



## Business Education and Georgia

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### 1. Introduction

**The content of business education** is mostly defined by having two main users: an organization and an individual.

Business organizations play important role in social life and economical development:

- To maintain society by goods and service
- To create working places
- To pay taxes which are used for a number of social projects
- To reinvest their own profit in economy and raise the level and quality of social life.

**The goal of business-education is:**

- To learn the rapidly changeable environment of an organization and its management. Business environment is characterized by eternal changes in technology, growing globalization, growing cultural variety, to respect ethic norms and demands of social responsibility of business.
- To prepare an individual for the career on business sphere that means to acquire specific knowledge and skills for business sphere, to understand functional spheres of business, to work out the skills which are important for advancing in business career.

### 1.2 The content of business education

An individual gets business-education or acquiring universal principals for achieving goal and effectively organizing resources while learning business administration.

National qualification framework depicts what knowledge, skills and values should be acquired by an individual for getting a diploma-the document certifying fulfilling corresponding educational stage.

Business administration module contains the following functional spheres: accounting, marketing, management, finances and tourism.

Just above mentioned spheres represent the names of the specialties in the educational programs in Bachelor level. Each of them contains more concrete sub-branch and creates the names of specialties in educational programs in Master level. For example: a branch/specialty-Management nowadays contains about 30 sub-branches. The mentioned document also regulates the list of professional specialties according to branches. The same branch/specialty-Management contains about 11 professions according to professional specialties. The professional standard of them are already ascertained [1].

The branch characteristics of business administration are being prepared, the document which will define the results of studying on concrete module or branch/specialty educational programs. The corresponding document will be based on Higher Education Qualification Framework of Georgia and Higher Education Qualification Framework of Europe which will favour student mobility process and working out joint educational programs[2].

It should be mentioned that at the present moment branch characteristics is worked out only for regulating programs-Education, Law and Medical branches[2,4].

According to BPI inquiries led in Tbilisi (BPI-information-analytical portal) the majority of readers would get business education in Europe. The inquiry was led in website ([www.bpi.ge](http://www.bpi.ge)) in January 25-February 25, 2012. 344 respondents fixed their own considerations from which:

- 49,1%-prefers getting business education in Europe
- 36,3%-would get business education in the USA
- only 4,7% prefers getting education in Georgia
- a little part-6,4% thinks that getting qualified education is possible everywhere
- 3,5%-would get business education in Asia

The given data may raise skeptical mood but it should be mentioned that BPI-portal has been functioning since December 1, 2011, but it is fact that these are meditating indices.



### **1.3. What methodologies are used in this sphere nowadays? What can we learn from the experience of different countries of developed and developing economy?**

According to evaluation of various authoritative publications and research centers the best universities of the world where getting qualifies business education is possible are in the USA and Great Britain. In the top of the rating the business schools of Harvard, Preston, Columbia, London, Cambridge and Oxford are mentioned.

Business development plays the decisive role in the programs of education of this sphere and creating new companies as well. Business programs are very popular within the European Union. In 2006 European Union gave start to Oslo Process of developing small business which described the situation in Higher Education in Europe in teaching business. Pilot projects, aiming encouraging educational section, were launched in order to implement business education in official curriculum. Also creating new business supporting projects were implemented for specific groups (the youth, unemployed, women and migrants), for creating working places and for growing income. It is interesting that many researchers while studying business developing programs easily and wrongly avoid the current events of developing countries. Triodos Facet, SPARK and INHolland prove that business developing and business-education programs in countries of developing and transitional economy must not be ignored as these programs represent fruitful teaching materials for everybody who intends to improve their own projects and business politics in this direction[5].

### **1.4 The Most Important Issues and Challenges in the Sphere of Business-education and Development Programs in the Nearest Future**

In Georgia, like other branches of economy, in the sphere of education higher educational institutions are not able to work out educational programs based on their own resources. The starting point for educational affairs should be the demands of the users (Students, stakeholders, future employers, recruiting agencies and the whole society). Unfortunately, the majority of the higher educational institutions of our country do not evaluate new situations in time and correctly. Many higher educational institutions do not notice the current changes in the world and plans the programs on the traditional model of education[6].

In order to solve the serious problems that the higher educational institutions face they have to make very serious changes. Firstly, these changes concern the analysis of their own conditions in the education market, defining their own priorities, changes of the attitude to the teaching process on behalf of the students and professors as well. Keeping leading place in educational market will be impossible without long term relations with alumnae and other organizations which give facility to monitor the changes on the labor market. Making changes in the contents of curriculum should be done by the higher educational institutions on the bases of research of target market and it should be accompanied by acquiring new teaching methods and technologies. At the same time emphasizing effective organization of independent work requires working out the demand of maintaining of teaching-methodology of independent work, changing the evaluation of knowledge and certifying and training of the staff. Higher educational institutions should change organizing the teaching process from teaching under the professors to independent working process which foresees the responsibility of a student on the quality and the results of study. And this requires creating a new system of motivation and ruling changes[3].

At the same time the demands of labor market should be taken into consideration. In the conditions of marketing enterprising social needs, goods and service happens on one part of the population (tax payers), and other part uses them (e.g. the users of educational service). Producing the product of social need an educational institution works on two markets simultaneously. A higher educational institution offers a society a kind of service; the users of this service are pupils and students. At the same time it presents the results on labor market, the users of which are various enterprises and economical organizations. This double character makes a kind of misunderstanding in defining educational product, target market and group of users. Working on two connected and mutually depended markets (educational service and labor market) a higher educational institution owes only one product by which it is connected with both markets. Every researcher agrees that the main direction of the affair of a higher educational institution is delivering educational service. That is why



the starting point for working out a strategy of educational institutions should be the demands and requirements of those wishing to study[2].

The international market of educational service is characterized by the same tendencies as general consumer market. Step by step the development of the process of globalization educational service stepped over national borders and transnational and international educational programs are being developed. The process of integration was reflected in cooperation of educational organizations and national educational systems which implies selecting united standards of teaching size units and teaching quality, accordingly the role of education in the modern world is changed. It becomes longer and continuous process as during life a person has to run into the process of knowledge getting outdated, the necessity of renewing and fulfilling it, acquiring new professional branches. Nowadays the changes of the situation in the market caused transferring the initiative and power to the consumer. Modern informative technologies significantly widened the possibility of selecting educational programs. Also it is significant that the demands on educational service are not "homogeneous mass" any more and numerous groups are characterized by their specific demands. Also, the share of consumers so called nontraditional groups is increasing the demographical characteristics, demands and conditions of consuming are different from traditional students[3,4].

## 2. Conclusion

Concluding from above mentioned we think that nowadays national borders are becoming more transparent and the market of educational service goes ahead of other branches of economy. All the higher educational institutions of Georgia at a certain level still work in the conditions of international competition. And even in the case if some higher educational institutions cannot provide students with higher educational programs like foreign educational institutions, their graduate specialists still have to work in the conditions of international competition. It is clear that our higher educational institutions participate in international competition existing in the labor market.

All these require the working orientation of national higher educational institutions in accordance with international standards of education. This statement means to introduce international standard of quality and to defend it strictly. Selecting such system of standard should be made by considering the strategic objectives of a higher educational institution.

A higher educational institution needs strategy which will foresee all the directions of development and its position in the market. At the same time we consider the most important issue is working out characteristics of business administration and business models of each module. Strategic approach to analysis of existing and new trends of marketing affairs should become the most important issue of changes in management system for effectiveness in the higher educational institutions of Georgia.

## References

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