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How do Georgian graduates transition from university to the labour market? Factors for success and challenges?

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Mission Impossible



Employment Data of Recent Graduates

- ✓ Statistical Data – Two Sources:

- ✓ Official – Geostat

The employment rate of recent graduates aged 20–34 was **61.2%**. This figure covers those who completed general secondary, vocational or higher education within the past three years and are no longer in education or training.

https://www.geostat.ge/en/modules/categories/683/Employment-Unemployment

- ✓ HEIs internal data – 100 % - ☺

National and International Studies on HE graduates employment in Georgia

- ✓ Center of Social Sciences / CSS – 2017
- ✓ Three World Bank Projects on Higher Education – 2016, 2019, 2021
- ✓ Government of Georgia – Labour Market Analysis

Main Conclusion of National and International Experts Studies

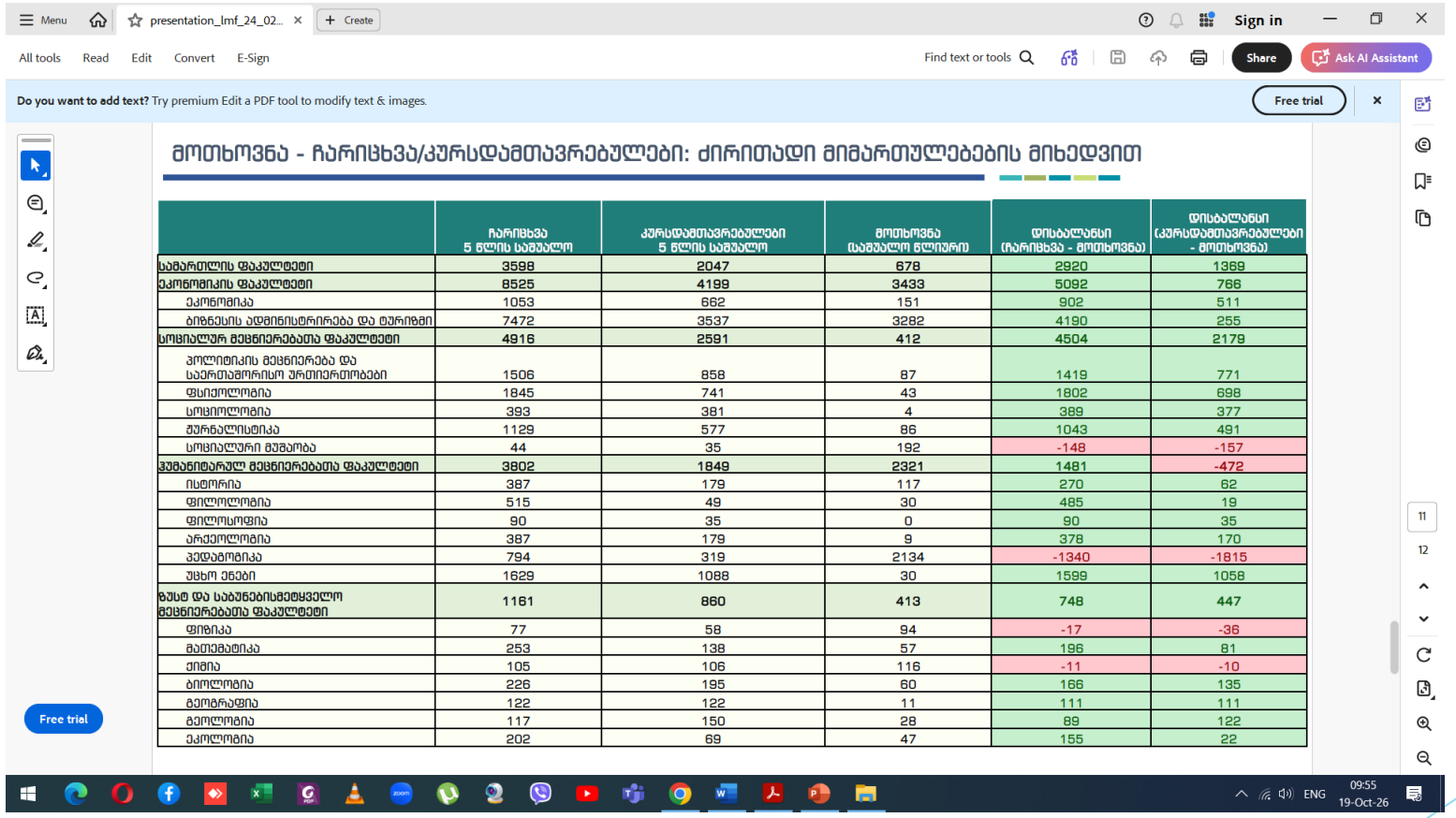
- ✓ Non-diversified labour market;
- ✓ Underdeveloped economy – low demand on HE graduates, "overqualification";
- ✓ Skills mismatch…

"Knowledge economy" – Dream which never became true since 2005…

Whose fault is it? What came first?



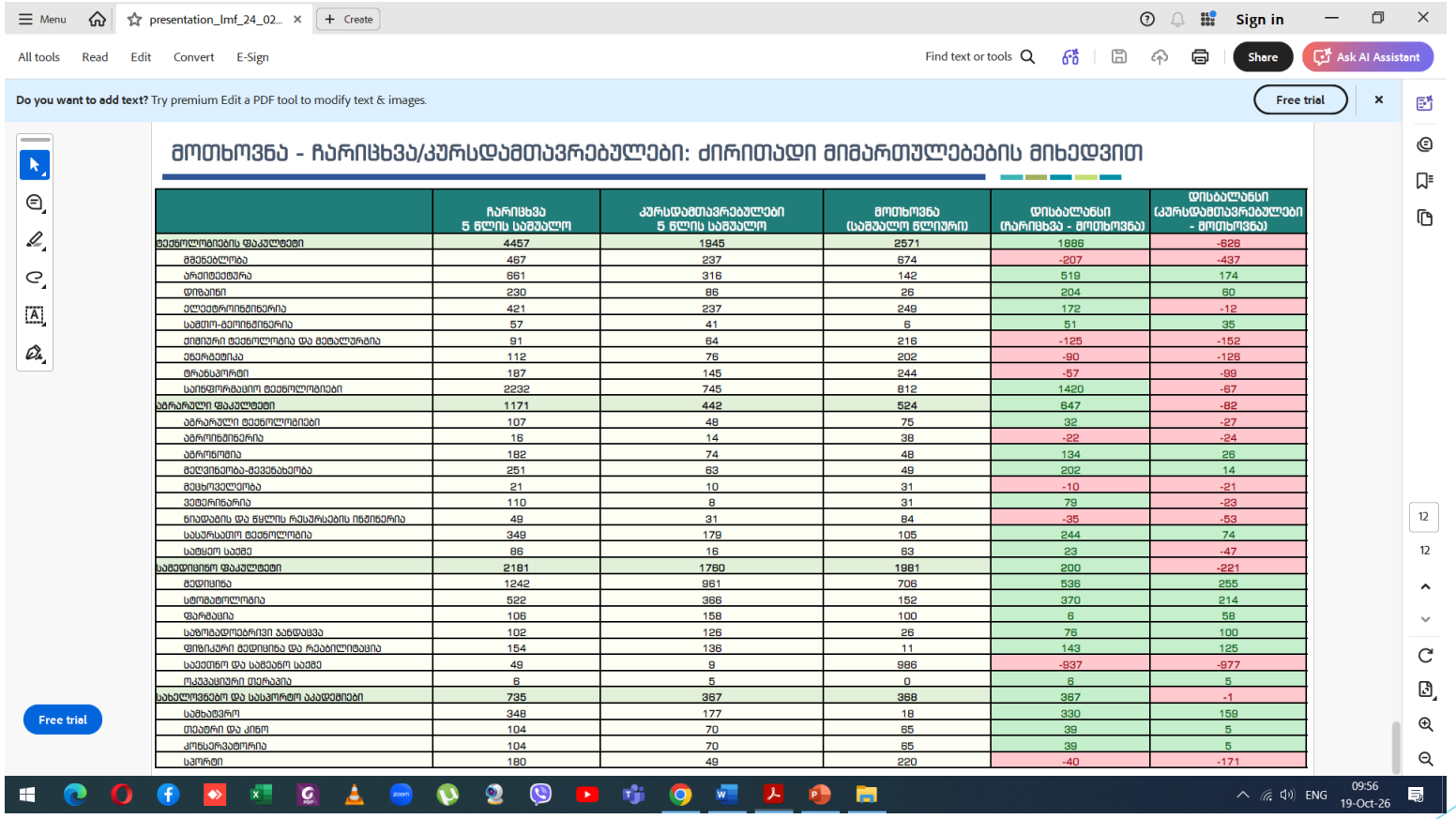
Mismatch between demand and labour supply



მოთხოვნა - ჩარიცხვა/კურსდამთავრებულები: ძირითადი მიმართულებების მიხედვით

	ჩარიცხვა 5 წლის საშუალო	კურსდამთავრებულები 5 წლის საშუალო	მოთხოვნა (საშუალო წლიური)	დისბალანსი (ჩარიცხვა - მოთხოვნა)	დისბალანსი (კურსდამთავრებულები - მოთხოვნა)
სამართლის ფაკულტეტი	3598	2047	678	2920	1369
ეკონომიკის ფაკულტეტი	8525	4199	3433	5092	766
ეკონომიკა	1053	662	151	902	511
ბიზნესის ადმინისტრირება და ტურიზმი	7472	3537	3282	4190	255
სოციალურ მეცნიერებათა ფაკულტეტი	4916	2591	412	4504	2179
პოლიტიკის მეცნიერება და საერთაშორისო ურთიერთობები	1506	858	87	1419	771
ფსიქოლოგია	1845	741	43	1802	698
სოციოლოგია	393	381	4	389	377
ჟურნალისტიკა	1129	577	86	1043	491
სოციალური მუშაობა	44	35	192	-148	-157
ჰუმანიტარულ მეცნიერებათა ფაკულტეტი	3802	1849	2321	1481	-472
ისტორია	387	179	117	270	62
ფილოლოგია	515	49	30	485	19
ფილოსოფია	90	35	0	90	35
არქეოლოგია	387	179	9	378	170
პედაგოგიკა	794	319	2134	-1340	-1815
უცხო ენები	1629	1088	30	1599	1058
ზუსტ და საბუნებისმეტყველო მეცნიერებათა ფაკულტეტი	1161	860	413	748	447
ფიზიკა	77	58	94	-17	-36
მათემატიკა	253	138	57	196	81
ქიმია	105	106	116	-11	-10
ბიოლოგია	226	195	60	166	135
გეოგრაფია	122	122	11	111	111
გეოლოგია	117	150	28	89	122
ეკოლოგია	202	69	47	155	22

Mismatch between demand and labour supply



მოთხოვნა - ჩარიცხვა/კურსდამთავრებულები: ძირითადი მიმართულებების მიხედვით

	ჩარიცხვა 5 წლის საშუალო	კურსდამთავრებულები 5 წლის საშუალო	მოთხოვნა (საშუალო წლიური)	დისბალანსი (ჩარიცხვა - მოთხოვნა)	დისბალანსი (კურსდამთავრებულები - მოთხოვნა)
ტექნოლოგიების ფაკულტეტი	4457	1945	2571	1886	-626
მშენებლობა	467	237	674	-207	-437
არქიტექტურა	661	316	142	519	174
დიზაინი	230	86	26	204	60
ელექტრონიკა/ინჟინერია	421	237	249	172	-12
საგზაო-გზაინჟინერია	57	41	6	51	35
ციფრული ტექნოლოგია და მეტალურგია	91	64	216	-125	-152
ენერგეტიკა	112	76	202	-90	-126
ტრანსპორტი	187	145	244	-57	-99
საინფორმაციო ტექნოლოგიები	2232	745	812	1420	-67
აგრარული ფაკულტეტი	1171	442	524	647	-82
აგრარული ტექნოლოგიები	107	48	75	32	-27
აგროინჟინერია	16	14	38	-22	-24
აგრონომია	182	74	48	134	26
მეღვინეობა-მევენახეობა	251	63	49	202	14
მეცხოველეობა	21	10	31	-10	-21
ვეტერინარია	110	8	31	79	-23
წიაღდაბის და წყლის რესურსების ინჟინერია	49	31	84	-35	-53
სასაქონლო ტექნოლოგია	349	179	105	244	74
სატყეო საქმე	86	16	63	23	-47
საბუღალტრო ფაკულტეტი	2181	1760	1981	200	-221
მენეჯმენტი	1242	961	706	536	255
სტომატოლოგია	522	366	152	370	214
ფარმაცია	106	158	100	6	58
საზოგადოებრივი ჯანდაცვა	102	126	26	76	100
ფიზიკური მენეჯმენტი და რეაბილიტაცია	154	136	11	143	125
საექთნო და სამეანო საქმე	49	9	986	-937	-977
ოკუპაციური თერაპია	6	5	0	6	5
სახელოვნებო და სასპორტო აკადემიები	735	367	368	367	-1
სამხატვრო	348	177	18	330	159
თეატრი და კინო	104	70	65	39	5
კონსერვატორია	104	70	65	39	5
სპორტი	180	49	220	-40	-171

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Main Conclusions of the Labour Market Study

- ✓ The largest shares of employment – “specialists”, “managers” - 20%, “service and sales workers” - 17%

- ✓ “The employment structure shows an overrepresentation of people with higher education, including in sectors such as trade, administrative and support services, and accommodation and food services, where workers with vocational or general education would typically be expected to predominate”.

National QA Policy and Employment

- ✓ QA system – authorization and accreditation / ESG 2015;
- ✓ NCEQE – ENQA, EQAR, WFME
- ✓ Strict requirement – labour market research, communication with internal and external stakeholders (alumni, social partners, potential employers, etc.), sectoral benchmarks, development subject specific and transferable skills

Self-reflection… self-criticism…



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Challenges

- ✓ Insufficient understanding of HE and Economy connections;
- ✓ Lack of national funding scheme to support HE-"Industry" connection;
- ✓ Formal, unsatisfactory implementation of QA standards;
- ✓ Lack of real communication with labour market/social partners/society;
- ✓ Lack of funding/proper support to ensure students practical training/internship;
- ✓ Lack of flexibility to address the changing demands (including AI);
- ✓ Focus more on theoretical knowledge, than on skills development;
- ✓ Low prestige of Vocational Education;
- ✓ Poor connection between VET and HE;
- ✓ Etc.

Possible “solutions”

- ✓ Special funding schemes;
- ✓ Change of mindset (not degree/title, but skills matter);
- ✓ Build the gap between VET and HE;
- ✓ Flexibility in curricula development (major-minor programmes);
- ✓ Skills development – Competence based curricula – TUNING model;
- ✓ Flexibility/variety of practical training/internship;
- ✓ Implementation of good/best international and… national practices;
- ✓ One size doesn’t fit all…
- ✓ Understanding of changing employment philosophy;
- ✓ DIALOGUE!
- ✓ Etc.

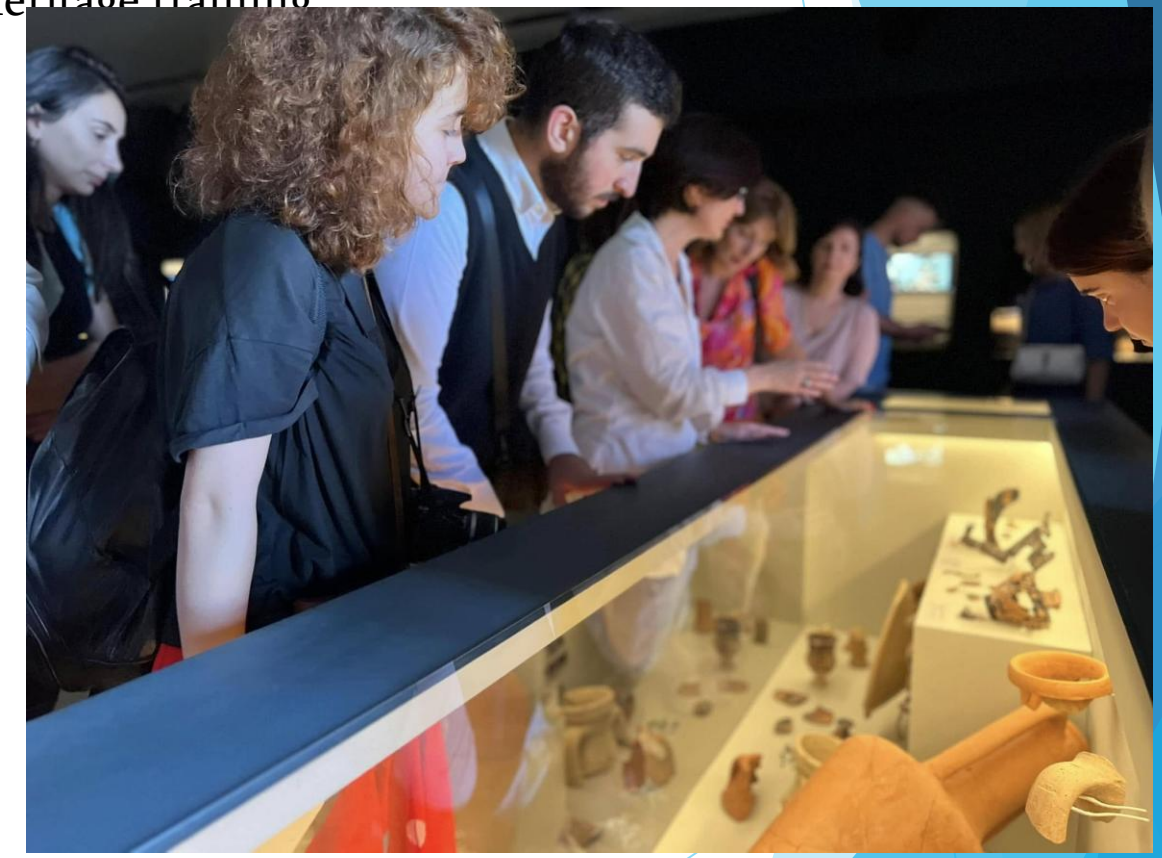
“Classics” Industry – Social Partners:

- **Cultural & heritage sector –** Museums, Archives & libraries, Cultural heritage institutions, Archaeological sites
- **Creative & cultural industries –** Publishing houses, Media (journalism, broadcasting), Film, theatre, festivals, Translation & content creation
- **NGOs & civil society** - Human rights organisations, Cultural NGOs, Education and community initiatives (Especially relevant for: intercultural dialogue, minority engagement, social inclusion)
- **Education sector –** Schools, Teacher training institutions, Lifelong learning providers
- **Public sector & policy** - Ministries (culture, education), Local governments, International organisations (e.g., UNESCO-type actors)
- **Private sector (less obvious—but growing)** - Creative economy companies, EdTech & digital humanities platforms, Tourism & cultural management

National Museum of Georgia – Otar Lordkipanidze Vani Archaeoligical Museum

Internship and handson heritage training





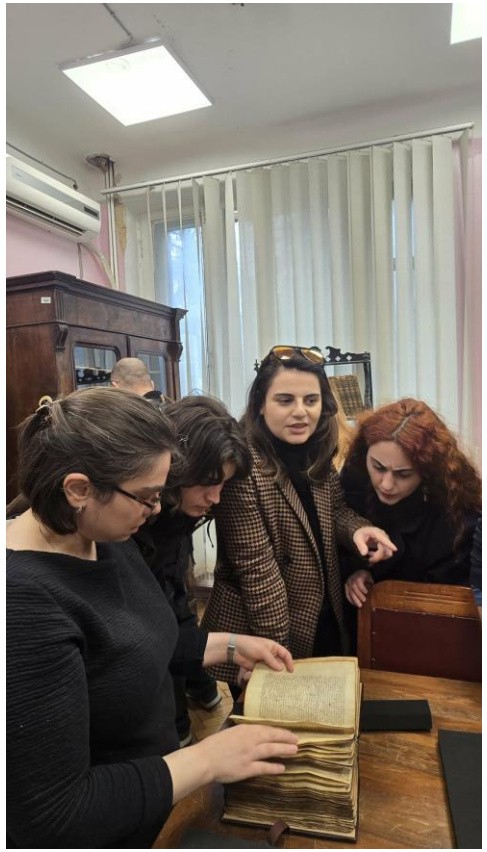
Learning outcomes

Upon successful completion of the internship, students will be able to:

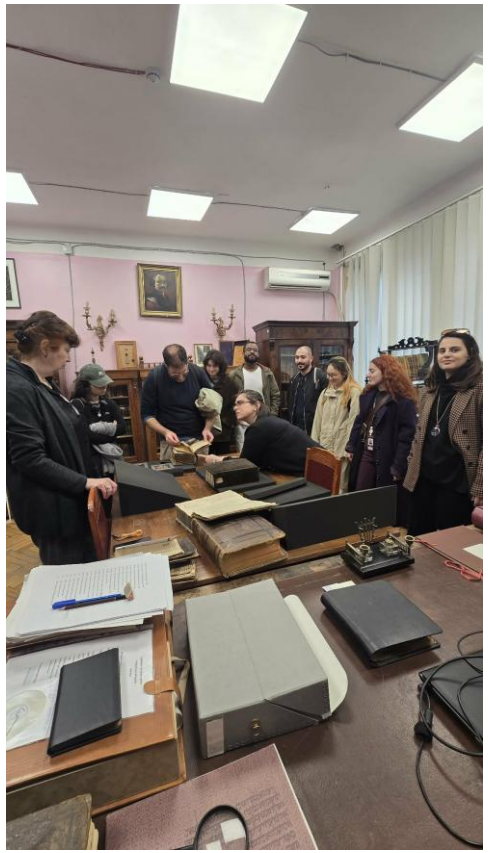
- Analyse the significance of the ancient city-site of Vani, its archaeological excavations, and the museum collection in the broader context of historical and cultural interactions between Georgia and the ancient world.
- Interpret archaeological material depicting Greek mythological figures and narratives in relation to local religious beliefs and cultural practices.
- Conduct epigraphic analysis of Greek inscriptions based on primary sources by Greek and/or Roman authors, complemented by secondary scholarly literature.
- ***Prepare educational materials such as museum guides and presentations about selected artefacts, incorporating relevant ancient written and material sources.***
- ***Produce an online edition of inscriptions discovered at Vani using digital humanities tools (EpiDoc).***
- ***Develop materials for the National Museum's social media platforms and website.***
- ***Enhance their skills in communicating scholarly knowledge about the ancient world to a wider audience.***

National Centre of Manuscripts

Preservation, cataloguing and interpretation of cultural collections







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Skills developed:

- **Heritage & professional (sector-specific) skills** ***(Museum + Manuscripts Centre)***

- Preservation and conservation awareness, Cataloguing and archival skills, Interpretation of historical and cultural materials, Working with primary sources

- **Hands-on, employable skills** directly linked to: museums, archives, cultural institutions

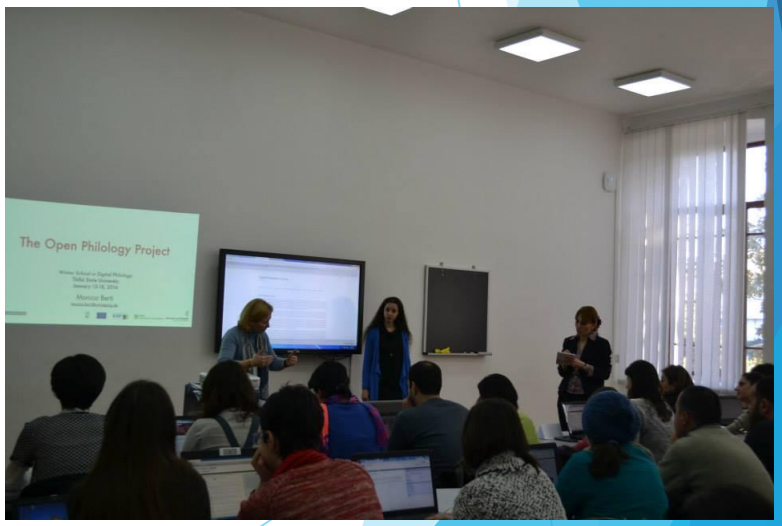
Digital Humanities

(*from seasonal schools to structured 5 ECTS course in research methods*)

Digital text encoding, heritage digitisation and online dissemination of classical materials







Skills developed:

- **Digital & technological skills** ***(Digital Humanities integration)***

- Digital text encoding (e.g. TEI principles), Digitisation of cultural heritage, Data management and organization, Online dissemination and digital communication, Working with digital tools in research

- Strong alignment with: **digital skills agenda (Union of Skills), innovation in humanities**

NGO “Georgian Literary Initiative”

Project on ethnic minorities and communities affected by the conflicts and wars in Abkhazia, Armenia, Ukraine

Intercultural dialogue and inclusive cultural participation





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Skills developed:

- **Intercultural & social skills** ***(NGO + minority / conflict contexts)***

- Intercultural communication, Cultural sensitivity and awareness, Understanding of identity, memory, representation, Ability to engage with diverse communities

- Directly linked to: **social cohesion**, **inclusive societies**

Educational Performance “Prometheus” – Was Prometheus guilty?

Creativity, communication skills, critical thinking











Skills developed:

Critical, analytical & interpretive skills

- Critical thinking, Textual analysis and interpretation, Contextualisation (historical, cultural, political)

Other Transversal (transferable) skills

- Communication (written & oral), Teamwork and collaboration, Problem-solving, Adaptability, Project-based work

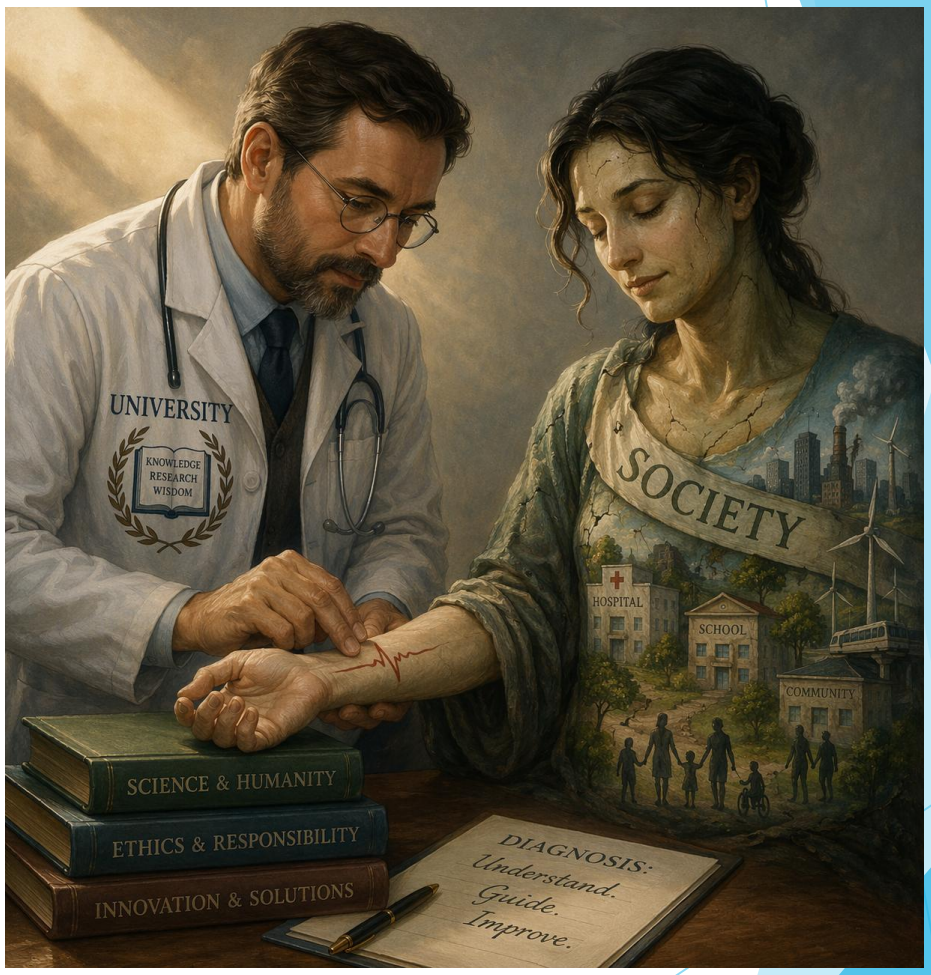
Creative & cultural industry skills

- Storytelling and narrative construction, Content creation, Cultural mediation, Public engagement with knowledge

- Highly valued across **all sectors**

How is this image related to my presentation?





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VIELEN DANK!

THANK YOU!

დიდი მადლობა!

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