **Final conclusions and decisions**

As the survey results show the employment rate of Humanities Faculty graduates is not very high. Therefore education system programs of humanities faculty need to be modernized. The improvement of the programs and professional trainings requires the regular liaison with the employers in each specific area of humanities. It is necessary to elaborate educational modules (Project Management, Human Resources, New technologies in Humanities Sciences, etc.) which will be implemented as major subjects, so as minor subjects or selective subjects, so the graduates will have an opportunity to be employed not only in their field of studies and will be more competitive on the labor market.