

COMPARATIVE ANALYSIS OF EDUCATIONAL SYSTEMS IN GEORGIA AND ABROAD

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Introduction. Post-soviet republic educational and scientific researches are facing a dilemma in the face of recent short-period's rapid changes in government's orientation, which has hurt establishment of stable educational and scientific systems. As a result, there wasn't (and still isn't) established, mature viewpoint regarding educational-scientific models. It must be mentioned that, facing problems in education and science is similar among our and foreign countries.

When we discuss duplicating (or implementing with approximation) American educational model and Georgia, we are faced with many compatibilities issues, because differences in progress, living standards, styles and traditions have created different values in the United States and Georgia. Undoubtedly, educational system requires appropriate ideological foundation and Western nations have established education system compatible with market economy, which has been improved, perfected and integrated over the decades.

Main Part:

Georgian higher education is an important block of the overall national educational system, and it is constantly progressing. Recent years have brought a lot of important changes and reforms in the higher education system.

One part of the supporters of Georgian higher education reform believes that it is imperative to reshape foundation of Soviet educational system; meaning abolishing it all together. Supporters of this direction give primary importance to Western European educational models and hope to receive support from international organizations in implementing these models.

Second part of reformers pick even further models, which entails picking best parts of Soviet and foreign educational systems and driving reforms in this direction.

Third part of reformers support establishment of national educational concepts, which would integrate national traditions and values of the civilized world.

All three of these viewpoints have their proponents and opponents.

Addition of Georgia to Bologna Declaration and integration into European educational space is tied to sequential adherence to following agreed upon principles by participating parties:

- Introduction of easy to understand and comparable three-stage academic degrees and credits.
- Supporting mobility.
- Providing academic quality.
- Establishing European higher education dimensions.
- Lifelong Education; students' participation in governing body of educational institutions.

Despite the fact that China is not tied to Bologna Declaration, its educational system is in a way similar to Western educational system; albeit it has its own individual characteristics. One of the differentiating characteristics is in its academic grading system. Schools and universities in China are based on a system, which grades students based on their educational achievements during the educational process.

Memorization method is evident in Chinese educational space. Teaching style is oriented towards writing notes and repetition of the material. Learning is done through memorization, often without deep learning and understanding of the concepts. This is very different from European and American teaching styles, where students have a chance to participate in class discussions, arrive at their own conclusions and make decisions.

Chinese and American educational systems have different goals. China is focused on acquiring knowledge, evaluation how students use this knowledge and study/improvement of educational systems and structures. Americans are interested in how students use their knowledge in the society. American system allows students to critique ideas, participate in debates, express their own different thoughts, tackle intellectual challenges, etc.

Chinese education is focused on strictness and precision. American education on the other hand emphasizes confidence building, self-actualization and independence which help fueling students' individual thought-process. Chinese believe that American mathematical skills are not the best. When comparing these two education systems, it is easy to see why Chinese students obtain more Gold Medals in mathematical Olympic competitions, but Americans are exceeding in being Nobel Prize laureates.

Researchers note that most successful scientific reforms in the post-soviet republics have been in Estonia. It can be shown that Estonia emphasized scientific reforms as a first step for strive to independence. As a result, four goals were established:

1. Establishment of judicial law scientific research basis.
2. Restructuring of funding principles.
3. Reform of institutional structure.
4. Integration of scientific research and university education.

Reforms in Latvia were not as successful as in Estonia and Lithuania. The causes of this lack of success lay in next three factors:

1. Organizational.
2. Social.
3. Financial.

Organizational mistake was introduction of 100% grant funded education. This lead to second mistake – social: number of scientists in the country reduced by half. Many Latvian scientists emigrated abroad for work, so called “brain drain” process. Finally, there was a financial reason: funding for scientists was reduced instead of increasing.

Scientific-educational road for Baltic countries was a good example for Georgia. Unlike these countries, 25 years of post-soviet Georgian history of educational and scientific reform did not turned out successful.

At the end of 2005, after aligning with Bologna process, ministry of Georgian education and science, and higher educational institutions are working on reforms for those primary goals, which are outlined in Bologna process. These goals are served by modernizing higher educations regulatory judicial laws and implementation of additional regulations (Institute, 2005).

In order to comply with Bologna process's one of the goals – introduction of easily understandable and comparable qualification system – majority of higher education establishments introduced addendum to diploma (both in Georgian and in English), which details classes completed by the student, accumulated ECTS credits and other practical information. Additionally, three stages educational system is established (bachelors, masters and doctorate) in both judicial and institutional levels, and credits are accumulated in accordance of with transfers European ECTS system. Educational system's alignment with European space has increased student mobility indicators abroad, which is in accordance with Bologna process's another major goal. ECTS credit system ensures that foreign universities receive needed information regarding the students' accumulated credits and disciplines in Georgian universities. Based on this system, returning

students to Georgia are able to have their foreign accumulated ECTS credits counted towards their degrees easily. Higher education establishments are required to implement Bologna process's primary principles, from which "Lifelong Learning" and "Continuing Education" are two of the most important and at the same time are requirements for integration in common European educational space (Policy guidelines on inclusion in education, 2009).

We must mention some principle of Bologna Process, realization of which has not be fully possible in Georgia yet; specifically that compliance with existing requirements dictates that research and education must be ethically and intellectually independent of any political and economic powers. Some educational institutions in Georgia are under the influence of government, or some strong political ideology (e.g. Liberalism), because of which research and education is not ethically and intellectually independent. Additionally, teaching and research at universities must be inseparable from each other, in order to ensure that teaching process does not fall behind changing demands of society and achievement of scientific knowledge. Today, many universities have not capacity to ensure that teaching and research are harmonized and inseparable. Some higher educational institutions have developed only teaching component, and have weak research component (e.g. there is doctorate, research centers an jobs, research publications, etc.). In Georgian public sector, hiring procedures and career structure is not aligned with Bologna reform. Firstly, hiring organizations frequently do not have clearly formulated requirements for future employees. In some instances, there is no written detailed job description. In this direction, it is important to have intensive dialogue between educators and employment market representatives. Despite one group of Georgian reformers firmly believing in uniqueness and sole existence of Bologna Process, uniting of European higher education zone is not too strong in Europe. Bologna declaration that was published in 1988, started to gain traction and European support only from 1997.

Ideas were being expressed in Georgian educational and scientific areas regarding implementation of European and American models; however, country's political, economic and cultural characteristics were at the forefront.

In Georgia, only 26.7% of the population has higher education, which is more than twice less than that of leading countries' statistic. This position is far from satisfactory. Additionally, 17.4% of the population has vocational education, 36.7% has graduated from high school, 8.4% completed 9th grade and 5.7% has completed 6th grade. Educational statistics vary by types of the population.

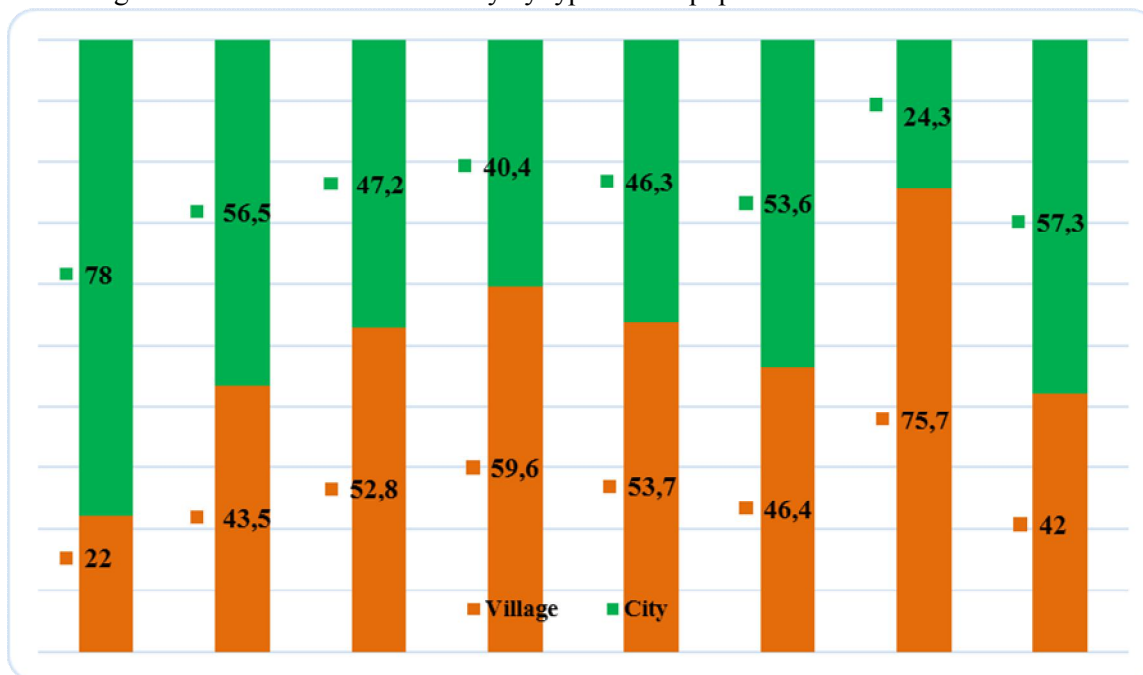


Fig. 1: Distribution of 10+ age group by achievement of educational levels between urban and villages (%)

Highest / Vocational / High School / 9th grade / 6th grade / none / unable to write / NA

For example, 78% of people with higher education live in urban areas, and 22% live in villages. 47.2% of high school graduates live in urban areas and 52.8% live in villages. In Georgia, there are 234 students per 10,000 resident (it must be noted that in 2003 this number was as high as 355 student), while for example in Latvia there are 492 students per 10,000 residents (2.1 times higher than in Georgia!). Number of students in developed countries is definitely increasing. Students and higher education graduates are 65% of the population of developed countries (Bank, (2015).

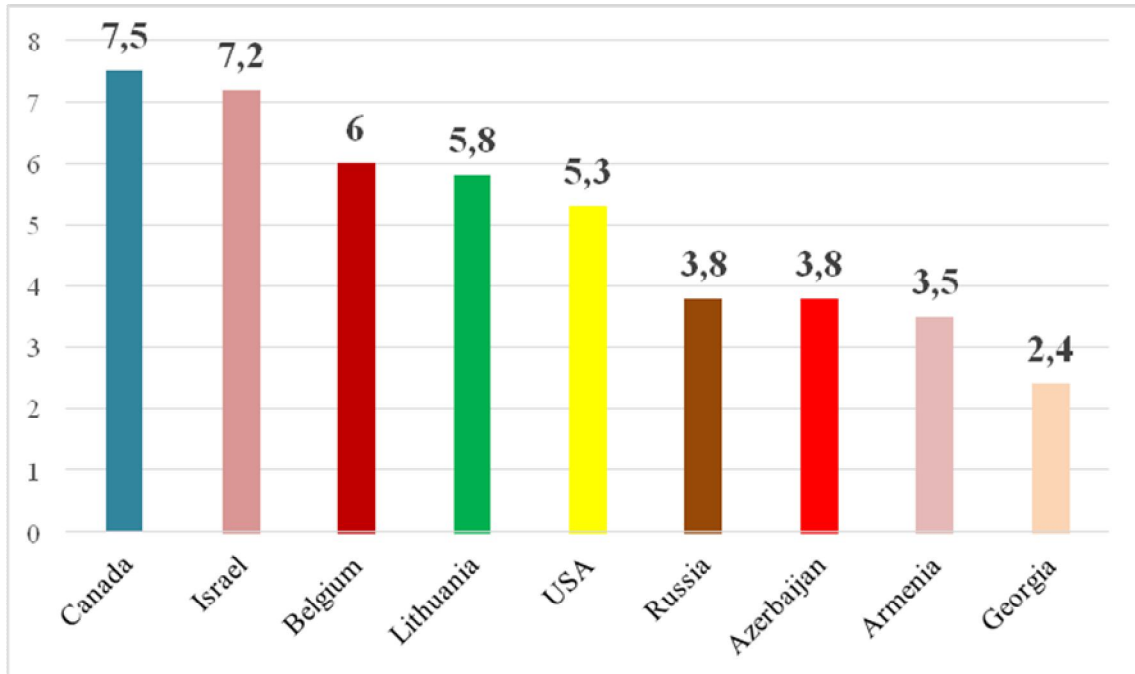


Fig. 2: % of GDP spent on Education in Georgia and Abroad

Canada / Israel / Belgium / Lithuania / USA / Russia / Azerbaijan / Armenia / Georgia

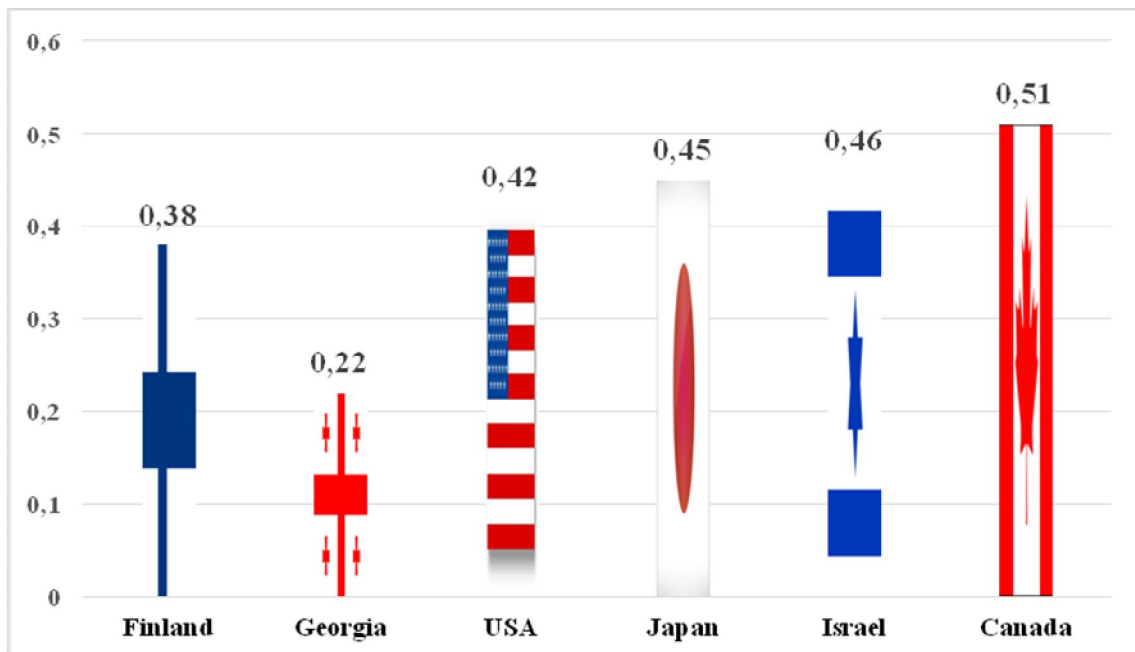


Fig. 3: % of people with higher education in Georgia and Abroad

It is interesting to note that American idea of uniting worldwide education has in a way contributed to decline in education level in America. In 1990-s USA was ranked 39th for education level. This ranking was alarming. That's why American administration began educational reforms called "America 2000". These

reforms were not particularly successful. For example, among 40 leading countries, USA ranked 28th in mathematical sciences. European nations surpassed America with number of scientists and engineers, and in national investment in the areas of scientific researches (I., 2012).

In Western schools, each child is approached and evaluated individually. USA has politics – “no child left behind” and Australia has “inclusiveness” approach. Unsuccessful students and students with special needs receive special care. This means that students with special needs don’t study in specialized classrooms; they are integrated in regular classes.

American education is characterized with pragmatism and individual freedom. XIX century English philosopher and sociologist Herbert Spenser pointed out that biggest goal of education was not education, rather encouraging action. President of Princeton University John Pibern, who states, repeated same idea “education is ability and flexibility to behave correctly in any life situation”. It is worth mentioning that same idea is underlined in the works of Deil Carnegie, which have played a huge role in establishment of American life and education system. In today’s world, Americans prioritize information gathering. Informed person is different than educated person; he/she is more competitive in workplace, achieves success in politics and easily overcomes difficulties in obtaining power.

It is evident that specialization and education reduce priority of fundamental education and increase priority of practical application, i.e. attention is shifted to information technologies (internet, computer, etc.)

Conclusions. Education is a culture, and different education systems show different societal cultures. We cannot characterize American education system negatively, but it might not be compatible to Chinese society and vice versa. Both educational systems can be improved; none are perfect. In educational universe, most important is to accept and improve different cultures, knowledge and methods of international education.

Without a doubt, building of society based on knowledge and education was part of announcement of European course by Georgia. In such a society, science is not only an important instrument for practical functioning; rather it is inseparable part of the culture. Georgia is a country with few natural resources, where main treasure must be its people’s knowledge and education; and knowledge and sciences are widely connected concepts.

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Menabde Tamar, Ph.D., Assoc. Professor , Faculty of Informatics and Management Systems. **Otkhozoria Nona**, Ph.D., Professor, Faculty of Informatics and Management Systems. **Giorgobiani Nino**, Lecturer, Faculty of Informatics and Management Systems, Georgian Technical University. **Comparative Analysis of Educational Systems in Georgia and Abroad**. This article reviews student’s assessments criteria, educational system’s characteristics, grading norms and methods, knowledge evaluation standards, and analyzes their similarities and differences between Republic of Georgia, Western culture, People’s Republic of China, post-soviet Republics and the United States of America’s educational systems. Besides Georgia’s national strategic goal of joining European Union, it is especially important for us to participate in

Europe's educational processes, the aim of which is to create holistic European educational space. Despite this goal, after reviewing European and Asian (on the example of the Republic of China) higher education criteria and methods for evaluating knowledge levels, we can observe that there are similarities and differences. Despite these differences, Chinese educational system has a lot of similarities with European education system. At the first glance, there are no significant differences between Eastern and Western educational systems. Children go through primarily similar stages of education, regardless of growing up in the East or West.

Keywords: Bologna Process, system of education, evaluation forms and methods.

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Менабде Тамар, кандидат наук, доцент, профессор. **Отхозриа Нона**, кандидат наук, профессор. **Гиоргобиани Нино**, Преподаватель. Грузинский технический университет. **Сравнительный анализ образовательных систем в Грузии и за рубежом.** Рассмотрены критерии оценки учащихся, характеристики системы образования, нормы и методы оценки, стандарты оценки знаний и проанализированы сходства и различия образовательных систем между Республикой Грузия, западной культурой, Китайской Народной Республикой, постсоветскими республиками и Соединенными Штатами Америки. Помимо национальной стратегической цели Грузии по вступлению в Европейский Союз, для нас особенно важно участвовать в образовательных процессах Европы, целью которых является создание целостного европейского образовательного пространства. Несмотря на эту цель, рассмотрев европейские и азиатские (на примере Республики Китай) критерии и методы высшего образования для оценки уровня знаний, мы можем наблюдать, что есть сходства и различия. Несмотря на эти различия, китайская система образования имеет много общего с европейской системой образования. На первый взгляд, нет никаких существенных различий между восточными и западными системами образования. Дети проходят в основном аналогичные этапы обучения, независимо от возрастания на Востоке или Западе.

Ключевые слова: Болонский процесс, система образования, формы и методы оценки.