

Higher Education Reform in the Context of Europeanization

Diana Lezhava, Mariam Amashukeli

Center for Social Sciences

“Raising Awareness on Georgia's Europeanization in Academia” [RAGEA]

Erasmus+ Jean Monnet Activities

Europeanization of Higher Education

Bologna Process (1999)



- Easily readable and comparable degrees > integration of educational system in European Higher Education Area
- European Credit Transfer and Accumulation System (ECTS)
- Quality Assurance and Monitoring
- Higher Education and Research
- Lifelong Learning
- Social Dimension
- Internationalization
- European Dimension (mobility, introduction of interdisciplinary and joint programs, international cooperation)

Bologna Process in Georgia (2005)



- Manifestation of the country's European choice by the post-revolutionary government (Glonti & Chitashvili, 2006) > one of the ways of integration with EU and Europe;
- Ground for reforming higher education system > implementation of painful reforms through referring to European "better" experience;
- Way to get rid of the post-Soviet past through sharing the best European practices;
- Chance to reach the global scientific arena through improving the teaching and research quality.

How EU Defines Its role in Educational Policy?

EU Strategic Document: Education and Training 2020 (ET 2020)

- Platform supporting the cooperation between the EU states in respect to modernization and reformation of the national educational systems

ET2020 Strategic Directions (European Council – European Commission, 2015)

- High quality education and key competences for lifelong learning
- Inclusive and antidiscrimination education and equality
- Innovative and open education
- Empowerment of academic personnel
- Recognition of qualifications; **enhancement of learning and labor mobility**
- Sustainable investment in education and efficiency monitoring

Programs supporting the agenda: Erasmus+, Marie Skłodowska-Curie, Horizon 2020

ET2020 Priority Directions and Subtopics

- I. **Relevant, high quality education and key competencies for lifelong learning (LLL)**
 - Development of key competences and transferable skills
 - Development of transition strategies from educational system to the job market
 - Integration of the labor demands into the academic programs, development of employment-oriented teaching methodologies, cooperation between the higher education institutions (HEIs) and employers.

Q1: What do you think key competences envisage?

Key Competences (OECD)

Skills Category	Skills Indicators
1. Cognitive Skills:	
<i>Communication</i>	<i>Reading, writing, verbal communication, foreign languages</i>
<i>Information Processing</i>	<i>Analytical thinking, organizing information</i>
<i>Problem-solving</i>	<i>Identifying problem, planning and implementing action plan, identifying causal/correlative links and applying them in the problem-solving process</i>
<i>Learning</i>	<i>Learning skills, reflection, managing learning process</i>
<i>Mathematics</i>	<i>Applying quantitative indicators, quantitative reasoning, communicating through mathematical languages</i>
2. Interpersonal Skills →	<i>Team work, participating in projects, cultural sensitivity, stress management</i>
3. Intrapersonal Skills:	
<i>Self-regulation</i>	<i>Comprehending/ acknowledging own actions, self-reflection, cognition, adaption, stress handling</i>
<i>Management</i>	<i>Managing self (and others), organizing, responsibility</i>
<i>Creativity/manufacturing</i>	<i>Creative, initiative, assessing and taking risks</i>
4. Technological Skills:	
ICT	Using technologies

Challenges for Georgian HE System

Self-assessment of transferrable skills by the graduates of research target universities (mode; poorly developed – 1; highly developed - 5)

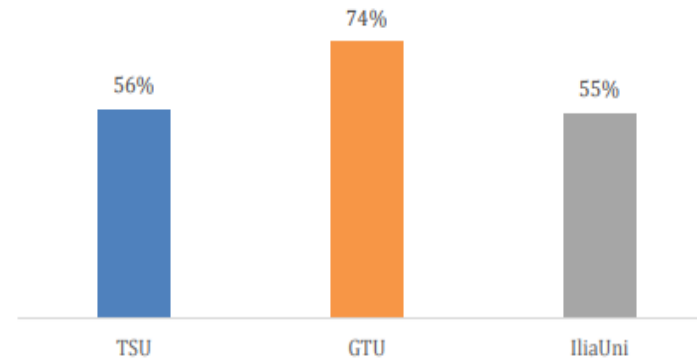
Source: Lezhava & Amashukeli, 2015

Undergraduate Degrees	Tbilisi State University (N=494)	Ilia State University (N=353)	International Black Sea University (N=56)	Free University (N=42)
Field knowledge	4	4	4	4
Knowledge of other fields	3	4	3	4
Analytical thinking	4	4	4	5
Application of knowledge into practice	4	4	4	5
Communication	4	5	5	5
Reasoning	4	4	5	5
Effective negotiation	4	4	4	5
Working under stressful environment	4	3	5	5
Effective time management	3	4	5	5
Team work	4	4	5	5
Management	3	4	4	4
Effective self-representation	4	4	4	4
Computer skills	3	3	4	5
Creating thinking	4	4	2	4
Presentation skills	4	4	5	5
Report writing	3	3	3	5
Foreign languages	3	3	5	5
Skills related to employment (preparing CV, job interview, etc.)	2	3	3	5

However, 70% of employed graduates admit their current job requires more knowledge and skills than they gained during their university studies (Lezhava & Amashukeli, 2015)

Diagram 2.18. Percentage of 2014 graduates with GPA lower than average point by universities.

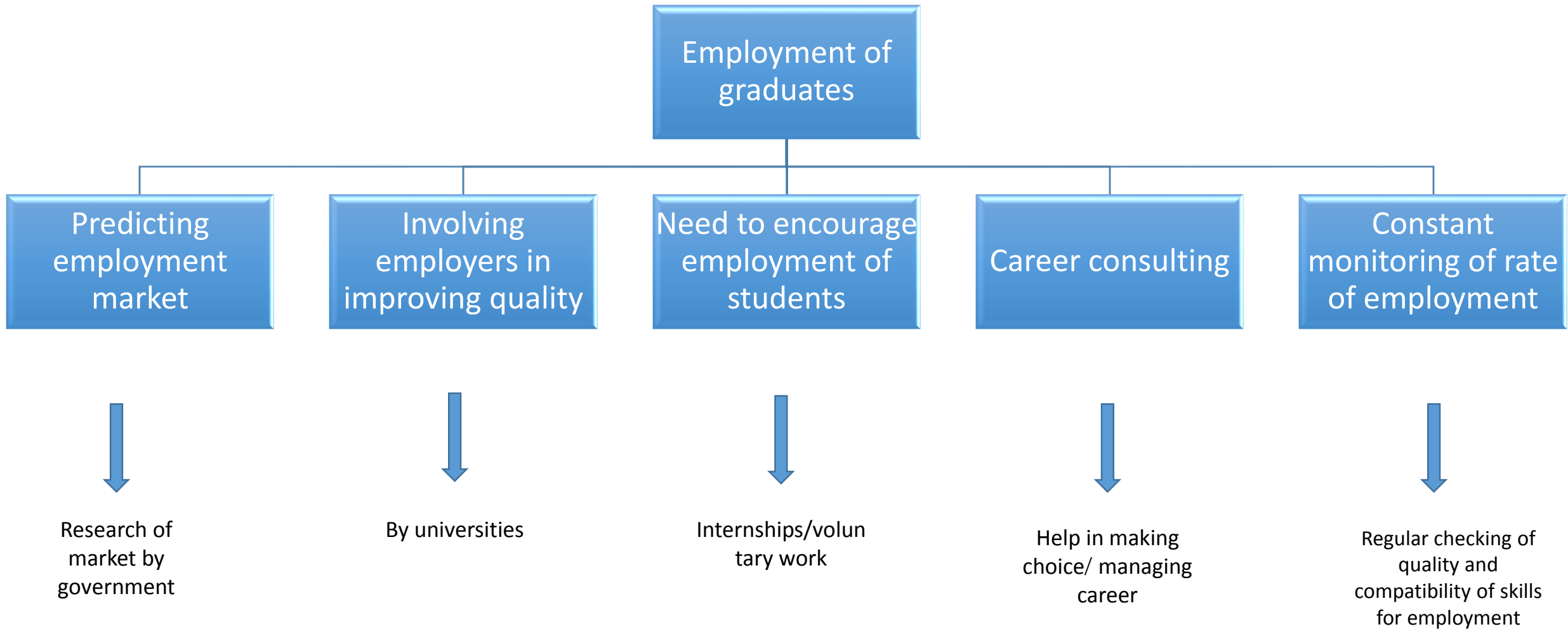
Source: Assurance of Acceptable Quality Education for Students at the Higher Education Institutions. Performance Audit Report (2016).



Challenges for Georgian HE System

- Monologue vs. dialogue/interactive class teaching
- Theoretical teaching vs. practical component/practice-based education
- Taken-for-granted ideas vs. Critical thinking
- Not enough feedback/assistance provided for students
- Not updated learning courses (syllabus), lack of the literature available in Georgian
- Low level of employability (*Lezhava & Amashukeli, 2015*)

EU indicators to increase the university graduates' employment rate



Internationalization of Higher education

Q: What does Internationalization of Higher education mean?

Internationalization of Higher education

Comprehensive Internationalization (Bucharest Communiqué, 2012):

- **Mobility** → Students (credit mobility, degree mobility), academic and administrative personnel (sharing experience, improving qualification, networking);
- **internationalization abroad** → university campus, franchise of academic programs, online teaching, virtual/electronic mobility of programs (MOOCs);
- **internationalization at home** → internationalization of academic programs (syllabus); Modernization of teaching methodology, introducing double degree or joint academic programs, internalization of academic research;

Internationalization of Higher education

I. Political and economic dimensions

“Global citizenship” and “Global competence” became key issues and values, which are mentioned in higher education documents, institutive strategies of internationalization and discussed as their targets by organizations such as EU, EU counsel and OECD;

- “Global Citizenship” → improving awareness and responsibility in global issues such as healthcare, poverty, ecology, peace, social awareness; Formation of shared identity;
- “Global competence” → knowledge – based competitive human capital in Europe; Production of workforce relative to economic/job market’s demands;

Internationalization of HE in Georgia

Main challenges →

Georgia has no national strategy/action plan for internationalization of the Higher education System.

The importance of internationalization of higher education is mentioned in the following official documents:

- ✓ Social-economic Development Strategy of Georgia - Georgia 2020;
- ✓ 2017-2020 action plan of Ministry of Education;

Since EHEA member countries have different starting points and different human/financial resources, EHEA's 2012 mobility strategy was amended: the EHEA countries have to develop their own national strategies for internationalization and mobility.

Internationalization of HE in Georgia

Internationalization of HE system is not an ultimate goal itself but an instrument to accomplish it (Frolich and Veiga, 2005; Knight, 2011; de Wit, 2011)



I. Enhanced quality of education;

II. Expanded international partnership and improved capacity building;

III. Raised awareness of students/graduates concerning the issues of global importance (International Association of Universities (IAU), 2013-2014, results of European countries).

Contributing factors on the national (State) level:

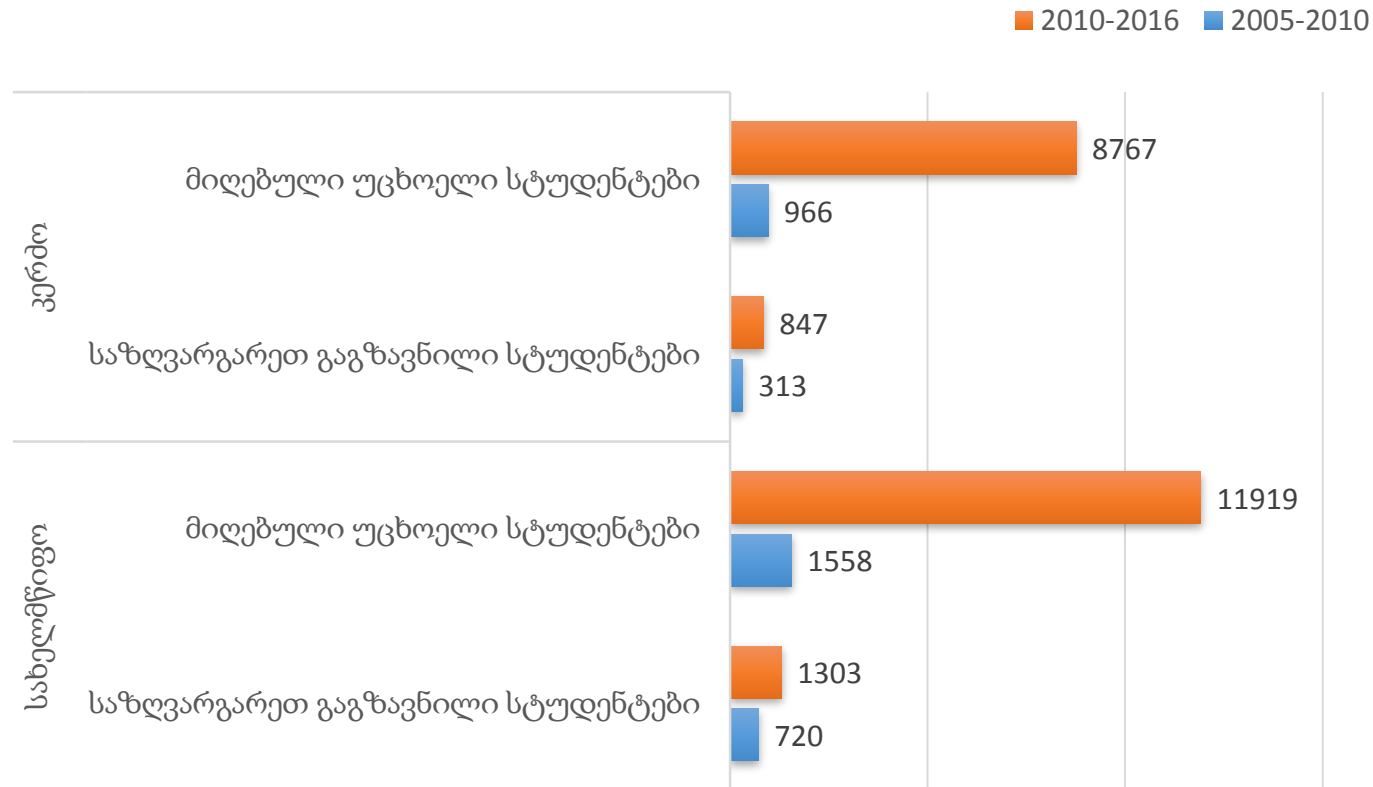
- Development and implementation of internationalization strategy at HE institutions;
- Development of national HE internationalization strategy (IAU, 2013-2014).

Internationalization of HE in Georgia

- Inbound students' mobility is increasing (2005-2016);
- Rates for the inbound students' mobility is higher in public universities because of the lower tuition fees;

Rates of students' mobility

Source: National Statistics office of Georgia



Internationalization of HE in Georgia

A total of 403 students went abroad from Georgia in 2015-2016. Germany is the number one destination for the outbound students followed by Poland, Estonia, Lithuania, Latvia and Turkey.

6643 is a number of the inbound students who came to Georgia in 2015-2016 academic year →

- From Azerbaijan - 2388
- From India - 1435
- From Iraqi -793
- From Nigeria - 587
- From Turkey - 484

3822 out of 6643 studies on BA level, 2805 – on MA level, 16 – in VET colleges;

Internationalization of HE in Georgia

Factors attracting international students to study in Georgia →

- Relatively low tuition fees
- Simple application procedures
- Increased probability of employment
- Safe environment
- English language academic programs

Barriers →

- language barrier (the majority of Georgians can't speak English)
- Lack of extracurricular activities at the Universities (Chanturia, 2016).

IV. Barriers for internationalization of education in Georgian Universities

- Low level English proficiency among Georgian students and academic staff;
- Few/not enough quotas for Georgian students in terms of bilateral cooperation with European Universities;
- Small number of internationally accredited academic programs, which is a barrier in attracting the students and professors from Western countries;
- Legal restrictions on developing double degree academic programs with international partners;

Recommended Literature

▪ EU Sources

Strategic framework – Education & Training 2020: http://ec.europa.eu/education/policy/strategic-framework_en

2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) - [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215\(02\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52015XG1215(02)&from=EN)

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Structural Indicators on Graduate Employability in Europe – 2016: http://bookshop.europa.eu/is-bin/INTERSHOP.enfinity/WFS/EU-Bookshop-Site/en_GB/-/EUR/ViewPublication-Start?PublicationKey=EC0217055

▪ OECD Sources

The Organisation for Economic Co-operation and Development (OECD): <http://www.oecd-ilibrary.org/education;jsessionid=716ccso4fdr1d.x-oecd-live-03>

▪ GEO Sources

ლეჟავა დ., ამაშუკელი, მ. (2016). ბოლონიის პროცესის შეფასება საქართველოში: ძირითადი მიღწევები და გამოწვევები. თბილისი: სოციალურ მეცნიერებათა ცენტრი. http://css.ge/index.php?lang_id=GEO&sec_id=93&info_id=1289

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