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STATISTICAL ANALYSIS OF EDUCATIONAL SYSTEM OF GEORGIA

Abstract:

Creation and formation of the high quality educational system, eradication of which should contribute strengthening the Political and Economic power of Georgia, growth of the prosperity of population, and creation of reliable conditions of intrepidity of the country. In spite of the problems the reforms of the systems in the country are still going. The significance of transition to the standard international educational classification is emphasized.

The specifics of the Knowledge Economics in Georgia, which is considered as unifier and appraiser of scientific, educational, and technical progress, is impossible to be evaluated with just one value. One of the specifics is that there are no enough investments in the country to make educational inventions successful.

It is designated that educational and economic staff in Georgia is evaluated only by qualitative indices. Realization of educational qualification system inside the population reserves of our country and stirring up the process of exchanging the knowledge between the generations is left without attention. The science is almost removed from the direct responsibility of taking care and controlling the educational system.

Here are some statistics on education: 90.8% of Georgian pupils at the beginning of the school year 2013-2014 were involved in Public schools while the remaining 9.2% attended private schools. In comparison, in 2000-2001, 98.3% were enrolled in Public schools and only 1.7% were private school pupils.

In Georgia there is no gender differentiation while entering a school. Out of 553,016 pupils enrolled in secondary school at the beginning 2013-2014 school year, 47.4% were female and 52.6% were male.

In 2013-2014, there were 19 Public Higher Educational Institutions with 83.3 thousand students. Approximately 27% or 34.5 thousand students were enrolled in private institutions. From 2000-2001 to 2012-2013, the quantity of public institutions decreased by 27%, while the number of students decreased by 21.3%.

Government expenditure of Georgia on education as percentage of GDP was about 2% in 2012 and expenditure on education as percentage of total government expenditure - about 7%. While in Argentina total government expenditure was 15% in the same year, in Armenia 14%, in Belarus and Barbados 13%, in Chile –19%.

Lastly, I would like to mention that the household's expenditures share on education in 2013 equaled 2.7% of the total amount. It is very important because private education institutions are paid. This cost is heavier for pupils/students coming from low-income families, where current earnings are crucial to their immediate well-being.

Keywords:

Law on Education of Georgia, view of education system of Georgia, education statistics of Georgia, analyses of education of Georgia

JEL Classification: I21, C10, C19

Introduction

Creation and formation of the high quality educational system should contribute to strengthening of political and economic power of Georgia, growth of the prosperity of population, and creation of reliable conditions of intrepidity of the country. In spite of the problems, the reforms of the systems in the country are still in progress. The significance of transition to the standard international educational classification is emphasized [Charekishvili (2014), 125].

The specifics of the Knowledge Economics in Georgia, which is considered as unifier and appraiser of scientific, educational and technical progress, is impossible to be evaluated with just one value. One of the specifics is that there are not enough investments in the country to make educational inventions successful [Charekishvili (2014), 460].

It is designated that educational and economic staff in Georgia is evaluated only by qualitative indices. Realization of educational qualification system among the population of our country and stirring up the process of knowledge exchange between generations is left without attention. The science is almost removed from the direct responsibility of taking care and control of the educational system.

Country Context

Georgia is located in South Caucasus between Russian and Turkey. Population for 1st January, 2014 was 4’490.5 thousand, instead 5’424.4 thousand in 1990. Urban population amounted to 53.7 % of total population in 2014, and 55.3 % in 1990. Area - 69.7 thousand square meters. Population in education age groups - approximately 1’097.4 thousand for 2014.
Georgia is subdivided into 10 regions with local authorities.
GDP real growth rate in 2014 was 4.8 % and GDP per capita – 3’680.8 $.m. Annual inflation -2.6 %.

Reforms on Education System in Georgia

Georgia has begun to reform its education system based on a democratic, western model in 1994 [Rostiashvili (2004), p. 11]. It transferred from 5 years studying regime dominated in the Soviet Union into two level education system: four years for bachelor’s degree and two years for master degree. This reform was introduced at Ivane Javakhishvili Tbilisi State University and later at other institutions. At the same time, new western programs of teaching were introduced. But indicated reform predominantly had superficial formal character and was not oriented on overwhelming, radical changes and improvement of the system. In addition to that, there were commercial sectors introduced in the state universities for better sustaining them in a desperate financial environment.

Higher education in Georgia is governed by the Ministry of Education and Science of Georgia. They develop educational policies and strategies, supervise implementation of the Law on Higher Education and relevant legislative acts and documents, as well as define the regulations for the establishment, restructuring and liquidation of higher educational institutions.

In 1999, Georgian Ministry of Education started implementing Georgian Education System Realignment and Strengthening Program, funded by the World Bank. Within the framework of this program, the Ministry set up an assessment component. The staff of the component was sent to CITO, an assessment center in the Netherlands, where they attended a professional training and participated in preparation of the program. Initially, there were two subject groups in the component (Georgian Language and Mathematics), which were assigned to prepare National Examinations for basic schools (grade IX). Modern Foreign Languages (English, German, French and Russian) group was added later. In 2001 a nationwide piloting of the Examination tests was carried out in all three subjects. In 2002 the National Examinations were carried out in Georgia for the first time. In 2003 new centralized examinations were piloted in two regions of Georgia [http://www.naec.ge].

In 2005, based on the decision of the Georgian government, the Soviet system for university admissions was replaced by the modern system. Implementation of the new system is considered as one of the most successful reforms conducted in Georgia. Admission model elaborated by NAEC is based on the just, transparent, unified and meritocratic assessment system. It ensures selection of the best students for the universities.

Unified Entry Examinations includes:

- ✓ Standardized selection;
- ✓ Complex assessment of abilities and knowledge;
- ✓ Awarding top students with the state scholarship;
- ✓ Wider choice.

Higher Education system of Georgia consists of three cycles:
First cycle – Bachelor's Degree (240 credits);
Second cycle – Master's Degree (120 credits);
Third cycle – Doctor's Degree (180 credits).

Within the first cycle program leading to the degree of Certified Specialist exists (120-180 credits). Medicine, dental medicine and veterinary medicine (300-360 credits) are integrated education programs and their learning outcomes lead to the qualification equal to master's degree.

According to the low on higher education of Georgia, there are following higher educational institutions in Georgia:

College – higher education institution implementing professional higher educational programme or/and only the first cycle programmes – Bachelor programmes;

Teaching University – higher education institution implementing higher educational programme/programmes (except for doctoral programmes). It is required to provide the second cycle – Master educational programme/programmes.

University – higher education institution implementing educational programmes of all the three cycles of higher academic education.

Education System in Georgia

Georgia is wealthy with higher educated population. Society is best served if higher education system enjoys academic freedom and requisites institutional autonomy. The state must guarantee that. A strong education system is designed to ensure genuine opportunity for people, to let them reach their full potential and continue to improve their knowledge and capacities throughout their lives [Charekishvili (2013), 132].

Fundamental changes that affected Georgia during the 1990s have placed knowledge and higher education at the center of national development. Higher education institutions in Georgia have been actively involved in education system reform [The Main Directions in Higher Education Development in Georgia].

As reported by the OECD, the widespread recognition that tertiary education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy has made high quality tertiary education more important than ever before. The imperative for countries is to raise higher-level employment skills, to sustain a globally competitive research base and to improve knowledge dissemination to the benefit of society [Education at a Glance 2008, OECD INDICATORS].

The Parliament of Georgia is fully aware that human capital formation is key to political and economic development and reform, and a premise for mutually beneficial integration regionally, with Europe and the world at large. Parliament realizes that the existing system of higher education falls short of offering Georgian society the promise of an articulate, vibrant democracy and sustainable economic growth.

For this reason, Parliament was committed to education reform. In 2005, the law on General Education of Georgia was adopted [Low of Georgia on Secondary Education (2005) Georgia]; in 2004 the Law on Higher Education was adopted [Low of Georgia on Higher Education, (2004) Georgia], which regulates conduct of educational and scientific research activities of higher educational institutions in Georgia, the principles and procedures of management and funding of higher education, establishes the rules and procedures of foundation, performance, reorganization and liquidation of a higher education institution, as well as the principles of authorization and accreditation [Low of Georgia on Professional Education (2007) Georgia].

Education sector analysis is a huge process, so I will try to review only some of the indicators of Georgia. Main purpose of review is to provide an evidence-based diagnosis of an education sector, to enable decision-makers to orient national policies. It also provides relevant analytical information to nourish the dialogue between the government and education sector stakeholders, including development partners.
For estimation of education system ISCED 97 is used.

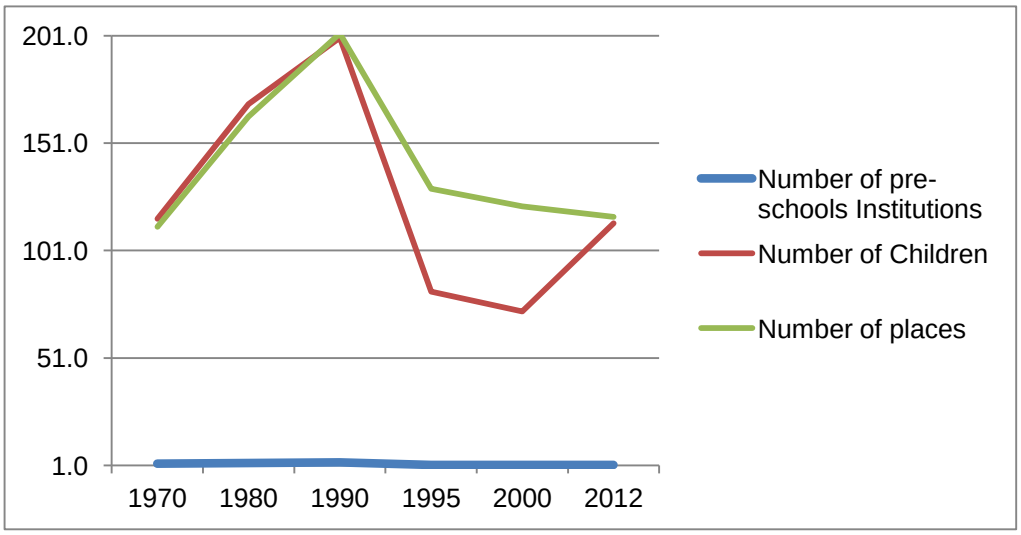
The structure of the education system in Georgia includes preschool and general education, which includes primary, lower and upper secondary. Preschool serves children ages 3-6 and is not compulsory. A 12-year education system was introduced in the 2008-2009 school year with the primary (grades 1-6) and lower secondary (grades 7-9) levels comprising basic education. According to the Constitution basic education is both free and compulsory. Upper secondary is three years, grades 10-12. Upper secondary is not compulsory but completion of upper secondary is necessary for a diploma.

Public education is under the supervision and authority of the Ministry of Education and Science of Georgia.

Few Figures on Education Statistics [www.geostat.ge]

There were 1,259 public preschool institutions (kindergartens) in Georgia by 2012 compared to 2’479 in 1990. Number of children per 100 places is 98, compared to 63 in 1995. Unfortunately, we have no data on private sector and it’s development. Very important level of education data inputs required by ISCED and Indicator of Millennium development goals are not available to analyze.

Figure 1: Indicators of pre-schools' Education



Source: GeoStat.

To cite the statistics: there were 3'201 state secondary schools, 3'175 day-time schools and 26 evening schools functioning in 2000/2001 academic year in Georgia . 704.6 thousand pupils were enrolled in secondary schools this academic year, including 699.5 thousand – in day-time schools and 5.1 thousand in evening schools.

As for academic year 2013/2014, there were 2'084 state secondary schools (all of them day-time). 502.0 thousand pupils were enrolled in secondary schools during this academic year.

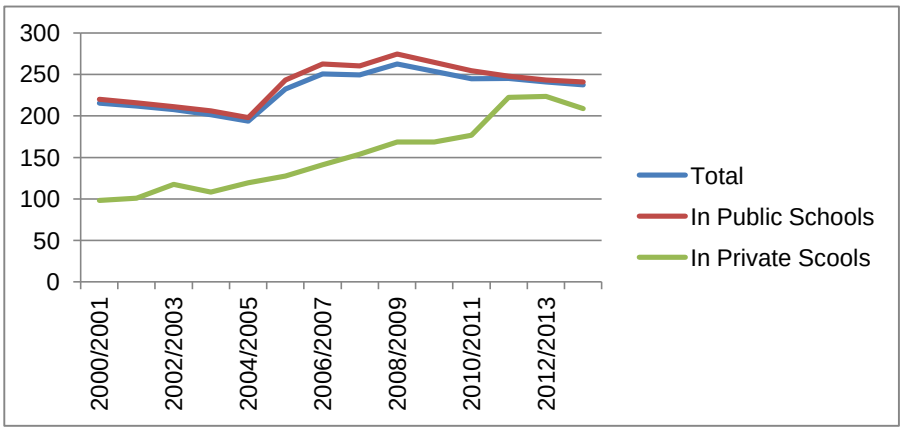
In 2013/2014 academic year, from all pupils of public and private schools, 51.6 % came on primary level of education, , 25.6 % on basic level and 22.8 % on general secondary level of education.–and -

In Georgia, primary school cycle lasts for 6 years.

Number of Pupils per 10 000 of population in 2013/2014 academic year was 1'233, instead 1'557 - in academic year 2003/2004. For most of pupils, language of Instruction is Georgian (90% of the total), then comes Azeri (4.9 %), Armenian (2.6 %) and Russian (2.5 %).

Secondary school's curricula and programs, as well as educational minimum and standards require constant updating; the

Figure 2: **Number of pupils per school** (At the beginning of school year)



Source: Ministry of Education and Science of Georgia.

Indicators to measure the quality of schooling are the following: learning achievements, inevitably teacher-student relationships, quality of curriculum, teaching and learning materials, school and classroom environment, teacher professional development, inclusiveness, gender relations and other quality attributes of schools addressed in educational literature, leadership and governance.

There is no data on out-of-School Children and Adults: Non Formal Education. It is also a very important indicator for International Organizations.

In 2013, there were 104 educational institutions (7 secondary educational schools, 50 Community Colleges[1], 24 Vocational Colleges[2], 23 Higher educational institutions) operating in Georgia that conducted admission of students in vocational education programs. Whereas in 2000/2001 school year, there were 85 Public and 55 Private secondary professional Institutions.

Number of students in Public and Private Vocational Education Institutions' Education Programs in 2013: admitted students - 21.0 thousand (from which 47.7 % are women). Number of graduated students – 10.8 thousand (from which 48.0 % are women). As for 2000/2001 school year, number of students was 32.5 thousand, 84,3 % from public and 15,7 % from private institutions.

It is very important do analysis by education program: most of admitted students come to engineering program (34.8%), 30.5% tobusiness administration, 13.0% to

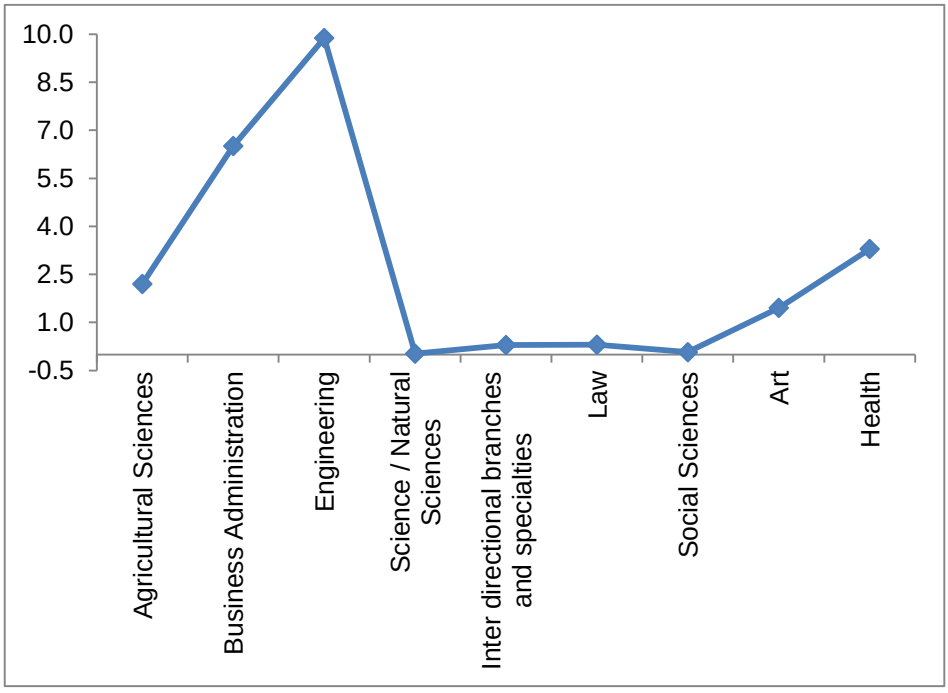
[1] **Community College** – a vocational educational institution, which offers preparatory general education programmes or/and liberal art's programmes together with vocational education programmes and has also the right to provide Georgian language education programmes.
[2] **Vocational College** – a vocational educational institution, which offers only the first three level vocational education programmes.

healthcare. This trend holds true for graduated students: 41.1% engineering program, 27.1 % business administration, 13.7% healthcare.

If we review number if students by age groups, most of them belong to group 18-20 years (42.0 %), second largest is 15-17 age group (21.0 %), lastly 21-23 age group (16.9 %).

In 2013 average number of students per institution is 104. In 1914 number of students per 10 000 inhabitants was just, in 1940 - 71, in 1980 - 105, in 1990 - 78, in 2000 – 71, in 2013 – 24.

Figure 3: Number of Graduates per 10 000 inhabitants in 2013



Source: Ministry of Education and Science of Georgia

Goals and Objectives of Vocational Education and Training [www.mes.gov.ge]:

- Meet educational demands of the population, support professional, career development and social protection of individuals;
- Feed economy with qualified staff competitive both on local and international labor market, ensure a match between the fast changing labor market and VET system;
- Maintain competitiveness of employed be re-training and professional development;
- Foster appropriation of the peoples educational capacities with the new social-economic conditions to support self-employment and entrepreneurship;
- Support student mobility;

- Ensure professional development of minority groups and create employment opportunities for them;
- Develop Lifelong Learning;
- Develop School-Business Partnership in VET.

Georgia is the country of universities. There were 198 higher education institutions in 2004 with 172.5 thousands students. During Soviet Union, in 1990s, there were about 600 higher education institutions. The vast majority of the students, about 73%, are engaged in public universities, the rest 27% - in private ones. In 2014, there were 47 higher education institutions.

In 90-s private sector started to intervene in education system [Shervashidze (2014)]

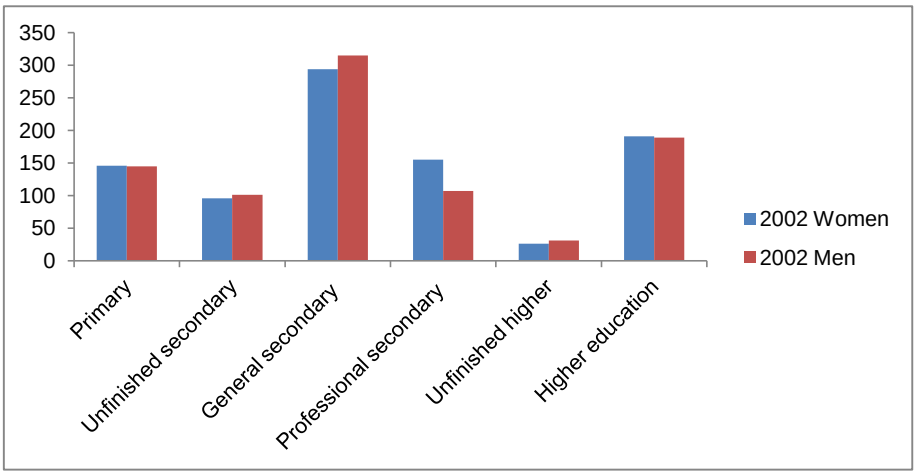
This triggered:

- ✓ Increase in the percentage of the population participating in higher education;
- ✓ Diversification of university income sources, including from international students;
- ✓ Increase in number of students covering costs of their education;
- ✓ Decrease in productivity and efficiency in higher education;
- ✓ Introduction of competitive or performance-based funding.

These institutions often were created just to make money and gave only symbolic education to their graduates. Professors there were usually less qualified, and even if they were qualified, there were no necessary conditions for studying, such as normal building, class rooms, libraries and so on., There was no system of accreditation of higher education institutions in the country (it existed only on the level of the law, but not in practice), it meant that the quality of institutions was extremely low and all kinds of corruption and embezzlement of people's money was accustomed. Neither was there any system to control quality of degrees. It created benevolent environment for flourishing mismanagement and misuse of power.

Nowadays, there are about 47 private institutions with 29'524 students, contributing 27% of all students of Georgia. .

Figure 4: **Population by Level of Education Educated population aged 6+ per 1000 persons** (According to the population census data)



Source: GeoStat.

Differences in educational attainment by sex have shifted over the past decade, with female attainment rates now higher than male attainment rates at higher education level.

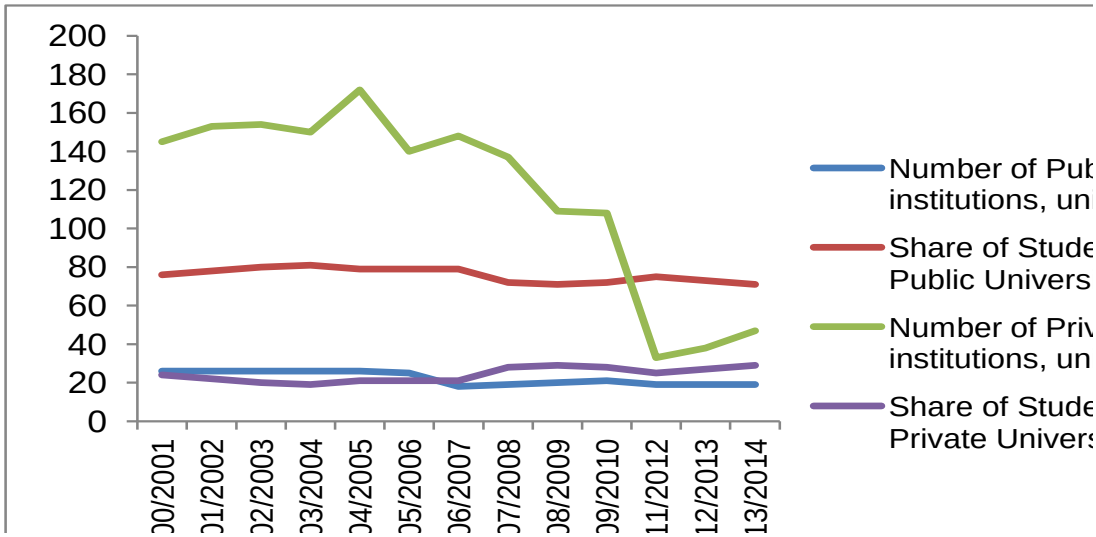
Several figures from statistics: In 2013-2014, there were 19 Public Higher education institutions with 83,3 thousand students. Approximately 27%, or 34.5 thousand students were enrolled in private institutions. (See table 2). From 2000-2001 to 2012-2013, the quantity of public institutions decreased by 27%, while the number of students decreased by 24,4% in the same period.

According to data provided by the GeoStat, the number of teachers and professors was 8’276 in 2013-2014 school years. Included in are 1’844 Full Professors, 2’956 Associated Professors and 1’296 Assistant Professors. These are the intellectual elite of Georgia, which should be responsible for providing successful academic and moral development of the nation.

In 1970/71 in Georgia 189 students come to 10 000 population, In 1990/91- 190 and in 1997/98 – 234 students, in 2013/14 – 262 students.

Figure 5: **Public and Private Higher Education Institutions and Enrolment**

(At the beginning of school year)



Source: GeoStat.

During the "transitional" period of the last two decades, education, as well as many other sectors, especially business, experienced rapid development. Free market economic principles and entrepreneurship took hold. Educational institutions underwent a boom as the number of students increased. This new demand led to a significant number of new institutes, especially in the commercial sector, offering diplomas to those who could pay the tuition and pass easy entrance exams. Unfortunately, the quality of these institutions was not controlled and students were admitted based not on merit, but on the ability to pay.

Good progress was made in improving participation for students with disabilities. Unfortunately there is no information about it. Funding arrangements for students with disabilities must be reconsidered for the future in both the amount distributed and the mode of distribution between universities. A recommendation on increased funding for students with disabilities is necessary.

Very important issue is international mobility: number of students studying abroad and number of foreign students. Number of foreign students has been increasing for the last years. For illustration, number of foreigners in 2013/2014 school year was 3'420, compared to 144 in 2005/2006.

The higher education sector is traditionally one of the leading employers. It is very important to analyze employment situation in Georgia.

Strong correlation exists between students' socio-economic status, schooling background and their participation in higher education. Income support and other ways of financial assistance are critically important to attract financially disadvantaged students into higher education and keep them there. The nation's need for improved productivity as well as simple fairness means that we must ensure that people from this group are able to participate. Financial support arrangements

can also encourage older workers to retrain or upgrade qualifications. Any Current option to undergraduate students to defer payment of fees or student contributions through income contingent loans removes one of the most significant financial barriers to participation. However, additional living and study costs associated with higher education enrolment, particularly for students who need to move away from home to study, are considerable.

Very important result of on-going reform is issue of grants by Government, which can be 30%, 50 %, 70 % and 100 % of total fare depending on the results of the exams. In academic year 2012-2013, share of state granted students was about 40%, from which 18.7% of students gained 100% grant, 13.7% - 70% grant, 22.6% - 50% grant and 45.1% - 30% grant.

Government expenditure on education as a percentage of GDP (%) was about 2 % in 2012 and Expenditure on education as a percentage of total government expenditurewas about 7 %. While in Argentina total government expenditure was 15 % in the same year, in Armenia 14 %, in Belarus and Barbados 13-13%, in Chile –19 % [Statistical Data Base. www.unesco.org].

Lastly, I would like to pay your attention to households incomes and expenditures. Private higher education institutions are paid. This cost is heavier for students with dependants and those from low-income households, where current earnings are crucial to their families' immediate well-being. Some conditions in the current taxation and welfare support arrangements for students work against their participation, because current student financial support arrangements are complex and poorly targeted.

When looking at household incomes and expenditure, it is very important to analyze these by gender. The statistical data on average monthly income per household as well as per capita is characterized by the tendency of growth, but it should be mentioned that men-headed households almost always have more income than women-headed households. Average monthly income (Cash and non-cash inflows, total) of men-headed households was 42.0 % higher than that for women-headed households in 2013 and this was the highest gap for the last 5 years. The difference has been diminishing after 2010 and reached 32.7 % in 2013. Statistics shows that average monthly income per capita is almost the same in men-headed and women-headed households due to the fact that the average size of women-headed households is relatively small. In addition, it should be noted that in 2013, growth rate of average montly income per capita of women-headed households was higher by 5.0 % than that of men-headed households.

The statistical data shows that average monthly expenditures per household is higher in men-headed households than in women-headed ones. In 2013, expenditures of the men-headed household were 45.0% higher than of those headed by women. It should be mentioned that this percentage difference was highest during the last 5 years. Growth rate of average monthly expenditure in 2012-2013 was

higher in women-headed households than in men-headed ones and total difference decreased to 10.0 %.

If we look at average monthly expenditures per capita we will see that according to the sex, expenditure is almost equal. During the last 5 years, the expenditures of men-headed households is slightly higher, while in 2013 the expenditures grew more for women-headed households, exceeding growth of men-headed households expenditures by 1.1 %.

Statistical data shows that probability of falling below the poverty line is higher for women-headed households. Relative Poverty Indicators by Median consumption with respect to 60 percent for women is 25,3, for men - 19,9 and with respect to 40 percent for women is 9,9, for men - 7,8 %.

As employment is an output of education, it is useful to analyze situation in Georgia. In 2013, in comparison with 2010, the number of active population increased by about 4.4 % among women and by 4.3 % among men. In 2013, number of employed women increased by 5.2 % and that of men by 6.5 %. In 2013, share of employed women constituted 47.0 % of total workforce.

In 2013, the highest economic activity rate among women was observed at the age range of 45-54 (80.0 %). Highest rate of employment comes to the same age group (70.8 %). As for the lowest rate of employment, it is at the age of 15-24 (18.3 %). The highest rate of unemployment is prevalent among women at the age of 15-24 (36.2 %). The activity rate among men in 2013 is the highest at the age of 25-34 (94.3 %). Highest rate of employment comes at the age of 45-54 (82.0 %). Population aged 55 and older has the highest share of employed population. In 2013, the share of employed women of this age group equaled to 35.0 % and that of employed men – 28.8 %. The lowest share among employed women and men prevails at the age of 15-24, equaling 5.9 % for women and 10.4 % for men.

The largest part of employed population includes persons with secondary education. According to 2013 data, 38.7 % of employed women and 40.9 % of employed men have secondary education.

Population aged 25-34 has the highest share of unemployed part. In 2013 the share of unemployed women of this age group constituted 27.4 % and that of unemployed men – 28.1 %. %), nearly every third men of this age group is unemployed. In Azerbaijan, the number of unemployed women among persons of pre-pension age and 15-19 years correspondingly is higher by 20,2 % and 2,2 % compared to men.

As I have already mentioned above, is a large share of persons with higher education among unemployed. In 2013, 47.0 % of unemployed women and 33.9 % of unemployed men had higher education. These are very important data for our analyzes, that about half with higher education women and third men are unemployed.

Figure 6: **Employed and Unemployed by Education level and Gender** (%)

		2002		2007		2013	
		Women	Men	Women	Men	Women	Men
Employed	Primary or Basic	13	10	12	9	7	7
	Secondary	38	43	37	43	37	42
	Primary vocational	8	9	5	7	2	7
	Secondary vocational	15	12	18	13	22	15
	Higher education	26	26	28	27	30	29
	No education/ Not identified	0	0	0	0	1	1
Unemployed	Primary or Basic	5	5	4	6	4	5
	Secondary	30	44	25	37	26	42
	Primary vocational	5	6	4	4	4	5
	Secondary vocational	21	11	22	12	20	12
	Higher education	39	34	44	41	46	36
	No education/ Not identified	0	0	0	0	0	0

Source: GeoStat

It is necessary to improve the analysis methods, over future years, to use alternative methods elaborated by International Organizations of the relationships between factors and results, and to try to establish an attribution of impact to some of these factors. If such statistical data is obtained, it will be used in applied statistics for analyzing.

Other important factors To compare the average level of learning outcomes in time

- through the evolution of average success rates at national sources, for national and international assessments; correlations with learning outcomes.
- Use econometric models that explain students/pupils success rates according to different level of education inputs to identify those factors the most associated with learning achievements. Carry out a cost-efficiency analysis by comparing the cost of different inputs with their estimated.
- And to carry out survey of functionally use of reached education level, which eliminates outcomes of studying.

Conclusion

The Analysis of condition of Georgian education system has illustrated numerous examples of data, or is not enough for complete situation analyses. The validity and reliability of much macro-level data is missing. There are anomalies and errors in data required to monitor education system performance. This handicaps the ability to present reliable cohort progression data and other efficiency measures. There are also some gaps for calculation net enrollment rate (NER).

Planning and effectiveness decisions are made based on national statistics. In light of problems of the kind noted above, major improvement is needed to close UNESCO Institute of Statistics standards and related monitoring and evaluation systems, with special attention to data quality and verification at the school and municipality levels. Inadequacies in current data definition, validity and reliability should be illustrated.

There is strong evidence that policies which have been effective in increasing primary school enrolment require adaptation to address the needs of children, especially in villages.

Non-Formal Education is a pressing need in Georgia, there is no data out-of-school children, their return rate to formal schooling. It is necessary to draw upon its international strategic advantage and expertise, actively engage with government and non-governmental organizations in furthering development, particularly in terms of the available objectives and outcomes.

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