Analytical report of EUROSTUDENT VIII study results

2023

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Acronyms

NNLE	Non-entrepreneurial (non-commercial) Legal Entity
LEPL	Legal Entity under Public law Body
SEN	Special Educational Needs
HEI	Higher education Institution
LLC	Limited Liability Company
PWD	Persons with disabilities
ISCED	International Standard Classification of Education

Introduction

"Eurostudent 8" is a large-scale international project, implemented by the Eurostudent International Consortium. The consortium is led by the German Center for Higher Education Research and Science Studies (DZHW). The project studies the European university students' socio-economic situation, living conditions, study peculiarities, international mobility, etc.

One of the countries participating in the project is Georgia, which joined the study for the first time in 2014 as a pilot country. The current research is the fourth in line for Georgia (2022-2024). Considering that the research is conducted simultaneously in more than twenty European countries, according to the results, it is possible to identify cross-cultural features. The main goal of "Eurostudent" is precisely to collect comparative data on the social sphere of higher education in Europe. Therefore, the detailed analysis of the data obtained as a result of the research is the foundation for identifying the problems of, and the barriers to, the operation of the common (unified) European education / educational space.

Among the goals of the "Eurostudent" project is the issue of such public importance as the creation of a structured and standardized monitoring system of European higher education. To achieve this goal, the research identifies and analyzes the general characteristics and peculiarities of a specific group of students.

Within the frames of the project, during the simultaneous research, information was collected in a unified form from more than twenty European countries. Based on a common structured questionnaire and format, data reliability has been controlled and international comparative reports can be prepared at an international level.

Based on the general goals of "Eurostudent", it is important to study the relevance of the students' socio-economic conditions and all of the above mentioned, to the study conditions and peculiarities. Therefore, within the frames of "Eurostudent 8", the following issues have been explored in the "Eurostudent 8" study:

- Enrollment in higher educational institution (HEI).
- Social condition of students
- General characteristics of students
- Type and intensity of studies
- Employment and time allocation
- Financial source of students
- Student expenses
- Living conditions
- Mobility and internationalization
- Assessment of students' future plans and studies
- Issues related to the Covid-19 pandemic and remote/online learning
- Health status of students
- Experience of discrimination

The data obtained as a result of the research will play an important role in the process of education policy development, both at the local (national) and international level.

Research Methodology

Sociological study "**Eurostudent 8**" was conducted in Georgia by "Institute of Social Studies and Analysis" (ISSA), commissioned by the Ministry of Education and Science of Georgia.

The aim of the research was to study the socio-economic condition of the students of HEIs in the regions of Georgia, as well as their study and living conditions, also, to analyze students' life issues related to remote learning and the pandemic.

The target group of the research were students with an active status, both citizens of Georgia and foreigners, who study in authorized HEIs in Georgia. Higher education institutions were defined as: 1. **Universities** that have all three levels of training (Bachelor, Master, Doctorate), 2. **Teaching universities** (having only Bachelor and Master levels) and 3. **Colleges** (having only Bachelor level).

The research was conducted in two stages. At the **first** stage, the research instrument (the questionnaire) was modified, which meant its translation and, if necessary, making changes corresponding to the local (Georgian) educational experience. A national questionnaire was also added to the main international questionnaire, which was created by the representative of the "Eurostudent National Project" sub-program of the Ministry of Education and Science of Georgia, based on the interests declared by higher education institutions.

The final version of the questionnaire consisted of 8 sub-chapters, which referred to various issues:

1. Current study situation
2. Study Background - Access
3. The effects of the Covid-19 pandemic
4. Study conditions
5. Digitalisation of teaching, learning and student life
6. Living conditions
7. International mobility
8. Personal Information
9. Mental health and well-being
10. Discrimination experiences

As a result of the translation of the original (English) questionnaire provided within the project, Georgian and Russian questionnaires were prepared. Questionnaires in all three languages were loaded into the program so that the student could fill in the language of their choice (this decision was made in consideration of foreign students).

At **the first stage** of the research, information-advertisement videos and informational web banners were prepared, containing the information about the research. Information videos and web banners were distributed to the target audience - they were placed on the websites of higher education institutions. Short videos and advertising banners prepared within the frames of the project are also posted on the web site of Ministry of Education and Science of Georgia www.mes.gov.ge on the "Eurostudent National Project" page and on the website of "Eurostudent" international project: www.eurostudent.eu.

At the **second stage** of the research, field work was carried out. A quantitative sociological research method, namely questionnaire survey, was used. The survey of students was carried out both by electronic (online) method and by visiting the universities and filling in the questionnaire loaded in tablets by the students (under the monitoring of the interviewers).

Period of field work:

• Start date - May 11, 2022

• End date - July 24, 2022

Sampling

The international study "Eurostudent 8" was conducted in higher education institutions throughout Georgia. To participate in the survey, the respondents were selected through a type of random sampling - **stratified sampling.**

Stratification was based on the following criteria:

1. Sex (female, male)
2. Region (location of higher education institution)
3. Age (under 21 years; 22 to 25 years; 25 to 30 years; 30 years or older)
4. Type of higher education institution (university, teaching university, college)
5. Teaching level (Bachelor degree, Master degree, one stage study program, Teachers' training integrated Bachelor-Master program, Georgian language educational program, etc.)
6. Study programs/disciplines (Agricultural sciences, Business administration, Education, Engineering, Social sciences, Law, Exact sciences and Natural sciences, etc.)
7. Local/foreign students (citizen of Georgia, citizen of another country)

The population selected from the general population was determined in such a way that the data obtained in each stratum were statistically significant. As a result, a total of **4771** students were interviewed within the frames of the study.

At the initial stage of sampling, taking into account the margins of error, the sample group was distributed into strata - in each category of strata, the margins of error rate at the 95% confidence level should not have exceeded 5% in order to have the possibility to obtain statistically significant and generalizable data. The sampling endpoint was a student selected both randomly and purposively; specifically, within the online survey, the respondents were "selecting" themselves, depending on how motivated they were to participate in the survey (N=2984). As for the "physical" survey of students in universities, in this case they were selected purposively, considering the quotas corresponding to different strata (N=1787).

See Annex#1 for the distribution of sampling frame in differentiated strata.

Procedure for administering the survey

The following activities were carried out within the frames of the field work envisaged in the second stage:

According to the sampling frame of the study, initially it was intended to involve students from 59 HEIs in the survey. Given that the majority of HEIs have an online student registration system, the administration of these universities, through the contact persons of higher education institutions, managed to provide all students with information about the study, accompanied by an electronic address ("link") and instructions for completing the questionnaire. Contact persons were allocated by the HEIs specifically to assist with the research process.

Thus, the students received the electronic link of the online questionnaire mainly through the electronic portals of the educational institutions.

Higher education institution contact persons arranged for students to complete the online questionnaire in computer rooms in higher education institutions.

It is noteworthy that due to the size of the questionnaire, the students did not have to fill in the entire questionnaire at one time. The Institute of Social Studies and Analysis technically ensured the possibility to store the working version of the questionnaire and continue filling it out afterwards. This technical specification played an important role during the study.

In case the HEI did not have an online student registration/learning system, the use of two alternative survey approaches were predefined:

1. **Through e-mail:** The administration of the Higher Education Institutions provided us with the e-mail addresses of the students, through which they were sent the "link" of the questionnaire. Technically, the respondents no longer had to send the completed questionnaire by e-mail, as it was being directly uploaded to the respective server.

Taking into account that the students themselves did not actively participate in the survey, that is, they did not fill out the questionnaire on their own initiative, in order to obtain representative data in the strata discussed above, the second approach was used in the survey process, in the implementation of which the interviewers of the Institute of Social Studies and Analysis were involved.

2. Physical communication with students in HEIs: the interviewers of the Institute of Social Studies and Analysis personally went to different universities. In this case, the survey was conducted through tabs (tablets, electronic devices). As the research was carried out by the self-administered survey method, the interviewer was only monitoring the process of filling out the questionnaire. Thus, the survey did not take the form of a face-to-face interview - the students familiarized themselves with the questions and filled out the questionnaire themselves (independently).

The questionnaire filled out in any form was automatically uploaded to the server of the Institute of Social Studies and Analysis. In addition, in each case the **anonymity** of the students was fully protected. Moreover, the student filled out the informed consent form at the beginning of the questionnaire and continued to participate in the survey only after the consent was formally recorded. Therefore, along with anonymity, participation in the study was **voluntary**.

Out of 59 higher education institutions envisaged by the selection scheme, students of 58 higher education institutions took part in the survey. Free University of Tbilisi and Agricultural University of Georgia refused to participate in the research; However, several students of the Agricultural University of Georgia participated in the survey on their own initiative.

The complete list of higher education institutions participating in the research and the number of interviewed persons can be found in detail in Annex #2.

Weighting and analysis of data / Data weighting and analysis

Statistical processing of the data collected as a result of the study was carried out through the SPSS program. Initially, during field work, the statistician created a net for data where primary ("raw") data were automatically uploaded. After the completion of the fieldwork, data cleaning and weighting was carried out.

The weighting of the data was carried out considering the variables of region, type of higher education institution **(e_hei),** study level/qualification **(e_qualification),** educational (study) discipline **(e_field),** age **(e_age),** sex **(e_sex)** and Georgian citizenship.

See Annex #3 for details on the weighting model.

Statistical analysis of data was carried out using both univariate and bivariate methods. In particular, a) frequency distribution and measures of central tendency (mode, median, mean, standard deviation) were used within the frames of univariate analysis; b) within the frames of bivariate analysis, cross-tabulation and correlation between variables were analyzed.

Executive Summary

It was clear from the beginning for the majority of students of Georgian Higher Education Institutions that they would be admitted to higher education institutions. This is also confirmed by the fact that the transition period between educational levels is short - the majority of students continues to study from the general education level to the higher education level without interruption. The same practice prevails in the transition from Bachelor level to Master level, which, in addition to the wish of the individual, is also related to the socio-cultural context.

The majority of the surveyed students is satisfied with the study conditions, the quality of teaching, the level of professionalism of the lecturers, their feedback, etc. However, there is a small group of dissatisfied students in all types of higher education institution, which, in relation to the named parameters, indicates collective problems (level of lecturers' professionalism, lack of useful feedback and motivation from lecturers regarding learning, etc.). Students of universities talk about problems more often than other students.

A positive attitude can be observed among the students themselves, as they usually do not feel isolated. This is also proven by the fact that there are almost no cases of discrimination in the university space, neither from students, nor from academic staff or other employees of higher education institutions.

There were significant changes in the field of higher education during the Covid-19 pandemic. The changed format of the studies and the transition to the remote mode proved attractive to a large number of students. This attitude is mainly shown by the respondents in the upper age group. This is precisely the group, a majority of whom are employed in paid work; the flexibility of the remote format creates more opportunities to combine study and work. During the pandemic, students were usually provided with the material and technical base to be actively involved in the learning process. A positive social outcome of the Covid-19 pandemic was the reduction of transportation and food costs, although some students had to purchase laptops/computers/tablets, which still had a negative impact on costs. In addition, some of the students lost their jobs during the pandemic, which made it difficult for them to cover their living and study related expenses.

When discussing the socio-economic situation of students, their close relationship with their families and parents should be emphasized, which is expressed by providing accommodation and financial support to them. The family is the primary social group that is the dominant support for students - both in terms of living and study-related expenses. Accommodation cost is a particularly acute problem for students from the regions, as they have to rent an apartment in the capital. The reason for this is the unavailability of student accommodation as well. As the study shows, people who are not citizens of Georgia receive more financial support from their native families, because they are mostly unemployed, and they have to cover both accommodation and study-related costs with the help of their parents.

The active involvement of students' family members (primarily, parents) is also due to the fact that the majority of students are not employed; however, a significant number of students work in parallel with their studies. The goals of employment are different: for example, Georgian citizens mainly want to gain experience in the labor market and study the market requirements, but in the case of non-citizen students of Georgia, it is more common to be employed for the purpose of professional development and not to meet the requirements of the labor market. To describe the general situation, it should be emphasized that having a paid job for all types of HEI students (who pay tuition fees) is a necessary prerequisite for maintaining student status. Also, there are many cases, when the function of the paid job is only to obtain additional income and is less related to the improvement of skills, especially if the student does not work in their own or a related profession.

The HEIs organize trainings/meetings with employers / business representatives several times a semester so that students can better familiarize themselves with the future profession; however, according to tehe findings of research, considering the current situation of students, it can be assumed that these events are inefficient. One of the reasons may be the low level of awareness of these events among students about such activities.

Research shows that having a paid job, in addition to the financial benefits, also leads to a change in attitude towards the outcome of studies, which is expressed, for example, in the fact that employed students are more likely to notice gaps between the content of study programs and the requirements of the labor market.

As a result of the research, it is revealed that the internship experience of students both at the local and international level is scarce. In case where the experience is the most positive, the internship is voluntary, that is, not part of the curriculum, and unpaid. Probably, the fact that, in most cases, recognition of completed internships in the form of credits is a rare event, has a negative impact on the motivation of students to complete internships. The proportion of students who have the experience of studying abroad, even for a semester, is also small: on the one hand, the skills of students, and on the other hand, the environment and opportunities are considered as problematic issues, such as insufficient knowledge of a foreign language, lack of information, lack of financial opportunities, emotional state, which can be caused by separation from the social circle and most importantly, lack of motivation, as according to some students, studying abroad is less beneficial than studying in Georgia. The fear of losing a paid job and low chances of re-employment are also considered problematic. Studying abroad is usually supported by donor organizations and Erasmus (+) plays a leading role in this respect.

The study shows that creating an inclusive environment is still problematic for higher education institutions of Georgia. Persons with health-related problems (students with disabilities and students with SEN) are often uninformed about educational resources or counseling services adapted to their needs. On the other hand, when evaluating the adaptability of both resources and environment, students generally take a neutral position, which suggests once again that the current situation in this direction is unfavorable.

Key findings of the study

Current study situation

The large majority of respondents (88%) are students of a **university**, that is, a higher education institution that has all three levels of training – Bachelor degree, Master degree, Doctoral degree. A tenth of the students are enrolled in a teaching university (11%), while the number of college students does not even reach 1%. The majority of respondents (70%) are Bachelor **level** students, and almost a fifth are students of One stage medical program / Teachers' training Integrated Bachelor-Master program (18%). Analysis according to sex shows that among female students (12%), compared to men (9%), the share of Master students prevails, and among men (22%), compared to women (15%) the number of students in One stage medical program/Teachers' Training Integrated Bachelor-Master program.

Healthcare, Social sciences, and Business administration **study programs** were found to attract the highest number of students and have most popularity, followed by Engineering and Law. The share of students of all other study programs does not even equal 10% of the respondents. With regard to the study programs, **sex** differences can be identified. It seems that in Georgia there are still professions that are considered more appropriate for women than for men, and vice versa. The discipline of business administration is as an exception, equally popular for both sexes (women - 14.8%, men - 13%). However, Social Sciences (19%) are the most popular among women, while Healthcare (20%) and Engineering (19%) have the same status among men. Clearly, such choices are partially determined by the individual's personal interests; however, the cultural context should also be taken into account - technical disciplines are traditionally identified as more "male/masculine" professions, and Social Sciences and Humanities more appropriate for women.

As the study shows, the dominant study disciplines vary across **the locations of higher education institutions**. For example, in Kakheti almost half of the students (47%) study in the Agricultural Sciences program, whilst in Samtskhe-Javakheti the dominant category is Business Administration (44%).

At the same time, more than half (56%) of **non-citizens** of Georgia study in the field of Healthcare, which may point to easier access to education in Georgia, compared to other countries, especially when it comes to such an expensive field as medicine. Presumably, the level of education and tuition fees offered in Georgian higher education institutions in this discipline are affordable and acceptable for foreign students.

In higher education, the **transition period between study levels** is generally short: 55% of students became Master degree students in less than one year after completing their Bachelor degree. Analyzing the issue according to sex reveals that male respondents have more experience of uninterrupted learning (63%) than females (49%). The result may be caused by the Georgian context - male students, in order to avoid mandatory military service, often continue their studies at the next educational level without interruption.

Study background - Access

The analysis reveals that the following statements describe the circumstances of the vast majority of students:

- 91% obtained a document confirming completion of secondary school (abitur) in Georgia;
- 97% obtained an abitur within 6 months after finishing secondary school;
- Within two years after finishing secondary school, 94 % continued their studies in a higher education institution;

- During the survey period, 88% are studying in the same program that they enrolled in when they were first admitted to the higher education institution;
- 94% have never interrupted studying their main study program.

It is noteworthy that before entering a higher education institution for the first time, approximately one third of students (31%) were employed on different period of time. Taking **region** into account, having a job is relatively rarely reported by students in Samegrelo-Zemo Svaneti (21%), and most often in Adjara (44%), Kakheti (39%) and Shida Kartli (37%).

A relatively large number of students (45%) perceive themselves happy. According to the **regional distribution**, relatively less respondents agree with the above mentioned in Tbilisi (42%) compared to other regions - more in Samegrelo-Zemo Svaneti (69%) and Kakheti (65%).

The effects of Covid-19 pandemic

The majority of students participating in the study (61%) were students of higher education institution in the fall semester of the 2019-2020 academic year, that is, before the start of the Covid-19 pandemic.

Respondents were asked to evaluate the effects of the Covid-19 pandemic on their study process. As a result, it was revealed that in the case of students, the Covid-19 pandemic had negative effect on their study-related knowledge and skills (47%), the motivation of the respondents to keep up with their studies (42%), the quality of teaching (48%) and contacts with fellow students (54 %).

In terms of the **type of higher education institution**, it can be observed that university students indicate the negative effect of the Covid-19 pandemic more often than college and teaching university students. Specifically, this refers to issues such as duration of studies (university - 39%; teaching university - 43%; college - 49%), students' motivation to keep up with their studies (university - 34%; teaching university - 42%; college - 51%), quality of teaching (university - 29%; teaching university - 37%; college - 51%) and balancing studies with other responsibilities (university - 36%; teaching university - 42%; college - 61%). On the other hand, compared to college and university students, teaching university students relatively often confirm the negative impact of the Covid-19 pandemic on the issues of professional skills (university - 40%; teaching university - 38%; college - 61%) and paying tuition fees (university - 53 %; teaching university - 45%; college - 60%).

Analyzing the data according to **study disciplines**, it is revealed that the Covid-19 pandemic had a significant impact on students of **Law** in terms of motivation (49%) and payment of tuition fees (39%). The negative impact on contacts with fellow students (60%) and professional skills (48%) proved to be particularly noticeable for students of **Social Sciences**. In terms of study-related knowledge and skills (40%), as well as balancing studies with other responsibilities (45%), negative evaluations are most often reported by students of **Science / Natural Sciences**. On the other hand, the students of **Agricultural Sciences** are least likely to name the impact of Covid-19 as negative. In particular, this refers to the motivation of students to keep up with their studies (28%), the quality of teaching (32%), contacts with fellow students (38%), paying tuition fees (19%), and financing living expenses (25%).

In terms of **region**, the negative impact of the Covid-19 pandemic is most indicated in **Tbilisi**. In particular, this refers to issues such as: study related knowledge and skills (32%), motivation of students to keep up with their studies (44%), quality of teaching (50%), contacts with fellow students (56%), balancing studies with other responsibilities (38%), professional skills (42%), paying tuition fees (35%) and financing living expenses (40%).

Respondents assessed how the continuing impact of the Covid-19 pandemic. Specifically, a relatively large proportion of students believe that the impact of the Covid-19 pandemic will have no impact on their further studies (47%) or employment after graduation (50%). On the other hand, respondents almost equally report that the negative impact of the Covid-19 pandemic on their mental health will remain the same (41%) or have no impact (43%).

Study conditions

In terms of evaluating study conditions, the majority of respondents confirm that lecturers usually provide helpful feedback on their learning (59%), lecturers motivate them to do their best work (56%), lecturers explain issues/topics extremely well (62%), the students know a lot of fellow students with whom they can discuss subject related questions (56%), they would recommend their current (main) study program (63%), and it was always clear that they would study in higher education one day (79%). On the other hand, the respondents do not agree with the statements that they often feel that they do not belong in higher education (67%) and do not think of completely abandoning their higher education studies (71%).

As a result of data analysis according to the **type of higher education institution**, the study shows that the statements below are evaluated positively by the students in college, followed by teaching universities, and finally universities. Specifically, the percentages are distributed as follows:

- The lecturers normally give me helpful feedback about my studies (university - 57%; teaching university - 69%; college - 78%);
- The lecturers motivate me to do my best work (university - 53%; teaching university - 72%; college - 81%);
- The lecturers explain issues/topics extremely well (university - 60%; teaching university - 76%; college - 84%);
- I would recommend my current (main) study program (university - 62%; teaching university - 75%; college - 83%).

In terms of the **study disciplines, Social Sciences** students are particularly likely to report that their lecturers provide helpful feedback on their learning (66%), lecturers explain subjects/topics extremely well (70%) and it was always clear that they would study in higher education one day (86%). At the same time, they most often reject the statement that they do not really belong in higher education (73%). Students of the **Education** discipline, compared to other groups, often state that they know a lot of fellow students with whom they can discuss subject related questions (65%) and would recommend the current (main) study program (72%). **Humanities students** are most likely to report that lecturers motivate them to do their best work (62%), at the same time do not have thoughts of abandoning their higher education studies (81%).

In terms of **region**, compared to other regions, the students surveyed in **Tbilisi** rarely evaluate various interventions positively. Specifically, this refers to receiving helpful feedback on learning from lecturers (58%), motivation by the lecturers to do their best work (54%) and lecturers' explaining of issues/topics extremely well (60%).

The majority of respondents (64%) say that they have heard about study-related counseling. 46% is the proportion of those who have also used the counseling. In other cases, such as psychological (55%), financial (55%) and housing (61%) counseling, the respondents state that they have not heard of such services.

As a result of analyzing the issue by **region**, it is revealed that the knowledge about **study-related counseling** is low in Tbilisi (63%) and high in Kakheti (78%), Shida Kartli (79%) and Samegrelo-Zemo Svaneti (79%). Being informed about the availability of **psychological counseling** is confirmed relatively least often in Tbilisi (44%) and Imereti (42%), and most often in Samegrelo-Zemo Svaneti (69%).

From the point of view of **financial counselling**, having information is reported relatively least often in Tbilisi (42%), and relatively more in Samegrelo-Zemo Svaneti (76%). The availability of **housing counseling** is the least talked about in Tbilisi (36%), and relatively often in Adjara (62%) and Samegrelo-Zemo Svaneti (59%). The data are statistically reliable.

The majority, or a relatively large proportion of surveyed students agree that their higher education institution cares about their academic success (53%), facilitates their non-academic/social involvement (43%), lecturers share additional resources with them as part of the course (63%), and university resources enable them to independently access interesting additional scientific literature/studies (62%).

In terms of **higher education institutions**, college students agree with the following statements most often, and university students relatively rarely:

- My higher education institution cares about my academic success (university - 51%, teaching university - 71%; college - 81%)
- My higher education institution facilitates my non-academic/social involvement (university - 40%, teaching university - 63%; college - 73%)
- Lecturers share additional resources as part of the course: scientific studies, literature, databases, etc. (university - 61%, teaching university - 76%; college - 79%)
- University resources (library, electronic databases, etc.) enable me to independently access additional interesting scientific literature/studies (university - 60%, teaching university - 74%; college - 81%)

According to the students' assessment, their curriculum directly or indirectly contributes to the development of such skills as: writing in accordance with academic standards (54%), expressing one's opinion clearly and argumentatively (58%), critical and analytical thinking (60%), analyzing statistical information (53%), acquiring knowledge and skills to find employment in the relevant field of study (52%), teamwork (57%), adherence to academic values and ethics (60%), respecting/understanding opinions of persons with different social (ethnic, religious, political, etc.) backgrounds (63%), being able to orientate in a crisis (51%), and being an informed and active citizen (54%).

Data analysis by **study discipline** reveals that compared to other disciplines, students of Social Sciences often report the development of skills in education institutions, such as: expressing one's opinion clearly and argumentatively (72%), critical and analytical thinking (74%), teamwork (67%), adherence to academic values and ethics (75%) and respecting/understanding the opinions of persons with different social backgrounds (76%).

Almost half of the students (47%) indicate that their education institution conducts meetings/trainings with employers/business representatives at least once a semester to help them receive more information about their future profession. At the same time, the share of respondents (44%) who do not have information on this issue is high. A majority of respondents (55%) believe that the knowledge gained in their study program is sufficient to make an informed decision when choosing a major within their field of study.

A relatively large number of students believe that after completing the current study program, they will have the opportunity to obtain an adequate job in the national labor market (46%) and international labor market (39%).

Based on **type of higher education institution**, the chance of obtaining an adequate job is more positively evaluated by students of college and teaching university than the respondents who study at university. This applies to both the national (university - 44%; teaching university - 63%; college - 73%) and international labor market (university - 37%; teaching university - 48%; college - 62%).

The chances of obtaining an adequate job in the national and international markets were analyzed in terms of **study disciplines**. The study revealed that students of Social Sciences (35%), Arts (35%) and Science/Natural Sciences (35%) are relatively less optimistic about obtaining an adequate job in the national market. On the other hand, compared to other disciplines, students of Agricultural Sciences (56%) and Education (57%) are more positively inclined.

In terms of obtaining a job at an international level, Arts (31%) students are less optimistic. In contrast, students of Agricultural sciences (47%) have a more positive view of employment opportunities in the international market than students of other disciplines.

According to **region**, respondents in Samegrelo-Zemo Svaneti (72%) rate their personal chances in the national labor market most positively, whilst a relatively less positive assessment is reported in Tbilisi (45%) and Adjara (49%). As for the international labor market, students view their opportunities relatively positively in Kakheti (52%), and less positively in Samegrelo-Zemo Svaneti (33%) and Tbilisi (37%).

Digitalisation of teaching, learning, and student life

The study results show that a third of the respondents study half of the time completely remotely and half of the time completely in-person, which is the ideal ratio of time distribution between classroom and digital teaching for the same number of students. It is significant that the proportion of students who prioritize in-person learning as the ideal option is about 9% higher than the share of those who favor completely remote learning (16%). Processing of the issue according to **region** reveals that completely online learning is used more in the Kakheti region (55%) than in other regions, and the highest rate of completely in-person teaching is recorded in Shida Kartli (29%) and Tbilisi (23%). By **training level,** completely distance or more distance than in-person learning is found to be the most common practice for Master level students (56%). It is also noteworthy that the ideal method of learning for almost a quarter of Master degree student is completely in-person teaching). Analyzing the issue at the level of **higher education institution** revealed that the method of conducting the teaching process completely/mostly in a distance format is most often used in colleges (81%). Interestingly, however, only 32% of college students identified completely/mostly online learning as their ideal learning option. For 37% of university students, the ideal teaching format is in-person lectures. As for teaching universities, 44% of students favor distance learning and 33% an in-person format. The analysis of data at the level of **study program** shows that lectures in completely/mostly remote format are conducted the least for students of Engineering, Natural Sciences and Healthcare programs; the ideal learning format for the majority of Healthcare (48%) and Social Science (42%) students is an in-person format. The study programs whose majority of students consider online teaching as a preferred option are Education (47%), Agricultural Sciences (43%) and Business and Administration (43%).

In terms of access to resources needed for studying while at home, at least half of the respondents own material things/items that are important for studying (computer/laptop/tablet, desk, etc.). The proportion of

those who have access to a quiet place to study during the learning process (39%) is relatively small. The assessment of respondents' satisfaction with the digital availability of learning aspects and various services/materials related to studying shows that the largest part of students is "very satisfied + more satisfied than dissatisfied" with access to the required study materials, at 62%; Also, half of the respondents share the same assessment with regard to live online courses/lectures, online exams and administrative services. The share of dissatisfied respondents is relatively high in the case of services such as access to recorded courses / lectures (20%) and counselling services (19%). The analysis of the data by **region** shows that half of the surveyed students in Kakheti and Samegrelo-Zemo Svaneti are very satisfied with live online courses/lectures, access to recorded lectures /audio material, online exams, access to required study materials (books, tests, etc.), and administrative and counselling services. The percentage of those with the same attitude in other regions varies between 25-42%. Analyzing the issue according to **training level** reveals that Master students are most satisfied with live online lectures (65%), online exams (67%) and access to audio recordings of lectures/courses conducted remotely (57%). The share of respondents satisfied with access to the required study materials is still at its highest among Master students (66%), which is slightly more than the proportion of Bachelor students with the same attitude (61%). According to **study program**, the majority of students of Agricultural sciences, Social sciences, Business and administration, Law and Interdisciplinary fields/specialties are satisfied with the issue of access to audio recordings of lectures/courses conducted remotely (the percent varies between 51%-58%). The share of respondents dissatisfied with this service is particularly high in the Arts program (38%). At least half of the respondents enrolled in each study program is satisfied with the required study materials.

64% of the students participating in the study noted that the study activities they used in distance learning were evaluated objectively. According to **type of education institution**, the majority of students interviewed at teaching universities (57%) and colleges (51%) think that their academic performance was evaluated completely objectively; among those interviewed in universities, 34% of the respondents have the same opinion. Analyzing the issue at the level of **study program** shows that the majority of students of each study discipline have the opinion of objective (completely objective, or more objective) evaluation of their course activities during distance learning. The students of Social Sciences (73%) and Humanities (69%) have the highest percentage share among those with this experience of distance learning.

More than a fifth of the students surveyed (22%) consider the issue of **maintaining academic integrity** by the student in the process of written assignments/exams during remote learning to be problematic. The share of students who think that students do not feel a responsibility to maintain academic integrity is high in **Tbilisi** (23%) and **Adjara** (23%). In contrast, the majority of respondents in Kakheti are certain that in the process of online education, students completely maintain academic integrity, which is about 20% higher than the percentages in other regions. According to **training levels**, the percentages of the respondents who believe that during the process of completing the written assignments/exam during remote learning, the student completely or more completely maintains academic integrity than not are almost similar and vary between 45%-50%. Analyzing the by **higher education institution**, showed that compared to the students of universities (44%), a larger part of respondents in teaching universities (63%) and colleges (74%) believe that the students maintain a responsibility for academic integrity. According to **study program**, the issue of maintaining academic integrity in the process of written assignments/exams during remote learning is most important to students of Agricultural Sciences (58%), Business and administration (53%), and Education (53%).

At the level of **type of higher education institution**, 59% of university students believe that their digital knowledge is sufficient for online learning, which is somewhat higher than the share of respondents with the same opinion in teaching universities (76%) and colleges (82%). In addition, half of the respondents believe that the process of distance learning, as a whole, was well-organized. Analyzing the latter in terms of **region** shows that students living in Kakheti are especially satisfied with online lectures and courses (52% - it was completely well-organized). In other regions, the share of such opinion ranges from 22% to 36%. According to **type of higher education institution**, 50% of university students are positive, with the share of such students standing at 73% in teaching universities, and 85% in colleges. Alongside this, it is interesting that the distribution of the respondents who evaluated the quality of organization of the learning process positively ("it was completely well-organized + more well-organized than not") varies from 45% to 58% in terms of **study program.**

Living conditions of students

The study found that the majority of students (61%) live with their **parents/guardians** (or grandparents, uncles, aunts, etc.). The share of those who live alone or with other people (students, friends, siblings, etc.) ranges from 10% to 20%. Such a result should be related to the Georgian context - it is not common to leave the parental home and start an independent life after reaching full age. In the capital, compared to other regions, the share of students living with their parents/guardians is less, although it is still a majority (56%). In addition, the practice of living alone is more common among male students (17%) compared to female students (10%).

Such results may be related to less available **student accommodation**. Only 11% use this opportunity, among which the share of university students is relatively high (12%). Additionally, none of the college students live in student accommodation. The problem of availability and accessibility of student accommodation is a significant barrier for students. Due to the high cost of living conditions and the low availability of student accommodation, some students stay in the regions or live in cities adjacent to the study city, where the cost of living is probably lower; however, in this case, transportation times and costs increase.

Experience of having a paid job

More than half of the surveyed students (58%) are **unemployed**, almost a third (30%) have a **regular job throughout the semester**, and more than a tenth (12%) work **occasionally**. The share of unemployed students is relatively high in Imereti (71%), Samegrelo-Zemo Svaneti (68%) and Shida Kartli (65%). Among employed students, on the one hand, **Master** students predominate (59%; Bachelor degree - 45%, Georgian language educational program/Teachers' training educational program - 39%, One-stage medical program/Teachers' training integrated Bachelor-Master program - 22%), and, on the other hand - representatives of **Business Administration**. About half (48%) of the students of this discipline work regularly during the whole lecture period. **Healthcare** students are the most likely to have a paid job. Such result can be related to the requirements of the labor market, and to the specifics of the study program; often working in different medical institutions is determined by the curriculum and is credited as a component of practice.

Goals of employment

Employment, in parallel with studying, may be related to several goals or needs. The majority of employed respondents work to gain **experience of the labor market** (63%) or to **afford various things that otherwise they would not be able to buy** (64%). If 64% of Georgian **citizens** work to gain work experience, in the case of

non-citizens of Georgia, this rate decreases to 39%. It may be assumed that Georgian students are planning to obtain a paid job here, in the country, for which it is necessary to study and understand the requirements of the labor market and accumulate experience in this regard. For non-citizens of Georgia, professional development is especially important, rather than meeting the labor market requirements.

In addition, having a paid job is a necessary prerequisite for maintaining the status of student for a significant part of both **university, teaching university**, and especially college students.

The relationship between the **content of the study program and employment** is evaluated positively. The study shows that the work experience gained in the current lecture period is related to the content of the study program (48%). Compared to university students (47%), students of teaching universities (53%) and colleges (53%) are more likely to express this opinion.

The general positive trend is maintained for almost all study programs. An exception is the discipline of Natural Sciences, Law and Social Sciences, where on average 42% of students do not see an essential connection between the study program and the job.

Self-perception of students

71% of the students participating in the survey consider themselves to be students **primarily** and consider the **employment component as secondary**. Such a position is most evident among **Healthcare** students (81%), and least among **Education** students (56%). The findings are related to the specifics of the study program - the period of study in Health care is long compared to other programs; in addition, as mentioned, the employment component is mainly considered part of the curriculum. Based on the combination of these factors, it is logical that students of this discipline would identify themselves as primarily students. Viewed according to **training level**, the students' self-perception is drastically different. First of all, 84% of the students of One stage medical program/ Teachers' training integrated Bachelor-Master program consider themselves as students, which is the highest rate compared to the respondents of other training levels. A similar position is found with 74% of Bachelor degree students and 52% of Master degree students. Such a result is probably influenced by the fact that, compared to Master level students, a small proportion of Bachelor degree students are employed in paid job(s) and it can be assumed that their main activity is study.

The importance of digital devices

The study showed that computers and other digital devices **are important both in studies (86%), and in everyday life (82%) as well as in the current work environment (76%)**. Positive evaluations concerning studies are maintained, both in terms of the type of higher education institutions and training levels. Such devices are considered particularly important by students of One stage medical program / Teachers' training integrated Bachelor-Master program (89%). As for the importance of digital devices in the work environment, **of Business Administration** students report the highest positive result (90%). Computers and other devices are evaluated as least important by **Arts** students (17%).

Expenses of students

The study shows that the **primary social group** (largely the family) is the main actor in the financial support of students. Students receive assistance in the form of cash/bank transfers as well as transfers in kind from these groups. In addition, it is common practice for family members to pay fees for students. The highest rate of monetary contribution by the family is recorded in **Samegrelo-Zemo Svaneti** (77%), and the lowest in

Imereti (55%). Monetary involvement of the family is especially common in the case of **Bachelor** students (64%) and **One stage medical program / Teachers' training integrated Bachelor-Master program** (84%). In addition, the financial support of the family is more evident among **non-citizen** students of Georgia than among Georgians. The reason may be that most non-citizens of Georgia are not employed and do not have a stable source of income in Georgia.

It was revealed that the biggest expenses are for **accommodation** (from own pocket - 430 GEL, paid by others - 250 GEL) and **food** (from own pocket - 275 GEL, paid by others - 187 GEL). Students spend the least on **healthcare** (from their own pocket - 32 GEL, paid by others - 22 GEL). On the one hand, it is necessary to take into account the universal health insurance of students, and on the other hand, the possibility to use a separate student insurance, which has a positive effect on the costs, because in terms of using the insurance, the individual has to pay less money. In terms of **study related expenses**, the contribution of others (348 GEL) exceeds the amount paid by the students from their own pocket (219 GEL).

The fact that the out-of-pocket expenses for accommodation for **non-citizen** students of Georgia (585 GEL) exceeds the expenses of Georgian citizens (400 GEL) is due to the living conditions: non-Georgian students, as a rule, live on rent, whilst Georgians, as the research shows, mostly stay in their parental homes and do not have to pay additional expenses. The amount of money spent by non-citizens of Georgia in terms of university fees exceeds the expenses of Georgians. This finding may be related to the fact that non-citizen students, for the most part, do not benefit from local state programs and have to cover the cost of education themselves.

More than a fifth of students (22%) believe that **study-related costs have increased** during the remote learning period; The purchase of equipment (24%), internet costs (23%) and utility bills (22%) were named as the dominant increased categories.

More than a third of the respondents (35%) indicate a **reduction in study related expenses** during this period; specifically, it was noted that the cost of food (26%) and transportation (38%) decreased during the remote learning.

Public assistance or the practice of taking a student loan

Half of the students participating in the survey (51%) do not receive any **grants/scholarships or student loans**. The most common form of public assistance is a public grant (24%), and receipt of this grant depends on the results of the unified national exams. The proportion of recipients of the Shota Rustaveli National Scientific Foundation of Georgia scholarship is the smallest (1%).

Students in universities have a high share of public grant recipients (26%) compared to other types of HEIs. Thus, prospective students with high results in the unified national exams choose university. In addition, students who wish to continue their studies at different training levels fall into this category.

It is logical that the practice of receiving public grants/scholarships or loans from other countries (10%) is more typical for students without Georgian **citizenship**, as studying in Georgia does not imply that the country is fully responsible for the financial support of a foreign student.

Income of students

The **average monthly income** of students is 710 GEL. The **two main sources** are paid job (250 GEL) and cash or bank transfer given by the family (188 GEL). On average, the amount of the public grant is equal to 61 GEL per month, which is directly used to finance studies.

The largest amount of family financial support (at 304 GEL) is received by the students of **One stage medical program / Teachers' training integrated Bachelor-Master program**. Among the students at this training level, the amount of income received from paid work is the lowest (90 GEL). This result, as we mentioned, may be due to the fact that employment of student in clinics is defined as part of the curriculum, and not as a paid job category. The average monthly salary received from work among **Bachelor** students is 244 GEL, reaching its maximum rate in the case of Master students (609 GEL).

Among **non-citizens** of Georgia, the amount of financial assistance received from the family is almost double (324 GEL), compared to Georgian students (172 GEL). The fact that most non-Georgian students do not have a paid job determines the difference between the amounts of income. If in the case of Georgian students, the average monthly income from paid work is 271 GEL, the figure among non-citizens of Georgia is less at 87 GEL. As a whole, the average monthly income of Georgian citizens is 719 GEL, and in the case of non-Georgian students, it is 636 GEL.

Financial burden

The study showed that 43% of students **are experiencing financial problems**. Only a quarter indicates that they are not experiencing such difficulties. Financial problems are more pressing for **women** (46%) than for **men** (40%). **If there is a need to pay an unexpected expense of 372 GEL,** 45% of students would not be able to cover it themselves, although someone else (parents, family, partner, etc.) would pay for them. The share of those who could independently manage to deal with such a challenge by mobilizing their own resources, is 23%. This strongly suggests once again that the financial situation of students is unstable.

Internship of students

The research shows clearly that students mainly do **not have internship experience**. 58% of the respondents have not done an internship either in Georgia or abroad, 31% of students have done one or more internships in Georgia and 11% of the respondents have had an internship abroad. The respondents who have completed the internship are mainly students of higher education institutions in the capital (46%). The share of those without internship experience is highest in Samegrelo-Zemo Svaneti (80%), and lowest in Tbilisi (54%). It can be observed that the largest share of students who have done internship in Georgia or abroad, study in universities: internship in Georgia - 31%, internship abroad - 12%.

Internships in Georgia are mostly voluntary (77%) and unpaid (66%). There is a slight difference in terms of study programs. Contrary to the general trend, the majority of **Education** students (59%) have completed a **mandatory** internship in Georgia. In addition, unlike the general trend, internships completed by the majority of students of Agricultural sciences (53%) in Georgia were **paid**.

International Mobility

The largest part of students with internship experience abroad - 37%, states that their work mobility was organized by "Erasmus (+)" program. Almost a fifth (19%) name other EU programs as the supporting

structure. Processing the issue by **higher education institution** reveals that the "Erasmus (+)" program is applied more by students of teaching universities (40%) than those of universities (15%). Other (non-EU) programs (32%) or independent organization of similar activities (36%) turned out to be a priority for the majority of the latter group. In addition, the overwhelming majority of college students traveled independently to gain international work experience. **Bachelor** (23%) and **Master** (24%) students have more experience of traveling abroad for an internship within the frames of the Erasmus (+) program, compared to young people representing other training levels. Other EU programs are mostly applied to by students of Georgian language educational program/Teachers' training educational program (43%) and One stage medical program/ Teachers' training integrated Bachelor - Master program (33%). Bachelor (40%) and Master (35%) students have the experience of organizing this activity independently.

At the level of **study program**, the percentage distribution of students shows that Erasmus (+) program is used more by students enrolled in the discipline of Social Sciences (56%), and least by those in Humanities (13%) and Healthcare (5%).

For the majority of students, the last internship abroad was voluntary and not part of a study program (60%). Among those who indicated that it is mandatory (40%), the share of Business Administration, Education and Humanities students (more than 50%) is the highest. The lowest rate of students with this experience was observed among students of Agricultural Sciences (14%), Healthcare (18%) and Interdisciplinary fields or specialties (17%). Analyzing the issue in terms **of training level** reveals that a greater part of those enrolled in all four training levels went abroad for an internship voluntarily (the number ranges from 55% to 80%).

Only 32% of students reported the practice of taking paid international internships abroad, while 68% spoke of the opposite experience. 28% of such students were studying in the current study program at that time (N=54), of which the largest part (63%) were Bachelor degree students. It is noteworthy that 50% of the latter were students of Business Administration, 39% of Social Sciences, and 30% of Agricultural Sciences. Processing the issue according to **higher education institution** shows that 60% of students of teaching universities were enrolled in the current study program (Bachelor level) during the period of travelling for internship abroad, while the share of such students among those enrolled in universities is 22%.

The study showed that credit **recognition for internships completed abroad is not a very common practice**. Only one-fifth of the respondents confirmed the experience of having their internship recognized as credits by the study program. 41% of the rest indicated the opposite practice. Analyzing the issue by study program shows that at least a third of the students of Education and Engineering has a positive experience in this respect. As for the respondents, whose internship recognition in the form of credits could not be /was not implemented, the students of Agricultural Sciences (57%) and Natural Sciences (54%), have the highest percentage, as well as 50 percent of students of Arts and Healthcare disciplines. Analysis of the above issue by the **training level** of the respondents shows that the issue of recognizing internships in the form of credits was the most problematic for students of One stage medical program/Teachers' training integrated Bachelor-Master program (not recognized - 46%). This is also a challenge for the large part of the students of the other three training levels (their percentages vary between 38%-44%).

88% of the respondents do not have an **experience of a temporary study abroad (for example, for a semester)** after entering a higher education institution of Georgia for the first time. Among them, the share of students of Social Sciences, Humanities and Healthcare is particularly high (over 90%). At the other end of the scale, students of the Engineering program (22%) have had the most experience of studying abroad.

Analysis of the issue at **training level** shows that the share of students with temporary study abroad experience after first entering a Georgian higher education institution is highest among the Georgian language educational program / Teachers' training educational program (21%), while the share of those who report the least is relatively high in One stage medical Program/Teachers' Training Integrated Bachelor-Master Program (90%).

In the case of the 31% of students who have the experience of temporary study abroad, this activity was organized by the Erasmus (+) program, and 28% named other EU programs as such structures. Erasmus (+) was found to be most prevalent among students of Social Sciences (53.1%), Arts (46.7%) and Agricultural sciences (43.5%). In terms of participation in other international study programs that were not initiated by the European Union, Business Administration students (56%) stand out. Interestingly, an equal number of students from **universities and teaching universities** used the Erasmus (+) program to go abroad for temporary studies (31% in each case). Analyzing the issue in terms of **training level** shows that 52% of Master students studied abroad within the frames of the Erasmus (+) program, while the share of such students in the terms of the Georgian language educational program / Teacher's training educational program is 41%, and, among those enrolled in other training levels, does not exceed 29%.

In the period of traveling abroad for studies, the largest part of students (33%) was studying in the current study program, among which 46% were Law students, and 41% were students of Humanities. Analyzing the issue by higher education institution reveals that among the students who were enrolled in the current study program, when traveling abroad for temporary study, the share of college students is the highest (57%). The number of such in the case of universities and teaching universities does not exceed 39%.

Almost half of the respondents have the experience of full recognition of the **credits** obtained during study process abroad by the study program (in Georgia) (49%), while 29% of students reported partial recognition. Analyzed according to the students' **program of study**, students of Arts (62%), Agricultural Sciences (61%), Business Administration (60%) and Education (61%) have the most experience of having their credits fully recognized. Students of Natural Sciences (21%) indicate the opposite experience the most. The experience of students of teaching universities stands out at 56% in terms of full recognition of credits obtained during study abroad.

As a whole, 44% of students reported that they are not preparing to go abroad for a temporary study period. The number of students in **each study program** who are currently preparing a temporary study period abroad is highest in the Healthcare study program (18%), and lowest among those enrolled in the discipline of Humanities (4%). It should be noted that the future plan of half of the students of the discipline of Social Sciences is a temporary travel to study abroad. The share of students with a similar goal varies between 35%-46% in other study disciplines. Analyzing the issue according to **higher education institution** shows that the vast majority of college students (69%) do not intend to go abroad for a temporary study period. These figures stand at 46% in teaching universities and 43% in universities. In addition to master's students (35%), more than 44% of students of other educational levels identify temporary travel abroad as a future plan.

For the majority of respondents (52%), the financial burden/increased cost is an obstacle for **enrolling in an education institution abroad** ("a big obstacle + more an obstacle than not"). A third of those surveyed use the same assessment points to evaluate the circumstances with negative impact: Insufficient knowledge of a foreign language - 35%; Lack of information provided by my higher education institution - 33%; Separation from the social circle (friends, parents, etc.) - 34%; In particular, insufficient knowledge of foreign language

(53%) and lack of information (48%) turned out to be the biggest obstacles for students of the Education discipline. Lack of motivation is more important for students of Education programs (43%) and Humanities (42%). The share of students who think that studying abroad is of little benefit, compared to studying in Georgia prevails in the disciplines of Education (39%) and Humanitarian Sciences (38%). Processing the issue according to higher education institution shows that from the point of view of studying abroad, insufficient knowledge of a foreign language hinders college students the most (65.7%). Loss of paid job due to physical absence, as a hindering factor to the studies abroad, is important for a quarter of university respondents and for almost the same number of teaching university and college students (a third). In all three education institutions, the share of respondents who name the low level of benefits from studying abroad as an obstacle, is relatively small: university - 27%; teaching university - 24%; college - 24%.

The share of students with experience of being abroad due to various study-related activities in the study does not exceed 25% in total, while the percentage of those with the opposite experience is equal to 75%. Viewed according to **study program**, the number of students who have not been abroad as part of other study-related activities is significantly higher among those enrolled in the discipline of Humanities (87%). The share of students with similar experience ranges from 70% to 76% for Agricultural Sciences, Business Administration, Education, Natural Sciences, Law, Social Sciences, and Healthcare programs. Analysis of the issue in terms of **students' training level** shows that across all four training levels, the share of respondents who have not traveled abroad due to other study related activities is quite high: Bachelor Degree - 75%; Master degree - 73%; Georgian language educational program/Teachers' training educational program - 65%; One stage medical program/ Teachers' training integrated Bachelor-Master program - 75%.

Citizenship

85% of students in the Georgian higher education space are Georgian citizens. The majority of international students are from India. it is the Healthcare discipline that mainly attracts non-citizens of Georgia (38%).

Parents' level of education

The level of education obtained by the students' parents once again highlights the segregation of professions in terms of gender. For example, taking into account that the share of mothers in Teachers' training and One stage medical programs exceeds that of fathers, it can be assumed that women are considered to be the so-called "ideal type" of the representatives of this field. The fact that among Master students there is a relatively high rate of Masters' degree obtained by their parents, may indicate that the level of parents' education is somewhat of a motivating factor for their children.

Financial security of the family

The financial situation of the family of the majority of students (54%) is average. It should be emphasized that, compared to Georgian students (24%), a relatively large percentage of non-citizens of Georgia (42%) indicates financial security from their family.

Health condition of students and inclusive environment

70% of the interviewed students have no health related problems. Most of the students with mobility and sensory impairments evaluate the adaptability of the environment and learning resources of higher education institutions to their needs as neutral. 43% of persons with health-related problems are more or less limited, and 26% are severely limited in carrying out their daily activities. Health problems are also an obstacle to participation in the learning process: 44% are more or less limited, and 25% severely limited. In addition, it was revealed that public and institutional support is not enough to overcome the problems in terms of studies (30% of the respondents of the target group). Based on the results, we can assume that higher education institutions do not pay sufficient attention to students with disabilities or special educational needs and cannot provide accessibility to services tailored to them.

Mental health and well-being

Depression (27%) and anxiety disorder (21%) are relatively often mentioned by respondents as current mental health problems. In addition, attention deficit hyperactivity disorder (ADHD) (12%) and personality disorder (10%) are also significantly reported. Among students who reported having a mental health problem, and at the same time indicated that they are more or less limited in their studies because of it, a relatively large part (43%) states that there is no diagnosis of their condition by a medical professional.

Respondents reported their positive attitudes during the past two weeks; in particular a majority support the following statements:

• I have felt cheerful and in a good spirits - 64%

• I have felt active and vigorous - 59%

• My daily life has been filled with things that interest me - 57%

The majority of respondents report that they rarely or never feel isolated from fellow students in the study program (60%), family/partner (67%), friends (65%) and others in general (57%). Analysis by **citizenship** revealed that respondents who are not Georgian citizens recall instances of feeling isolated, with reference to different social groups, more often than students who are citizens of Georgia:

- Feeling isolated from fellow students of the study program (non-citizens of Georgia - 21%; citizens of Georgia - 17%)
- From family/partner (non-citizens of Georgia - 25%; citizens of Georgia - 14%)
- From friends (non-citizens of Georgia - 21%; citizens of Georgia - 14%)
- In general, from others (non-citizens of Georgia - 21%; citizens of Georgia - 18%)

Experience of discrimination

The majority of students say that they feel safe when walking alone in their neighborhood at night (54%) and when walking within the grounds of the higher education institution (63%). Georgian citizens feel more discomfort both in their residential neighborhood (non-citizen of Georgia - 15%; citizen of Georgia - 21%), while walking alone at night, and within the higher education institution (non-citizen of Georgia - 11%; citizen of Georgia - 15%).

The vast majority of respondents have not experienced discrimination due to various reasons during their studies. Specifically, such characteristics are: skin color (92%), ancestry/nationality (92%), religion (93%), gender (92%), sexuality (94%), age (94%), weight (92%), health-related limitations (94%), mental health condition (94%), income (93%) and parents' education (95%).

In terms of **citizenship**, it becomes clear that various kinds of discrimination are slightly more frequently experienced by non-citizen students of Georgia than Georgian citizens. In particular, respondents state that at least once or more during the last year:

- They have heard, seen or read others joking about or laughing at them (non-citizens of Georgia - 35%; citizens of Georgia - 27%)
- They have been called names, or heard/seen their identity used as an insult (non-citizens of Georgia - 27%; citizens of Georgia - 20%)
- They have been treated as if others are afraid of them (non-citizens of Georgia - 28%; citizens of Georgia - 20%)
- They have been stared or pointed at (non-citizens of Georgia - 37%; citizens of Georgia - 20%)
- They have heard that people like them do not belong in higher education (non-citizens of Georgia - 32%; citizens of Georgia - 17%)

Key findings from the study of separate subgroups

Students 21 years of age or younger; students aged 22 to 25; students aged 25 to 30; Students aged 30 years and above

- In each category the number of Bachelor students predominates (21 years old or younger - 82%, 22-24 years old - 66%, 25-29 years old - 58%, 30 years old or older - 61%). The fact that the majority of respondents over the age of 22 study at this level may be due to the possibility of repeatedly enrolling in the Bachelor level and also to the fact that the person could not manage to obtain a Bachelor degree in a certain number of semesters (8 semesters). It is likely that the increase in the share of Master students in the upper age categories is related to their workload, because the Master degree, compared to the Bachelor degree, is more flexible, allowing more possibility to combine study and work.
- A higher proportion of students aged 30 and over report a negative impact of the Covid-19 pandemic on their employment/paid work situation and living expenses compared to other age groups. This result may be due to the fact that a much larger part of the members of the upper age group is employed in paid work, therefore, in most cases they cover all kinds of expenses themselves. During the Covid-19 pandemic, the chance of losing a job was higher and for this reason it was more difficult to cover various expenses.
- Almost half of the students of each age group believe that there is a possibility to obtain an adequate job in the national labor market after graduating from the current study program. However, the fact that such an opinion is most common among respondents aged 30 and over may point to a well-calculated entry into a higher education institution at an older age, when the future employment component is also taken into account.
- Compared to other age groups (21 years old or younger - 24%, 22-24 years old - 32%, 25-29 years old - 35%), among individuals aged 30 years and older, the largest share (39%) are those who see the remote learning format as an ideal model of learning. This is probably related to lifestyle. In addition to studying, students in the upper age group are more likely to be involved in other activities and responsibilities, including paid work. The remote model is more flexible than the in-person model, which increases the possibility of these additional activities. This is also evidenced by the fact that among students aged 21 and younger, the share of employed students is the lowest (34%). The percentage of employed respondents reaches the highest level among people aged 30 and over (66%).
- The living environment varies across age groups. While 64% of students aged 21 or younger live with a parent/guardian, the figure drops to 37% among students aged 30 or older. When evaluating the living environment, it is important to consider the way of living / lifestyle. Students in the lower age group are at the initial stage of starting an independent life, which is often expressed by moving to rent with friends or living in student accommodation, whilst the students in the upper age group are more independent, including financially, and manage to live separately.
- Although the majority of students in each age group regularly receive cash or bank transfer from their family or the family pays their fees directly, this practice is especially high among those aged 21 and under (82%). As age increases, the practice of providing non-monetary support by the family increases. The increase in age is accompanied by an increase in out-of-pocket expenses. The fact that students in the upper age group often live independently, have a regular paid job and have children,

has a negative impact on out-of-pocket expenses and exceeds the results of other target groups. The total amount of living expenses, which the respondent pays out of their own pocket, is 1078 GEL on average for persons aged 21 years or less, and for the group aged 30 years and older, the amount increases to 1659 GEL.

- In terms of source of income, the dominant categories differ by age group. The main support for persons aged 21 years or less is the primary social group (the family,) providing them with an average of 210 GEL per month, whilst in the upper age categories paid work is the main source of income: 22-24 years old - 239 GEL, 25-29 years old - 343 GEL, 30 years old or older - 609 GEL. In the case of students aged 21 years or younger, the average monthly income from paid job(s) is 190 GEL. This can be related to the lack of a stable job and to the focus on study.

Students with SEN / Students with disabilities

- 30% of the respondents have some type of health impairment/limitation. 60% of students with disabilities / students with SEN are women, and, accordingly, 40% are men. The age distribution is as follows: 21 years or less - 31%, 22-24 years - 50%, 25-29 years - 14%, 30 years or higher - 5%. The majority of disabled students (87%) are university students, the share of teaching university students is more than a tenth (12%), and the number of those studying in college is 1%.
- According to the key findings of the research, the main part of students with disabilities/SEN (38%) and those without disability (42%) do not have information about the availability of student jobs in their education institutions. In addition, among those students with disabilities who are informed about this opportunity, 29% emphasize the availability of such jobs to everyone, while 19% indicate the opposite practice (not available to everyone). 14% of students without disabilities / SEN report limited availability.
- Half of the students with disability/SEN and those without certain health limitations do not have information about the availability of counseling services for students with special needs in the education institution. However, an almost equal number of respondents in both groups confirm that such a service exists and is available to everyone.
- A third of students with disabilities / SEN (33%) have no information about how much their higher education institution is adapted to their needs. A little over a quarter are of the opinion that the infrastructure of higher education institutions is adapted to their needs (27%).
- The vast majority of respondents with disabilities/SEN and those without are university students. In addition, a large number of students in both groups are studying at the Bachelor level (persons with disabilities / SEN - 73%; persons with no disabilities / SEN - 69%;).
- Students without disability/SEN have a lower rate of paid employment prior to entering higher education than students with disabilities/SEN. 65% of the latter highlighted the practice of unemployment before enrolling in higher education, which is somewhat lower than the share of students with the same experience in the second target group (71%).
- In terms of study-related aspects, students without disability/SEN are more satisfied with the individual aspects than persons with disabilities / SEN. The difference is particularly visible in relation to issues such as the possibility to receive helpful feedback from lecturers (students with disabilities/SEN - 52%; students without disabilities/SEN - 61%) and the possibility to do their best work (students with disabilities/SEN - 46%; students without disabilities/SEN - 59%). In addition, 55% of students with disabilities/SEN and 66% of students without this status state that they would

recommend the program. Among the respondents who did not agree with the opinions having a negative connotation ("completely disagree + disagree more than agree"), the proportion of students without disabilities/SEN is relatively high. For example:

  - 58% of students with disabilities/SEN and 70% of students without the same status do not feel that they do not belong in a higher educational institution.

- When assessing personal chances of employment, a larger part of students without disability/SEN reported having this potential on both the local and international labor market than students with certain health limitations **("very high chances+ higher chances than low"):**
  - Local labor market – students with disabilities/SEN - 37%; students without disabilities/SEN - 50%;
  - International labor market - students with disabilities/SEN - 31%; students without disabilities/SEN - 42%;
- Students without disabilities/SEN (48%) are more likely to feel happy (considering everything) than those with this status (36%) **("very happy + happier than not").**
- When assessing the impact of the Covid-19 pandemic on future plans (studies, employment), both among students with disabilities/SEN (30%-45%) and those who do not have this status (46-52%), the largest part of the respondents reported that the pandemic has zero impact on these issues. It is noteworthy that more than a quarter (29%) of students with disabilities/SEN emphasized very negative impact of the pandemic on their mental health. The same assessment was made by 14.4% of students without disabilities/SEN.
- The percentage of students with disabilities/SEN who feel excluded from people/others in their micro-society (fellow students enrolled in the study program, lecturers, etc.) is higher than the number of non-disabled students with the same attitude. Among the latter, more than 70% state that they **"never or less often than often**" feel isolated in the process of communicating with family/partners and friends. This attitude is shared by 47% of respondents with disabilities/SEN.
- The key findings of the study show that almost one in three (32%) of persons with disabilities/SEN (32%) have become victims of violence at least once, 55% have been treated as if they are less smart or capable than others, 37% have had the feeling that they did not belong in a concrete social situation (they were made to feel themselves as unnecessary), and 48% have become an object of laughter by others (a victim of bullying) at least once. The share of students without disabilities/SEN with the same experience varies between 7%-20%.
- During the period of the survey, students with disabilities/SEN are more likely to be employed in paid work, both regularly (37%) and from time to time (18%), than those without disability (regularly - 28%; occasionally - 10%).
- An equal number of students in both groups state that their family and partner regularly provide them with non-monetary support. Among the recipients of cash/bank transfers from family, both from their partner (students with disabilities/SEN - 57%; students without disabilities/SEN - 68%) and family (students with disabilities/SEN - 61%; students without disabilities/SEN - 68%) there are more students without disabilities/SEN, than those with disabilities/SEN. Financial benefits such as assistance in paying fees are more likely to be provided to the persons with disabilities/SEN than to those without health limitations.

- Students with disabilities/SEN are more likely to receive public grants or other types of financial support (study-oriented) than students without disabilities / SEN. 57% of the latter do not enjoy any financial benefits, while the percentage among students with disabilities/SEN does not exceed 33%.

Students who have children

- The percentage of students with children is only 7.2% of the surveyed participants.
- The key findings show that the majority of students with children (67%) and those without children (70%) are Bachelor students. The number of Masters students with children (19%) is almost twice the number of students without children at the same training level (10%).
- The share of students with children who indicate the practice of interrupting their studies within the current study program (15%) is almost three times higher than the number of students without children with the same experience (6%).
- Students with children (18%) are less likely to be happy ("feel very unhappy") than those without children (8%).
- The negative impact of the pandemic on the quality of teaching, the development of professional skills and the duration of studies are reported more by students who do not have children than by students with children. Additionally, among those who indicated that the Covid-19 pandemic had no impact on each aspect, in the case of students with children, the percentage ranges from 39-45%, and among respondents who do not have children, it varies from 28%-36%.
- There is a 10% difference between the respondents with children (28%) and those without (18%) children who have **heard of and have used** student counseling services. In both target groups, the share of those who have **heard about these services but have not used** them exceeds 40%.
- Among the students who do not have children, the number of those who have not heard about the availability of psychological services is higher (never heard - 55%) than among students of the opposite demographic situation (never heard - 46%).
- Respondents who have children (29%) rate their academic performance more positively than those who do not have children (19%) compared to the achievements of other students.
- Students who do not have children usually spend more time studying each day of the week (Mean duration varies between 2.72-5.58 hours) than respondents with children (Mean duration varies between 1.68-4.78 hours).
- Among students who have children, the rate of paid employment during the whole semester (47%) is higher than among those who do not have children (29%).
- Just over half (52%) of students with children and 43% of those without children indicate financial difficulties ("**very seriously experiencing + experiencing more seriously than not**").
- Students with children are more likely to report experiencing joy **always or in most cases during the week** (56%) than those without children (44%).
- The majority (61%) of students who do not have children live with their parents/guardian during the current academic semester, whilst only a quarter of respondents with children reported living with their parents.
- 69% of students who do not have children are regularly provided by their families with cash/bank transfer, whilst only 39% of respondents with children indicated such support.

- Students who have children receive an average of 118.17 GEL (Mean=118.17) financial support from their family, and an average of 124.42 (Mean=124.42) GEL from their partner in the form of cash or bank transfers.

Students who have work experience (students with the experience of labor market)

- Students aged 22 to 25 stand out by working continuously (27%) or from time to time (47%) during the semester. Among the unemployed, persons under the age of 21 (39%) predominate. Such a result may be explained by the low level of professional knowledge and work experience in the lower age category, which is often not attractive to employers.
- 67% of unemployed respondents during the semester are Bachelor students. This is followed by the students of One stage medical program/Teachers' training integrated Bachelor-Master program (24%), which is also related to the specifics of the training level. The duration of studies may prevent their employment and, in the case of Healthcare discipline students, employment in a clinic is often part of the curriculum, which is not considered a separate paid job.
- Student employment practices show that an average of 43% of currently employed respondents used to work before entering a HEI, some of them continuously, some of them for a short period of time. Among the unemployed, only one fifth (20.3%) has a similar experience. Thus, it can be said that students' past employment practices more or less determine their current employment status.
- According to the majority of students, the impact of the Covid-19 pandemic on various types of expenses is neutral. However, while an average of 34% of employed students had difficulty paying tuition fees due to the pandemic, 30% of unemployed respondents had a similar experience. Perhaps the reason is the financial contribution of the family of unemployed students, which ensures that the tuition fees are covered, and the student's own expenses are secondary.
- Employed respondents are skeptical about the training of students within the frames of the study program for the local and international labor market. Probably, the reason is that persons involved in the labor market are better aware of the opportunities and requirements in this respect than students without this experience. Also, it is likely that the respondents who are permanently or occasionally employed during the semester may more adequately assess the gap that exists between the requirements of the local or international labor market and the knowledge gained within the study program.
- When assessing the ideal ratio of study models, the majority (42%) of those employed throughout the semester prefer the remote model. Among the occasionally employed (40%) and currently unemployed (41%), the position is inclined more toward the in-person learning model. It is likely that this result is due to the workload and the efficiency of the learning models - in order to combine work and study, a person employed throughout the semester, depending on the workload and the flexibility of the format, prefers to continue studying in remote mode.
- When assessing the financial situation, it was revealed that the main provider of financial contribution for both employed and unemployed students is the primary social group, i.e. family. Family involvement is particularly marked by giving cash/making bank transfers. The dominant receiving group are, of course, currently unemployed students. Therefore, it is logical that the amount of out-of-pocket expenses covered by employed persons exceeds the amount spent by the unemployed. On the other hand, the amount of money received by the unemployed students from the family exceeds the amount of other groups.

- The fact that during the semester, on average, 49% of students who were employed or unemployed from time to time could not afford to pay 372 GEL of unexpected expenses themselves, although someone, including parents, family, would pay for them, once again highlights the financial involvement of the family in students' lives. The majority of those employed throughout the semester (40%) would be able to cover this cost themselves, although almost one in three believed that they would need someone else's help.
- Students' employment practices do not affect their internship experience in most cases, however, it can be observed that during the semester, a larger part of permanently or occasionally employed students (40% on average) have completed an internship in Georgia, compared to currently unemployed students (20%).

Students who live with parents, independently / alone and in student accommodation

- Students living alone relatively often indicate working throughout the semester (35%). And a quarter of students living in a dormitory (24%) say that they work occasionally during the semester.
- In terms of access to various needs / items in the living space, students living with their parents are more provided for than students living alone or in dormitories. This refers to access to a computer/laptop/tablet (77%), working desk (74%) and sufficient internet connection (73%). On the other hand, the existence of a quiet environment for studying is confirmed more by students living alone (59%) than respondents living in a dormitory (50%).
- Respondents who live alone are significantly more likely to report working in order to cover living expenses (56%). On the other hand, students living with their parents often state that they would not be able to be students without a paid job (41%), that they work so that they can help others financially (48%) and that because they work, they can afford things that otherwise they would not be able to buy (67%).
- Interestingly, compared to other groups, students living in dormitories often indicate their exclusion from different social groups. Specifically, this refers to fellow students in the study program (28%), family/partner (35%), friends (28%) and others in general (25%).
- Students living with their parents (42%), alone (46%) and in dormitories (44%) are almost equally likely to report that they are currently experiencing financial problems. At the same time, a relatively large number of students living in a dormitory (44%) believe that their families are financially more secure than other families, compared to students living alone (33%).

Students who receive / do not receive public assistance

- Students who do not receive public assistance are more likely to report working during the whole semester or occasionally (47%) than students receiving public assistance (39%).
- At the same time, students who do not receive public assistance and work during the semester perceive themselves primarily as students, and afterwards as employed persons (76%). The same rate is relatively low among recipients of public assistance (67%).
- Students receiving public support more often indicate work experience during non-lecture periods (56%) than students not receiving support.
- Students receiving public assistance (45%) and non-recipients (42%) are about equally likely to indicate that they are currently worried about financial problems.

- Among students who do not receive public assistance, a quarter (26%) say they could pay 372 GEL of unexpected expenses. One fifth of students (20%) agree with the same opinion among recipients of public assistance.
- About one-fifth (20%) of non-recipients of assistance have the experience of studying abroad, while this rate among assistance recipients equals 7%.
- It is noteworthy that the organizer of study abroad for recipients of public assistance in most cases is Erasmus (31%) or the students' independent efforts (31%). For non-recipients of public assistance, these sources are Erasmus (31%) or other EU programs (30%).
- Respondents receiving public assistance (24%) are less likely to indicate their parents' financial security than students who do not receive public assistance (29%).

Chapter 1. Socio-Demographic Characteristics of Students

Among surveyed students, **female** respondents (54%) prevail (male 46.%). Age-wise respondents were grouped into four categories. The largest proportion of students fall between 22 and 25 years, followed by 21 years and younger - 33.7%, between 25 and 30 - 15.7%, and 30 years and older - 4.3%.

The vast majority of respondents (85.2%; N=4237) were **born in Georgia.** Among other countries, those born in **India** prevail (5.2%; N=186). Only a small share of students were born in Russia (1.3%; N=54), Azerbaijan (1.3%; N=30), or Jordan (1%; N=30). The same pattern is observed in the case of parents' place of birth, too. 85.5% of mothers and 85.9% of fathers were born in Georgia

Based on the above, a vast majority of respondents (88.1%) and their parents (mothers - 85.9%, fathers - 85.2%) hold **Georgian citizenship**.

As mentioned above, Indians prevail among foreign students. Healthcare sector is responsible for this influx for the most part. Consequently, consistent with the current trends in the country, over one-third of non-Georgian respondents (37.7%) are enrolled in healthcare study programmes. (Data are statistically reliable: X^2=708893, p<0.05) (see Table #1.1).

Table #1.1

Georgian citizenship (By fields of study) (%) (N=4771)	Citizen of Georgia	Non-resident of Georgia	Don't know
Agricultural Sciences	92.1	7.9	-
Business and Administration	93.1	6.9	-
Education	92.4	7.6	-
Engineering	90.3	9.1	0.5
Science/Natural Sciences	92.9	7.1	-
Law	98.3	1.2	0.4
Social Sciences	97.9	2.1	-
Arts	92.6	7.4	-
Healthcare	62.3	37.7	-
Humanitarian Sciences	97.9	2.1	-
Interdisciplinary fields or specialties	82.8	17.2	-
<Not identified>	95.8	4.2	-

In addition, it has been observed that the share of non-Georgian citizens (13.7%) is higher **in Tbilisi compared to other regions.** In Adjara, the proportion is 5%; in Samegrelo-Zemo Svaneti, there are no non-Georgian students. (Data are statistically reliable: X^2=77075, p<0.05) (see Table #1.2).

Table #1.2

Georgian citizenship (By region) (%) (N=4771)	Citizen of Georgia	Non-resident of Georgia	Don't know
Tbilisi	86.1	13.7	0.2
Kakheti	98	2	-
Imereti	97.9	2.1	-
Adjara	95	5	-

Georgian citizenship (By region) (%) (N=4771)	Citizen of Georgia	Non-resident of Georgia	Don't know
Shida Kartli	98.1	1.9	-
Samegrelo-Zemo Svaneti	100	-	-
Samtskhe-Javakheti	98.2	1.8	-

At the next stage, it was assessed whether or not students not born in Georgia **were seeking asylum/protection as a refugee when entering Georgia**. Based on the results, only 12 students were (13.5%), and 63 were not (86.5%).

After assessing students' **financial situation,** their primary social group has been identified as the main source of support. Given that families have a major impact on the socio-economic conditions and academic performance of students, parents/guardians' educational background and financial situation have also been evaluated within the framework of the project

Over a quarter of **mothers/guardians** (26.1%) hold a higher vocational **education** diploma, one-fifth (20.3%) have successfully completed a Bachelor's degree and one-tenth (10%) a Master's degree. The proportion of those who have only completed secondary education is just over one-tenth of mothers/guardians (12.8%).

As for **fathers/guardians' level of education,** almost equal shares of them have either a higher vocational education diploma (21.7%) or a Bachelor's degree (21.5%). The proportion of fathers/guardians who have completed secondary education exceeds that of mothers/guardians by 16.3%. 10% of this group hold a Master's degree, too.

Overall, there is no significant difference between mothers and fathers in terms of their educational attainment. Nonetheless, the share of mothers/guardians in categories like Teacher Training Programmes and One Stage Medical Programme is higher, however slightly, than that of fathers/guardians. This, on the one hand, is related to personal interests; however, on the other, perhaps the cultural context should also be taken into account. Namely, in Georgian society, more so among the older generation represented by respondents' parents, a woman is considered to be an 'ideal type' for becoming a teacher or a health worker. For a detailed breakdown of the level of education attained by students' parents/guardians, see Table #1.3

Table #1.3

What is the highest level of education your mother/guardian and father/guardian have obtained? (%) (N=4771)	Mother/guardian	Father/guardian
Primary education	4	2.9
Basic general education	4	3.5
Secondary general education	12.8	16.3
Basic Vocational education	4.4	5.2
Secondary Vocational Education	6.8	6.8
Higher Vocational Education	26.1	21.7
Bachelor degree	20.3	21.5
Georgian Language Educational Programme Diploma	0.6	1.4
Teachers' Training Educational Programme Diploma	1.3	1.1
Master degree	10	10
One Stage Medical Programme Diploma	1.3	0.7

What is the highest level of education your mother/guardian and father/guardian have obtained? (%) (N=4771)	Mother/guardian	Father/guardian
Veterinary Integrated Master Programme Diploma	0.2	0.2
Teachers' Training Integrated Bachelor-Master Programme Diploma	0.9	0.3
PhD	3.2	3.2
Do not know/ not applicable	4	5.2

Considering that a family background may affect the academic performance and motivation of students, parents' educational attainment was assessed in terms of the **level of education** student are enrolled in**.** Consistent with the general trend, students whose parents hold either a higher vocational education diploma or a Bachelor's degree prevail. Furthermore, the share of those whose mothers/guardians (15.2%; data are statistically reliable: X^2=214334, p<0.05) or fathers/guardians (18%; data are statistically reliable: X^2=237873, p<0.05) also hold a Master's degree is higher among Master's students compared to those on other educational levels. It is likely therefore that their parents' level of educational attainment further motivated students to pursue a Master's degree after completing undergraduate studies (see Table #1.4).

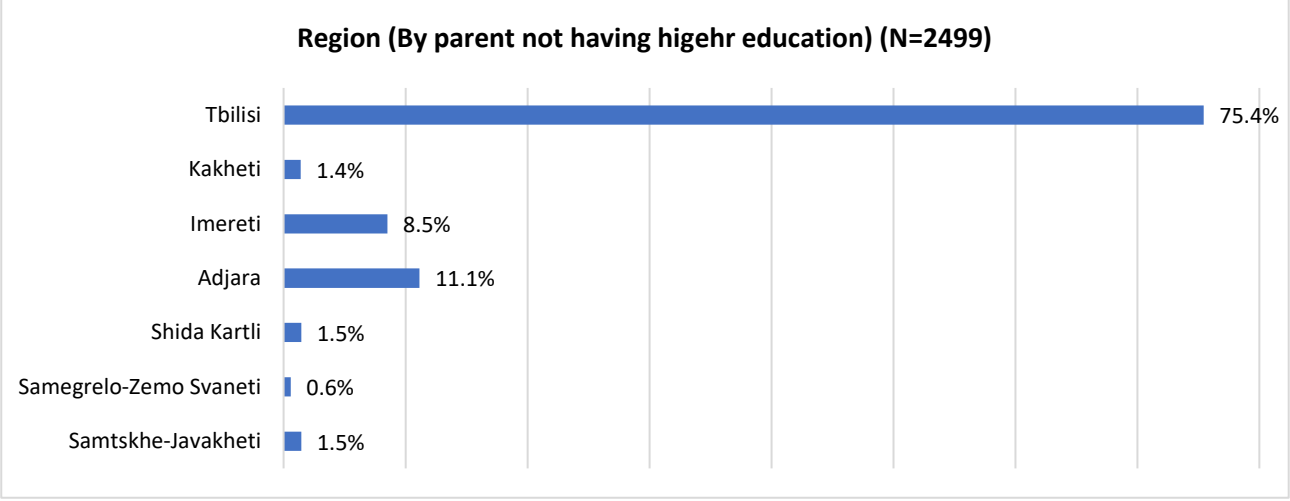
Table #1.4

What is the highest level of education your mother/guardian and father/guardian have obtained? (By the educational level) (%) (N=4771)		Bachelor Programme	Georgian Language Educational Programme/Teachers' Training Educational Programme	Master Programme	One Stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme
Primary education	Mother/guardian	4.1	4.9	2.3	4.6
	Father/guardian	2.8	4.8	3.3	2.9
Basic general education	Mother/guardian	3.8	2.4	6.5	3.3
	Father/guardian	3.7	4.8	1.9	3.5
Secondary general education	Mother/guardian	14	11	14	7.5
	Father/guardian	18.4	10.7	14.8	9.4
Basic Vocational education	Mother/guardian	5.1	3.7	3.8	2.3
	Father/guardian	5.5	3.6	6.7	3.3
Secondary Vocational Education	Mother/guardian	7.4	11	7.9	3.4
	Father/guardian	7.8	4.8	7.1	3.3
Higher Vocational Education	Mother/guardian	27.6	23.2	16.7	26.1
	Father/guardian	22.1	22.6	15.9	23.7
Bachelor degree	Mother/guardian	19.6	15.9	24.2	21
	Father/guardian	20.7	17.9	23	24.2
Georgian Language Educational Programme Diploma	Mother/guardian	0.6	1.2	0.2	1
	Father/guardian	1.6	2.4	0.8	1
Teachers' Training Educational Programme Diploma	Mother/guardian	1	-	1.7	2.1
	Father/guardian	1.1	2.4	1.5	0.9
Master degree	Mother/guardian	8.2	7.3	15.2	14.3
	Father/guardian	7.4	8.3	18	15.4

What is the highest level of education your mother/guardian and father/guardian have obtained? (By the educational level) (%) (N=4771)		Bachelor Programme	Georgian Language Educational Programme/Teachers' Training Educational Programme	Master Programme	One Stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme
One Stage Medical Programme Diploma	Mother/guardian	0.9	-	1	3.4
	Father/guardian	0.4	1.2	0.8	1.5
Veterinary Integrated Master Programme Diploma	Mother/guardian	0.2	-	0.4	0.3
	Father/guardian	0.3	1.2	-	-
Teachers' Training Integrated Bachelor-Master Programme Diploma	Mother/guardian	0.6	-	1	1.9
	Father/guardian	0.2	-	1.3	0.1
PhD	Mother/guardian	3.1	4.9	2.3	4.1
	Father/guardian	2.8	-	2.7	5.4
Do not know/ not applicable	Mother/guardian	3.8	14.6	2.7	4.6
	Father/guardian	5.4	15.5	2.3	5.3

None of the parents of more than half of the students (52.3%) participating in the research have received higher education, i.e., they do not hold a diploma from a higher education institution. 75.4% of these students study in Tbilisi. Such a high rate in the capital city might be related to a large number of young people moving to Tbilisi from regions for studies, and not only to the local residents. About a tenth (11.1%) of students whose parents (either father/guardian or mother/guardian) do not have higher education study in Adjara, and the figure is 8.5% in Imereti (Data are statistically reliable: X^2=95170, p<0.05) (see Diagram #1.1).

Diagram #1.1



Furthermore, data suggest that the vast majority (86.2%) of those students whose parents (mother or father) have not completed higher education are university students, over one-tenth (13%) teaching university students, and 0.8% college students (Data are statistically reliable: X^2=16176, p<0.05).

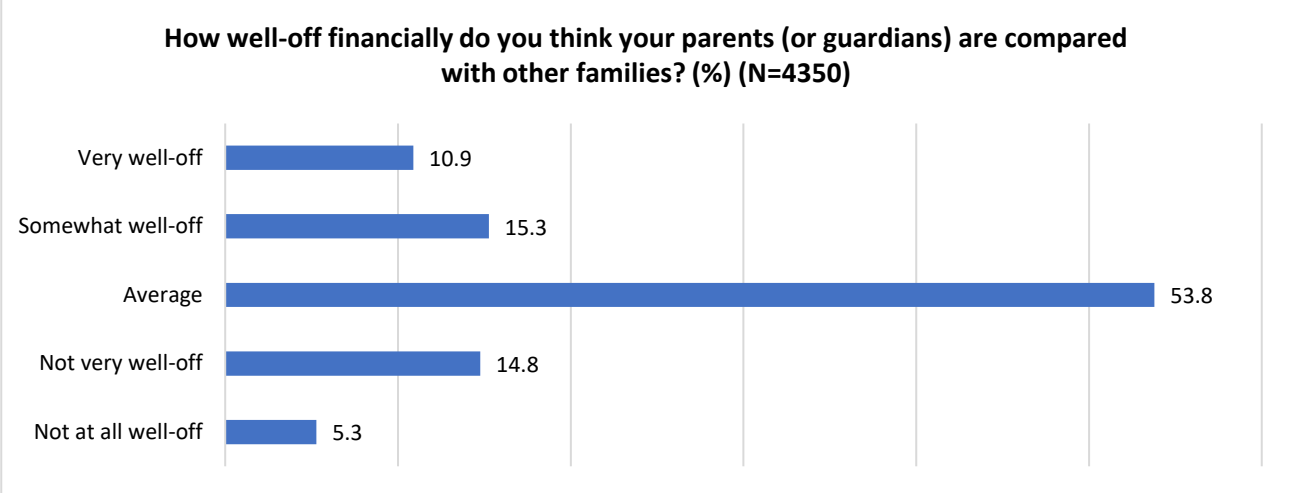
75.1% of those students whose parents (mother or father) do not hold a higher education diploma of any level are Bachelor students, and over one-tenth (13.9%) are enrolled in the One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programme. The smallest proportion of respondents whose parents have the same educational background are students of the Georgian Language Educational Programme/Teacher Training Educational Programme (1.8%). (Data are statistically are reliable: X^2=92197, p<0.05) (see Table #1.5).

Table #1.5

Students' educational level (By parent not having higher education) (N=2499)	%
Bachelor Programme	75.1
Georgian Language Educational Programme/Teachers' Training Educational Programme	1.8
Master Programme	9.2
One Stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme	13.9

The financial situation is a significant criterion for determining one's family background. Respondents assessed **the degree of financial security of their parents (or guardians) compared to other families.**[1] During the assessment, students were presented with two additional conditions: a) if one or both parents are deceased, they had to respond according to their most recent financial situation, and b) if parents are separated/divorced, they had to average their financial situation. 53.8% of students rate the financial situation of their families as average (3 points). A little more than a quarter say they are well off (26.2%), and one-fifth choose the negative end of the scale (20%) (see Diagram #1.2).

Diagram #1.2

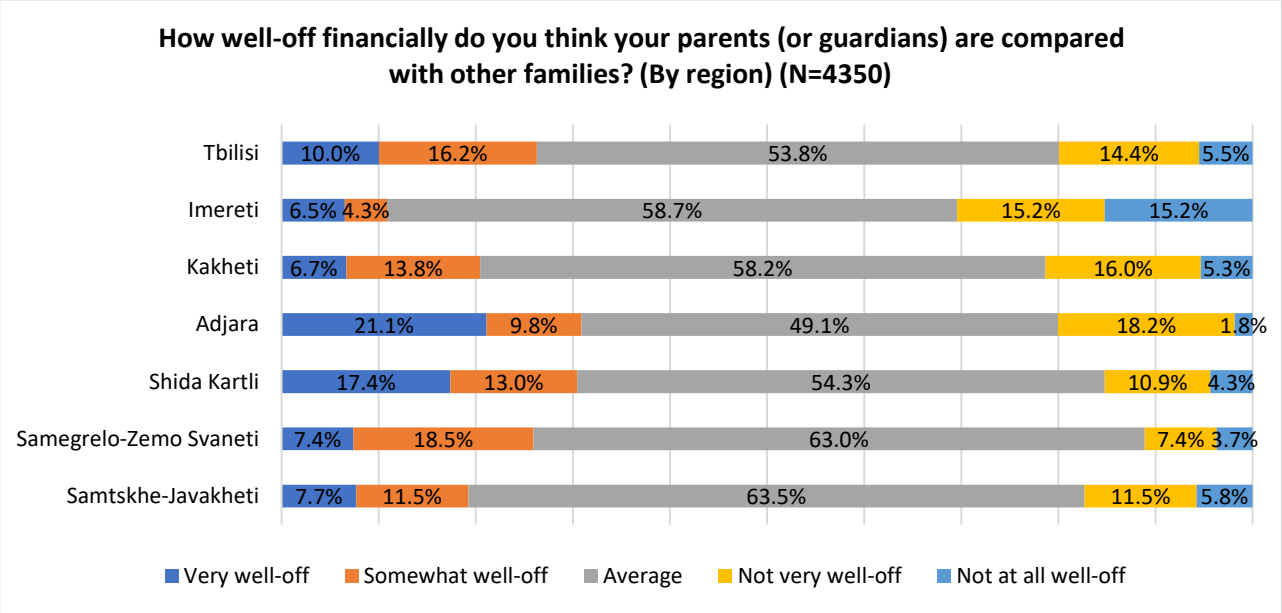


The general trend is maintained **at the regional level,** too, with the majority rating their families' financial situation as average: Tbilisi - 53.8%, Kakheti - 58.7%, Imereti - 58.2%, Adjara - 49.1%, Shida Kartli - 54.3%, Samegrelo-Zemo Svaneti - 63%, Samtskhe-Javakheti - 63.5%. Most positive assessments (scores of 1 and 2) are almost equally observed in Adjara (30.9%) and Shida Kartli (30.4%), and the least positive in Kakheti, where only 10.9% say their families are well-off compared to others. Accordingly, the proportion of those

[1] For assessment, a 5-point scale was used where 1 was 'Very well-off' and 5 – 'Not at all well-off.'

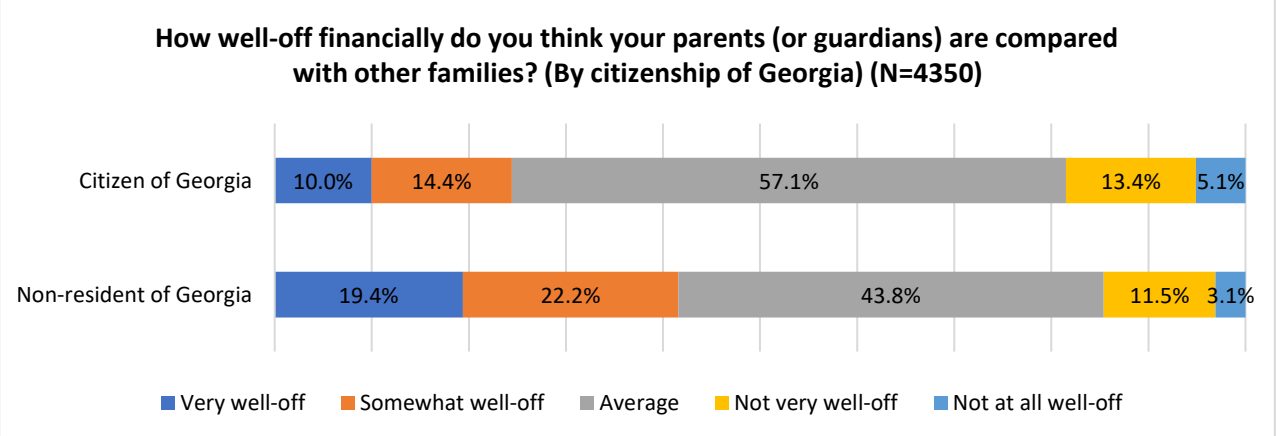
whose families face financial difficulties is the largest among students in Kakheti (30.4%) (scores 4 and 5). In the case of the capital city, almost a fifth of respondents choose the negative end of the scale (19.9%). (Data are statistically reliable: X^2=87021, p<0.05) (see Diagram #1.3).

Diagram #1.3



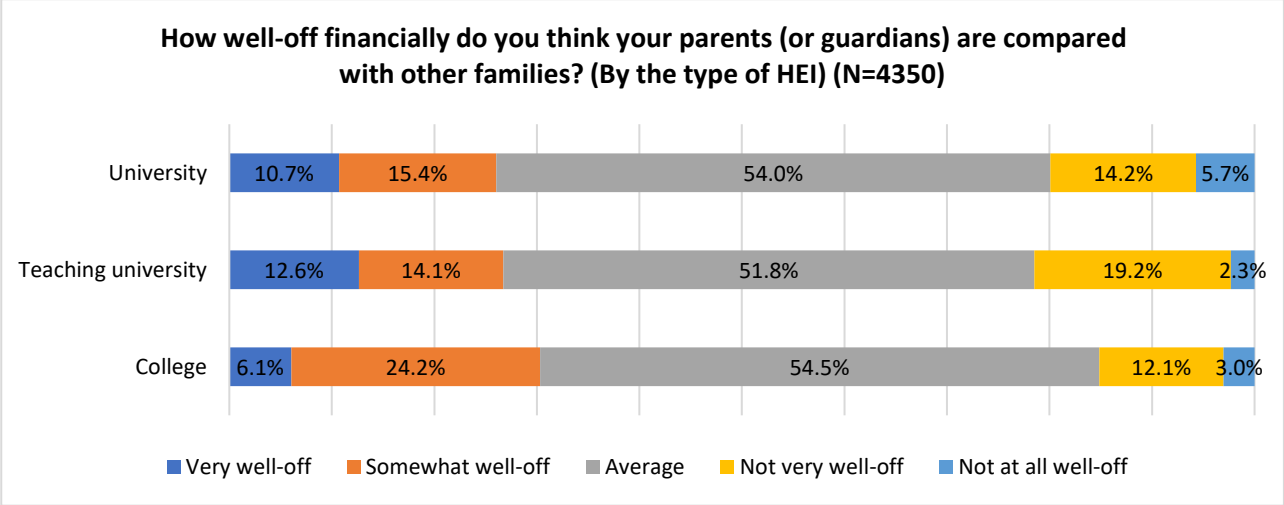
Analyzing the issue **in terms of citizenship** reveals that a big number of students in both groups assess their families' financial situation as average: Georgian citizens - 57.1%, non-Georgian citizens - 43.8%. It should be noted that non-Georgian students are more likely to indicate a better financial situation of their parents (points 1 and 2) than their Georgian counterparts: Georgian citizens - 24.4%, non-Georgian citizens - 41.6%. (Data are statistically reliable: X^2=57089, p<0.05) (see Diagram #1.4).

Diagram #1.4



The majority of **university** (54%), **teaching university** (51.8%), **and college** (54.5%) students assess the financial security of their families as average as compared to other families (score of 3). On the other hand, more college students (30.3%) assess the financial situation of their parents positively (scores 1 and 2) as compared to students at other educational institutions: university - 26.1%, teaching university - 26.7% (Data are statistically reliable: X^2=21317, p<0.05) (see Diagram #1.5).

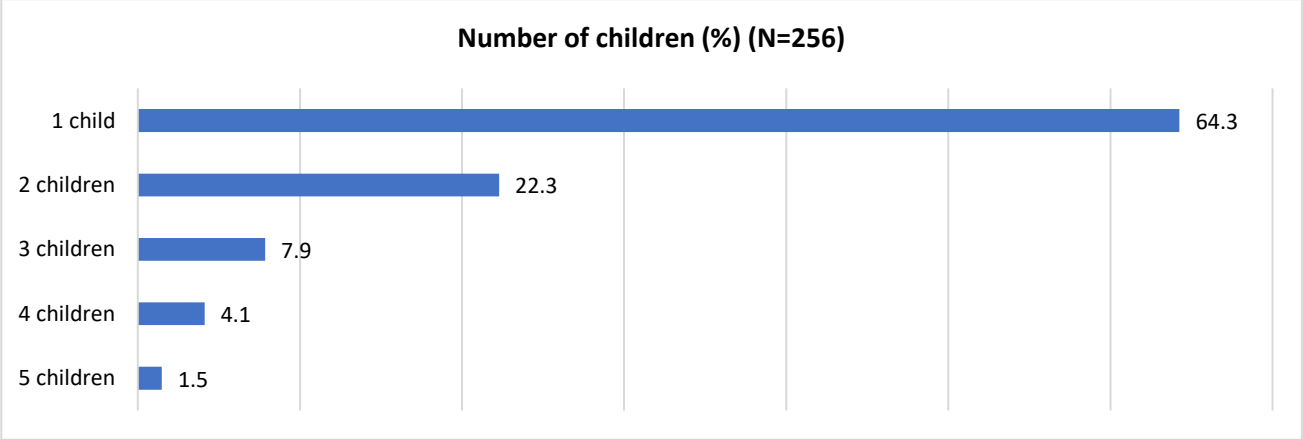
Diagram #1.5



Assessing the sources and amount of income reveals that the majority of non-Georgian students do not have paid jobs and depend on their families for financial support. Not unlike the latter, Georgian students actively receive financial support from their primary social groups, too; however, the monetary contribution made by the families of foreign students is larger than that of their Georgian counterparts. Survey results confirm that non-Georgian respondents' families are better off financially.

According to the demographic characteristics of students, the majority (92.8%) **do not have a child(ren).** For those who have, the number ranges between 1 and 5 children, with the majority having one child (64.3%) and over one-fifth have two (22.3%). Only four students participating in the research have five children (see Diagram #1.6).

Diagram #1.6



On average, **the age of the youngest child** is 4 years (Median=3). The distributions of students in terms of the age of the youngest child is as follows: almost a quarter - 1 year old (23.8%), one-fifth – 2 years old (20.1%), over one-tenth – 3 years old (13.2%). Given that older students also took part in the research, the maximum age of the youngest child is 20 years (N=2). Students who have children spend **30.88 hours a week on childcare** (Median=20).

Chapter 2. Current study situation

The first three questions of the questionnaire were filter questions, so that the students who were knowledgeable about research issues could participate in the survey. The first question referred to having an active student status in Georgia, in the current semester. Therefore, only the respondents who studied in higher education institutions during the survey and were not exchange programme students, got involved in the study.

The second question was about the type of study programme – whether the students' study programme is formally defined as a distance learning programme. The third question was about the student's main country of residence. If a respondent studied a distance learning programme and did not indicate Georgia as the main place of residence, the student could not participate in the study, because this group does not have an everyday interaction with the educational space. Therefore, they would not have comprehensive information about study conditions, study process and lectures.

Based on the filter questions discussed above, altogether **4771 students** participated in the study. Most of them (87.7%) study in the **university**, meaning in the type of a higher education institution which has all three levels of training: Bachelor Degree, Master Degree and PhD. The proportion of students from a **teaching university** is a little over one-tenth of the respondents (11.5%) (which has only BA and MA levels). Only 0.8 % of the respondents study in **college** (having only BA level).

80.7% of respondents study in the **capital** - Tbilisi, consequently every fifth is a student of a regional university (19.3%).

As for the **training level**, the 8 categories presented in the questionnaire were grouped into 4 groups at the stage of data analysis, according to the ISCED classification. It was revealed that 69.8% of students study at the Bachelor level, and one tenth (10.6%) - at the Master level (see Table #2.1).

Table #2.1

With which degree does your current (main) study programme conclude? (N=4771)	%
Bachelor Degree (ISCED 6)	69.8
Georgian language educational programme diploma / Teachers' training educational programme diploma (ISCED 6)	1.9
Master Degree (ISCED 7)	10.6
One Stage Medical Programme Diploma / Teachers' Training Integrated Bachelor-Master Programme Diploma (ISCED 7)	17.7

Analyzing the issue in respect of the type of **sex** revealed that among female students (12%), compared to men (9.1%), the share of Master students predominates, and among men (21.5%) compared to women (14.5%) – the number of students of One stage medical programme / Teachers' training Integrated Bachelor-Master programme predominates (data are statistically reliable: X^2=46271, p<0.05) (see Table #2.2).

Table #2.2

With which degree does your current (main) study programme conclude? (By sex) (%) (N=4771)	sex	
	female	male
Bachelor degree	72	67.2
Georgian language educational programme diploma / Teachers' training educational programme diploma	1.6	2.2
Master Degree	12	9.1
One Stage Medical Programme Diploma / Teachers' Training Integrated Bachelor-Master Programme Diploma	14.5	21.5

In addition to the training level, the study explored the specific field of study which the students were studying. The dominant study disciplines, in which more than a tenth of the respondents study, are the following:

- Healthcare - 17.3%
- Social Sciences - 14.7%
- Business administration- 14%
- Engineering - 12.2%
- Law - 10.7%; (see. Table #2.3)

Table #2.3

What is your current (main) study programme? (N=4771)[2]	%
Healthcare	17.3
Social sciences	14.7
Business administration	14
Engineering	12.2
Law	10.7
Interdisciplinary fields or specialties	8.3
Humanities	7.6
Science/Natural Sciences	4.1
Education	4.1
Agricultural Sciences	2.8
Arts	2.1
<Not identified>	2.1

Statistically reliable differences can be observed when examining the issue by the **type of HEI (higher education institution**). 17.8% of university students are studying Healthcare, 14.5% of teaching university students and 2.8% of college students fall into this category. In the case of teaching universities, Business administration (24%) and Social sciences (20.9%) are the dominant study programmes. Almost half of college

[2] Please see the separate sub-disciplines of study programmes and the number of surveyed persons in detail in Annex #5

students (47.2%) study Business administration, and a quarter study Interdisciplinary fields or specialties (25%) (data are statistically reliable: X^2=217673, p<0.05) (see Table #2.4).

Table #2.4

What is your current (main) study programme? (By type of HEI) (%) (N=4771)	Type of HEI		
	University	Teaching University	College
Agricultural Sciences	3.1	1.2	-
Business administration	12.3	24	47.2
Education	4.2	3.3	2.8
Engineering	13.6	2.3	-
Science/Natural Sciences	4.5	1.4	-
Law	10.8	10.5	5.6
Social Sciences	13.9	20.9	16.7
Arts	2	3.5	-
Healthcare	17.8	14.5	2.8
Humanitarian Sciences	8.2	3.5	-
Interdisciplinary fields or specialties	7.6	12.4	25
<Not identified>	2.1	2.5	-

It was revealed that the share of **male** students (18.6%) of the Engineering study programme is higher than that of **women** (6.7%). The share of men (20.1%) is higher than the share of women (15%) in the Healthcare discipline as well. On the other hand, a larger proportion of women is enrolled in Social sciences and Humanities than men (the data are statistically reliable: X^2=328409, p<0.05):

- Social sciences: female - 19.3%; Man - 9.3%
- Humanities: women - 10.7%; Man - 3.9%

Based on the obtained data, we may assume that the differentiation of "female" and "male" professions is still relevant in Georgia. The current result, on the one hand, is clearly related to the student's personal interests/desire, however, the cultural context should also be taken into account: as can be seen, the share of men in technical fields is greater than the share of women; the situation is the reverse in humanitarian disciplines, where women predominate. See table #2.5 for detailed data.

Table #2.5

What is your current (main) study programme? (By sex) (%) (N=4771)	Sex	
	female	male
Agricultural Sciences	2	3.8
Business administration	14.8	13
Education	4.9	3.1
Engineering	6.7	18.6
Science/Natural Sciences	3.4	4.9
Law	11.6	9.7
Social Sciences	19.3	9.3

What is your current (main) study programme? (By sex) (%) (N=4771)	Sex	
	female	male
Arts	1.9	2.3
Healthcare	15	20.1
Humanitarian Sciences	10.7	3.9
Interdisciplinary fields or specialties	7.7	8.9
<Not identified>	1.9	2.3

Beyond the general trend, when analyzing the issue **according to regions**, the dominant study directions specific to a separate location were outlined; For example, the largest share of students in the Kakheti study Agricultural sciences (47.1%), in Samtskhe-Javakheti the number of Business administration students is particularly prominent (43.6%), in Samegrelo-Zemo Svaneti more than a quarter of the surveyed students are students of Interdisciplinary specialties (28.6%). In the case of the rest of the regions, the distribution of students generally agrees with the general trend of the study (the data are statistically reliable: X^2=1254741, p<0.05) (see Table #2.6).

Table #2.6

What is your current (main) study programme? (By region) (%) (N=4771)	Region						
	Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
Agricultural Sciences	1.4	47.1	10.7	5	-	-	3.6
Business administration	12.8	2	16	19.2	19.2	21.4	43.6
Education	3.3	5.9	11	4.2	15.4	7.1	10.9
Engineering	13.1	2	16.7	5.5	1.9	-	3.6
Science/Natural Sciences	4	2	6.4	4.7	1.9	-	-
Law	11.4	7.8	10.3	4.2	3.8	21.4	14.5
Social Sciences	16.2	3.9	8.2	8.7	21.2	-	-
Arts	2.5	-	0.4	0.5	-	-	-
Healthcare	20.7	-	4.3	2.7	-	10.7	-
Humanitarian Sciences	4.1	27.5	13.2	29.4	23.1	10.7	18.2
Interdisciplinary fields or specialties	8.3	2	0.4	13.5	13.5	28.6	3.6
<Not identified>	2.2	-	2.5	2.2	-	-	1.8

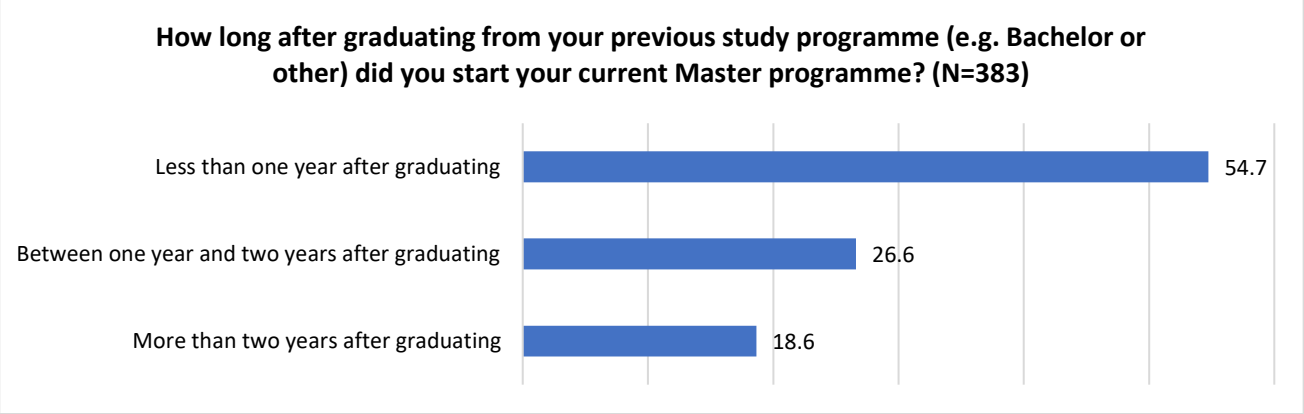
In addition, it is noteworthy that more than half of the students who do not have **Georgian citizenship** are studying Healthcare (55.8%), and more than a tenth are studying interdisciplinary specialties (12.2%). Only 12.2% of Georgian citizens are healthcare students. The reason for such a result may be the easier access to education in Georgia, compared to other countries, especially in the case of such an expensive field as medicine. It can be assumed that the level of teaching and tuition fees in the field of healthcare in higher education institutions of Georgia is acceptable for foreign students (see Table #2.7).

Table #2.7

What is your current (main) study programme? (By citizenship of Georgia) (%) (N=4771)	Citizenship	
	Citizen of Georgia	Non-resident of Georgia
Agricultural Sciences	2.9	1.9
Business administration	14.7	8.2
Education	4.3	2.7
Engineering	12.5	9.5
Science/Natural Sciences	4.3	2.5
Law	12	1.1
Social Sciences	16.3	2.7
Arts	2.2	1.3
Healthcare	12.2	55.8
Humanitarian Sciences	8.4	1.3
Interdisciplinary fields or specialties	7.8	12.2
<Not identified>	2.3	0.8

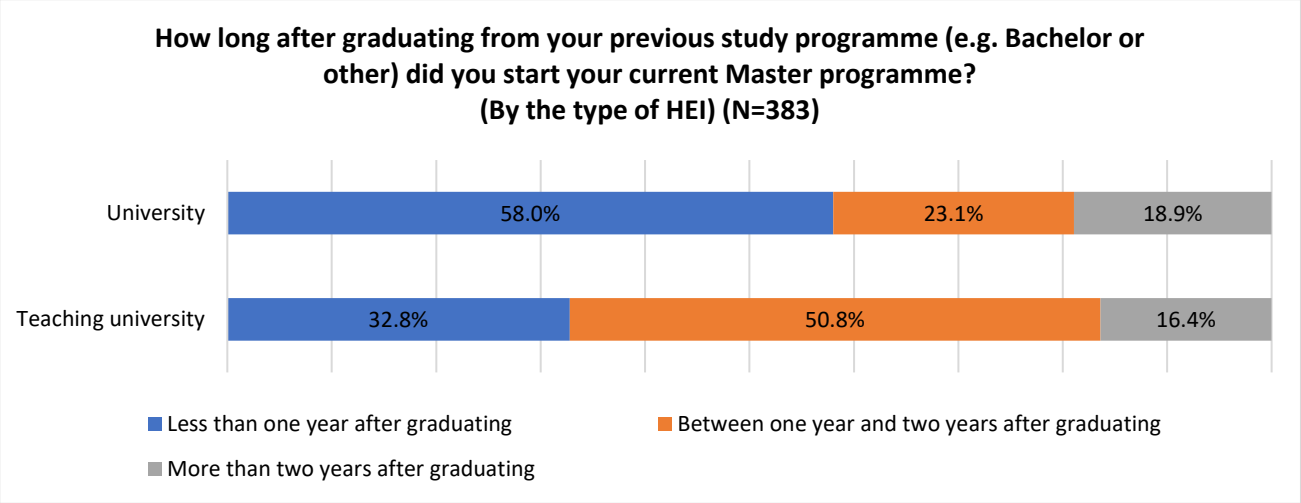
The **transition** period between training levels is generally less than one year - more than half of the Master students (54.7%) continued their studies at the Master level right away, after completing their Bachelor level (see Diagram #2.1).

Diagram #2.1



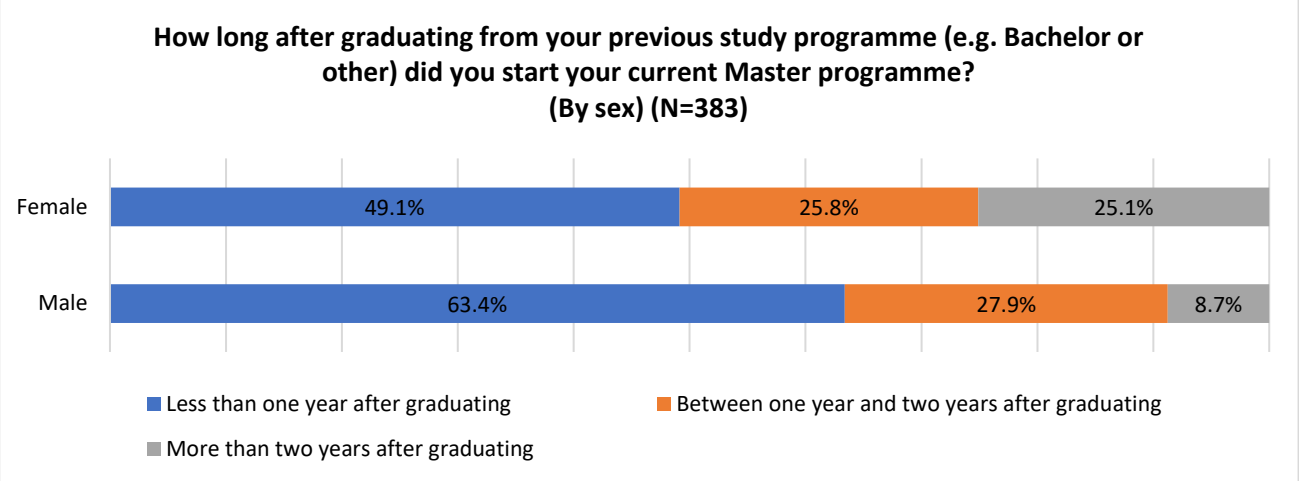
For the majority of **university** students (58%), the transition period is less than one year, and in the case of **teaching** universities, the experience of applying to the Master level in one or two years (50.8%) after completing the previous study programme is more common (the data are statistically reliable: X^2=21730, p<0.05) (see Diagram #2.2).

Diagram #2.2



When analyzing the issue by **sex**, it can be seen that the transition period is much shorter in the case of men - the majority of male students (63.4%) directly enrolled in the Master degree programme after completing the Bachelor degree. 49.1% of women have the same experience (data are statistically reliable: X^2=20340, p<0.05) (see Diagram #2.3).

Diagram #2.3



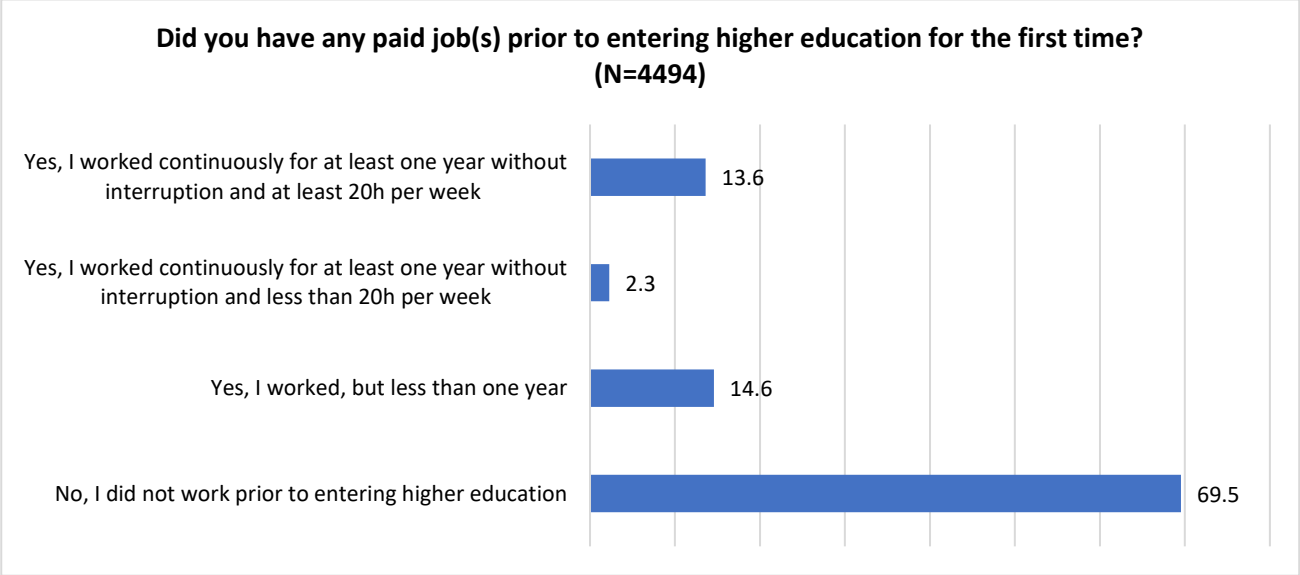
This result may be determined by the Georgian context: in order to avoid mandatory military service, male students often continue their studies at the Master level without a taking a break between studies.

Chapter 3: Study background - access

The vast majority of respondents (90.6%) state that they obtained a document confirming the completion of secondary school (Abitur) in Georgia. Only 9.4% obtained a foreign equivalent of a General Education Diploma abroad. At the same time, the vast majority of surveyed students (97.1%) say that they obtained their Abitur within 6 months after finishing secondary school. 2.9% of the respondents obtained the Abitur later (by taking similar courses, on the second attempt, etc.).

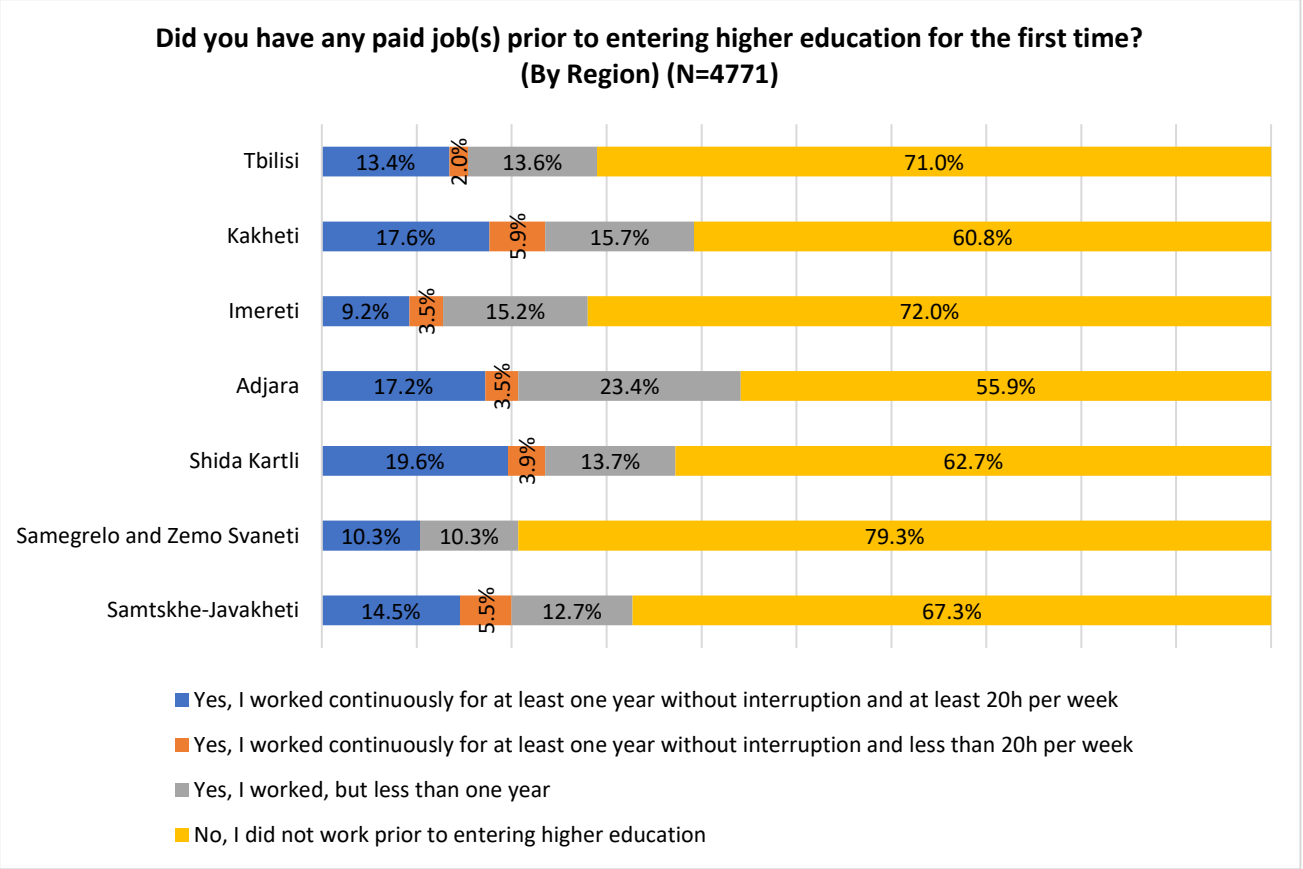
The study revealed that the majority of respondents (69.5%) did not have a paid job prior to entering a higher education institution for the first time. About a third of students (30.5%) say that they have been employed on different terms prior to entering a higher education institution. (See Diagram #3.1)

Diagram #3.1



As a result of the data analysis by the **region**, it can be seen that prior to entering the education institution for the first time, more than a fifth of the respondents had a job on different duration of time. Specifically, students in Samegrelo-Zemo Svaneti (20.7%) indicate having a job relatively rarely, and most often are students in Adjara (44.1%), Kakheti (39.2%) and Shida Kartli (37.3%). The data are statistically reliable (X^2=61.020; P<0.05). (See Diagram #3.2)

Diagram #3.2

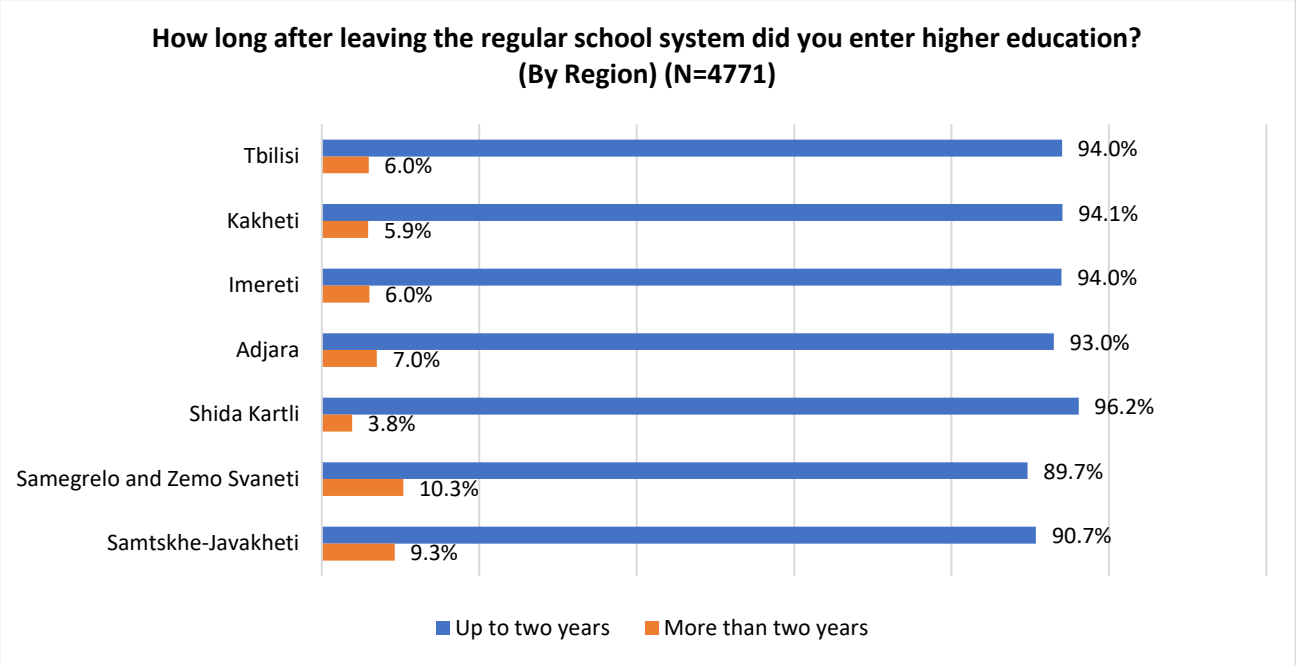


It is clear that the vast majority of students (93.9%) enroll in a higher education institution within two years after finishing secondary school. The proportion of students who enrolled in a higher education institution for longer than two years is small (6.1%).

It should be noted that no significant differences were found according to **sex**. In particular, the vast majority of both female (94.6%) and male (93.1%) respondents report the enrollment in higher education institution within two years after finishing school. The data are statistically reliable (X^2=3.962; P<0.05).

As a result of analyzing the data by **region**, it is revealed that respondents from different regions enrolled in an education institution mostly within the period of two years. In particular, enrolling within a period of longer than two years is indicated the least often in Kvemo Kartli (3.8%), and more often in Samegrelo-Zemo Svaneti (10.3%) compared to other regions. The data are statistically reliable (X^2=2.998; P<0.05). (See Diagram #3.3).

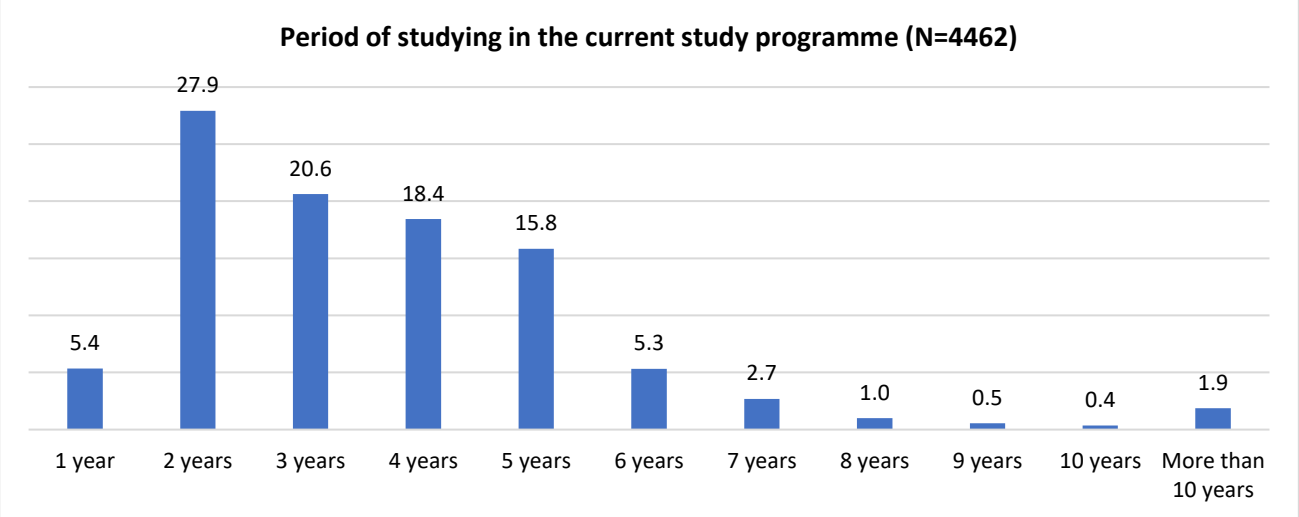
Diagram #3.3



The vast majority of the surveyed students (88.3%) are studying the same programme throughout the survey period, when entering the higher education institution for the first time. 71.4% of those who are studying the same programme that they enrolled in, when entering a HEI, are Bachelor students, 15% are studying One stage medical programme / Teachers' training integrated Bachelor-Master program, 8.8% are studying Georgian language educational programme / Teachers' training educational programme and 4.9% are Master students.

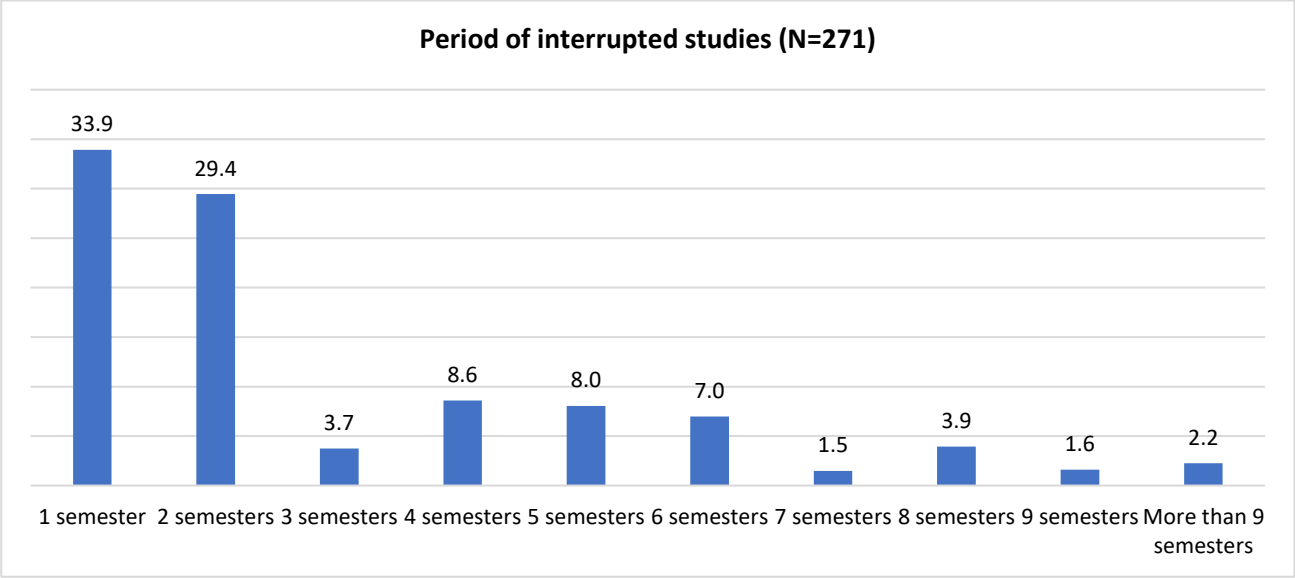
According to the respondents in this study, they have been studying in their programme for two (27.9%), three (20.6%) or four (18.4%) years. (See Diagram #3.4)

Diagram #3.4



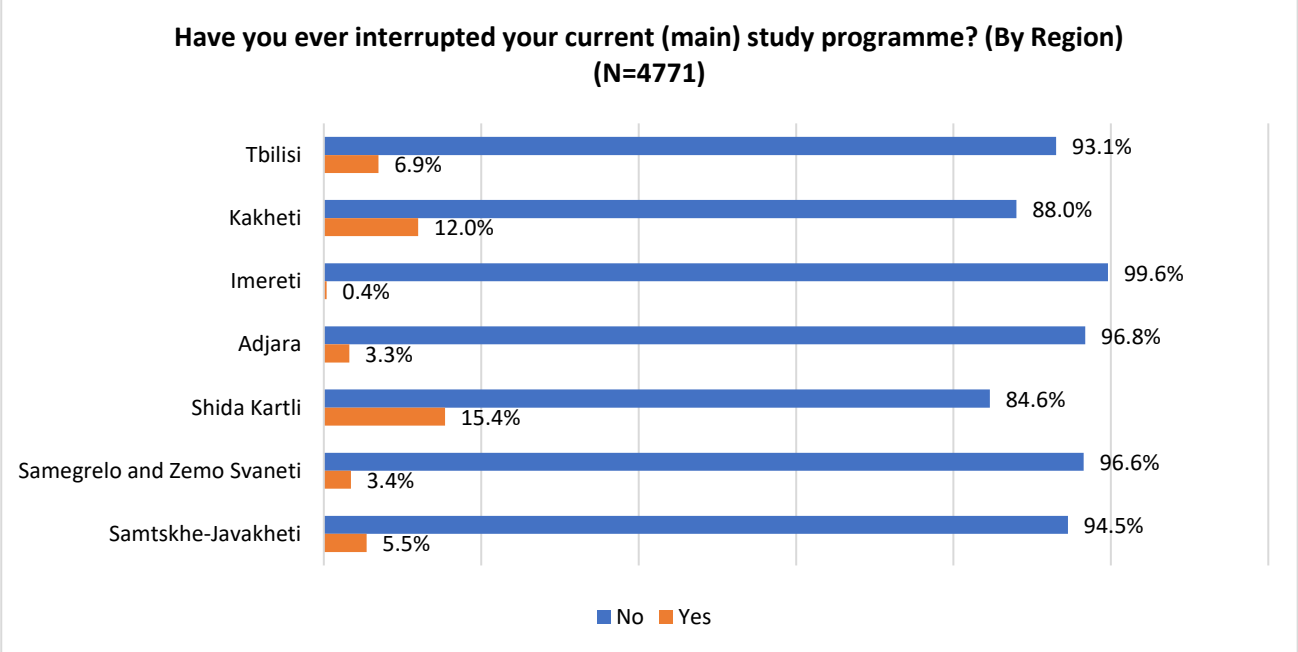
The vast majority of surveyed students (93.7%) have never stopped studying their main programme. And, among those who indicate an interruption in the study process (6.3%), they mostly had an interruption for one (33.9%) or two (29.4%) semesters. (See Diagram #3.5).

Diagram #3.5



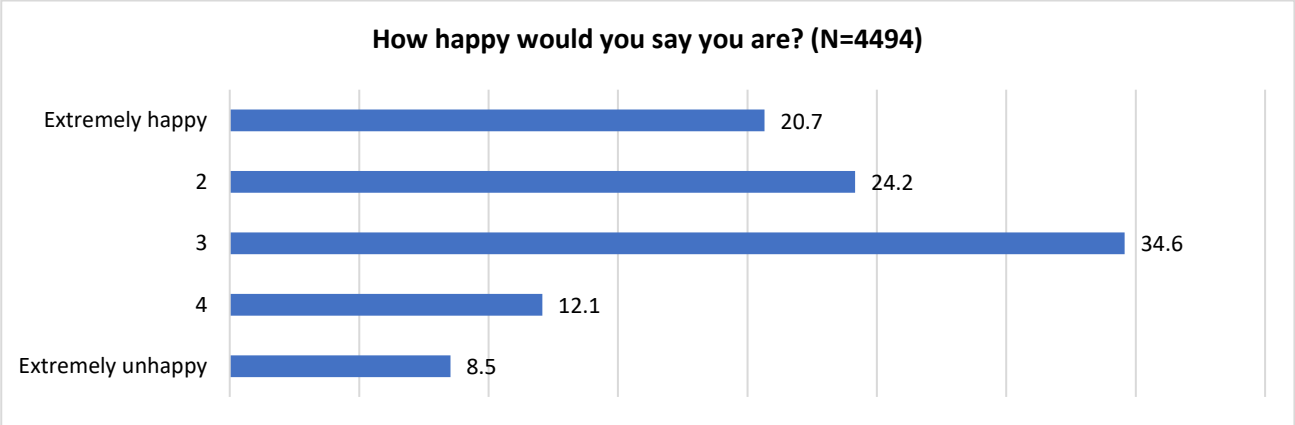
Based on the analysis of the data by **region**, it is revealed that the majority of students in different regions have not had an interruption in their current study program. In particular, only 0.4% of respondents in Imereti say that they have interrupted their studying in the current educational programme, while the highest rate is recorded in Shida Kartli (15.4%) and Kakheti (12%). The data are statistically reliable (X^2=36.089; P<0.05). (See Diagram #3.6)

Diagram #3.6



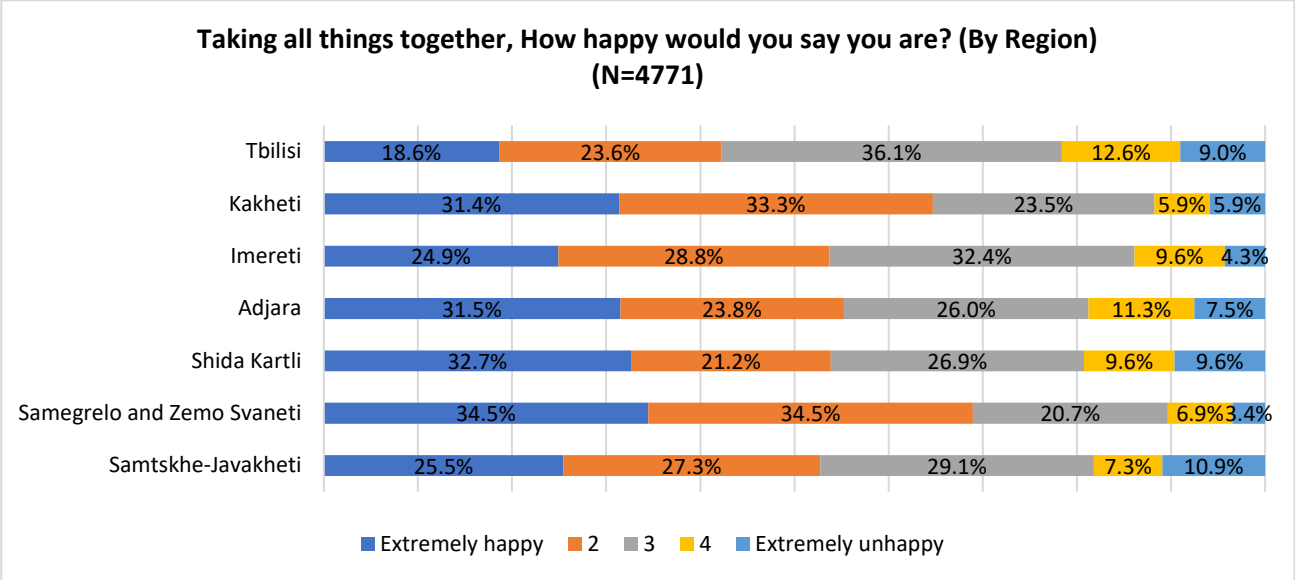
The respondents evaluated how happy they perceive themselves on a 5-point scale. Less than half of students (44.8%) say they perceive themselves extremely happy (20.7%) or happy (24.2%). (See Diagram #3.7)

Diagram #3.7



By exploring the assessment of the level of happiness according to the **region**, it is revealed that a relatively large part of the respondents or more than half of the respondents in different regions perceive themselves happy. The positive rate is relatively low in Tbilisi (42.3%), and compared to other regions it is high in Samegrelo-Zemo Svaneti (69%) and Kakheti (64.7%). The data are statistically reliable. (See Diagram #3.8)

Diagram #3.8



Chapter 4: The effects of Covid-19 pandemic

The majority of students participating in the study (60.6%) were students of higher education institutions in the fall semester of the 2019-2020 academic year, before the start of the Covid-19 pandemic. Respondents rated the degree to which they experienced a positive or negative impact of the Covid-19 pandemic on various aspects related to their studies:

- Students almost equally believe that the Covid-19 pandemic a) had no impact or b) had a negative impact on the duration of their studies (no impact - 39.7%; negative impact - 41.6%), on balancing studies with other responsibilities (no impact - 36.8% negative impact - 36.7%), on professional skills (no impact - 36.4%; negative impact - 40.9%) and financing their living expenses (no impact - 38.2%; negative impact - 38.9%);
- A relatively large number of respondents believe that the Covid-19 pandemic has had a negative impact on their study-related knowledge and skills (46.6%), on their motivation to keep up with their studies (41.5%), on the quality of teaching (47.5%) and on contacts with their fellow students (53.7%);
- A relatively large part of students say that Covid-19 has not affected their grades (40.4%), financing of their studies (52.2%) and employment/paid work (44.5%). (See Table #4.1)

Table #4.1

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on … (N=4771)	Very positive impact	2	No impact	4	Very negative impact
	%				
… the duration of your studies?	6.5	12.2	39.7	25.4	16.2
… your study-related knowledge and skills?	9.6	13.6	30.2	31.9	14.7
… your grades?	12.3	16.0	40.4	22.1	9.3
… the motivation to keep up with your studies?	11.9	11.3	35.2	22.9	18.6
… the quality of teaching?	9.7	13.1	29.7	31.3	16.2
… contacts with your fellow students?	10.3	9.0	27.0	25.7	28.0
… balancing your studies with other responsibilities?	13.6	12.8	36.8	24.2	12.5
… your professional skills?	10.0	12.7	36.4	26.3	14.6
… financing of your studies?	7.4	7.9	52.2	15.5	17.0
… your employment/ paid work situation?	10.6	10.9	44.5	18.0	16.0
… financing your living expanses?	9.4	13.5	38.2	20.6	18.3

Compared to **male** respondents**, female** respondents are more likely to indicate that the Covid-19 pandemic had a negative impact on aspects such as contacts with fellow students (female-57.9%; male-48.7%), professional skills (female-44%; male-37.2%), financing of their studies (female-35.7%; male-28.6%), employment and paid work situation (female-37%; male-30.4%) and financing their living expenses (female-41.7%; male-35.7%). The data are statistically reliable. (See Table #4.2)

Table #4.2

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on … (by sex) (N=4771)		Very positive impact	2	No impact	4	Very negative impact
		%				
… contacts with your fellow students? (X^2=43.193; P<0.05)	female	9.9	7.7	24.5	26.8	31.1
	male	10.9	10.4	29.9	24.5	24.3
… your professional skills? (X^2=32.495; P<0.05)	female	9.6	12.5	33.8	29.6	14.4
	male	10.4	13.0	39.4	22.4	14.8
… financing of your studies? (X^2=26.004; P<0.05)	female	6.9	7.4	50.0	17.1	18.6
	male	7.9	8.6	54.9	13.6	15.0
… your employment/ paid work situation? (X^2=24.224; P<0.05)	female	9.9	11.1	42.0	19.7	17.3
	male	11.4	10.7	47.5	16.0	14.4
… financing your living expanses? (X^2=22.853; P<0.05)	female	8.7	12.0	37.7	22.1	19.6
	male	10.2	15.3	38.8	18.8	16.9

Analyzing the data **by the type of higher education institution**, shows that compared to university and teaching university, college students are more likely to report that the Covid-19 pandemic has had no impact on various aspects related to their studies. In particular, this refers to the following issues:

- Duration of studies (university-39.2%; teaching university-42.6%; college-48.6%)
- Motivation, to keep up with their studies (university-34.2%; teaching university-41.8%; college-51.4%)
- The quality of teaching (university-28.5%; teaching university-36.8%; college-51.4%)
- Balancing studies with other responsibilities (university-35.9%; teaching university-42.2%; college-61.1%)
- Professional skills (university-39.9%; teaching university-37.9%; college-60.5%)
- Financing their studies (university-53%; teaching university-45.2%; college-59.5%).

The data are statistically significant (see. Table #4.3)

Table #4.3

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on… (By the type of HEI) (N=4771)		Very positive impact	2	No impact	4	Very negative impact
		%				
… the duration of your studies? (X^2=23.034; P<0.05)	University	6.2	12.0	39.2	26.1	16.5
	Teaching	8.9	13.2	42.6	20.7	14.7

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on... (By the type of HEI) (N=4771)		Very positive impact	2	No impact	4	Very negative impact
		%				
	University					
	College	5.4	24.3	48.6	18.9	2.7
... your motivation to keep up with your studies? (X^2=47.318; P<0.05)	University	11.3	11.8	34.2	23.2	19.5
	Teaching University	17.0	7.7	41.8	20.7	12.8
	College	5.4	16.2	51.4	21.6	5.4
... the quality of teaching? (X^2=48.982; P<0.05)	University	9.2	13.2	28.5	31.8	17.2
	Teaching University	13.8	12.2	36.8	27.5	9.7
	College	5.4	13.5	51.4	24.3	5.4
... balancing your studies with other responsibilities? (X^2=22.853; P<0.05)	University	13.2	13.0	35.9	25.1	12.8
	Teaching University	17.1	11.6	42.2	18.0	11.0
	College	5.6	13.9	61.1	13.9	5.6
... your professional skills? (X^2=31.774; P<0.05)	University	9.7	12.9	35.9	26.4	15.0
	Teaching University	12.4	10.8	37.9	26.7	12.2
	College	5.3	15.8	60.5	13.2	5.3
... the financing of your studies? (X^2=19.932; P<0.05)	University	7.3	7.9	53.0	15.8	16.0
	Teaching University	8.3	7.8	45.2	13.6	25.0
	College	5.4	10.8	59.5	16.2	8.1

The analysis of data by citizenship showed differences in attitudes. Specifically, Georgian citizen students perceive the changes related to Covid-19 more negatively than non-citizen students of Georgia. This refers to the impact of the Covid-19 pandemic on such issues as:

- Duration of studies (non-citizens of Georgia - 34.3%; citizens of Georgia - 42.5%)
- Grades (non-citizens of Georgia - 24.1%; citizens of Georgia - 32.3%)
- Motivation to keep up with their studies (non-citizens of Georgia - 33.4%; citizens of Georgia - 42.6%)
- The quality of teaching (non-citizens of Georgia - 36.4%; citizens of Georgia - 48.9%)
- Contacts with fellow students (non-citizens of Georgia - 37.6%; citizens of Georgia - 55.8%)
- Balancing studies with other responsibilities (non-citizens of Georgia - 28.5%; citizens of Georgia - 37.8%)
- Professional skills (non-citizens of Georgia - 38.2%; citizens of Georgia - 41.3%)
- Employment/paid work situation (non-citizens of Georgia - 26.9%; citizens of Georgia - 34.9%)

The non-citizen respondents of Georgia, compared to Georgian citizen students, negatively evaluated the impact of the Covid-19 pandemic in the case of two circumstances, namely:

- Payment of tuition fees / financing of their studies (non-citizens of Georgia - 39.1%; citizens of Georgia - 26.9%)
- Financing living expenses (non-citizens of Georgia - 46%; citizens of Georgia - 38%)

The data are statistically reliable (see Table #4.4)

Table #4.4

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on... (By citizenship of Georgia) (N=4771)		Very positive impact	2	No impact	4	Very negative impact
		%				
... the duration of your studies (X^2=25.925; P<0.05)	Non-resident of Georgia (N=398)	10.1	13.7	41.8	23.4	11.0
	Citizen of Georgia (N=4365)	6.1	12.0	39.4	25.7	16.8
... your grades? (X^2=58.039; P<0.05)	Non-resident of Georgia (N=398)	16.7	14.8	35.1	21.1	12.3
	Citizen of Georgia (N=4365)	11.3	10.9	35.2	23.2	19.4
... motivation to keep up with your studies" (X^2=31.831; P<0.05)	Non-resident of Georgia (N=398)	15.0	19.7	28.8	23.5	12.9
	Citizen of Georgia (N=4365)	9.0	12.3	29.8	32.3	16.6
... the quality of teaching? (X^2=63.916; P<0.05)	Non-resident of Georgia (N=398)	15.6	15.2	31.7	17.5	20.1
	Citizen of Georgia (N=4365)	9.7	8.2	26.3	26.9	29.0
... contacts with fellow students? (X^2=39.838; P<0.05)	Non-resident of Georgia (N=398)	17.1	18.8	35.7	18.6	9.9
	Citizen of Georgia (N=4365)	13.2	12.1	37.0	25.0	12.8
... balancing your studies with other responsibilities (X^2=67.932; P<0.05)	Non-resident of Georgia (N=398)	11.4	18.4	31.9	22.2	16.0
	Citizen of Georgia (N=4365)	9.8	12.0	37.0	26.9	14.4
... your professional skills? (X^2=63.709; P<0.05)	Non-resident of Georgia (N=398)	10.2	12.9	37.8	17.6	21.4
	Citizen of Georgia (N=4365)	7.0	7.3	54.1	15.2	16.3
... financing of your studies? (X^2=79.875; P<0.05)	Non-resident of Georgia (N=398)	7.8	6.3	59.0	15.0	12.0
	Citizen of Georgia (N=4365)	11.0	11.6	42.6	18.4	16.4
... financing your living expenses?	Non-resident of Georgia (N=398)	8.7	11.8	33.5	24.7	21.3

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on... (By citizenship of Georgia) (N=4771)		Very positive impact	2	No impact	4	Very negative impact
		%				
(X^2=42.868; P<0.05)	Citizen of Georgia (N=4365)	9.5	13.7	38.9	20.1	17.9

Within the **study discipline,** minimal and maximal trends according to specific changes were revealed. Specifically, along each negative result there is a record of which study discipline students were affected relatively less and which ones more:

- Duration of studies (Healthcare-32.8%; Humanities - 51.3%)
- Study-related knowledge and skills (Education-24.6%; Science/Natural sciences-40.2%)
- Motivation to keep up with their studies (Agricultural sciences-27.8%: Law-48.5%)
- The quality of teaching (Agricultural sciences-32.3%; Science/natural sciences-58.7%)
- Contacts with fellow students (Agricultural sciences-37.8%; Social sciences-69%)
- Balancing studies with other responsibilities (Interdisciplinary fields or specialties - 26%; Science/natural sciences - 45.4%)
- Professional skills (Interdisciplinary fields or specialties - 30.6%; Social sciences - 48.4%)
- Payment of tuition fees (Agricultural sciences-18.9%; Law-38.5%)
- Employment/paid work situation (Interdisciplinary fields or specialties - 23.9%; law - 42.7%)
- Financing the living expenses (Agricultural Sciences-25.2%; Business administration-42.6%)

The data are statistically reliable (See. Annex #6)

The impact of Covid-19 pandemic on various processes and results was analyzed according to **region**. Along each statement there is a record of which region's students were affected more and less, with a negative impact, compared to other regions:

- Duration of studies (Samegrelo-Zemo Svaneti-31%; Adjara-43%)
- Study-related knowledge and skills (Samegrelo-Zemo Svaneti-21.4%: Tbilisi-32%)
- Motivation to keep up with their studies (Samegrelo-Zemo Svaneti-25%; Tbilisi-43.7%)
- The quality of teaching (Shida Kartli-36.5%; Tbilisi-49.6%)
- Contacts with fellow students (Imereti-39.4%; Tbilisi-56%)
- Balancing studies with other responsibilities (Samegrelo-Zemo Svaneti-20.7%; Tbilisi-37.8%)
- Professional skills (Kakheti-35.3%; Tbilisi-42.2%)
- Payment of tuition fees (Imereti-17.4%, Tbilisi-34.5%)
- Employment / paid work situation (Samtskhe-Javakheti-21.8%; Adjara-35.7%)
- Financing living expenses (Samegrelo-Zemo Svaneti-25%; Tbilisi-40%)

The negative impact of Covid-19 is most often mentioned by Tbilisi students. The data are statistically reliable (see Table #4.5)

Table #4.5

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on …(By region) (N=4771)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo and Zemo-Svaneti	Samtskhe-Javakheti
		%						
… the duration of your studies? (X^2=112.848; P<0.05)	Very positive impact	6.7	8.0	1.4	7.7	11.5	6.9	7.3
	2	11.2	6.0	23.5	14.5	13.5	10.3	9.1
	No impact	40.5	48.0	33.1	34.7	38.5	51.7	41.8
	4	26.0	22.0	24.6	22.2	21.2	17.2	27.3
	Very negative impact	15.6	16.0	17.4	20.9	15.4	13.8	14.5
… your study-related knowledge and skills? (X^2=101.456; P<0.05)	Very positive impact	12.2	20.0	6.8	15.0	17.0	10.7	16.4
	2	14.9	10.0	28.5	18.2	17.0	10.7	12.7
	No impact	40.2	40.0	40.2	40.1	41.5	57.1	45.5
	4	23.4	24.0	18.9	15.0	18.9	17.9	16.4
	Very negative impact	9.4	6.0	5.7	11.7	5.7	3.6	9.1
… the motivation to keep up with your studies? (X^2=115.876; P<0.05)	Very positive impact	12.1	20.0	7.8	12.0	15.4	10.7	14.5
	2	10.0	10.0	21.3	16.7	13.5	7.1	14.5
	No impact	34.3	36.0	35.8	39.7	40.4	57.1	43.6
	4	24.2	24.0	21.3	14.2	17.3	14.3	20.0
	Very negative impact	19.6	10.0	13.8	17.5	13.5	10.7	7.3
… the quality of teaching? (X^2=87.365; P<0.05)	Very positive impact	9.2	18.0	6.4	13.5	15.4	13.3	16.4
	2	11.9	8.0	19.5	20.7	13.5	10.0	10.9
	No impact	29.2	36.0	37.2	25.7	34.6	40.0	32.7
	4	32.8	30.0	28.0	20.9	26.9	26.7	27.3
	Very negative impact	16.8	8.0	8.9	19.2	9.6	10.0	12.7
… contacts with fellow students? (X^2=78.957; P<0.05)	Very positive impact	9.8	13.7	8.9	14.0	17.3	10.7	14.5
	2	8.1	5.9	17.4	11.8	5.8	7.1	10.9
	No impact	26.0	27.5	34.4	29.8	28.8	32.1	27.3
	4	27.2	25.5	18.8	17.3	19.2	35.7	23.6
	Very negative impact	28.8	27.5	20.6	27.3	28.8	14.3	23.6
… balancing your studies with other	Very positive impact	13.4	21.2	9.2	17.9	15.4	10.3	14.5

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on …(By region) (N=4771)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo and Zemo-Svaneti	Samtskhe-Javakheti
		%						
responsibilities? (X^2=77.648; P<0.05)	2	12.5	7.7	17.3	12.9	13.5	10.3	16.4
	No impact	36.3	40.4	39.9	37.1	40.4	58.6	36.4
	4	24.5	21.2	28.3	20.1	21.2	13.8	23.6
	Very negative impact	13.4	9.6	5.3	11.9	9.6	6.9	9.1
… your professional skills? (X^2=110.759; P<0.05)	Very positive impact	9.5	17.6	7.8	13.3	15.7	10.3	16.7
	2	11.7	7.8	19.5	18.5	9.8	6.9	13.0
	No impact	36.7	39.2	36.2	32.5	39.2	41.4	40.7
	4	26.9	25.5	29.8	18.5	25.5	34.5	20.4
	Very negative impact	15.2	9.8	6.7	17.3	9.8	6.9	9.3
… financing of your studies? (X^2=112.475; P<0.05)	Very positive impact	7.0	10.0	7.1	9.2	13.5	10.7	12.7
	2	7.1	2.0	13.9	13.2	5.8	7.1	5.5
	No impact	51.5	64.0	61.6	47.5	59.6	64.3	63.6
	4	16.9	12.0	7.5	11.2	7.7	10.7	9.1
	Very negative impact	17.6	12.0	10.0	18.9	13.5	7.1	9.1
… your employment/paid work status? (X^2=103.459; P<0.05)	Very positive impact	11.0	16.0	5.7	9.0	11.3	6.9	12.7
	2	9.9	8.0	14.1	17.5	9.4	17.2	16.4
	No impact	44.7	46.0	49.1	37.9	47.2	51.7	49.1
	4	18.3	16.0	19.1	16.0	15.1	13.8	14.5
	Very negative impact	16.0	14.0	12.0	19.7	17.0	10.3	7.3
… financing your living expenses? (X^2=98.638; P<0.05)	Very positive impact	9.2	16.3	7.5	9.8	17.3	10.7	16.7
	2	13.0	12.2	18.1	14.3	7.7	17.9	18.5
	No impact	37.7	36.7	43.8	37.8	44.2	46.4	38.9
	4	21.7	20.4	17.4	14.3	15.4	17.9	16.7
	Very negative impact	18.5	14.3	13.2	24.0	15.4	7.1	9.3

The respondents evaluated how the impact of Covid-19 pandemic on various aspects will continue. Specifically, a relatively larger share of the students think that the impact of Covid-19 will have no impact on their further studies (47.4%) or labour market participation after graduation (50.4%). On the other hand, the

respondents relatively equally state that the negative impact of Covid-19 pandemic on their mental health will continue (41.3%) or will have no impact (42.6%) (see Table #4.6).

Table #4.6

Do you expect any continued positive or negative impact of the Covid-19 pandemic on... (N=4771)	Very positive impact	2	No impact	4	Very negative impact
	%				
... your further studies?	8.0	13.1	47.4	21.3	0.2
... labour market participation after graduation?	9.6	12.4	50.4	18.7	8.9
... your mental health situation?	7.5	8.6	42.6	23.1	18.2

The data analysis according to citizenship shows that the Georgian citizen students are more likely to expect the continuation of negative impact of Covid-19 than students who are non-citizens of Georgia. Specifically, this refers to:

- Further studies (non-citizens of Georgia - 27%; citizens of Georgia - 32%);
- Labour market participation after graduation (non-citizens of Georgia - 25.4%; citizens of Georgia - 27.8%);
- Mental health situation (non-citizens of Georgia - 35.4%; citizens of Georgia - 42.%).

The data are statistically reliable (See. Table #4.7)

Table #4.7

Do you expect any continued positive or negative impact of the Covid-19 pandemic on... (by citizenship of Georgia)		Very positive impact	2	No impact	4	Very negative impact
		%				
... your further studies? (X^2=58.675; P<0.05)	Non-resident of Georgia (N=398)	11.8	12.9	48.3	18.1	8.9
	Citizen of Georgia (N=4365)	7.6	13.1	47.3	21.8	10.2
... labour market participation after graduation? (X^2=25.925; P<0.05)	Non-resident of Georgia (N=398)	8.7	14.6	51.2	17.1	8.3
	Citizen of Georgia (N=4365)	9.7	12.1	50.4	18.9	8.9
... your mental health situation? (X^2=48.629; P<0.05)	Non-resident of Georgia (N=398)	11.6	11.0	42.0	17.1	18.3
	Citizen of Georgia (N=4365)	7.0	8.2	42.8	24.0	18.1

Chapter 5: Study conditions

The students participating in the study evaluated to what extent they agree with various statements related to studies. As the study shows, the majority of respondents share agree with the statements that lecturers normally give them helpful feedback on how they are doing (58.5%), lecturers motivate them to do their best work (55.6%), lecturers are extremely good at explaining things (61.8%), they know a lot of fellow students with whom they can discuss subject related questions (56.1%), they would recommend their current (main) study programme (63.2%), and it was always clear that they would study in a higher education institution one day (78.9%).

On the other hand, the respondents do not agree with the statements that they often have the feeling that they don't really belong in higher education (67.2%) and deny thinking of completely abandoning their higher education studies (71.2%). (see Table #5.1).

Table #5.1

Generally, to what extent do you agree with the following statements regarding your studies (N=4771)	Strongly agree	2	3	4	Do not agree
	%				
The lecturers normally give me helpful feedback on how I am going	33.6	25.0	24.5	9.5	7.5
The lecturers motivate me to do my best work	31.8	23.9	25.1	11.2	8.1
The lecturers are extremely good at explaining things	35.6	26.2	25.3	8.5	4.5
I know a lot of fellow students with whom I can discuss subject related questions	32.9	23.2	25.4	10.6	8.0
I would recommend my current (main) study programme	38.9	24.3	22.9	7.2	6.7
I often have the feeling that I don't really belong in higher education	8.3	7.7	16.8	12.7	54.5
It was always clear I would study in higher education one day	65.2	13.7	14.5	3.7	2.9
I am seriously thinking of completely abandoning my higher education studies	8.0	6.4	14.5	10.4	60.8

Analyzing the data by **sex** reveals that compared to male students, female students agree more with the statements that the lecturers are extremely good at explaining things (female-66.2%; male-56.6%), they would recommend the current (main) study programme (female-67.8%; male-57.9%) and it was always clear that they would study in a higher education one day (female-84.4%; male-72.5%). In addition, female respondents are more likely to deny that they often feel they don't really belong in higher education (female-70.6%; male-63.2%) and they are seriously thinking of completely abandoning their higher education studies (female- 76.5%; male-64.9%). The data are statistically reliable. (see Table #5.2)

Table #5.2

Generally, to what extent do you agree with the following statements regarding your studies (by sex) (N=4771)		Strongly agree	2	3	4	Do not agree at all
		%				
The lecturers are extremely good at explaining things (X^2=59.376; P<0.05)	Female	39.6	26.5	23.0	7.7	3.2
	Male	30.8	25.8	27.9	9.4	6.0
I would recommend my current (main) study programme (X^2=49.291; P<0.05)	Female	41.6	26.2	19.7	6.2	6.3
	Male	35.8	22.0	26.6	8.4	7.2
I often have the feeling that I don't really belong in higher education (X^2=33.600; P<0.05)	Female	7.3	6.7	15.5	12.3	58.3
	Male	9.4	8.9	18.4	13.2	50.0
It was always clear I would study in higher education one day (X^2=125.804; P<0.05)	Female	72.0	12.4	10.9	3.1	1.6
	Male	57.2	15.4	18.7	4.4	4.4
I am seriously thinking of completely abandoning my higher education studies (X^2=93.772; P<0.05)	Female	7.1	5.4	11.0	9.5	67.0
	Male	9.0	7.5	18.5	11.4	53.6

As a result of analyzing the date according to the **type of higher education institution,** differences were revealed among groups. It is evident from the evaluation of the respondents that, compared to other groups, the students interviewed in college evaluate the study-related statements most positively. After college, relatively positive evaluations are recorded by the teaching university respondents. The statements are positively evaluated also by the university students, however their rates are lower compared to other groups. Specifically, this refers to the following statements:

- The lecturers normally give me helpful feedback on how I am going (university -57%; teaching university -69.2%; college-77.8%);
- The lecturers motivate me to do my best work (university -53.3%; teaching university -71.9%; college-80.6%);
- The lecturers are extremely good at explaining things (university -59.7%; teaching university -75.6%; college-83.8%);
- I would recommend my current (main) study programme (university -61.6%; teaching university -74.8%; college - 83.3%).

The data are statistically reliable (See. Table #5.3)

Table #5.3

Generally, to what extent do you agree with the following statements regarding your studies (by the type of HEI) (N=4771)		Strongly agree	2	3	4	Do not agree at all
		%				
The lecturers normally give me helpful feedback on how I am going (X^2=75.943; P<0.05)	University	31.4	25.6	25.7	9.7	7.6
	Teaching university	49.4	19.8	15.7	8.3	6.8

Generally, to what extent do you agree with the following statements regarding your studies (by the type of HEI) (N=4771)		Strongly agree	2	3	4	Do not agree at all
		%				
	College	44.4	33.3	13.9	5.6	2.8
The lecturers motivate me to do my best work (X^2=113.797; P<0.05)	University	29.3	24.0	26.3	12.1	8.4
	Teaching university	50.0	21.9	16.9	5.0	6.2
	College	36.1	44.4	13.9	5.6	
The lecturers are extremely good at explaining things (X^2=138.513; P<0.05)	University	32.6	27.1	26.5	9.2	4.6
	Teaching university	57.4	18.2	17.2	2.9	4.3
	College	45.9	37.8	8.1	8.1	
I would recommend my current (main) study programme (X^2=82.402; P<0.05)	University	36.7	24.8	23.6	7.6	7.3
	Teaching university	55.4	19.4	18.6	4.1	2.5
	College	44.4	38.9	8.3	5.6	2.8

The statements related to studies were analyzed according to **region**. The lowest and the highest rates of positive assessments are given to these statements:

- The lecturers normally give me helpful feedback on how I am doing (Tbilisi - 58.4%; Samegrelo-Zemo Svaneti -75.9%)
- The lecturers motivate me to do my best work (Tbilisi -53.8%: Samegrelo-Zemo Svaneti -82.1%)
- The lecturers are extremely good at explaining things (Tbilisi - 60%; Kakheti - 86%)
- I know a lot of fellow students with whom I can discuss subject-related questions (Shida Kartli - 53.8%; Samegrelo-Zemo Svaneti - 75%)
- I would recommend my current (main) study programme (Shida Kartli -63.5%; Kakheti-80%)
- It was always clear I would study in higher education one day (Samegrelo-Zemo Svaneti-78.6%; Kakheti - 84.3%)

As for the **negative** responses, the minimal and maximal rates according to regions were distributed as follows:

- I often have the feeling that I don't really belong in higher education (Shida Kartli -63.5%; Kakheti - 80%)
- I am seriously thinking of completely abandoning my higher education studies (Shida Kartli - 65.4%; Kakheti-84%)

The data are statistically reliable. (See. Table #5.4)

Table #5.4

To what extent do you agree with the following statements regarding your studies (by region) (N=4771)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
		%						
The lecturers normally give me helpful feedback on how I am going (X^2=117.375; P<0.05)	Strongly agree	33.1	42.0	31.3	35.3	45.1	44.8	39.3
	2	25.3	22.0	28.5	20.5	19.6	31.0	23.2
	3	23.7	26.0	29.5	28.3	23.5	13.8	25.0
	4	10.4	2.0	4.6	6.5	5.9	6.9	7.1
	Do not agree at all	7.5	8.0	6.0	9.5	5.9	3.4	5.4
The lecturers motivate me to do my best work (X^2=110.738; P<0.05)	Strongly agree	30.1	58.8	39.1	32.9	48.1	50.0	42.6
	2	23.6	19.6	26.3	24.9	19.2	32.1	25.9
	3	26.0	15.7	23.1	21.4	19.2	14.3	18.5
	4	11.8	3.9	8.2	10.7	7.7	3.6	7.4
	Do not agree at all	8.5	2.0	3.2	10.0	5.8		5.6
The lecturers are extremely good at explaining things (X^2=98.749; P<0.05)	Strongly agree	34.0	62.0	37.0	40.5	50.0	53.6	49.1
	2	26.0	24.0	29.2	26.8	23.1	28.6	23.6
	3	26.3	12.0	26.0	20.3	17.3	10.7	20.0
	4	9.1	2.0	6.0	6.8	3.8	7.1	3.6
	Do not agree at all	4.6		1.8	5.8	5.8		3.6
I know a lot of fellow students with whom I can discuss subject-related questions (X^2=89.649; P<0.05)	Strongly agree	31.8	46.0	26.3	44.9	34.6	35.7	35.2
	2	22.9	18.0	30.2	20.7	19.2	39.3	24.1
	3	25.6	22.0	27.4	23.9	25.0	14.3	22.2
	4	11.2	8.0	9.3	6.2	11.5	7.1	9.3
	Do not agree at all	8.5	6.0	6.8	4.2	9.6	3.6	9.3
I would recommend my current (main) study programme (X^2=112.848; P<0.05)	Strongly agree	37.6	64.7	41.3	42.4	50.0	53.6	50.9
	2	24.1	19.6	32.7	20.9	21.2	32.1	25.5
	3	23.5	9.8	19.9	22.9	21.2	10.7	12.7
	4	7.5	3.9	3.9	7.5	3.8	3.6	7.3
	Do not agree at all	7.3	2.0	2.1	6.2	3.8		3.6
I often have the feeling that I don't really belong in higher education	Strongly agree	8.4	4.0	4.3	10.7	9.6	7.1	5.5
	2	7.2	10.0	10.7	10.5	5.8	3.6	9.1

To what extent do you agree with the following statements regarding your studies (by region) (N=4771)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
		%						
(X^2=107.485; P<0.05)	3	17.2	6.0	17.4	14.2	21.2	10.7	14.5
	4	13.3	10.0	12.1	8.0	9.6	28.6	10.9
	Do not agree at all	53.9	70.0	55.5	56.6	53.8	50.0	60.0
It was always clear I would study in higher education one day (X^2=105.248; P<0.05)	Strongly agree	65.6	70.6	61.7	65.0	71.2	50.0	57.4
	2	13.3	13.7	17.4	13.5	9.6	28.6	22.2
	3	14.2	9.8	17.4	15.3	13.5	17.9	14.8
	4	3.8	3.9	2.5	3.5	3.8	3.6	1.9
	Do not agree at all	3.1	2.0	1.1	2.8	1.9		3.7
I am seriously thinking of completely abandoning my higher education studies (X^2=112.678; P<0.05)	Strongly agree	8.2	6.0	5.3	8.8	9.6	7.1	3.6
	2	6.0	2.0	11.0	7.3	7.7	3.6	7.3
	3	14.5	8.0	17.7	12.8	17.3	14.3	12.7
	4	10.6	12.0	6.0	10.0	5.8	21.4	10.9
	Do not agree at all	60.7	72.0	59.9	61.3	59.6	53.6	65.5

The study-related assessments were analyzed according to **study disciplines.** Positive results are presented as minimal and maximal rates of study disciplines, according to each statement:

- The lecturers normally give me helpful feedback on how I am going (Engineering - 48.4%; Social sciences-65.7%)
- The lecturers motivate me to do my best work (Science/Agricultural sciences -46.7%; Humanities-61.5%)
- The lecturers are extremely good at explaining things (Engineering-52.7%; Social sciences-69.8%)
- I know a lot of fellow students with whom I can discuss subject related questions (Engineering - 47.9%; Education - 65%)
- I would recommend my current (main) study programme (Science/Agricultural sciences -51.4%; Education- 71.7%)
- It was always clear I would study in higher education one day (Engineering - 65.8%; Social sciences - 85.6%)

In terms of **denying** the statements according to the various study disciplines, the two following statements were identified:

- I often have the feeling that I don't really belong in higher education (Agricultural sciences -51.2%; Social sciences - 73.2%)
- I am seriously thinking of completely abandoning my higher education studies (Agricultural sciences - 55.1%; Humanities - 80.9%). The data are statistically reliable. (see. Annex #7)

Students of different study disciplines evaluate the study process positively. In particular, this attitude is confirmed by a relatively large part of the students (about half) that is, the majority. As for the statements with negative connotation, the majority of the respondents deny them.

Students were asked if they knew any counseling services specifically for students. The majority of respondents (64.4%) say that they have heard about study-related counseling. 45.5% of students have already used counselling. In other cases, such as psychological (54.6%), financial (54.5%) and housing (61.3%) counselling, most of the respondents say that they have never heard of such services. (See Table #5.5)

Table #5.5

Do you know any counselling services specifically for students? (N=4771)	Yes, I have already used it	Yes, but I have not used it (yet)	No, I have never heard of it
	%		
Study-related counselling (e.g. switching of study programme, exam rules)	45.5	18.9	35.6
Psychological counselling (e.g. exam nerves)	37.1	8.3	54.6
Financial counselling	34.0	11.5	54.5
Housing counselling	31.5	7.1	61.3

Based on the data analysis according to **region**, it is revealed that the majority of those surveyed have heard about study-related counselling. Knowledge about study-related counselling is low in Tbilisi (62.8%) and high in Kakheti (78%), Shida Kartli (78.8%) and Samegrelo-Zemo Svaneti (78.6%), compared to other regions.

Having information about the availability of psychological counselling is confirmed relatively rarely in Tbilisi (44.1%) and Imereti (41.8%), and most often in Samegrelo-Zemo Svaneti (69%).

Being informed about financial consultation is indicated relatively rarely in Tbilisi (42.2%), and relatively more in Samegrelo-Zemo Svaneti (75.9%).

The availability of housing counselling is the least talked about in Tbilisi (35.6%), and relatively often in Adjara (61.6%) and Samegrelo-Zemo Svaneti (58.6%). The data are statistically reliable. (See Table #5.6)

Table #5.6

Do you know any counselling services specifically for students? (by region) (N=4771)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
		%						
Study-related counselling (e.g. switching of study programme, exam rules) (X^2=45.542; P<0.05)	Yes, I have already used it	45.3	54.0	43.6	45.0	50.0	57.1	49.1
	Yes, but I have not used it (yet)	17.4	24.0	21.6	27.3	28.8	21.4	25.5
	No, I have never heard of it	37.2	22.0	34.8	27.8	21.2	21.4	25.5
Psychological counselling (e.g. exam nerves) (X^2=46.787; P<0.05)	Yes, I have already used it	36.6	36.0	34.0	42.0	36.5	62.1	35.7
	Yes, but I have not used it (yet)	7.5	12.0	7.8	13.3	19.2	6.9	14.3
	No, I have never heard of it	55.9	52.0	58.2	44.8	44.2	31.0	50.0
Financial counselling (X^2=83.237; P<0.05)	Yes, I have already used it	31.9	32.0	38.8	45.1	42.3	62.1	45.5
	Yes, but I have not used it (yet)	10.7	16.0	11.0	17.5	13.5	13.8	14.5
	No, I have never heard of it	57.4	52.0	50.2	37.4	44.2	24.1	40.0
Housing counselling (X^2=112.848; P<0.05)	Yes, I have already used it	29.0	34.0	34.9	49.4	31.4	48.3	38.2
	Yes, but I have not used it (yet)	6.6	6.0	5.7	12.2	9.8	10.3	9.1
	No, I have never heard of it	64.4	60.0	59.4	38.4	58.8	41.4	52.7

Students who have used various types of counselling services rated how helpful each service was. As it turned out, the majority of respondents positively evaluate the received consultations on the issues of studying (61.8%), psychology (56.6%), finances (71.4%) and housing (60.1%) (see Table #5.7)

Table #5.7

How helpful was the provided counselling service specifically for students?	Very helpful	2	3	4	Not helpful at all
	%				
Study-related counselling (e.g. switching of study programme, exam rules) (N=850)	41.1	20.7	22.6	10.2	5.3
Psychological counselling (e.g. exam nerves) (N=270)	43.8	12.8	27.3	7.2	8.9
Financial counselling (N=346)	56.5	14.9	18.9	4.4	5.3
Housing counselling (N=243)	49.6	10.4	23.0	10.0	6.9

Analysis of the data by sex reveals that among students who have used the offered counselling services, female students are more satisfied with the services received than male students. This refers to psychological counselling (female-61.9%; male-51.9%) and financial counselling (female-75.4%; male-67.6%). The data are statistically reliable. (See Table #5.8)

Table #5.8

How helpful was the provided counselling service specifically for students? (by sex)		Very helpful	2	3	4	Not helpful at all
		%				
Psychological counselling (N=270) (X^2=11.412; P<0.05)	female	48.9	12.9	18.7	7.9	11.5
	male	38.9	13.0	35.9	6.1	6.1
Financial counselling (N=346) (X^2=3.925; P<0.05)	female	60.0	15.4	16.6	4.6	3.4
	male	53.5	14.1	21.2	4.1	7.1

The majority or a relatively large part of surveyed students agree that their higher education institution cares about their academic success (53%), facilitates their non-academic/social involvement (42.6%), lecturers share additional resources within them as part of the course (62.7%), and university resources enable them to access additional interesting scientific materials/research papers independently (61.9%). (See Table #5.9)

Table #5.9

Please specify to what extent you agree to the following statements (N=4771)	Strongly agree	2	3	4	Do not agree at all
	%				
My higher education institution cares about my academic success	30.2	22.8	25.8	11.3	9.9
My higher education institution facilitates my non-academic/social involvement	21.9	20.7	29.3	13.0	15.1
Lecturers share additional resources with me as part of the course: scientific research papers, reading materials, databases, etc.	37.5	25.2	22.5	8.0	6.8
University resources (library, digital databases, etc.) enable me to access additional scientific materials/research papers independently	38.4	23.5	21.4	9.4	7.3

In terms of **higher education institutions**, compared to university and teaching university students, college students are more likely to agree with the following statements:

- My higher education institution cares about my academic success (university -50.5%, teaching university-70.5%; college - 81.1%)

- My higher education institution facilitates my non-academic/social involvement (university -39.7%, teaching university -62.8%; college-73.3%)
- Lecturers share additional resources with me as part of the course: scientific research papers, reading materials, databases, etc. (university -60.7%, teaching university -76.4%; college-78.9%)
- University resources (library, digital databases, etc.) enable me to access additional interesting scientific materials/research papers independently (university -60.2%, teaching university -73.5%; college - 80.6%)

Data are statistically reliable (See. Table #5.10)

Table #5.10

Please specify to what extent you agree to the following statements (by the type of HEI) (N=4771)		Strongly agree	2	3	4	Do not agree at all
		%				
My higher education institution cares about my academic success (X^2=102.912; P<0.05)	University	28.0	22.4	26.9	12.1	10.6
	Teaching university	45.4	25.0	18.8	5.6	5.0
	College	54.1	27.0	10.8	5.4	2.7
My higher education institution facilitates my non-academic/social involvement (X^2=164.396; P<0.05)	University	19.2	20.5	30.8	13.5	16.0
	Teaching university	41.7	21.1	18.8	9.3	9.1
	College	34.2	39.5	15.8	7.9	2.6
Lecturers share additional resources with me as part of the course: scientific research papers, reading materials, databases, etc. (X^2=86.578; P<0.05)	University	35.2	25.6	23.4	8.6	7.3
	Teaching university	54.8	21.5	16.1	4.1	3.5
	College	44.7	34.2	13.2	5.3	2.6
University resources (library, digital databases, etc.) enable me to access additional interesting scientific materials/research papers independently (X^2=65.480; P<0.05)	University	36.6	23.7	22.6	9.8	7.3
	Teaching university	52.2	21.3	12.6	6.0	7.9
	College	44.4	36.1	11.1	5.6	2.8

Statements related to study were examined according to **study disciplines**. The minimum and maximum rates of positive evaluations are presented according to the following statements:

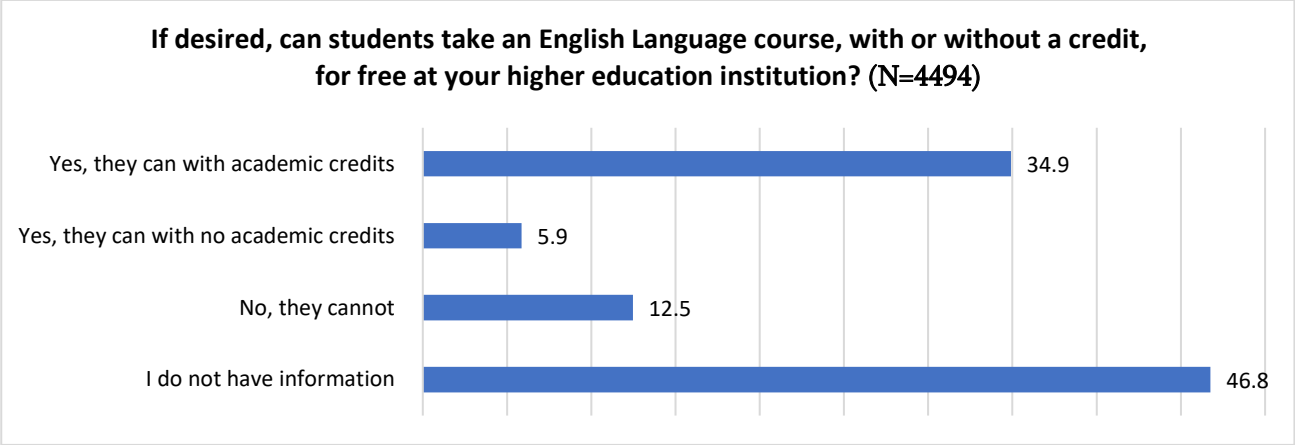
- Education institution cares about my academic success (Science/Natural Sciences-42.4%; Education-59.8%)
- My higher education institution facilitates my non-academic/social involvement (Healthcare-36%; Business administration-54.7%)

- Lecturers share additional resources with me as part of the course: scientific research papers, reading materials, databases, etc. (Science/Natural Sciences-54.6%; Education-68.5%)
- University resources (library, digital databases, etc.) enable me to access additional interesting scientific materials/research papers independently (Science/natural sciences-48.6%; Social sciences-72%).

Data are statistically reliable. (See. Annex #8)

A relatively large proportion of students (46.8%) has no information whether students can, if they desire, take an English language course in their higher education institution. 40.8% of respondents say that in their education institution it is possible to learn English with study credit (34.9%) or without study credit, for free (5.9%). (see diagram #5.1)

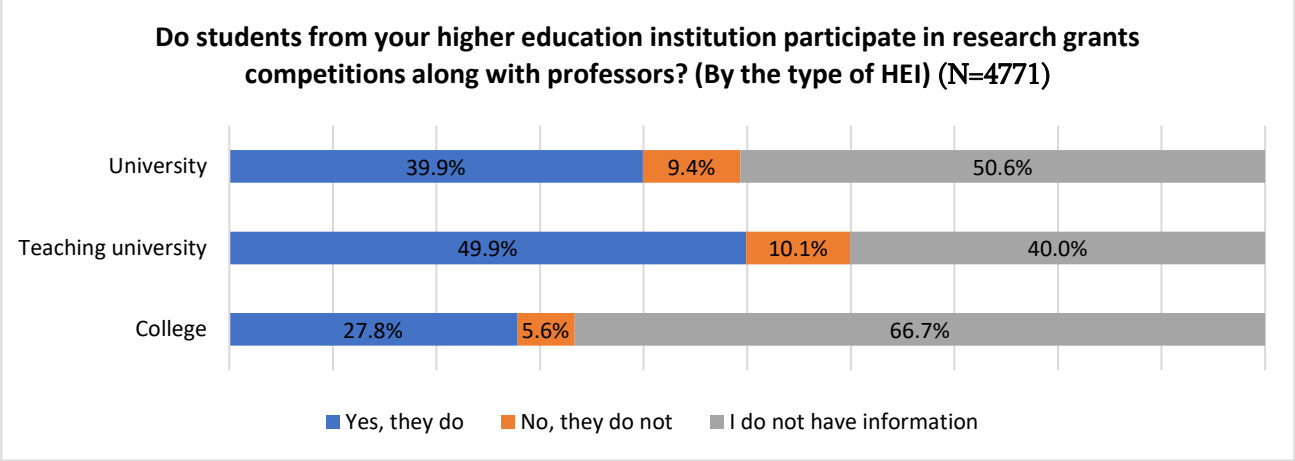
Diagram #5.1



About half of the students (49.5%) do not have information if students of their higher education institution participate in research grants competitions along with professors. A significant part of the respondents (41%) confirms the existence of this practice, while a small part denies it (9.5%).

In terms of higher education institutions, it can be observed that almost half of the students of the teaching university (49.9%) report participation in research grants competitions along with professors. In other groups, this index is relatively low (university-39.9%; college-27.8%). (See Diagram #5.2).

Diagram #5.2



According to the students' evaluation, their curriculum directly or indirectly contributes to developing such skills as: writing in accordance with academic standards (53.8%), expressing one's opinion clearly and argumentatively (58.2%), critical and analytical thinking (59.8%), analyzing statistical information (52.9%), acquiring knowledge and skills to find employment in the relevant field of study (51.6%), teamwork (57%), adhering to academic values and ethics (60.4%), respecting/understanding the opinions of persons with different social (ethnic, religious, political, etc.) backgrounds (62.9%), being able to orientate during a crisis (50.5%) and being an informed and active citizen (54.3%). (See Table #5.11)

Table #5.11

To what extent does your curriculum contribute, directly or indirectly to developing the following skills? (N=4771)	Contributes completely	2	3	4	Does not contribute at all	Unable to rate
	%					
Writing in accordance with academic standards	33.4	20.4	22.7	7.9	4.2	11.3
Expressing one's opinion clearly and argumentatively	35.9	22.3	23.6	7.9	4.2	6.1
Critical and analytical thinking	35.6	24.2	22.4	8.1	4.1	5.5
Analyzing statistical information	30.9	22.0	25.9	8.6	4.1	8.5
Acquiring knowledge and skills to find employment in the relevant field of study	29.9	21.7	23.8	10.6	6.2	7.7
Team work	34.6	22.4	22.4	9.8	4.5	6.3
Adhering to academic values and ethics	36.3	24.1	22.1	8.0	3.7	5.7
Respecting/understanding the opinions of persons with different social (ethnic, religious, political, etc.) backgrounds	43.8	19.1	19.0	7.1	3.9	7.1
Being able to orientate during a crisis	28.8	21.6	24.4	9.3	5.7	10.1
Being an informed and active citizen	32.5	21.8	24.7	8.7	5.0	7.3

Compared to **male** respondents, **female** respondents more often think that their curriculum contributes to developing such skills as: expressing one's opinion clearly and argumentatively (female-63.7%; male-51.7%), critical and analytical thinking (female-66.1 %; male-52.6%), analysis of statistical information (female-57.5%; male-47.5%), acquiring knowledge and skills to find employment in the relevant field of study (female-55.9%; male-46.7%), teamwork (female-61.7%; male-51.5%), adhering to academic values and ethics (female-66.6%; male-53.1%), respecting/understanding the opinions of persons with different social (ethnic, religious, political, etc.) backgrounds (female-70%; male-54.6%), Being able to orientate during a crisis (female- 54.5%; male-45.7%) and being an informed and active citizen (female-58.5%; male-49.4%). The data are statistically reliable. (See Table #5.12)

Table #5.12

To what extent does your curriculum contribute, directly or indirectly to developing the following skills? (by sex) (N=4771)		Contributes completely				Does not contribute at all	Unable to rate
		%					
Expressing one's opinion clearly and argumentatively (X^2=90.371; P<0.05)	female	41.4	22.3	20.6	7.3	3.9	4.5
	male	29.5	22.2	27.2	8.6	4.6	7.9
Critical and analytical thinking (X^2=122.057; P<0.05)	female	40.4	25.6	17.7	8.7	3.7	3.8
	male	30.0	22.5	27.9	7.4	4.5	7.5
Analyzing statistical information (X^2=58.395; P<0.05)	female	35.2	22.3	22.9	8.5	3.8	7.4
	male	25.9	21.7	29.3	8.8	4.5	9.8
Acquiring knowledge and skills to find employment in the relevant field of study (X^2=62.090; P<0.05)	female	32.6	23.3	19.8	10.8	6.6	6.8
	male	26.7	19.8	28.6	10.4	5.7	8.8
Teamwork (X^2=52.790; P<0.05)	female	38.4	23.3	20.2	8.8	3.9	5.4
	male	30.1	21.4	24.9	11.0	5.3	7.3
Adhering to academic values and ethics (X^2=117.720; P<0.05)	female	41.8	24.8	17.5	8.2	3.3	4.3
	male	29.8	23.3	27.6	7.7	4.1	7.4
Respecting/understanding the opinions of persons with different social (ethnic, religious, political, etc.) backgrounds (X^2=144.681; P<0.05)	female	51.5	18.5	15.8	6.0	3.0	5.3
	male	34.9	19.7	22.7	8.4	5.0	9.2
Being able to orientate during a crisis (X^2=42.413; P<0.05)	female	32.0	22.6	21.9	9.3	4.9	9.4
	male	25.2	20.5	27.3	9.2	6.7	11.0
Being an informed and active citizen (X^2=69.444; P<0.05)	female	37.4	21.1	22.6	8.4	3.7	6.8
	male	26.8	22.6	27.2	9.0	6.5	7.9

In terms of **higher education institutions**, college and teaching university students are more likely than university students to confirm the development of various skills within their curriculum. Specifically, this refers to such skills as: writing in accordance with academic standards (university-51.7%; teaching university-68.2%; college-75.7%), expressing one's opinion clearly and argumentatively (university-55.8%; teaching university-74.8%; college - 80.6%), critical and analytical thinking (university-57.5%; teaching university-76.1%; college-78.4%), analyzing statistical information (university-50.4%; teaching university-70.2%; college-77.8%), Acquiring knowledge and skills to find employment in the relevant field of study (university-48.7%; teaching university-72.3%; college-75.7%), adherence to academic values and ethics (university-57.8%; teaching university-78.3%; college-81.1%), Respecting/understanding the opinions of persons with different social (ethnic, religious, political, etc.) backgrounds (university-60.7%; teaching university-78.5%; college-

81.1%), being able to orientate in a crisis (university-47.9%; teaching university-68.5%; college-75.7%), and being an informed and active citizen (university-51.8%; teaching university-72%; College-75.7%).

Interestingly, compared to other groups, the students of the teaching university often report that their study programme contributes to the development of their teamwork skill (university-54.9%; teaching university-73.4%; college-48.6%), (see Table #5.13)

Table #5.13

To what extent does your curriculum contribute, directly or indirectly to developing the following skills? (by the type of HEI) (N=4771)		Contributes completely	2	3	4	Does not contribute at all	Unable to rate
		%					
Writing in accordance with academic standards (X^2=121.295; P<0.05)	University	31.1	20.6	23.9	8.6	4.6	11.2
	Teaching university	51.4	16.9	14.7	3.1	1.0	13.0
	College	35.1	40.5	10.8	5.4	2.7	5.4
Expressing one's opinion clearly and argumentatively (X^2=110.203; P<0.05)	University	33.5	22.3	24.9	8.4	4.7	6.1
	Teaching university	54.0	20.8	14.8	4.1	0.8	5.6
	College	41.7	38.9	11.1	2.8	2.8	2.8
Critical and analytical thinking (X^2=105248; P<0.05)	University	33.6	23.9	23.9	8.7	4.6	5.3
	Teaching university	50.5	25.6	12.0	3.9	0.6	7.4
	College	43.2	35.1	10.8	5.4	2.7	2.7
Analyzing statistical information (X^2=120.665; P<0.05)	University	28.5	21.9	27.2	9.4	4.4	8.6
	Teaching university	48.8	21.3	16.5	3.3	1.7	8.3
	College	36.1	41.7	11.1	5.6	2.8	2.8
Acquiring knowledge and skills to find employment in the relevant field of study (X^2=141.805; P<0.05)	University	27.4	21.3	25.5	11.4	6.6	7.8
	Teaching university	48.8	23.4	12.0	5.0	3.5	7.2
	College	35.1	40.5	13.5	5.4	2.7	2.7
Teamwork (X^2=98.173; P<0.05)	University	32.3	22.6	23.5	10.4	4.8	6.5
	Teaching university	52.3	21.1	14.0	4.7	3.1	4.8
	College	29.7	18.9	21.6	21.6	2.7	5.4
Adhering to academic values and ethics (X^2=123.798; P<0.05)	University	33.7	24.1	23.5	8.7	4.1	5.9
	Teaching university	55.5	22.8	13.2	2.9	1.0	4.6
	College	40.5	40.5	8.1	2.7	2.7	5.4

To what extent does your curriculum contribute, directly or indirectly to developing the following skills? (by the type of HEI) (N=4771)		Contributes completely	2	3	4	Does not contribute at all	Unable to rate
		%					
Respecting/understanding the opinions of persons with different social (ethnic, religious, political, etc.) backgrounds (X^2=89.867; P<0.05)	University	41.4	19.3	20.1	7.6	4.3	7.4
	Teaching university	61.2	17.2	10.9	4.1	1.4	5.2
	College	62.2	18.9	8.1	5.4	2.7	2.7
Being able to orientate in a crisis (X^2=139.529; P<0.05)	University	26.1	21.8	25.6	9.9	6.3	10.3
	Teaching university	48.5	19.9	16.2	4.3	1.7	9.3
	College	43.2	32.4	8.1	5.4	5.4	5.4
Being an informed and active citizen (X^2=132.989; P<0.05)	University	29.9	21.9	25.8	9.4	5.6	7.3
	Teaching university	52.0	20.0	16.9	3.3	1.0	6.8
	College	35.1	40.5	13.5	2.7	2.7	5.4

The statements were analyzed according to **study disciplines**. Positive evaluations recorded by the students are presented as minimum and maximum rates, specifically, in terms of contributing to skills such as:

- Writing in accordance with academic standards (Science/natural sciences - 41.8%; Business administration-63.3%)
- Expressing one's opinion clearly and argumentatively (Healthcare - 46%; Social sciences - 72%)
- Critical and analytical thinking (Science/natural sciences - 47.8%; Social sciences - 73.8%)
- Analyzing statistical information (Engineering-43.2%; Business administration-61.2%)
- Acquiring the knowledge and skills to find employment in the relevant field of study (Science/natural sciences - 39.9%; Education - 62%)
- Team work (Science/natural sciences - 40.8%; Social sciences - 66.8%)
- Adhering to academic values and ethics (Engineering - 45.7%; Social sciences - 75.2%)
- Respecting/understanding the opinions of persons with different social (ethnic, religious, political, etc.) backgrounds (Interdisciplinary fields or specialties- 50.7%; Social sciences - 75.9%)
- Being able to orientate in a crisis (Engineering - 40.8%; Agricultural sciences - 57.5%)
- Being an active and informed citizen (Science/natural sciences - 42.9%; Law - 60.7%)

Data are statistically reliable (see. Annex #9)

The statements were analyzed according to **training level**. Positive evaluations recorded by students are presented as minimum and maximum rates. It can be said that the improvement of specific skills is indicated most often by Bachelor degree students, and least often by Master students compared to other training levels. In particular, this refers to the improvement of such skills as:

- Writing in accordance with academic standards (One Stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme -45.4%; Bachelor degree -56.3%)
- Expressing one's opinion clearly and argumentatively (One Stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme - 46.1%; Bachelor degree - 61.3%)
- Critical and analytical thinking (Master degree-53.6%; Georgian Language Educational Programme / Teachers' Training Educational Programme - 61.5%)
- Analyzing statistical information (One Stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme - 44.8%; Georgian Language Educational Programme / Teachers' Training Educational Programme - 55.2%)
- Acquiring knowledge and skills to find employment in the relevant field of study (Master degree-45.2%; Bachelor degree-53.6%)
- Team work (Master degree-46.4%; Bachelor degree-58.7%)
- Adhering to academic values and ethics (Master degree-51.8%; Bachelor degree-61.7%)
- Respecting/understanding the opinions of persons with different social (ethnic, religious, political, etc.) backgrounds (Master degree-51.8%; Bachelor degree-64.5%)
- Being able to orientate in a crisis (Master degree-45.2%; Bachelor degree-51.3%)
- Being an informed and active citizen (Master degree-45.9%; Bachelor degree-56.2%)

The data are statistically reliable. (see Annex #10)

A relatively large number of surveyed students (44.8%) indicate that there are student jobs at their education institution, available for everyone (29.3%) or access to them is limited (15.4%). Also, a significant number does not have information (41%) about the availability of student jobs in their education institution.

More than half of the respondents do not have information (56.4%) if their education institution offers counseling services for students with special educational needs. A third of students (33.6%) indicate that this practice exists with free (24.8%) or limited (8.7%) access. (See Table #5.14)

Table #5.14

Does your higher education institution offer... (N=4771)	Yes, it does and they are available for everyone	Yes, it does but access is limited	No, it does not	I do not have information
	%			
... Student jobs (both paid and unpaid: assistance/technical work/library/cafeteria, etc.)?	29.3	15.4	14.2	41.0
... Counseling services for students with special educational needs?	24.8	8.7	10.0	56.4

In terms of **higher education institutions**, the availability of student jobs and counseling services for students with special educational needs (with free or limited access) is more often confirmed by students of teaching universities (student jobs -52.8%; counseling service - 44.1%) than of universities (student jobs -43.9%; counseling services - 32.3) and colleges (student jobs - 25%; counseling service-24.3%). (See Table #5.15).

Table #5.15

Does your higher education institution offer... (by the type of HEI) (N=4771)		Yes, it does and they are available for everyone	Yes, it does but access is limited	No, it does not	I do not have information
		%			
... students jobs (X^2=58.474; P<0.05)	University	27.8	16.1	14.6	41.5
	Teaching University	41.7	11.1	11.3	35.9
	College	22.2	2.8	5.6	69.4
... Counseling services for students with special educational needs? (X^2=41.914; P<0.05)	University	23.5	8.8	10.5	57.2
	Teaching University	35.2	8.9	7.0	48.9
	College	21.6	2.7	2.7	73.0

About a third of the surveyed students (34.9%) say that their educational institution implements activities to facilitate the cultural integration of foreign students at least once a semester. On the other hand, more than half of the respondents (58.2%) do not have information about such events.

Almost half of the students (47.2%) report that their educational institution implements meetings/training sessions with employers / business representatives to help them receive more information about their future profession at least once a semester. At the same time, the share of respondents (44.4%) who do not have information on this issue is high. (see Table #5.16)

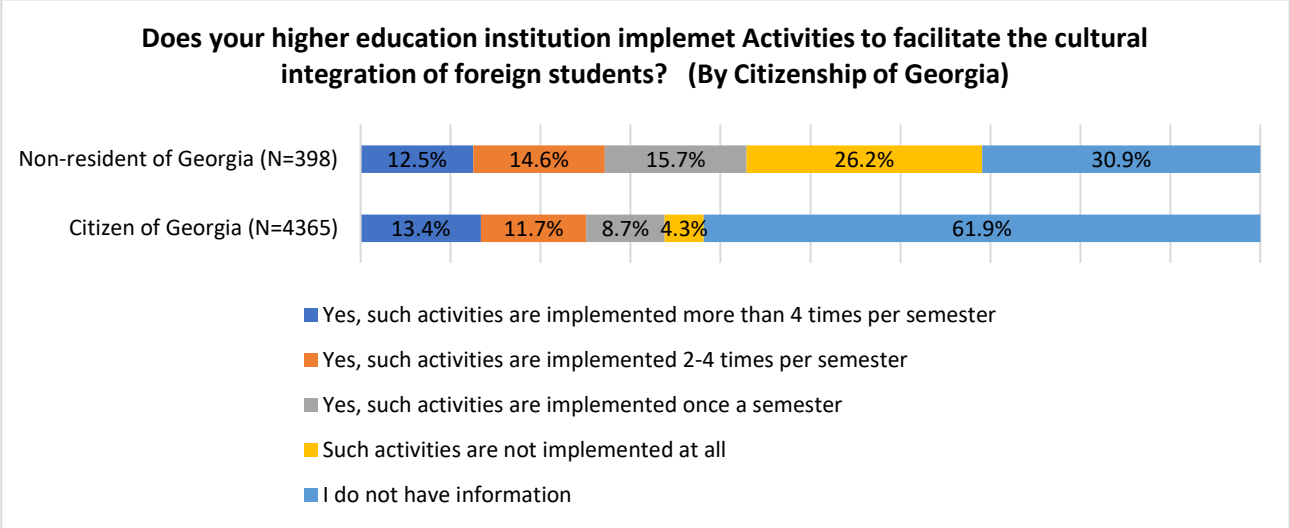
Table #5.16

Does your higher education institution implement.... (N=4771)	Yes, such activities are implemented more than 4 times per semester	Yes, such activities are implemented 2-4 times per semester	Yes, such activities are implemented once a semester	Such activities are not implemented at all	I do not have information
	%				
... Activities to facilitate the cultural integration of foreign students?	13.3	12.0	9.6	6.9	58.2
... Meetings/training sessions with employers/business representatives to help you receive more information about your future profession?	19.2	17.1	10.8	8.4	44.4

A relatively large part of non-citizen students of Georgia (42.9%) and a third of Georgian citizen students (33.8%) confirm that the higher education institution implements activities facilitating the cultural integration of foreign students with some frequency. In addition, it should be emphasized that the majority of Georgian

citizen students (61.9%) do not have information about such events, while almost a third of non-citizen students of Georgia (30.9%) do not know about the implementation of such activities by the HEIs. The data are statistically reliable (X^2=432.225; P<0.05) (See Diagram #5.3).

Diagram #5.3



According to students, they spend an average of 17 hours on taught courses in a typical week (Mean=16.89). At the same time, according to the median index (Median=16), half of the students spend less than 16 hours in taught studies during the week. On the other hand, an average of 17 hours per week was determined as personal study time (Mean=16.56), and half of the students spend less than 14 hours (Median=14) on personal study in a week. In total, the respondents spend an average of 33 hours on taught studies and personal study time during the week (Mean=33.44), and half of the students spend a total of 31 hours (Median=31) on studies during the week. (See Table #5.17)

Table #5.17

How many hours do you spend in taught courses and on personal study time in a typical week (including the weekend) during the current lecture period? (N=4771)	Average	Median
Taught studies (lessons, seminars, labs, tests, live online courses of your study programme, etc.)	16.89	16.00
Personal study time (like preparation, studying, homework, unpaid internships, etc.)	16.56	14.00
Total time spent on studies in a week	33.44	31.00

A relatively large number of interviewed students are content with the workload during the current lecture period and would not like to spend more or less time on taught studies (48.7%), personal study (46.3%), or paid job (51.6%). (See Table #5.18)

Table #5.18

Please indicate if you would like to spend less or more time on the following activities during the current lecture period: (N=4771)	Less	Same	More
	%		
Time on taught studies	30.3	48.7	20.9
Personal study time	24.1	46.3	29.6
Time on paid job(s)	18.4	51.6	30.0

As a result of analyzing the data according to **sex**, it is revealed that in the case of time spent on personal study, male students (51.1%) express the wish to spend the same amount of time in the current semester – more than female students (42.1%). At the same time, female respondents (32.9%) indicate that they would like more time than male respondents (25.7%).

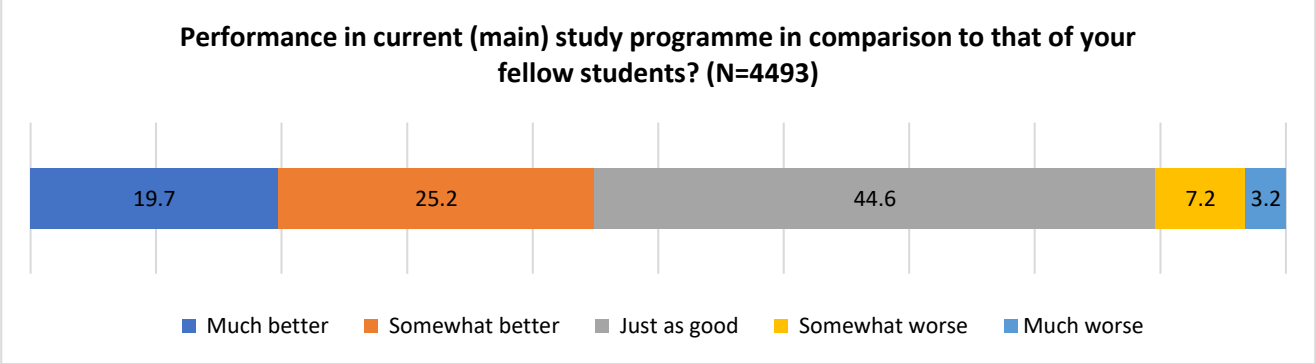
In terms of time spent on a paid job, male students indicate relatively often (56.2%) that they want the same amount of time compared to females (47.8%). The data are statistically reliable. (See Table #5.19)

Table #5.19

Would like to spend less or more time on the following activities during the current lecture period (by sex) (N=4771)		Less	Same	More
		%		
Personal study time (X^2=40.268; P<0.05)	female	25.0	42.1	32.9
	male	23.1	51.1	25.7
Time spent on paid job (X^2=27.538; P<0.05)	female	20.5	47.8	31.6
	male	15.9	56.2	28.0

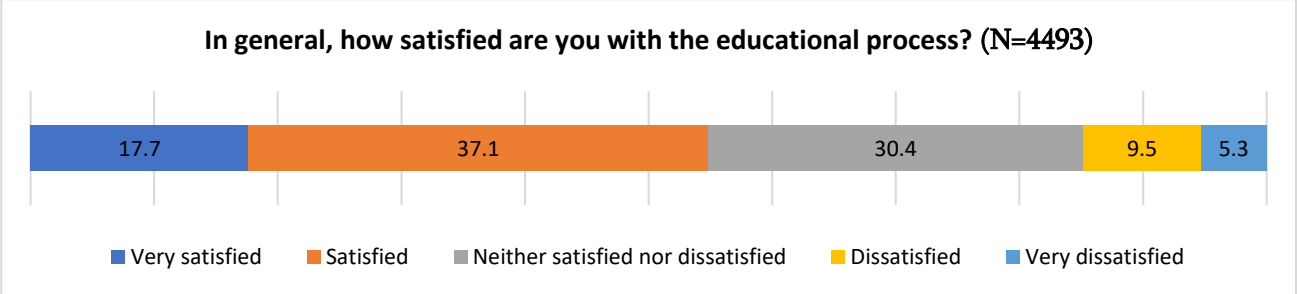
The interviewed students believe that in their current (main) study programme, their performance **is somewhat better (44.9%) or just as good (44.6%), compared to their fellow students.** (See Diagram #5.4)

Diagram #5.4



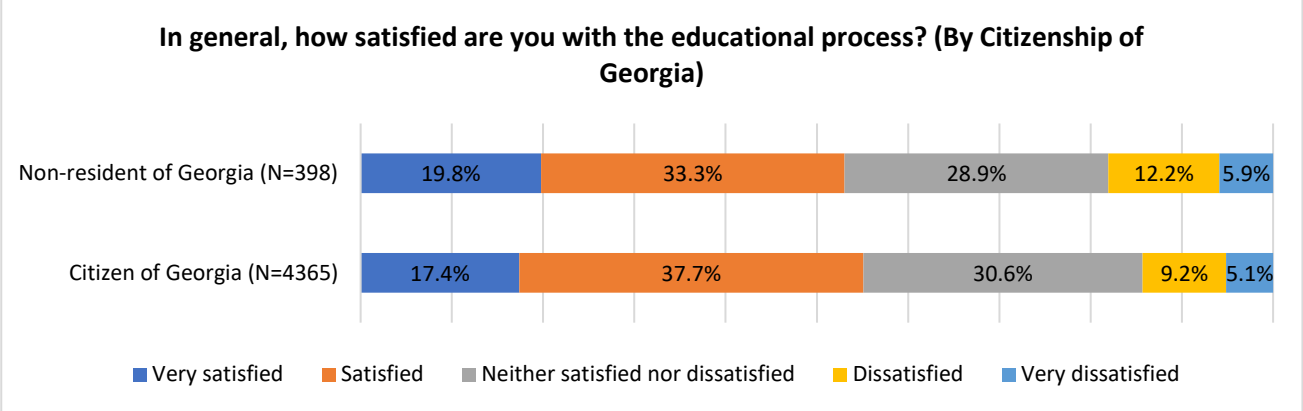
More than half of the students (54.8%) express **satisfaction** with their educational process. The number of dissatisfied students does not exceed 15% (see Diagram #5.5).

Diagram #5.5



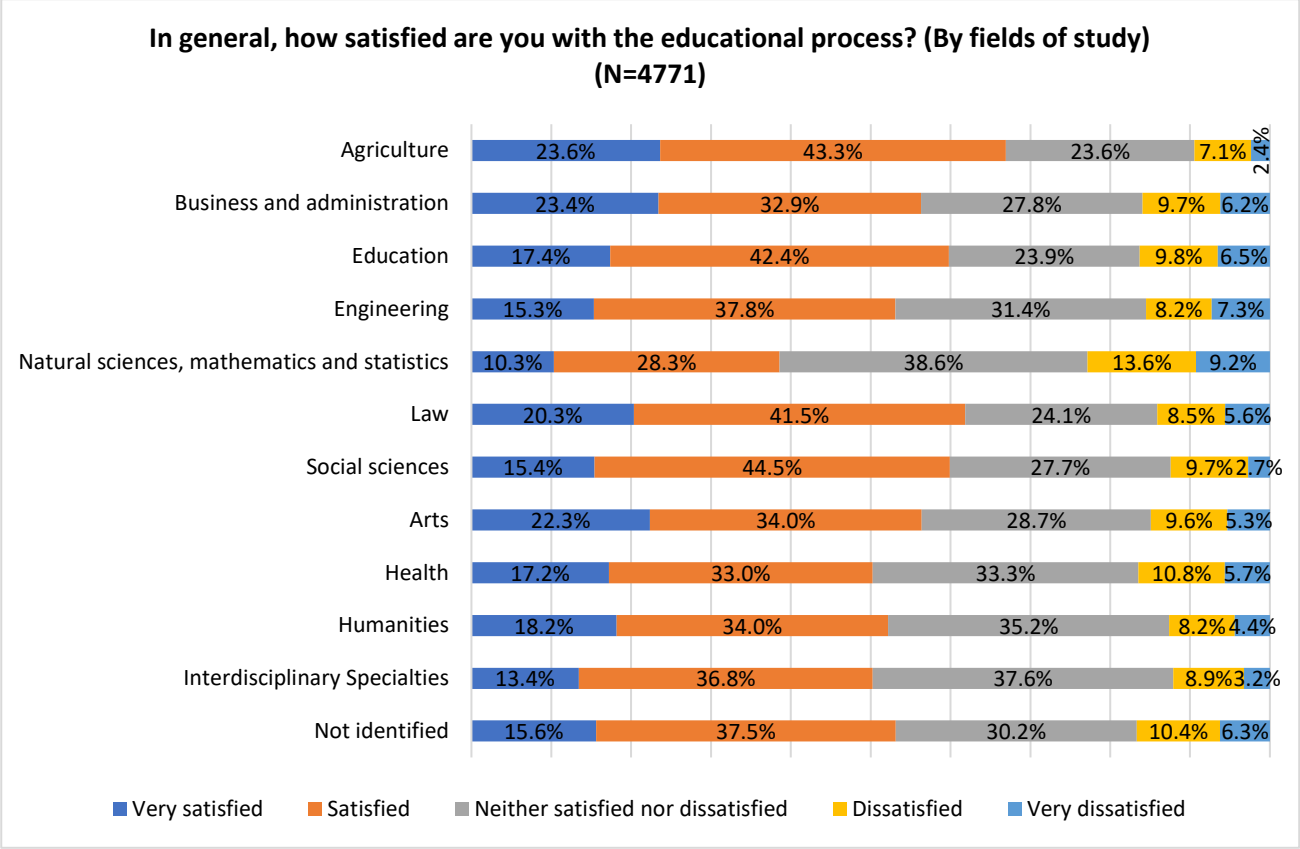
It is noteworthy that both non-citizen students of Georgia (53%) and citizens of Georgia (55.1%) express their satisfaction with the educational process. Almost a fifth of non-citizen students of Georgia (18.1%) and 14.3% of Georgian citizens express a negative attitude. The data are statistically reliable (X^2=81.056; P<0.05). (See Diagram #5.6)

Diagram #5.6



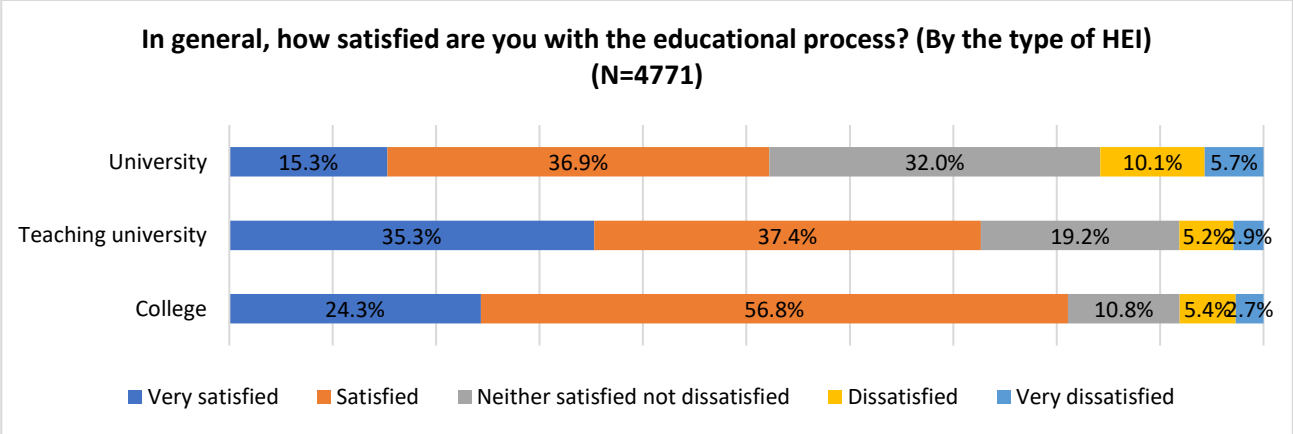
A positive trend is maintained in terms of evaluations of the educational process according **to study disciplines.** Interestingly, the exception is the Science/Natural sciences, as students equally report being satisfied with the study process (38.6%) and at the same time report that they are neither satisfied nor dissatisfied (38.6%). Agricultural science students most often report satisfaction with the educational process (66.9%). The data are statistically reliable (X^2=113.597; P<0.05) (see Diagram #5.7)

Diagram #5.7



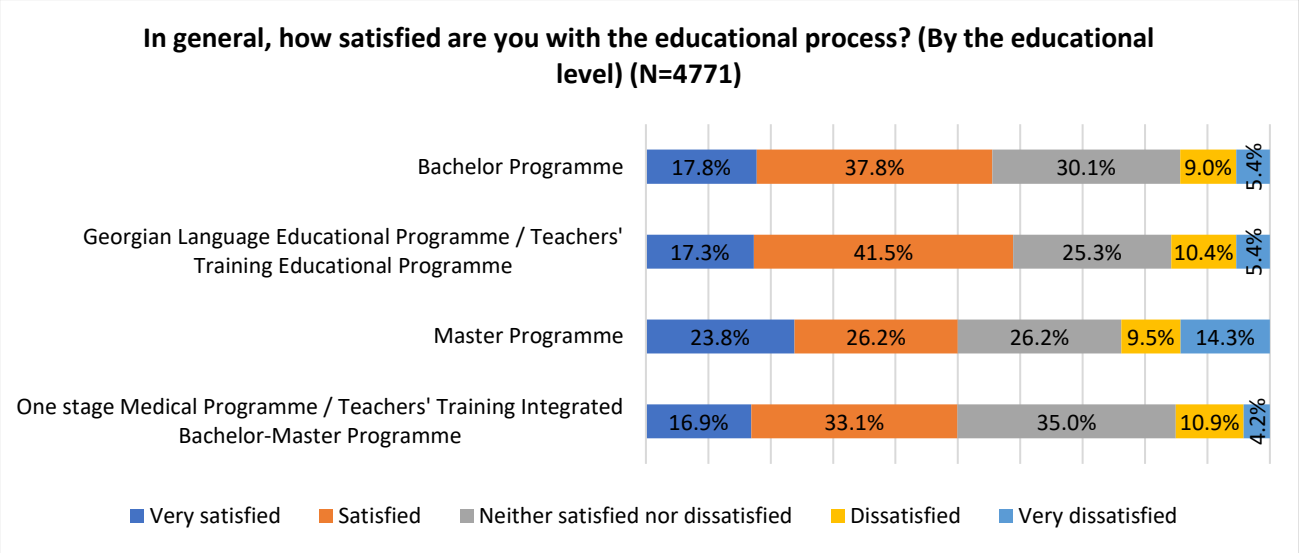
In respect of the type of higher education institution, satisfaction with the educational process is expressed most often by college students (81.1%), followed by teaching university students (72.2%) and finally by university students (52.2%). The data are statistically reliable (X^2=195.679; P<0.05) (see Diagram #5.8).

Diagram #5.8



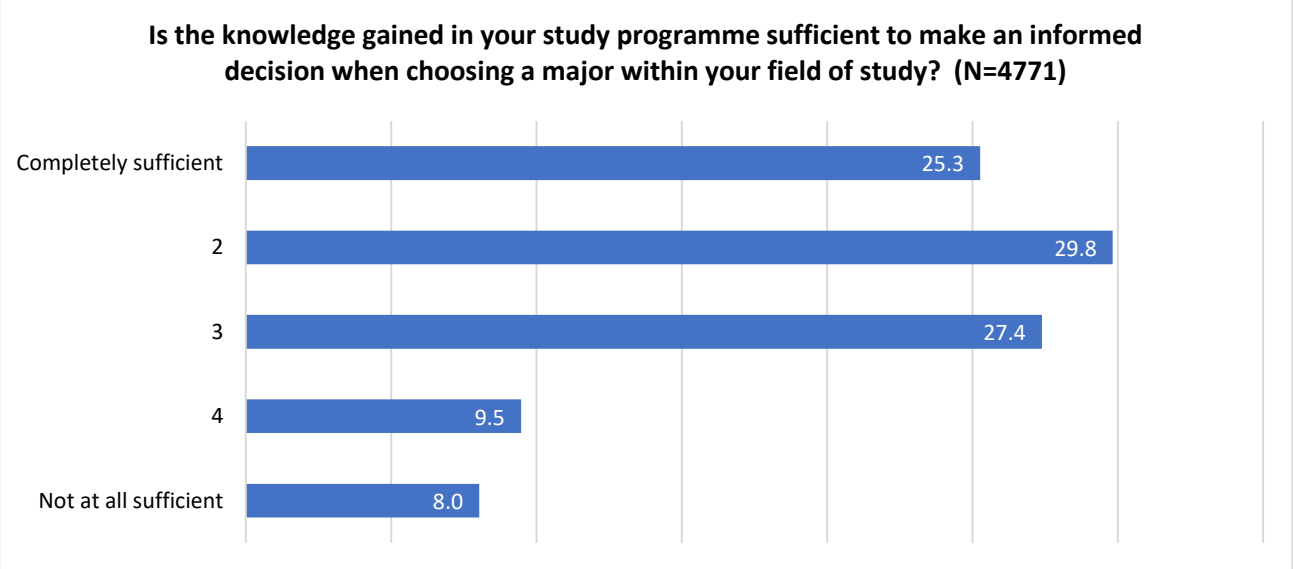
In respect of training levels, satisfaction with the educational process is more often reported by students who are studying the Georgian language educational programme / Teachers' training educational programme (58.9%), followed by Bachelor degree students (55.6%). In the case of Master degree (50%) and One stage medical programme / Teachers' Training Integrated Bachelor-Master Programme (49.9%), half of the students are satisfied. The data are statistically reliable (X^2=39.343; P<0.05) (see diagram #5.9)

Diagram #5.9



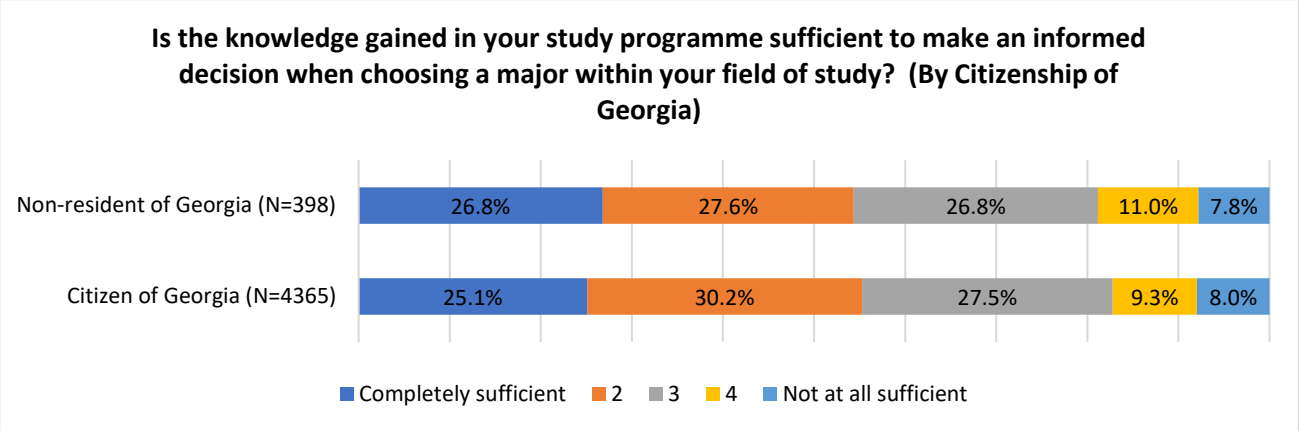
The majority of respondents (55.1%) believe that the **knowledge gained in their study programme is sufficient to make an informed decision when choosing a major within their field of study**. (see Diagram #5.10)

Diagram #5.10



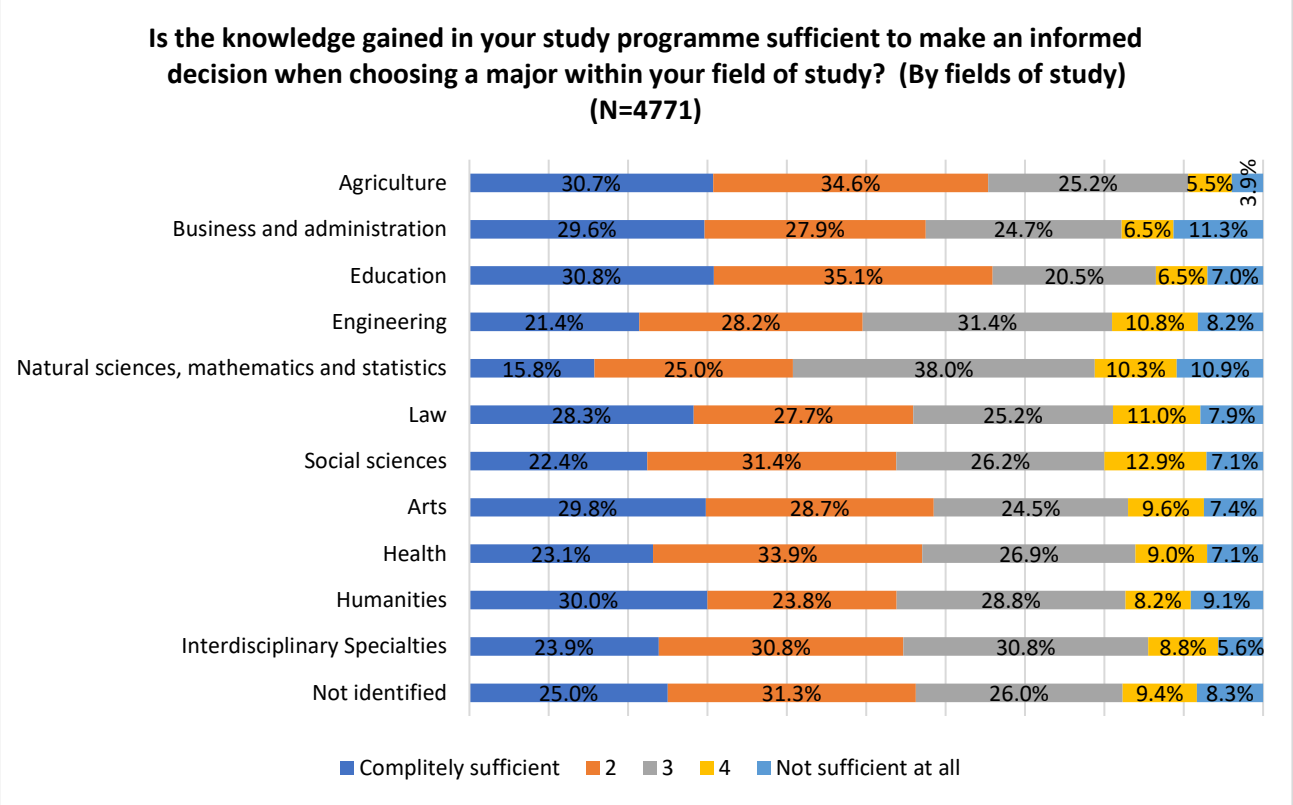
Both Georgian citizen students (55.3%) and non-citizen students (54.4%) believe that the knowledge gained in their study programme is sufficient to make an informed decision when choosing a major within their fields of study. Almost a fifth (18.8%) of non-citizen students of Georgia and 17.2% of Georgian citizen students have the opposite attitude. The data are statistically reliable (X^2=49.727; P<0.05). (see diagram #5.11)

Diagram #5.11



Based on correlation analysis, it can be observed that almost half of the students, according to all **study disciplines,** think that the knowledge gained in their study programme is sufficient to make an informed decision when choosing a major within their field of study. Science/natural sciences students are again an exception - 40.8% of this group give a positive answer. On the other hand, students of Agricultural sciences (65.4%) and Education (65.9%) are particularly positively inclined. The data are statistically reliable (X^2=103.547; P<0.05) (see Diagram #5.12).

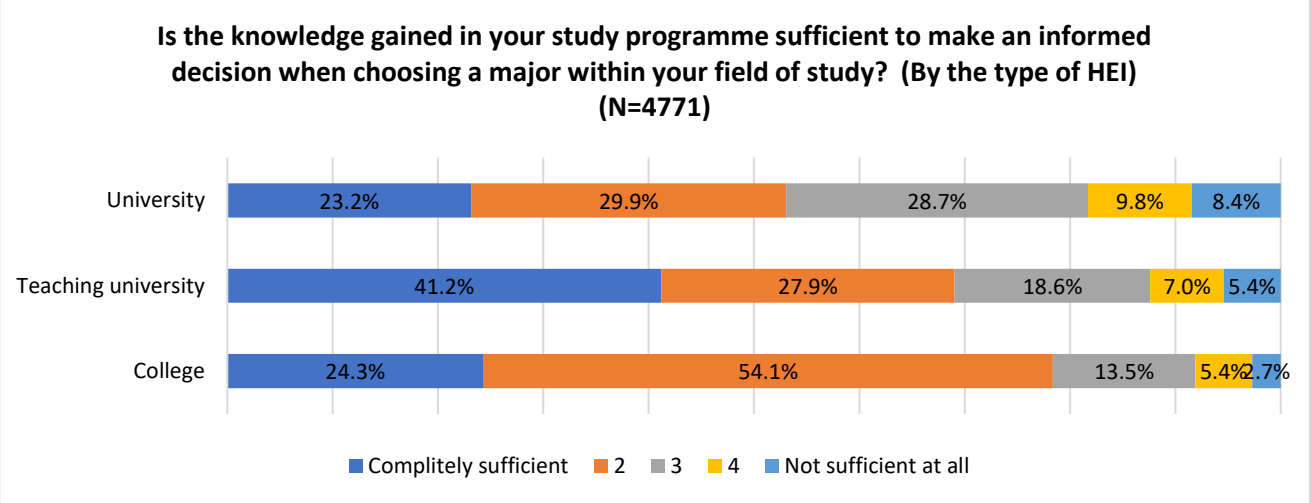
Diagram #5.12



In respect of the type of higher education institution, the knowledge gained in the study programme is considered sufficient to make an informed decision most often by college students (78.4%), followed by

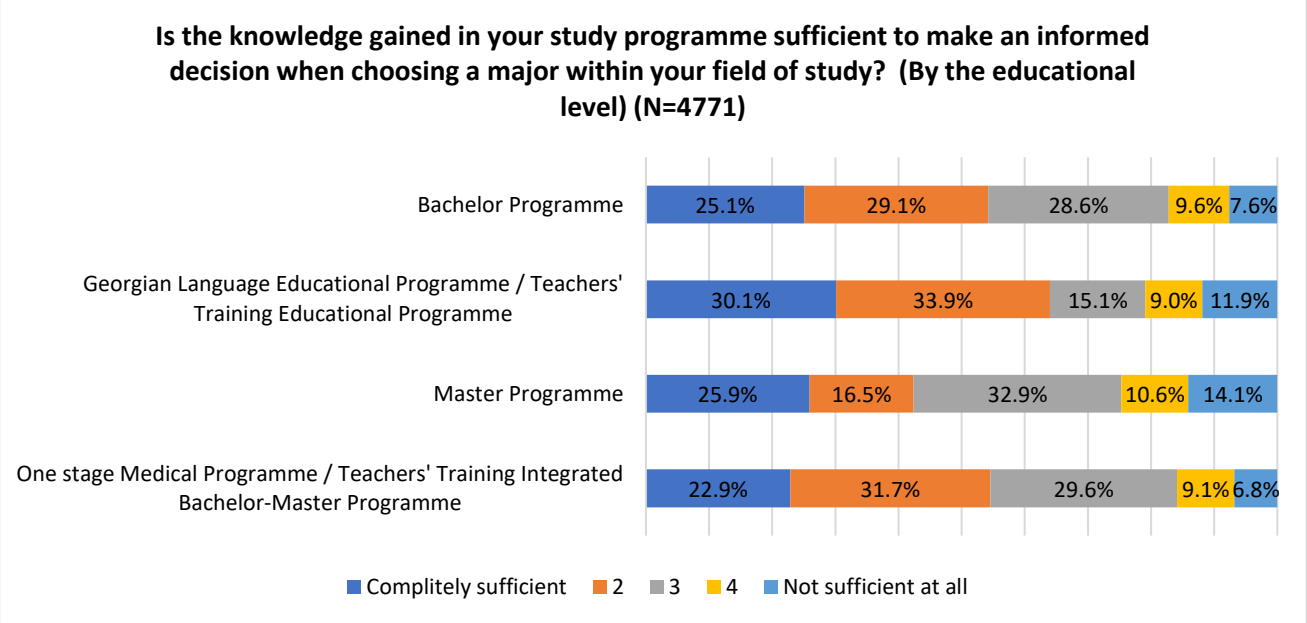
teaching university students (69.1%) and university students (53%). The data are statistically reliable X^2=97.498; P<0.05). (see diagram #5.13)

Diagram #5.13



The data analysis according to training level revealed that, in order to make an informed decision, the knowledge gained in their study programme is evaluated as sufficient relatively often by the students of the Georgian language educational programme / Teachers' training educational programme (64%). A positive assessment is given almost equally in the case of Bachelor degree (54.2%) and One stage medical programme / Teachers' Training Integrated Bachelor-Master Programme (54.6%). The rate among Master students is relatively low (42.4%). The data are statistically reliable (X^2=61.593; P<0.05). (see diagram #5.14)

Diagram #5.14



A relatively large number of students believe that after graduating from their current study programme, they will have the chances of **obtaining an adequate job,** both on the **national labor market (46.3%) and on the international labor market** (38.8%). (See Table #5.20).

Table #5.20

How do you rate your personal chances of obtaining an adequate job on the labour market after graduating from your current study programme? (N=4771)	Very good	2	3	4	Very poor	Unable to rate
	%					
On national labour market	22.5	23.8	26.8	12.7	6.9	7.3
On international labour market	18.1	20.7	29.3	13.4	9.9	8.6

According to the **type of higher education institution**, the chances of obtaining an adequate job is more positively assessed by college and teaching university students than by the respondents who study at university. This refers to both the national (university-43.9%; teaching university-63%; college-73%) and international labor market (university-37.4%; teaching university - 48%; college - 62.2%). The data are statistically reliable. (see Table #5.21)

Table #5.21

How do you rate your personal chances of obtaining an adequate job on the labour market after graduating from your current study programme? (by the type of HEI) (N=4771)		Very good	2	3	4	Very poor	Unable to rate
		%					
On national labour market (X^2=113.597; P<0.05)	University	20.6	23.3	27.5	13.5	7.3	7.9
	Teaching university	37.6	25.4	21.9	7.9	4.7	2.5
	College	24.3	48.6	16.2	5.4	2.7	2.7
On international labour market (X^2=67.507; P<0.05)	University	16.7	20.6	29.3	13.8	10.5	9.1
	Teaching university	28.3	19.6	29.9	10.7	5.8	5.6
	University	18.9	43.2	24.3	5.4	2.7	5.4

The chances of obtaining an adequate job in the national and international markets were analyzed in respect of the type of **study disciplines.** As the study shows, students of Social sciences (35.3%), Arts (35.1%) and Science/natural sciences (35.3%) are relatively less optimistic about finding an adequate job in the national market. On the other hand, compared to other directions, students of Agricultural sciences (55.5%) and Education (56.8%) are more positively inclined.

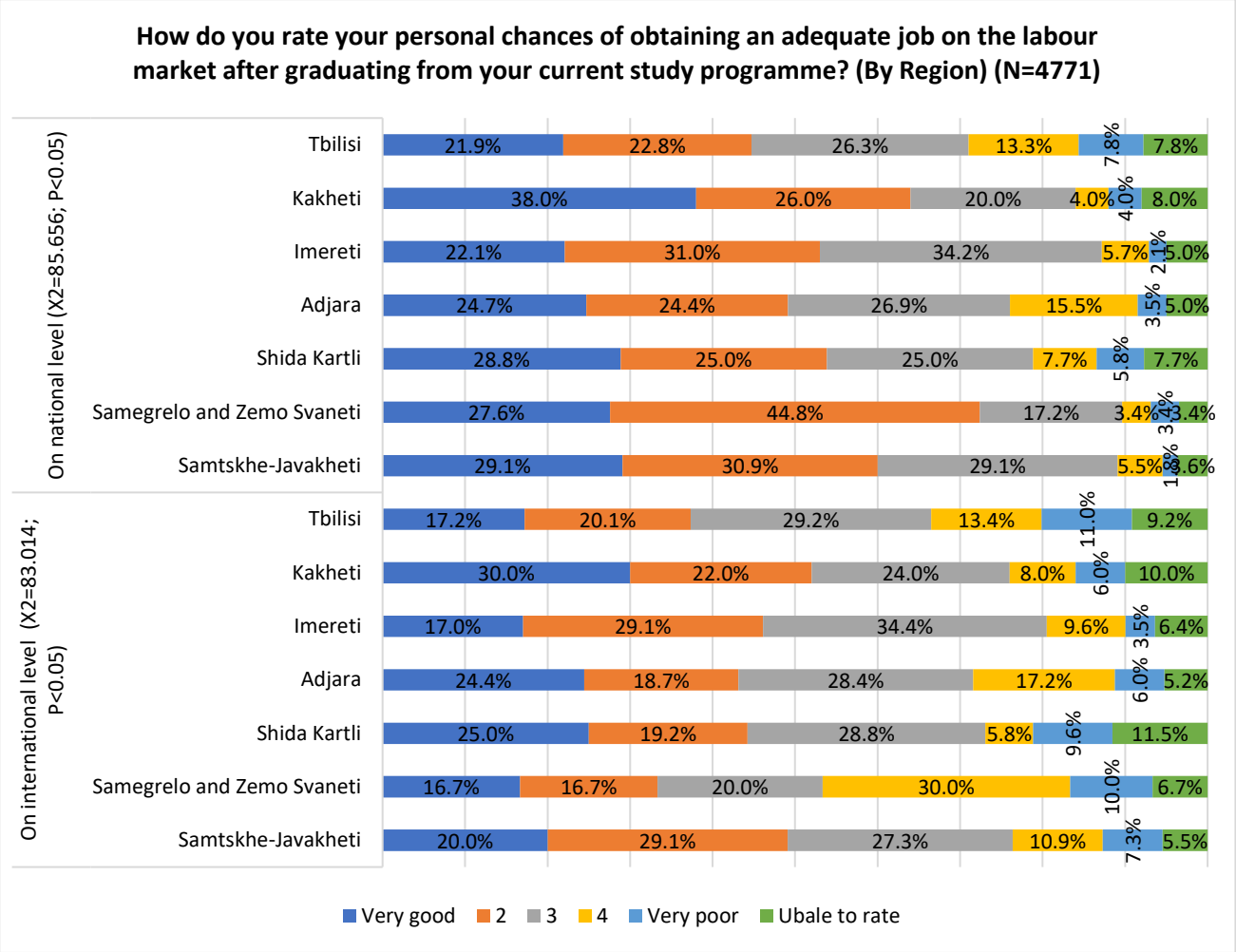
In terms of finding a job at the international level, Art students (30.9%) are less optimistic. In contrast, students of Agricultural sciences (47.2%), compared to students of other disciplines, have a more positive view of their employment chances in the international market. The data are statistically reliable (see Table #5.22)

Table #5.22

Will you obtain an adequate job? (By fields of study) (N=4771) *1=very good 5=very poor 7=unable to rate*		Agricultural sciences	Business administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanities	Interdisciplinary fields or specialties	Not identified
On national labour market (X^2=166.896; P<0.05)	1	25.8	28.3	26.2	20.1	16.3	23.9	17.1	17.0	26.3	25.0	15.8	23.2
	2	29.7	25.5	30.6	26.0	19.0	22.2	18.3	18.1	24.2	21.2	28.4	27.4
	3	28.1	26.6	23.5	25.0	31.5	26.2	28.2	35.1	24.2	25.9	29.8	28.4
	4	7.0	8.6	11.5	13.5	13.0	13.5	18.7	11.7	11.7	14.7	11.3	8.4
	5	3.1	7.0	4.9	5.9	11.4	7.3	10.7	10.6	5.0	3.5	7.8	6.3
	77	6.3	4.0	3.3	9.5	8.7	6.9	6.9	7.4	8.6	9.7	7.0	6.3
On international labour market (X^2=136.710; P<0.05)	1	22.0	19.8	16.9	18.5	15.3	19.0	13.1	16.0	22.7	16.7	14.2	19.8
	2	25.2	19.0	23.0	21.2	19.1	17.6	20.2	14.9	20.5	22.8	25.0	21.9
	3	30.7	28.2	33.9	27.1	29.5	26.1	28.1	29.8	29.7	26.9	39.0	31.3
	4	8.7	14.7	12.6	15.4	12.6	17.0	16.0	13.8	11.3	13.5	6.7	9.4
	5	7.1	12.3	7.7	7.5	13.1	12.2	13.7	8.5	7.1	8.5	8.3	8.3
	77	6.3	6.1	6.0	10.4	10.4	8.1	8.8	17.0	8.7	11.7	6.7	9.4

Based on **region**, the respondents from Samegrelo-Zemo Svaneti (72.4%) rate their personal chances in the national labour market most positively, while students in Tbilisi (44.7%) and Adjara (49.1%) report less positive assessment. As for the international labor market, the students view their chances relatively positively in Kakheti (52%), and less positively in Samegrelo-Zemo Svaneti (33.3%) as well as in Tbilisi (37.4%). The data are statistically reliable. (see Diagram #5.15)

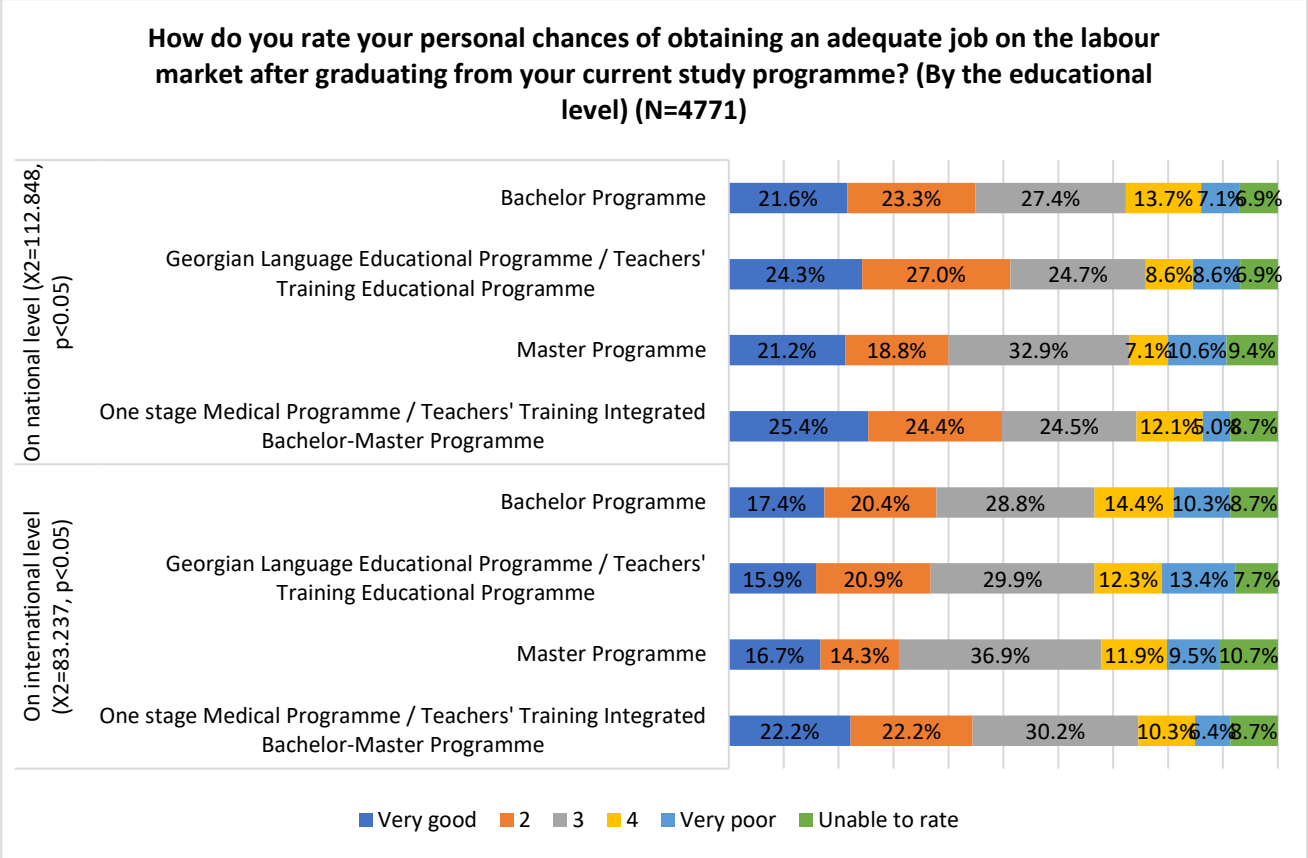
Diagram #5.15



As a result of the data analysis by **training level**, the study shows that students of the Georgian language educational programme / Teachers' Training educational programme are the most optimistic (51.3%) about the chances of obtaining a job in the national market. Compared to other groups, the positive rate recorded by Bachelor degree students is lower (44.9%).

As for the international labor market, students who study One stage medical programme / Teacher's training integrated Bachelor-Master programme are relatively optimistic (44.5%). In this regard, students who study in Georgian language educational programme / Teachers' Training educational programme are less positive (36.7%). The data are statistically reliable. (see Diagram #5.16)

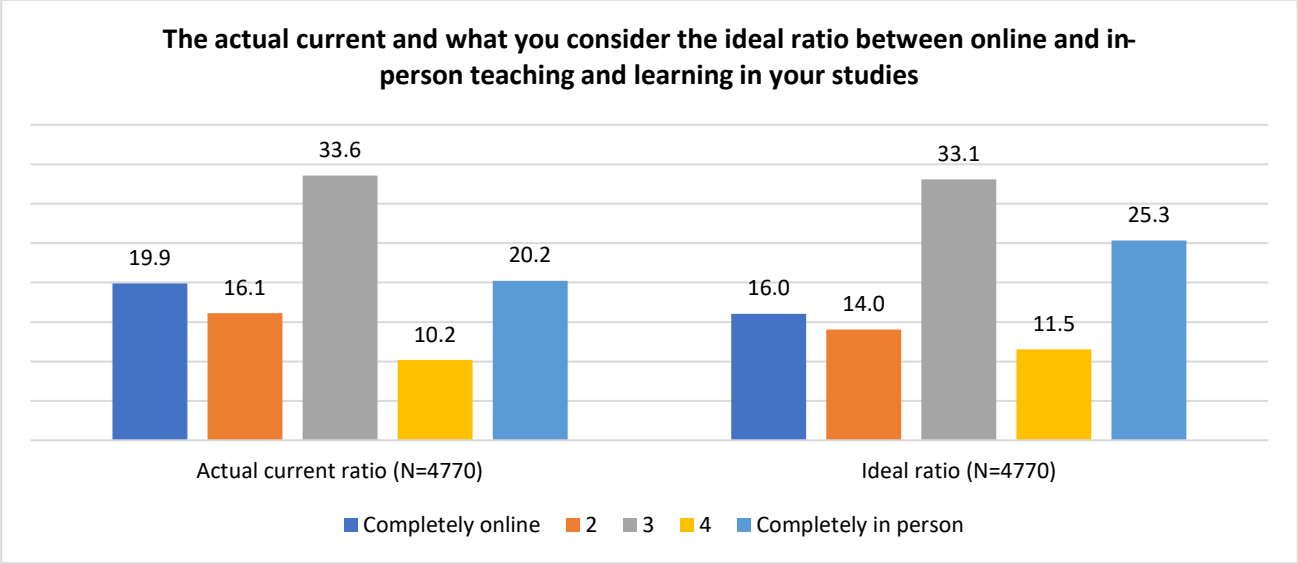
Diagram #5.16


How do you rate your personal chances of obtaining an adequate job on the labour market after graduating from your current study programme? (By the educational level) (N=4771)
On national level (X2=112.848, p<0.05)
Bachelor Programme
21.6%
23.3%
27.4%
13.7%
7.1%
6.9%
Georgian Language Educational Programme / Teachers' Training Educational Programme
24.3%
27.0%
24.7%
8.6%
8.6%
6.9%
Master Programme
21.2%
18.8%
32.9%
7.1%
10.6%
9.4%
One stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme
25.4%
24.4%
24.5%
12.1%
5.0%
8.7%
On international level (X2=83.237, p<0.05)
Bachelor Programme
17.4%
20.4%
28.8%
14.4%
10.3%
8.7%
Georgian Language Educational Programme / Teachers' Training Educational Programme
15.9%
20.9%
29.9%
12.3%
13.4%
7.7%
Master Programme
16.7%
14.3%
36.9%
11.9%
9.5%
10.7%
One stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme
22.2%
22.2%
30.2%
10.3%
6.4%
8.7%
Very good
2
3
4
Very poor
Unable to rate

Chapter 6. Digitalisation of teaching, learning and student life

Based on the study results, every third respondent (33.6%) attends lectures half of the time completely online, and half of the time completely in-person. It is noteworthy that for 33.1% of the respondents, this type of division represents the ideal ratio of time distribution between classroom and digital learning. At the same time, the number of students whose lectures are conducted completely online (19.9%) or completely in person (20.2%) is almost equal (one fifth). However, it is significant that the share of students who prioritize in-person learning as an ideal option (25.3%) is 9% higher than the share of those who favor completely online teaching (16%) (see Diagram #6.1).

Diagram #6.1



Analyzing the issue in respect of the type of region reveals that the majority of students in the Kakheti region (54.9%) study **completely online**, while in other regions the share of such respondents is significantly lower. Samtskhe-Javakheti also stands out to some extent, where 38.9% of students indicate a completely online learning experience. The largest number of students involved in the **completely in-person** learning process was recorded in Shida Kartli region (28.8%) and Tbilisi (22.7%). In parallel with the current reality/current ratio, the respondents indicated the comfortable/desired format of teaching for them, in particular - the ideal ratio of online and in-person teaching. Every third or almost every third student in each region wants the learning process to be partly online and partly in-person. The share of those who prioritize completely online learning, prevails most in Samtskhe-Javakheti at 20%, and the number of those who favor completely in-person learning is the highest in the capital at 25.9% (see Table #6.1)

Table #6.1

The actual current and what you consider the ideal ratio between online and in-person teaching and learning (N=4770) (By region)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
		%						
Current ratio (χ^2=232.433; p<0.05)	Completely online	20.1	54.9	12.4	16.8	13.5	27.6	38.9
	2	14.5	13.7	28.3	20	15.4	34.5	24.1
	3	31.6	23.5	51.2	40.5	32.7	31	31.5
	4	11.1	3.9	3.2	9.8	9.6	3.4	1.9
	Completely in person	22.7	3.9	4.9	13	28.8	3.4	3.7
Ideal ratio (χ^2=54.521; p<0.05)	Completely online	15.7	34.6	13.8	18.3	13.2	16.7	20
	2	12.8	13.5	18.4	20.3	15.1	20	23.6
	3	32.4	30.8	44	31.3	34	33.3	34.5
	4	12.2	7.7	8.2	9.5	9.4	20	3.6
	Completely in person	26.9	13.5	15.6	20.8	28.3	10	18.2

Based on the study results, Master degree students (55.9%) are more likely to practice **completely online learning or more online learning** than in-person learning, than Bachelor students (37%), and students of Georgian language educational program/Teachers' training educational programme (34.5 %) and One stage medical program/Teachers' training integrated Bachelor-Master programme (20.1%). In the case of the latter, almost half of the respondents indicate that the teaching process is **completely in-person or more in-person than online** (48.9% in total), while the share of such respondents equals 16% in the case of Master students, and 31% in the case of the Bachelor and Georgian language educational program/ Teachers' training educational programme students.

As for the **ideal** ratio of online / in-person teaching, it is significant that compared to other levels, among those at the Master's level there is a greater preference for learning in a completely online mode (almost a quarter of Master students support this). Among the number of respondents at other training levels who are currently learning with in-person methods, and also name this method as an ideal form of learning, significant differences are not observed (maximum 8% difference) (see Table #6.2)

Table #6.2

The actual current and what you consider the ideal ratio between online and in-person teaching and learning (N=4770) (By the educational level)		Bachelor Programme	Master Programme	Georgian language educational Programme / Teacher's training educational Programme	One stage medical programme / Teacher's training integrated Bachelor-Master Programme
		%			
Current ratio (χ^2=286.774; p<0.05)	Completely online	20.7	35.8	19	7.3
	2	16.3	20.1	15.5	12.8
	3	35	28.2	34.5	30.9
	4	8.6	5.6	17.9	18.5
	Completely in person	19.4	10.3	13.1	30.4
Ideal ratio (χ^2=122.324; p<0.05)	Completely online	17	23.2	19	7.7
	2	13.7	19.2	14.3	12.3
	3	33.8	30.7	38.1	31
	4	10.4	11.1	13.1	16
	Completely in person	25.1	15.9	15.5	33

Data analysis by **type of education institution** reveals that 81.1% of college students currently have lectures completely/mostly in online format. Only 32.4% of respondents in the same education institution state that the ideal option for them is to conduct the educational process completely/mostly online, while every third respondent prefers the in-person (completely or mostly) format. A third of university students (33.9%) indicated that they study online, although a higher number of university students (37.4%) identified the in-person teaching method as an ideal option. As for the students of teaching universities, in their case almost half of the students is currently involved in online learning, only a fifth indicated having the experience of lectures in auditoriums. For 44.1% of the latter, online learning is the preferred format, while 32.6% prefer in-person lectures (see Table #6.3).

Table #6.3

The actual current and what you consider the ideal ratio between online and in-person teaching and learning (N=4770) (By the type of HEI)		University	Teaching university	College
		%		
Current ratio (χ^2=150.155; p<0.05)	Completely online	17.4	35.5	67.6
	2	16.4	13.8	13.5
	3	34.4	28.9	13.5
	4	10.6	7.6	2.7
	Completely in person	21.2	14.3	2.7
Ideal ratio (χ^2=103.018; p<0.05)	Completely online	14.1	30.7	21.6
	2	14.2	13.4	10.8
	3	34.3	23.3	35.1
	4	11.5	10.7	18.9
	Completely in person	25.9	21.9	13.5

Data analysis in respect of the type of **study programmes** shows that the practice of attending lectures in remote/online mode for students in the period of the research study varies across disciplines. In particular, Engineering (29.2%), Natural sciences (27.2%) and Healthcare programme (20.5%) students have the lowest proportion of those who study **completely online or more online** than in-person, compared to other programs. Among those who indicated that their educational process is **completely online**, the number of those enrolled in the Business and administration programme is the highest (32.4%), while the number of those enrolled in the Healthcare programme is the lowest (8%). In addition, the share of respondents who are currently taught in-**person or more in-person than online** is the highest in the case of Healthcare (49%) and Natural Sciences programmes (40.8%). Students of Education programmes study **completely in-person** the least (6.5%). The number of respondents who attend the lectures half online and half in-person ranges between 27.2%-43.3% within each study programme.

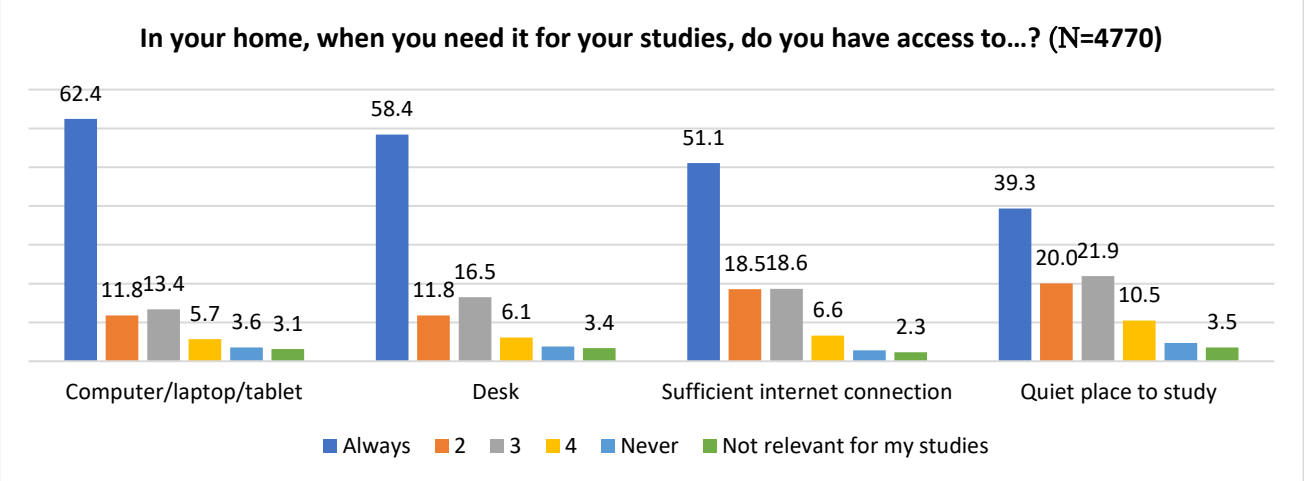
The processing of statistical data concerning which teaching format (online or in-person) is an ideal version for the students, according to study programmes, shows that a large number of Healthcare (48.4%) and Social sciences (41.7%) students prefer in-person teaching ("completely in-person+ more in-person than online). As for the study programmes whose majority of students consider online teaching as a preferred option, these are Education (47%), Agricultural Sciences (42.5%) and Business and Administration (43.2%). In the case of other disciplines, the share of students with this attitude ranges from 25% to 37.3% (see Table #6.4)

Table #6.4

The actual current and what you consider the ideal ratio between online and in-person teaching and learning (N=4770) (By fields of study)	Current ratio (χ^2=407.598; p<0.05)					Ideal ratio (χ^2=283.019; p<0.05)				
	Completely online	2	3	4	Completely in person	Completely online	2	3	4	Completely in person
Agricultural sciences	22	27.6	33.1	4.7	12.6	20.5	22	33.9	7.9	15.7
Business administration	32.4	16.4	32.7	3.3	15.2	29	14.2	31.2	8.6	17
Education	28.8	26.1	27.2	11.4	6.5	21.1	26.5	29.7	9.7	13
Engineering	13.3	15.9	39.8	13.1	17.9	11.9	13.2	38.4	14.1	22.5
Science /natural sciences	10.9	16.3	32.1	12	28.8	12.5	14.7	34.2	11.4	27.2
Law	26.3	13.3	33.4	8.7	18.3	22.4	14.9	28.4	11	23.4
Social sciences	25.8	14.8	29.5	8.9	20.9	11.6	12.2	34.4	8.3	33.4
Arts	16.8	15.8	34.7	7.4	25.3	12.9	15.1	34.4	10.8	26.9
Healthcare	8	12.5	30.5	19	30	8.9	12.1	30.6	14.7	33.7
Humanities	21.1	18.5	34.6	5.6	20.2	14.7	12.6	33.7	10	29
Interdisciplinary fields or specialties	14.2	18	43.3	7.3	17.2	14.7	13.4	36.4	16.8	18.7
<Not identified>	16.8	16.8	32.6	12.6	21.1	14.6	13.5	35.4	9.4	27.1

When at home, the majority of the respondents have access to study resources such as: computer / laptop/tablet (62.4%), desk (58.4%) and sufficient internet connection (51.1%). The share of those who have a quiet place to study is relatively low (39.3%). (See Diagram #6.2).

Diagram #6.2



Analysis of access to various resources or an environment needed for study at home by the respondents' regions shows that, apart from Imereti (48.2%), in each region the majority of the respondents have access to a **computer**. Also, half of the respondents report having a permanent access to a desk which is necessary for the study process. As for a **quiet place to study**, the study reveals that students living in Samegrelo are in the best situation (51.7% - always has access). The lack of the latter is experienced the most in Imereti and Tbilisi. Specifically, the share of those who can be alone in a quiet place when they need to study is only 33.3% in Imereti and 39 % in Tbilisi (see Table #6.5).

Table #6.5

In your home, when you need it for your studies, do you have access to…? (N=4770) (By region)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
		%						
Computer / laptop / tablet (χ^2=89.546; p<0.05)	Always	64	68.6	48.2	59.3	57.7	56.7	53.7
	2	11.5	11.8	16.7	9.5	9.6	23.3	18.5
	3	11.9	11.8	25.9	17.8	17.3	6.7	20.4
	4	5.7	3.9	6	6	5.8	3.3	3.7
	Never	3.7	2	2.5	3.0	7.7	6.7	1.9
	Not relevant for my studies	3.3	2	0.7	4.5	1.9	3.3	1.9
Desk (χ^2=66.143; p<0.05)	Always	59	64.7	51.6	55.9	61.5	65.5	52.7
	2	11.7	11.8	13.9	10.5	7.7	20.7	18.2
	3	15.4	11.8	26.7	19.7	19.2	6.9	16.4
	4	6	3.9	7.1	7	5.8	3.4	7.3
	Never	4.4	5.9	0.4	2	1.9	-	1.8
	Not relevant for my studies	3.5	2	0.4	5	3.8	3.4	3.6
A quiet place to study (χ^2=48.362; p<0.05)	Always	39	52.9	33.3	42.8	46.2	51.7	40
	2	19.6	15.7	25.5	20.3	13.5	27.6	27.3
	3	21.7	15.7	29.8	20	21.2	10.3	23.6
	4	10.8	9.8	8.2	10.3	11.5	6.9	7.3
	Never	5.2	3.9	1.8	3.3	3.8	-	-
	Not relevant for my studies	3.7	2	1.4	3.5	3.8	3.4	1.8

The respondents assessed their satisfaction with the digital availability of the various learning aspects and study-related services / materials in the current lecture period on a 5-point scale, where point 1 meant extremely positive evaluation ("very satisfied") and 5 extremely negative evaluation ("not satisfied at all"). Most of the respondents positively evaluate the following aspects ("very satisfied + more satisfied than dissatisfied"):

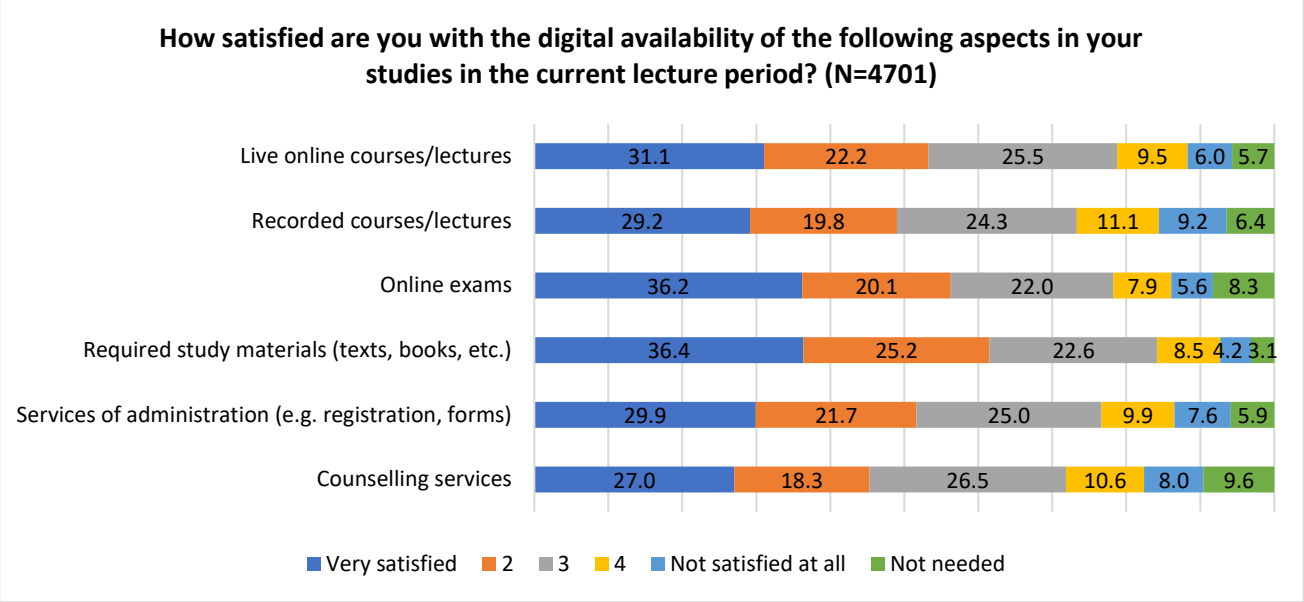
- Live online courses/lectures – 53.3%;
- Online exams - 56.3%;
- Required study materials (texts, books, etc.)– 61.5%;
- Services of administration (e.g. registration, forms) – 51.7%;

The share of dissatisfied students is higher these services:

- Access to recorded courses/lectures - 20.3%;
- Counselling services - 18.6%;

The share of respondents using the neutral indicator (3 points) to assess their satisfaction with each aspect / service varies between 22%-26.5%. (See Diagram #6.3)

Diagram #6.3



The students' degree of satisfaction with the digital availability of study aspects and various study related services / materials varies across **regions**. In particular, while half the students from Kakheti and Samegrelo-Zemo Svaneti are very satisfied with live online courses/lectures, access to recorded courses/lectures, online exams, access to required study materials (books, texts, etc.), administrative and counselling services, in other regions the percentage of those with the same attitude is relatively lower. Specifically, apart from Kakheti and Samegrelo-Zemo Svaneti, in other regions, the share of those who are very satisfied with the above listed separate details varies from 25.3-42.3%. As for the number of **dissatisfied** respondents ("not satisfied at all" + "more dissatisfied than satisfied"), the statistical analysis identified the following important trends:

- One fifth of students surveyed in Tbilisi express dissatisfaction with access to recorded courses / lectures (20.7%) and counselling services (20%); 18.5% are also dissatisfied with administrative services.
- A quarter of students in Adjara (25.4%) negatively evaluate the degree of satisfaction with access to recorded courses / lectures; additionally, the share of those who are dissatisfied with the quality of live online courses / lectures (18.2%) and administrative services (17.2%) is also high.

It is noteworthy that the share of the dissatisfied with other study related aspects / services does not exceed 16.5% in each region in respect of other aspects (see Table #6.6)

Table #6.6

How satisfied are you with the digital availability of the study aspects and study related services / materials in the current lecture period? (N=4701) (By region)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe Javakheti
		%						
Live online courses/lectures (χ^2=74.374; p<0.05)	Very satisfied	31	51	28.8	28.4	34.6	51.9	32.7
	2	21.7	27.5	23.5	22.4	25	33.3	32.7
	3	25.4	9.8	35.2	23.7	21.2	11.1	20
	4	9.5	7.8	10.3	11	5.8	3.7	9.1
	Not satisfied at all	6.3	2	1.8	7.2	7.7	-	3.6
	Not needed	6.1	2	0.4	7.2	5.8	-	1.8
Recorded courses/lectures (χ^2=90.594; p<0.05)	Very satisfied	28.3	51	35.6	26.4	32.7	51.7	38.2
	2	19.9	21.6	17.4	19.7	17.3	27.6	23.6
	3	24.1	11.8	34.5	22.2	26.9	13.8	21.8
	4	11	7.8	9.3	14.2	7.7	6.9	10.9
	Not satisfied at all	9.7	3.9	2.5	11.2	7.7	-	3.6
	Not needed	7	3.9	0.7	6.2	7.7	-	1.8
Online exams (χ^2=75.623; p<0.05)	Very satisfied	35.7	56.9	37.1	35.4	38.5	50	41.8
	2	20.4	21.6	17	17.5	17.3	28.6	32.7
	3	21	15.7	33.6	25.2	19.2	14.3	16.4
	4	8.1	3.9	7.1	6.7	11.5	3.6	5.5
	Not satisfied at all	5.9	2	2.1	6.7	3.8	3.6	1.8
	Not needed	8.9	-	3.2	8.5	9.6	-	1.8
Required study materials (χ^2=61.093; p<0.05)	Very satisfied	36.5	56	30.9	34.5	42.3	51.9	39.6
	2	25.3	26	28.4	20.8	23.1	33.3	28.3
	3	22.1	10	30.5	24.5	21.2	11.1	20.8
	4	8.2	4	9.2	12.0	7.7	3.7	7.5
	Not satisfied at all	4.5	4	0.4	4	3.8	-	1.9
	Not needed	3.3	-	0.7	4.3	1.9	-	1.9
Administrative counselling (χ^2=122.781; p<0.05)	Very satisfied	28.5	53.1	29.9	35.2	41.2	55.2	40.7
	2	21.2	28.6	21.4	23.7	21.6	31	29.6
	3	25.1	10.2	37	20	21.6	10.3	18.5
	4	9.8	4.1	9.6	13	7.8	3.4	5.6
	Not satisfied at all	8.8	2	1.1	4.2	5.9	-	1.9

How satisfied are you with the digital availability of the study aspects and study related services / materials in the current lecture period? (N=4701) (By region)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe Javakheti
		%						
	Not needed	6.6	2	1.1	4	2	-	3.7
Counselling services(χ^2=152.457; p<0.05)	Very satisfied	25.3	52.9	28.8	33.9	37.7	48.3	33.3
	2	17.3	27.5	20.3	21.2	24.5	31.0	29.6
	3	26.5	9.8	37.7	23.4	20.8	10.3	22.2
	4	10.7	3.9	9.3	13	5.7	6.9	5.6
	Not satisfied at all	9.3	2	1.4	3.5	7.5	-	3.7
	Not needed	10.9	3.9	2.5	5	3.8	3.4	5.6

Analysis of students' satisfaction with study aspects and study related services in respect of the type of **their training** level shows that:

- The highest percentage of respondents satisfied with live online lectures/courses is recorded among Master degree students (64.6%). At the same time, every second Bachelor degree student (51.5%) and One-stage medical program/Teachers' training integrated Bachelor-Master programme student makes the same assessment. Among the students who negatively evaluate live online courses ("**completely dissatisfied" + "more dissatisfied than satisfied**") the number of students of Georgian language educational program/Teacher' training educational programme (17.3%) is relatively high.
- Over half the Master degree students (56.7%) positively evaluate their satisfaction with the issue of access to the recorded online lectures/courses, while in the case of other academic levels, the number of such students varies between 38-48%. The share of respondents who are dissatisfied with this issue ("**completely dissatisfied" + "more dissatisfied than satisfied**") is the highest among the students of the Georgian language educational program/Teachers' training educational programme (28.9%).
- According to the trend identified by the study, half of the students of each training level are "**completely satisfied" + "more satisfied than dissatisfied**" with online exams. The number of Master students (66.6%) dominates among those with this attitude. The share of respondents who are dissatisfied with the named educational aspect varies from 12% to 15% in the case of each level.
- A vast majority of Bachelor degree students are satisfied **("completely satisfied" + "more satisfied than dissatisfied**") with the issue of access to the required study materials (61.1%), which is slightly lower than Master students with the same attitude (65.7%) and the students of One stage medical programme / Teachers' training integrated Bachelor-Master programme (62.3%)
- The issue of satisfaction with administrative services is evaluated positively by the majority of students of each educational level, except for the Georgian language educational program/Teachers' training educational program. In the case of the latter, more than a quarter (28.9%) evaluates the issue negatively.
- The percentage of respondents satisfied with counselling services is the highest among those enrolled at the Bachelor (48%) and Master (43%) levels. The number of dissatisfied respondents

dominates among students of One stage medical program/ Teachers' Training Integrated Bachelor-Master programme (22.5%) (See Table #6.7)

Table #6.7

How satisfied are you with the digital availability of the aspects in your studies and study related services-materials in the current lecture period? (N=4701) (by the educational level)		Bachelor Programme	Master Programme	Georgian language educational Programme / Teachers' training educational Programme	One stage medical Programme / Teachers' training integrated Bachelor-Master Programme
		%			
Live 96ervic courses / lectures (χ^2=34.985; p<0.05)	Very satisfied	30.1	37.3	32.1	31.3
	2	21.4	27.3	17.3	22.8
	3	26.2	19.1	28.4	26.3
	4	10.2	7.5	8.6	8.1
	Not satisfied at all	6.3	4.8	8.6	5.2
	Not needed	5.8	4.0	4.9	6.3
Recorded courses / lectures (χ^2=48.482; p<0.05)	Very satisfied	29.3	32.0	25.3	27.2
	2	19.1	24.7	13.3	20.6
	3	24.5	23.8	28.9	23.6
	4	12.2	7.5	15.7	8.2
	Not satisfied at all	8.7	7.3	13.3	11.7
	Not needed	6.2	4.6	3.6	8.7
Online exams (χ^2=93.058; p<0.05)	Very satisfied	35.7	45.3	40.2	32.2
	2	20.2	21.3	19.5	19.0
	3	22.5	20.5	22.0	20.6
	4	8.3	4.6	9.8	7.8
	Not satisfied at all	6.1	4.0	4.9	5.0
	Not needed	7.2	4.4	3.7	15.5
Required study materials (χ^2=32.858; p<0.05)	Very satisfied	35.6	41.5	30.1	36.7
	2	25.4	24.2	15.7	25.6
	3	22.9	19.4	28.9	23.0
	4	9.2	7.3	15.7	5.9
	Not satisfied at all	3.7	4.8	7.2	5.2
	Not needed	3.1	2.7	2.4	3.6
Administrative services (χ^2=49.908; p<0.05)	Very satisfied	30.4	30.5	25.3	28.1
	2	20.6	27.2	13.3	23.6
	3	24.5	22.8	28.9	27.6
	4	10.6	7.1	15.7	7.9
	Not satisfied at all	7.8	4.2	13.3	8.6

How satisfied are you with the digital availability of the aspects in your studies and study related services-materials in the current lecture period? (N=4701) (by the educational level)		Bachelor Programme	Master Programme	Georgian language educational Programme / Teachers' training educational Programme	One stage medical Programme / Teachers' training integrated Bachelor-Master Programme
		%			
Counselling services (χ^2=76.414; p<0.05)	Not needed	6.0	8.2	3.6	4.2
	Very satisfied	28.5	27.1	25.3	21.1
	2	19.5	15.9	13.3	15.4
	3	25.4	27.3	33.7	30.0
	4	11.2	7.7	10.8	9.7
	Not satisfied at all	6.4	11.1	9.6	12.8
	Not needed	9.1	10.9	7.2	11.0

The analysis of the above-mentioned issue by **education institutions** shows that the indicators of satisfaction with the study-related aspects and services are higher in the case of college students than among the respondents in teaching universities and universities. In particular, we can identify these trends:

- The majority of university students positively evaluate ("very satisfied" + "more satisfied than dissatisfied") such issues as: online courses/lectures – 50.2%; online exams – 53.5%; access to required study materials – 59.1%; the share of dissatisfied students ("completely dissatisfied" + "more dissatisfied than satisfied") especially prevails with respect to the following aspects/services: access to recorded online lectures – 21.5%; administrative (19%) and counselling services (19.6%);
- In the case of teaching universities, it is significant that the vast majority of students are satisfied (the percentage of students who are "completely satisfied" + "more satisfied than dissatisfied" varies between 71.4%-78.2%) with each aspect/service, except for the counselling service. The share of dissatisfied students in each service does not exceed 12%.
- The study showed that in colleges, compared to other educational institutions, students are more likely to express satisfaction with aspects and services related to their studies. In particular, except for the issue of access to recorded online lectures/courses ("completely satisfied" + "more satisfied than dissatisfied" – 72.7%), the share of satisfied respondents varies from 82% to 89% (see Table #6.8);

Table #6.8

How satisfied are you with the digital availability of the aspects in your studies and study related services-materials in the current lecture period? (N=4701) (by the type of HEI)		University	Teaching university	College
		%		
Live online courses / lectures(χ^2=177.228; p<0.05)	Very satisfied	28	53.9	47.1
	2	22.3	20.5	38.2
	3	27.2	13.7	8.8
	4	9.8	7.8	2.9
	Not satisfied at all	6.6	1.8	2.9
	Not needed	6.2	2.3	-

How satisfied are you with the digital availability of the aspects in your studies and study related services-materials in the current lecture period? (N=4701) (by the type of HEI)		University	Teaching university	College
		%		
Recorded courses / lectures (χ^2=178.169; p<0.05)	Very satisfied	26.1	52.3	33.3
	2	19.8	19.1	39.4
	3	25.8	13.6	21.2
	4	11.7	6.8	3
	Not satisfied at all	9.8	4.7	3
	Not needed	6.8	3.5	-
Online exams (χ^2=165.800; p<0.05)	Very satisfied	33.0	59.6	51.4
	2	20.5	16	37.1
	3	23.4	12.1	5.7
	4	8.5	3.5	2.9
	Not satisfied at all	5.7	5.1	2.9
	Not needed	8.9	3.7	-
Required study materials (χ^2=116.730; p<0.05)	Very satisfied	33.9	55.2	38.2
	2	25.3	23	50
	3	24	13.6	5.9
	4	9	5.1	2.9
	Not satisfied at all	4.5	2.1	2.9
	Not needed	3.4	1	-
Administrative services(χ^2=191.315; p<0.05)	Very satisfied	26.7	53.9	50
	2	22.1	18	35.3
	3	26	17.8	8.8
	4	10.5	5.7	2.9
	Not satisfied at all	8.5	1.4	2.9
	Not needed	6.2	3.3	-
Counselling 98services (χ^2=213.749; p<0.05)	Very satisfied	23.7	51.3	41.2
	2	18.1	17.7	41.2
	3	28	16.4	8.8
	4	11.1	7.2	2.9
	Not satisfied at all	8.6	4.3	2.9
	Not needed	10.5	3.1	2.9

The analysis of student's satisfaction with study-related aspects and services in respect of the type of their **study programmes** reveals the following trends:

- Except for Arts, Engineering, and Science/natural sciences students, at least half of the respondents enrolled in other programmes positively evaluate their degree of satisfaction with the online format of lectures/courses ("very satisfied" + "more satisfied than dissatisfied"). It is also noteworthy that according to the assessment of one-fifth of the students of the Arts discipline, they do not need online lectures. The share of respondents dissatisfied with the mentioned issue is particularly high in the case of Law (20.2%) and Education (18.5%) students.
- The majority of students of Agricultural sciences, Social sciences, Business and administration, Law and Interdisciplinary specialties are satisfied with the issue of access to recorded online lectures/courses (the percent varies between 51%-58%). In the case of students of other study disciplines, the number of those with the same attitudes varies between 39%-49%. The share of respondents who are dissatisfied with these mentioned services ("completely dissatisfied" + "more dissatisfied than satisfied") is particularly high within the study programmes of Arts (37.6%), Humanities (32.1%), Sciences/Natural sciences (31.7%) and Healthcare (30.2%).
- More than half of the students in every programme except Engineering, Natural sciences, and Arts are satisfied with online exams. The share of students who evaluate their level of satisfaction with negative indicators ("completely dissatisfied" + "more dissatisfied than satisfied") is the highest among those enrolled in the programme of Natural sciences (19.8%), and the lowest among students of Education discipline (9.3%) .
- Regarding the satisfaction with the required study materials, it is noteworthy that at least half of the respondents enrolled in each study programme evaluates their satisfaction positively. According to this revealed trend, the highest rate of students satisfied with the mentioned aspect was recorded among those enrolled in the study programme of Social sciences (70.6%), and the lowest - among Natural sciences (50.3%).
- The level of students' satisfaction with administrative services of the study programmes ranges from 41.2% to 61.9%. The largest share of students dissatisfied with the service (22.5%) was recorded among those enrolled in the Education study programme, and the least among those enrolled in Business and administration (11.9%).
- The majority of respondents of Agricultural sciences, Business and administration, and Humanities positively evaluate their satisfaction with the counselling services related to their studies. The share of satisfied respondents is the lowest in the Engineering discipline (39.5%). In the case of Law (22.4%) and Humanities, the number of respondents dissatisfied with the mentioned services is equal to about one fifth of the students, and the number of those with a similar attitude in the Healthcare study programme is 25.7% (see Table #6.9).

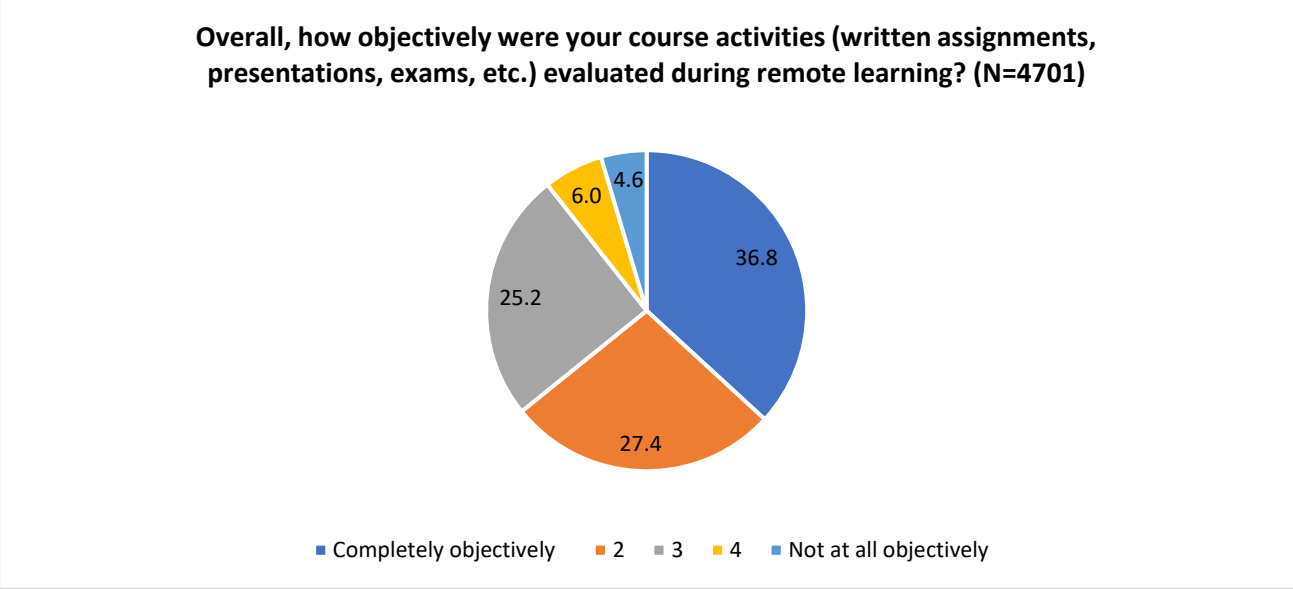
Table #6.9

How satisfied are you with the digital availability of the aspects in your studies and study related services-materials in the current lecture period? (N=4701) (by fields of study)		Agricultural sciences	Business administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanities	Interdisciplinary fields or specialties	<Not identified>
		%											
Online live courses / lectures (χ^2=225.191.228; p<0.05)	Very satisfied	33.6	38.3	30.8	25.2	23.8	35.3	30.4	23.7	32.1	32.4	24.8	30.5
	2	22.4	17.1	30.2	16.5	22.7	20.2	28	16.1	23	21.8	27.5	23.2
	3	26.4	24.6	18.1	36.7	30.4	17.9	24	24.7	23.3	25	29.2	28.4
	4	10.4	11.8	10.4	9.7	9.9	13.1	8.5	10.8	8.6	5.6	6	9.5
	Not satisfied at all	3.2	3.5	6	8.8	7.2	7.1	3.5	4.3	5.8	10.9	6.3	4.2
	Not needed	4	4.8	4.4	3.1	6.1	6.4	5.5	20.4	7.2	4.4	6.3	4.2
Recorded courses / lectures (χ^2=162.547; p<0.05)	Very satisfied	32.5	31.8	27.3	26.9	23	38.6	29.5	25.8	27.7	28.8	22.4	27.8
	2	24.6	19.5	20.8	15.7	19.7	18.9	20.1	14	19.7	16.5	29	23.7
	3	26.2	24.8	28.4	31.6	25.7	18.9	20.9	22.6	22.4	22.6	28.1	27.8
	4	11.9	10.2	12.6	12.2	15.8	10.2	12	11.8	10	12.4	8.2	9.3
	Not satisfied at all	1.6	8.6	7.1	8.2	9.3	8.9	10.2	6.5	11.5	14.1	5.7	7.2
	Not needed	3.2	5.1	3.8	5.3	6.6	4.6	7.3	19.4	8.8	5.6	6.6	4.1
Online exams (χ^2=198.722; p<0.05)	Very satisfied	33.9	44.7	35	31.4	28	42.8	35.1	26.9	35.1	33.6	34.1	37.9
	2	25.2	19.3	21.3	18.4	19.2	17.7	24.9	15.1	19	20.4	19.9	21.1
	3	25.2	22.6	26.2	26.6	26.9	16.2	18.3	23.7	19	23.6	26.7	21.1
	4	9.4	6.7	7.1	7.1	12.6	7.7	9.6	8.6	8.4	8	4.1	7.4
	Not satisfied at all	3.1	3.7	2.2	9.3	7.1	7.5	4.3	4.3	4.5	6.5	7.4	5.3
	Not needed	3.1	3	8.2	7.1	6	8.1	7.8	21.5	14	8	7.9	7.4
Required study materials (χ^2=191.120; p<0.05)	Very satisfied	34.9	43.6	35.5	24.5	26.8	42.3	38.1	35.1	38.6	35.9	33.6	30.5
	2	27.0	20.8	19.1	26.9	23.5	22.4	32.5	14.9	25.2	24.4	26.8	26.3
	3	24.6	23.3	26.8	27.1	29.5	19.5	16.3	25.5	21.7	20.9	26.2	26.3
	4	11.1	9.7	11.5	11.2	12.6	7.9	7.2	9.6	6.5	9.1	4.9	9.5
	Not satisfied at all	0.8	0.5	3.8	5.9	4.4	5.4	3.7	3.2	5.1	6.5	4.1	5.3
	Not needed	1.6	2.1	3.3	4.4	3.3	2.5	2.3	11.7	2.8	3.2	4.4	2.1
Administrative service (χ^2=157.259; p<0.05)	Very satisfied	32.5	39.6	28	21.4	22	32.6	32.4	30.1	27.1	32.6	25.7	29.5
	2	22.2	22.3	21.4	19.9	21.4	19.5	19.8	18.3	23.4	21.2	27.6	22.1
	3	29.4	21.7	22	33.2	30.2	19.5	20.2	25.8	27	23.2	27.6	28.4
	4	6.3	7.2	14.3	9.9	12.6	12.7	12.2	9.7	8.5	10	7.4	8.4

How satisfied are you with the digital availability of the aspects in your studies and study related services-materials in the current lecture period? (N=4701) (by fields of study)		Agricultural sciences	Business administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanities	Interdisciplinary fields or specialties	<Not identified>
		%											
	Not satisfied at all	5.6	4	8.2	10	7.1	9.1	6.8	5.4	9.3	9.4	6	8.4
	Not needed	4	5.3	6	5.7	6.6	6.4	8.5	10.8	4.8	3.5	5.7	3.2
Counselling service (χ^2=246.567; p<0.05)	Very satisfied	33.1	37.2	24.6	22.7	22.5	32.4	24.8	31.2	20.3	31	23.9	29.5
	2	21.3	19.2	16.9	16.8	18.7	17	20.9	17.2	14.4	20.4	20.9	20
	3	27.6	25.7	25.1	34.2	31.9	17.8	23.4	25.8	28.3	22.7	31	27.4
	4	7.9	8.5	12	10.4	9.9	13.7	10.7	7.5	11.3	13	7.6	9.5
	Not satisfied at all	5.5	3.4	4.9	8.4	4.9	8.7	5.9	4.3	14.4	7.1	11.1	6.3
	Not needed	4.7	6.1	16.4	7.5	12.1	10.4	14.3	14	11.3	5.9	5.4	7.4

In respect of the type of the study results, 64.2% of the respondents have the experience of having their course activities (written assignments, presentations, exams, etc.) **objectively evaluated** during remote learning ("completely objectively" + "more objectively than not"). A quarter of respondents neutrally evaluate the issue of objectivity. (25.2%) (see Diagram #6.4).

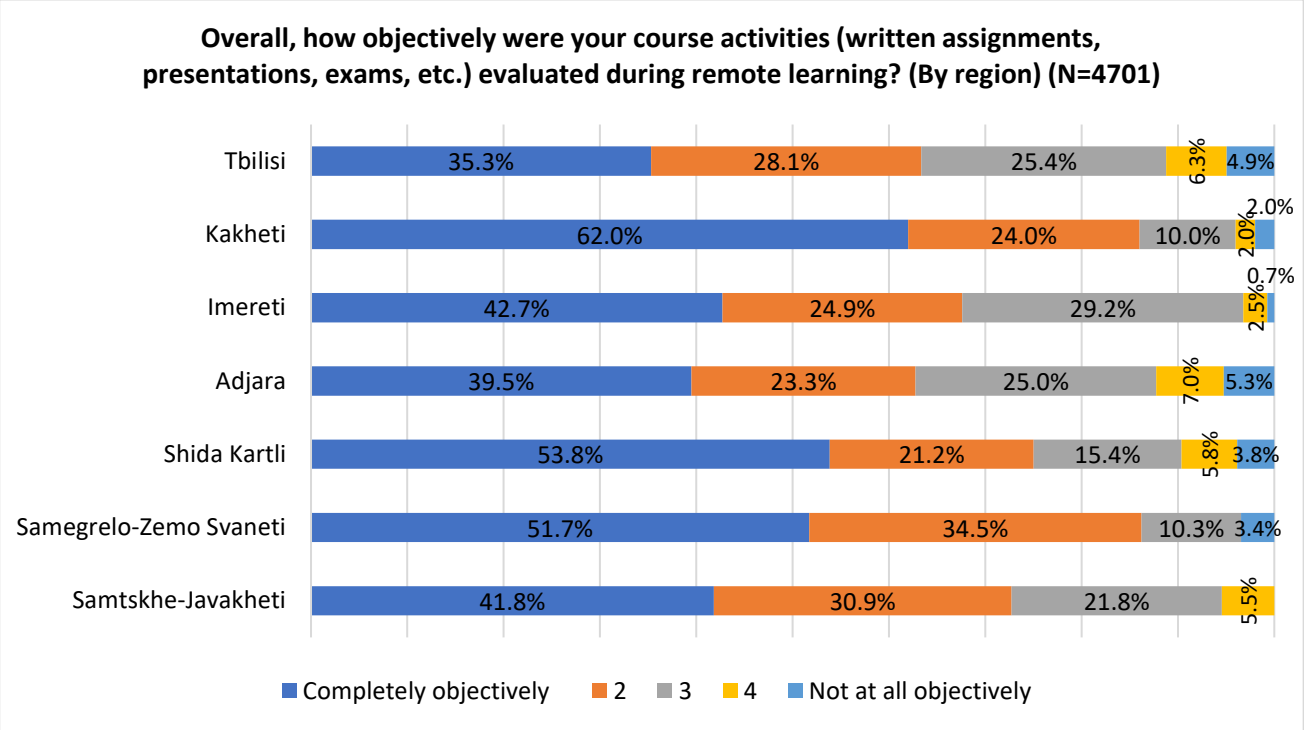
Diagram #6.4



Analyzing the issue by **region** shows that according to the experience of the majority of students in Kakheti (62%), Shida Kartli (53.8%) and Samegrelo-Zemo Svaneti (51.7%), their course activities during the remote learning period were evaluated **completely objectively**. The share of respondents with the impression varies

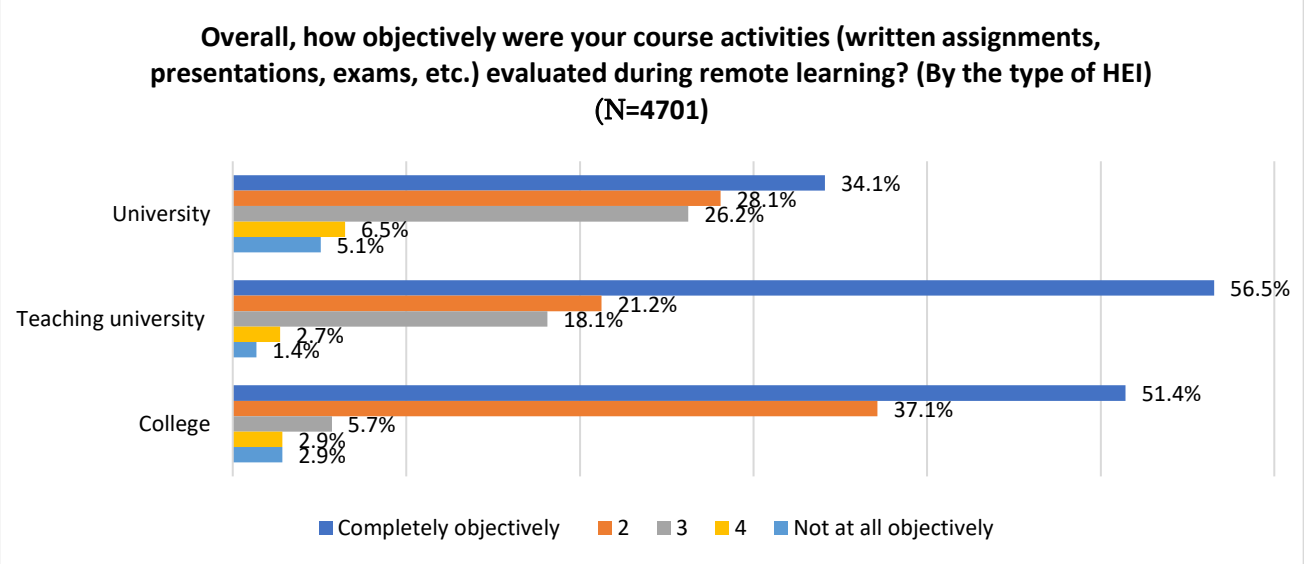
between 35-43% in the case of Tbilisi, Imereti, Adjara and Samtskhe-Javakheti. The share of respondents who indicate the practice of **completely non-objective** assessments does not exceed 5.3% in the case of each region (*the data are statistically reliable: χ^2=61.140; p<0.05*) (see Diagram #6.5).

Diagram #6.5



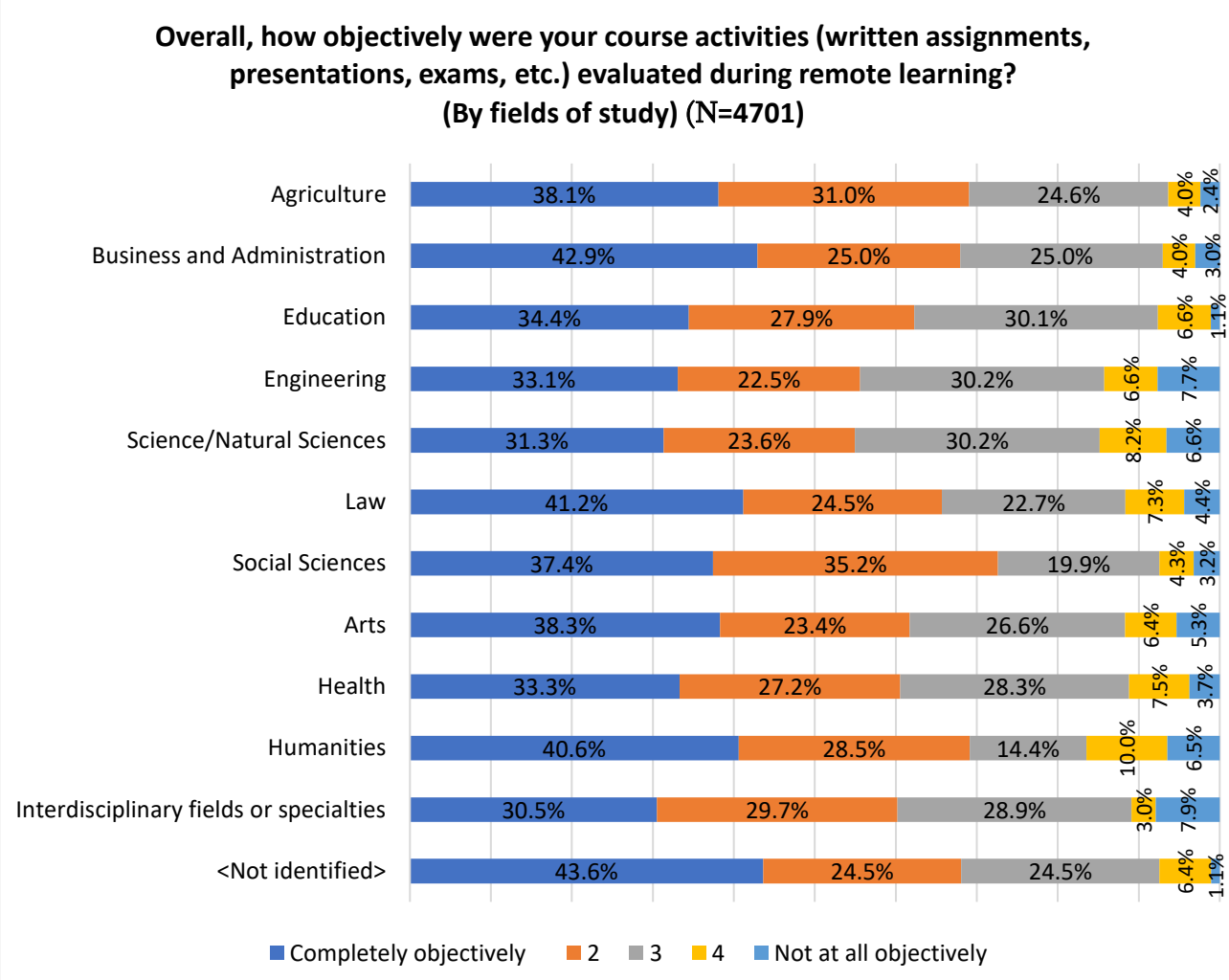
Depending on the **type of education institution**, the share of students who think that during remote learning, as a whole, their course activities were evaluated completely objectively, is different. While the majority of students surveyed at teaching universities (56.5%) and colleges (51.4%) choose an extremely positive point on the evaluation scale ("completely objective"), only a third of the respondents in universities have the same position (the data are statistically reliable: χ^2=114.987; p<0.05) (see Diagram #6.6).

Diagram #6.6



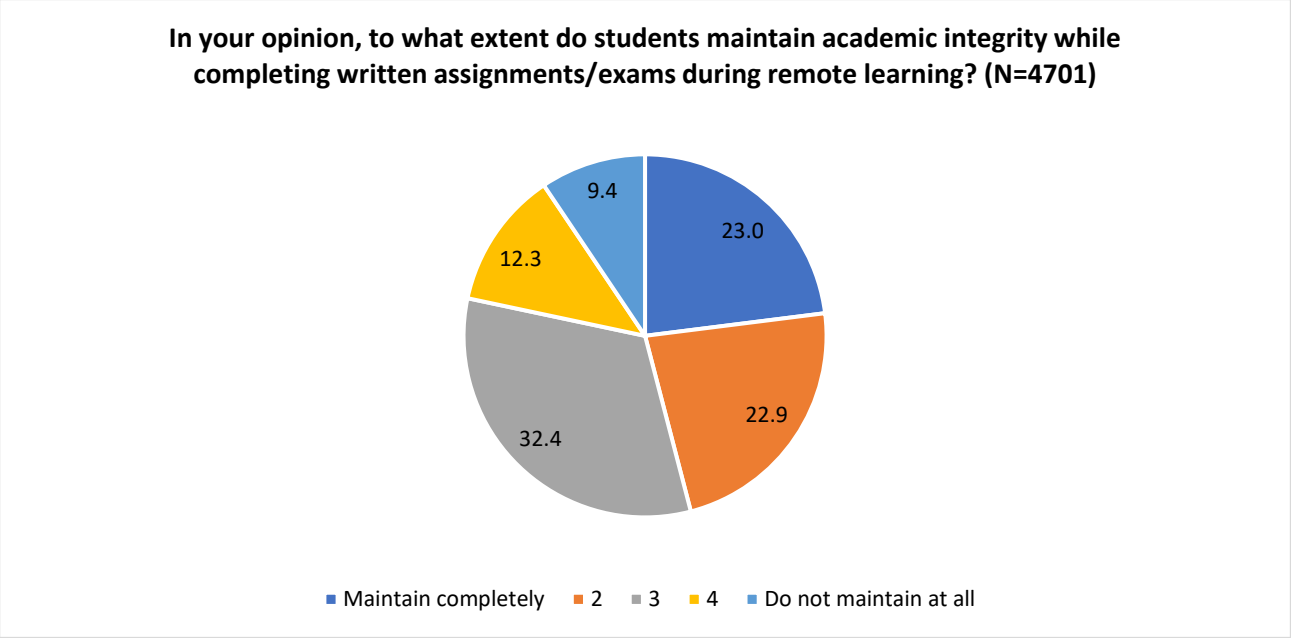
Analyzing the issue at the level of **study programmes** reveals that the majority of students of each educational discipline have the experience of objective (completely objective, or more objective) evaluation of their course activities during remote learning. The students of Social sciences (72.6%) and Humanities (69.1%) are recorded with the highest percentage among those with this practice. As for the respondents who indicated the experience of receiving non-objective evaluations, among them the highest number of students were identified in the study programmes of Humanities (16.5%), Natural sciences (14.8%) and Engineering (14.3%) (the data are statistically reliable: χ^2=154.504; p <0.05) (see Diagram #6.7).

Diagram #6.7



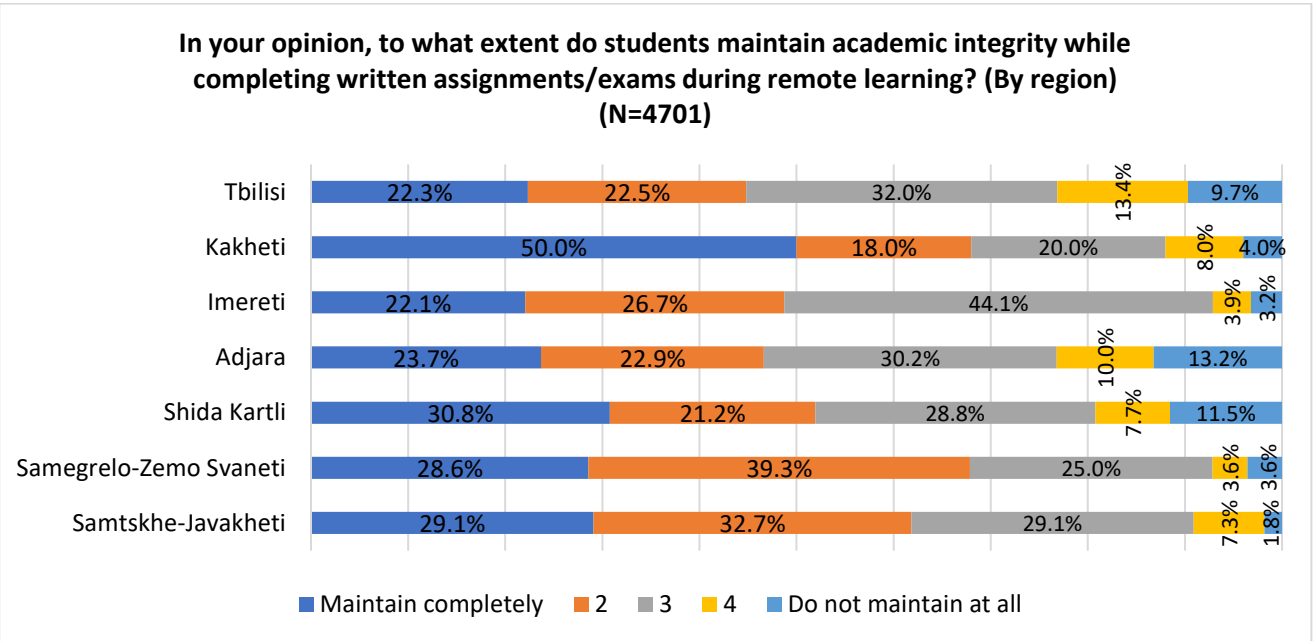
More than a fifth of the surveyed students believe the issue of **maintaining academic integrity by the student** while completing written assignments / exams during remote learning to be problematic ("does not maintain at all" + "does not maintain more than maintains" - 21.7%). Almost a third of the respondents take a middle position (score 3 on a five-point scale). In the light of these percentages' it can be stated with confidence that more than half of the students enrolled in higher education institutions view the adherence to the ethical standards of academic integrity by their peers highly critically (see Diagram #6.8).

Diagram #6.8



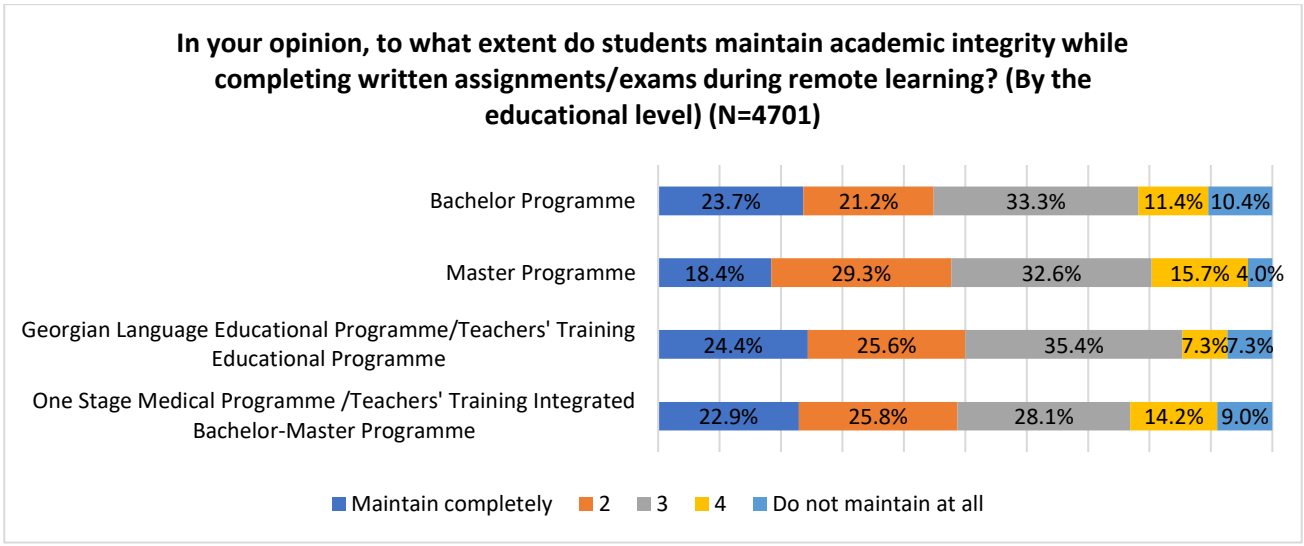
Regarding the issue of maintaining academic integrity by students, the share of respondents who think that students do not feel this responsibility / feel it to a lesser degree ("does not maintain at all" + "does not maintain more than maintains") is particularly high in **Tbilisi** (23.1%) and **Adjara** (23.1 %); It is also high in Shida Kartli (19.2%). In contrast to this, the majority of respondents in Kakheti are certain that during the remote learning process, students completely maintain academic integrity ("maintain completely"), the share of respondents with the same position in other regions is about 20% less, and in some cases even lower (data are statistically reliable: χ^2 =93.895; p<0.05) (see Diagram #6.9).

Diagram #6.9



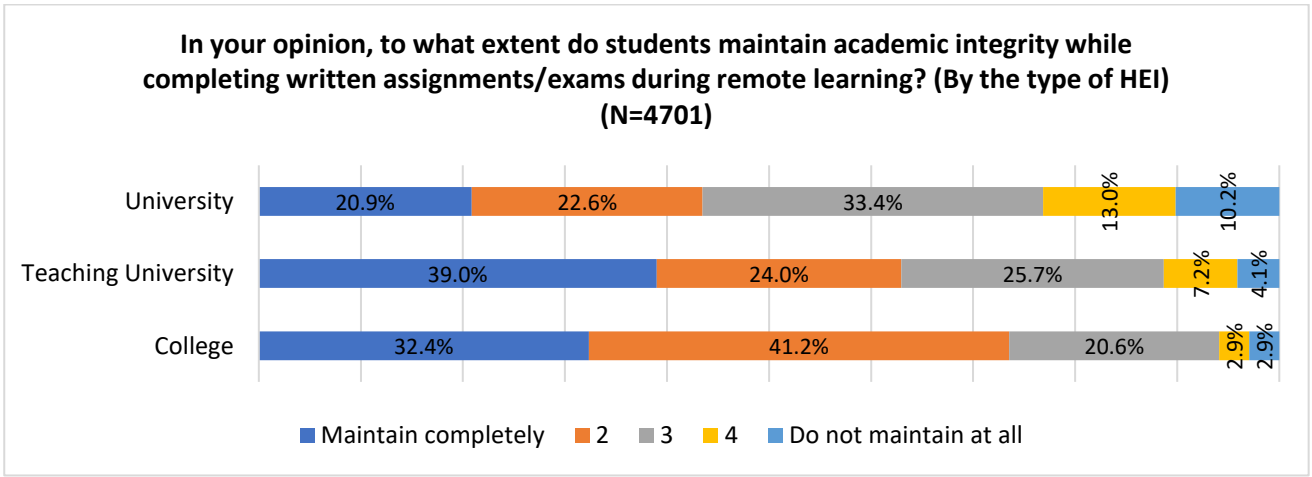
Analysis of this issue in respect of the type of the students' **training level** shows that the percentages of respondents who believe that while completing assignments/written exams during remote learning, students completely or more completely (than not) maintain academic integrity are almost similar and vary between 44.8%-50%. The percentage of respondents who think that in the described situation the student does not maintain academic **integrity at all or does not maintain it more than maintains**, is the highest among students of One stage medical program/Teachers' Training integrated Bachelor-Master programme (23.1%) and Bachelor degree (21.8%) (The data are statistically reliable: χ^2=56.007; p<0.05 (see Diagram #6.10).

Diagram #6.10



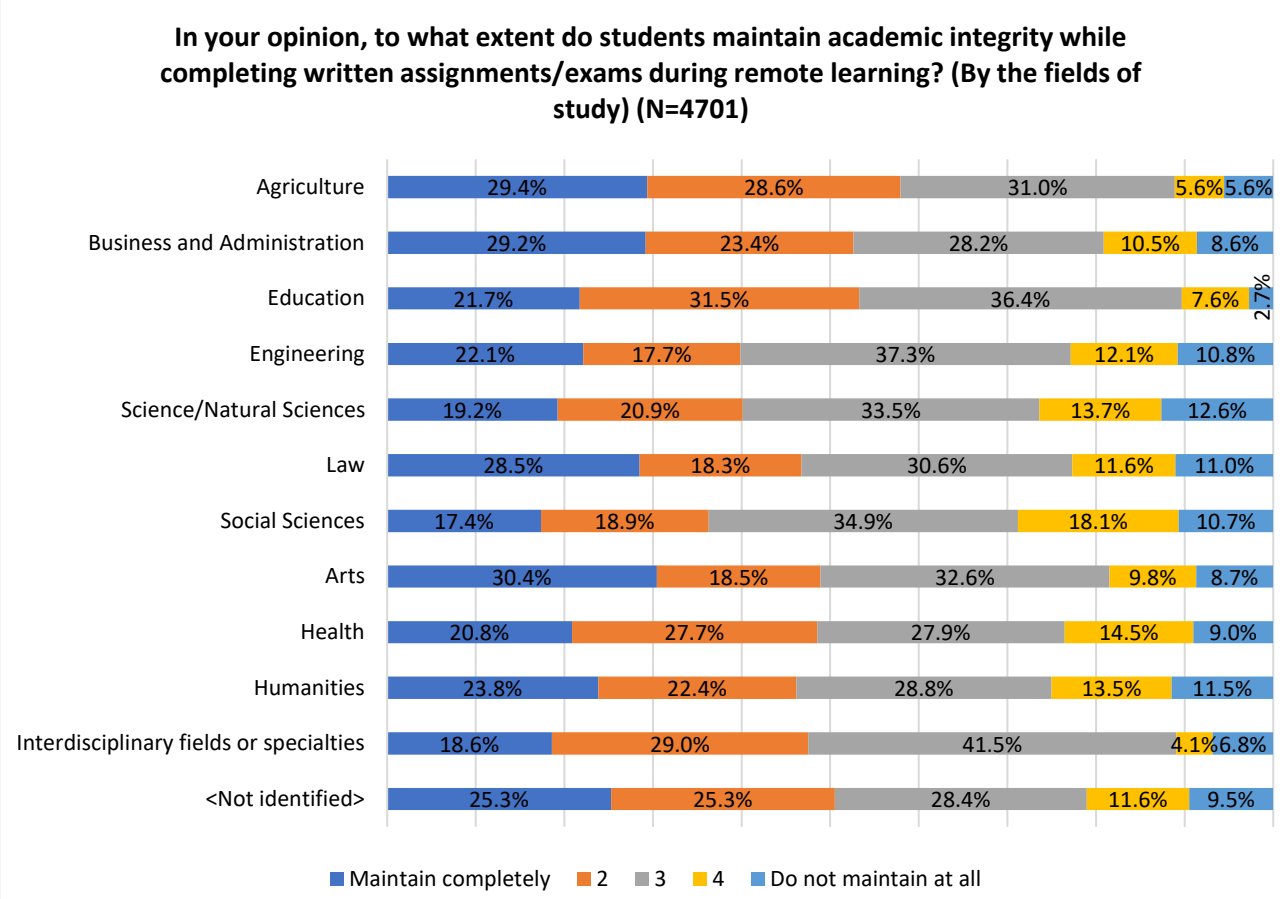
Analyzing the issue by higher **educational institutions** reveals that, according to the majority of respondents in teaching universities (63%) and colleges (73.5%), during the remote learning process the students completely maintain academic integrity or maintain it more than not. This position is shared by only 43.5% of the respondents in universities. It should be noted that more than one fifth of respondents in universities use negative indicators ("does not maintain at all" + "does not maintain more than maintains") to evaluate the issue, while the share of such respondents is 11.3% in teaching universities, and 5.9% in colleges (the data are statistically reliable: χ^2=115.079; p<0.05) (see Diagram #6.11).

Diagram #6.11



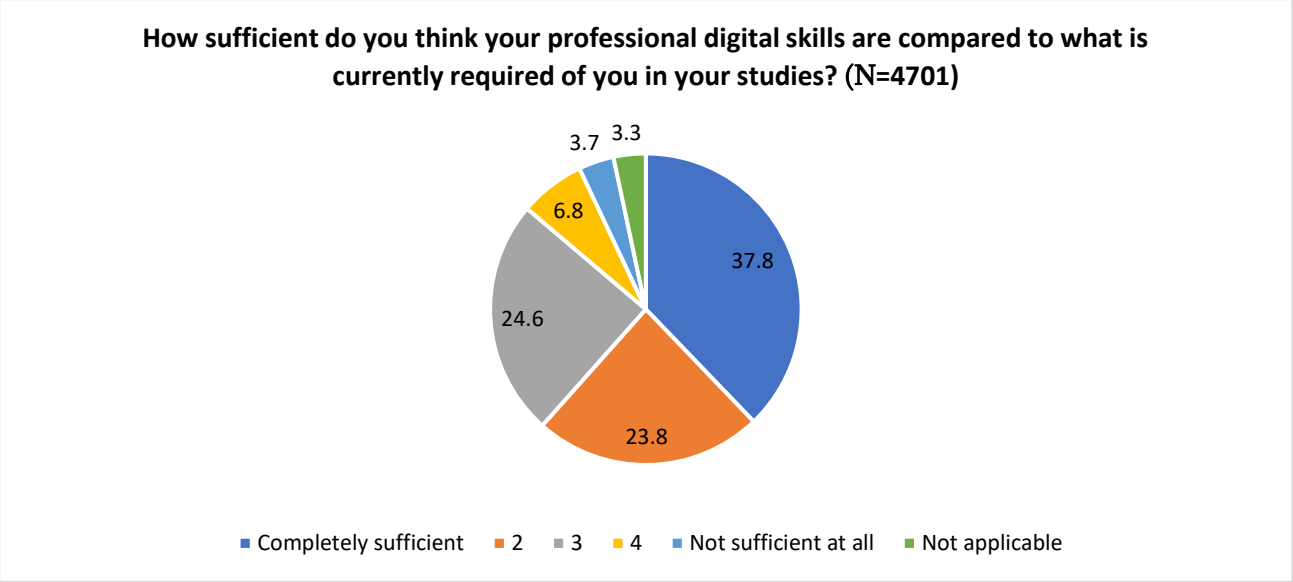
Based on the **study programmes**, the research showed that the issue of maintaining academic integrity in the process of completing assignments/written exams during remote learning is most important for students of Agricultural sciences (57.9%), Business and administration (52.6%), Education (53.3%) ("completely maintains" + "maintains more than not"). According to the trend revealed by the study, more than a quarter of the students of Social sciences (28.8%), Humanities (25%) and Natural sciences (26.4%) believe that students behave irresponsibly in terms of maintaining academic integrity ("does not maintain at all" + "does not maintain more than maintains"), a quarter of the students enrolled in Engineering, Law and Healthcare specialties show the same evaluation (the data are statistically reliable: χ^2=174.605; p<0.05) (see Diagram #6.12).

Diagram #6.12



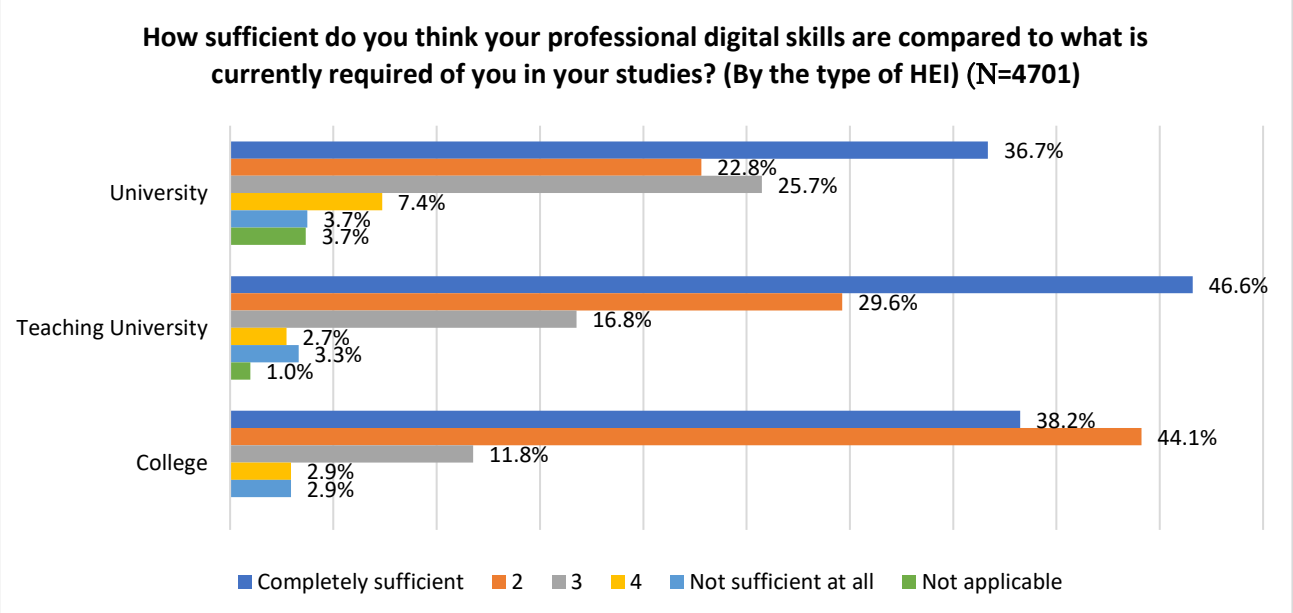
The majority of respondents believe that their **digital skills** are completely sufficient or more than sufficient (61.6% in total) in relation to what is required of their studies. (see Diagram #6.13)

Diagram #6.13



The respondents' self-perception regarding the sufficiency of digital skills required for the remote learning process is different depending on the **type of higher education institution**. Specifically, 59.2% of university students believe that their digital knowledge is sufficient to operate in the online learning process. 36.7% of them use an extremely positive evaluation point ("completely sufficient"). The share of respondents with the same attitude is even higher in teaching universities (76.2%) and colleges (82.4%) (the data are statistically reliable: χ^2=70.121; p<0.05) (see Diagram #6.14).

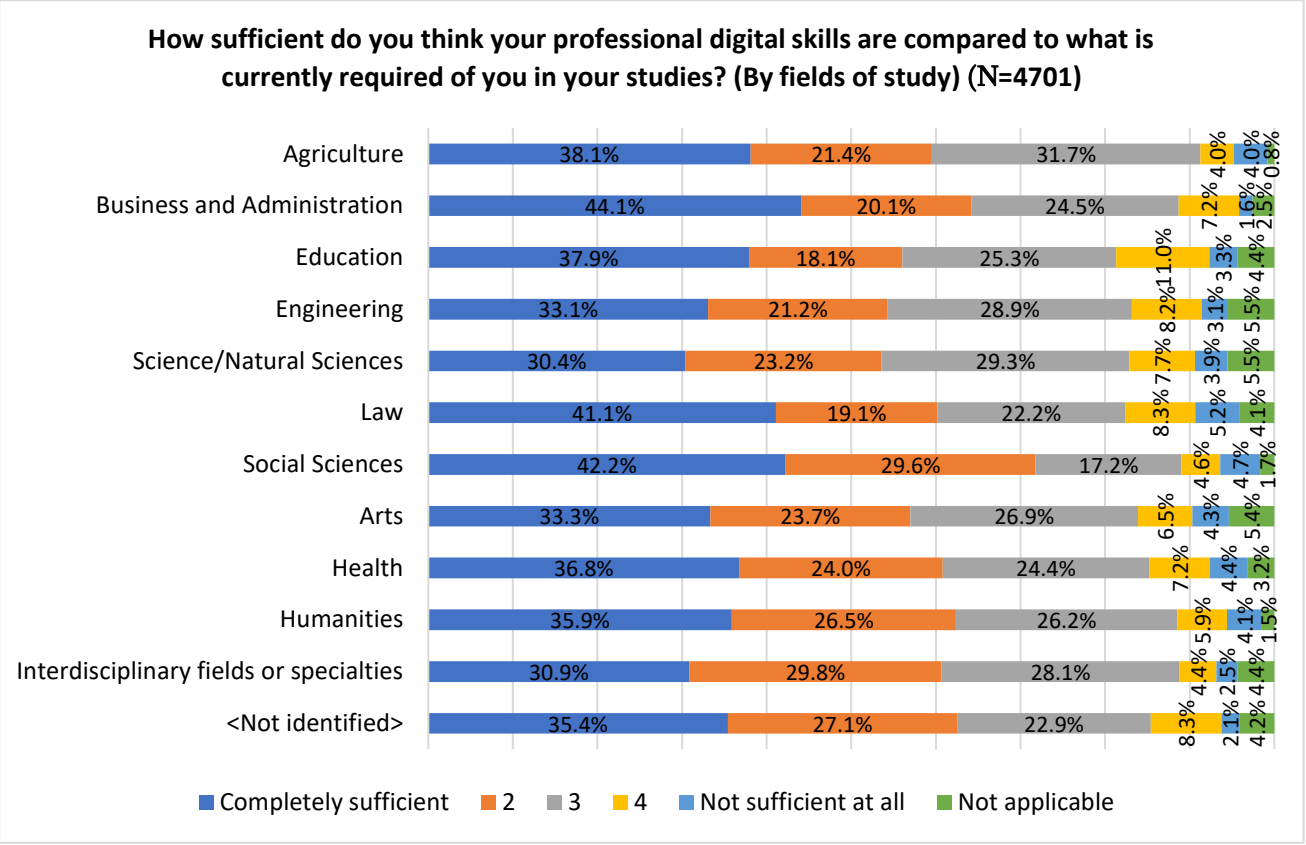
Diagram #6.14



Analysis of the issue by the students' **study programmes** shows that the majority of students in each discipline assess their digital skills as "completely sufficient" + "more sufficient than not" to meet the study requirements. Among the respondents with this attitude, the students of Social sciences have the highest percentage (71.8%). As for students who feel that their digital skills are "not at all sufficient" + "more

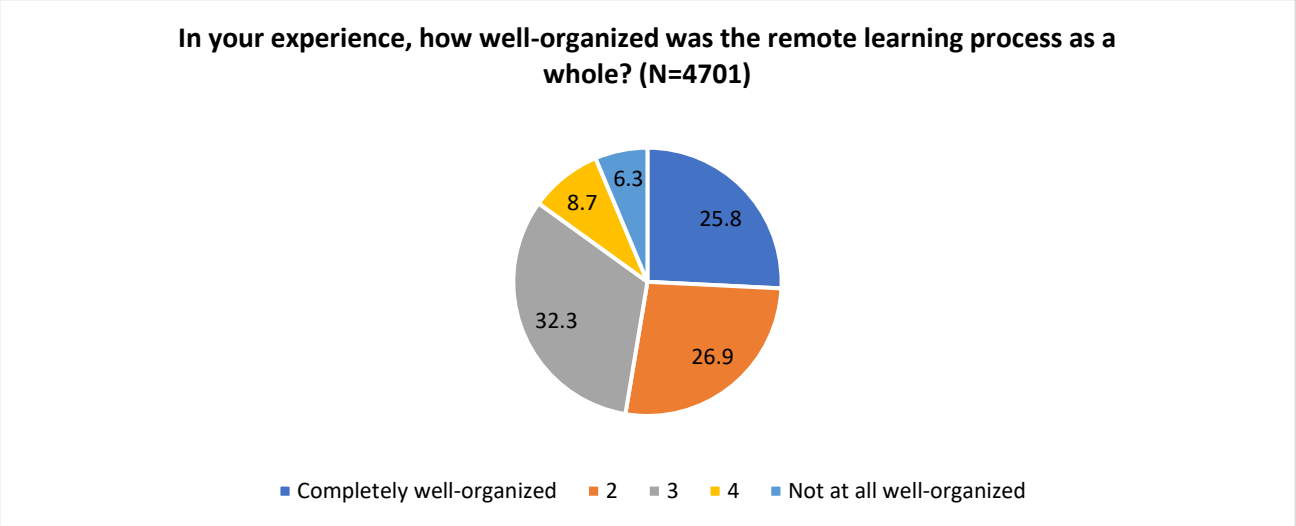
insufficient than sufficient" compared to what is required of them in their current studies, the students enrolled in Education (14.3%) and Law (13.5%) programmes stand out with the highest rates. In the case of other study disciplines, the share of those with the same assessment ranges from 6.8% to 10.8% (the data are statistically reliable: χ^2=139.934; p<0.05) (see Diagram #6.15).

Diagram #6.15



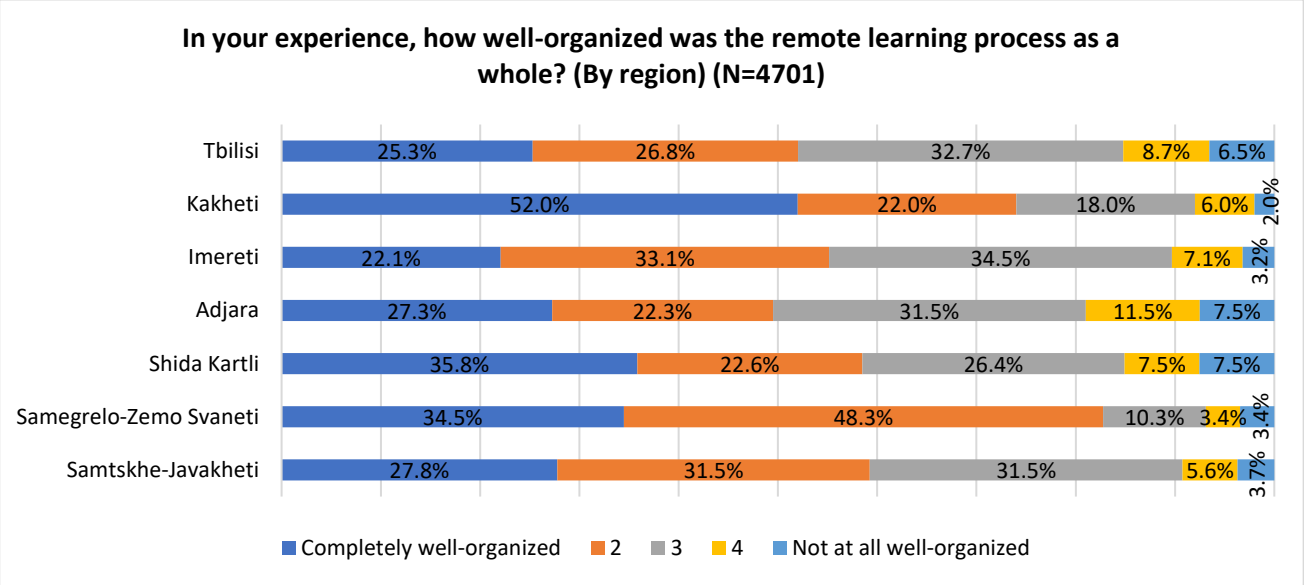
According to the assessment of half of the respondents, the process of remote learning, as a whole, was well-organized ("completely well-organized + “more well-organized than not") - 52.6% (see Diagram #6.16).

Diagram #6.16



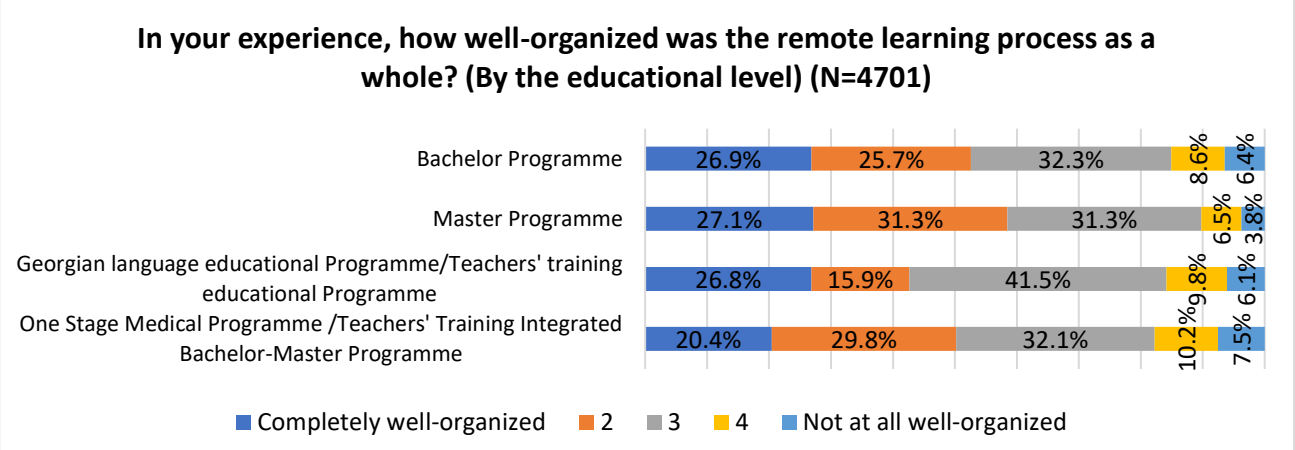
Analyzing the issue of how well-organized the learning process was, in respect of the type of **region**, shows that students living in Kakheti are particularly satisfied with online lectures and courses (52% - it was completely well-organized). In other regions, the share of such people ranges from 22% to 36%. The remote learning process is rated **as not at all well-organized or more unorganized than well-organized** mostly in Adjara (19%), Tbilisi (15.2%) and Shida Kartli (15.1%) (the data are statistically reliable: χ^2=55.235; p<0.05) (see Diagram #6.17).

Diagram #6.17



The majority of Bachelor, Master, and One stage medical program/Teachers' Training integrated Bachelor-Master programme students believe that, as a whole, the remote learning process was well-organized ("completely well-organized" + "more well-organized than not"). 41.5% of the students of the Georgian language educational programme /Teachers' training educational programme use a neutral point (more or less well-organized) to express their evaluation. (The data are statistically reliable: χ^2=35.769; p<0.05) (see Diagram #6.18).

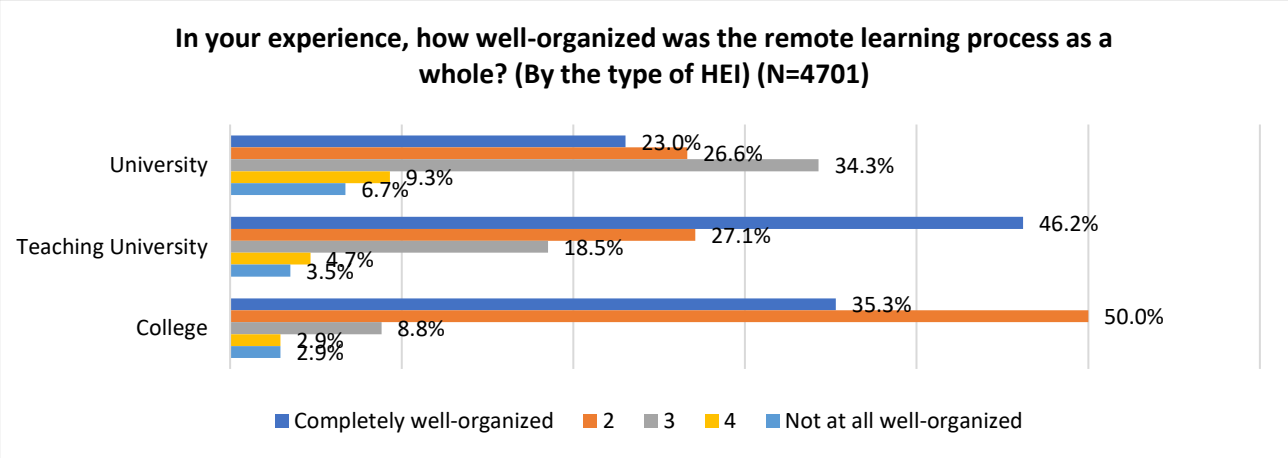
Diagram #6.18



Analyzing the question - how well-organized was the process of remote learning – by the **type of higher education institution** shows that the university students are most critical. In particular, 49.7% of university

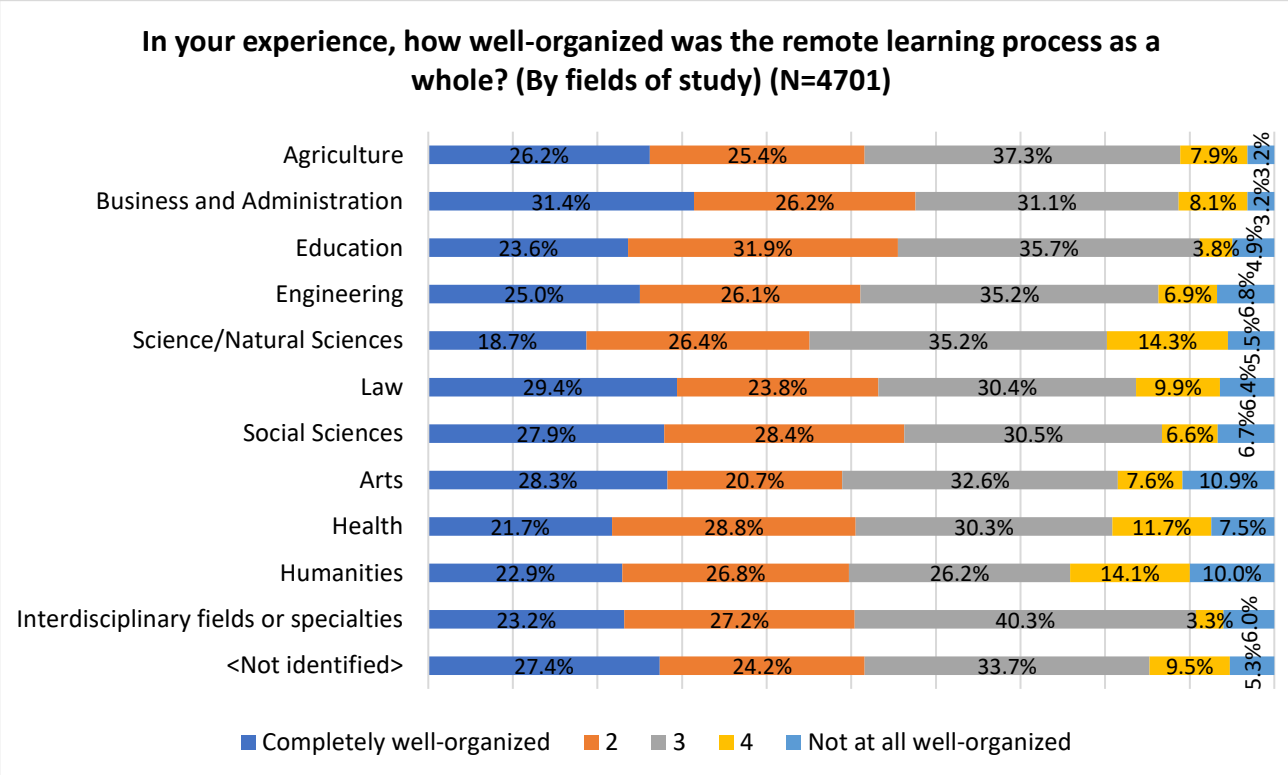
students give their positive assessment ("completely well-organized" + "more organized than not"), while the share of such students is equal to 73.3% in teaching universities, and 85.3% in colleges (data are statistically reliable: χ^2=163.761; p<0.05) (see Diagram #6.19).

Diagram #6.19



A statistical data analysis revealed that 24.1% of Humanities students rated the remote learning process as not organized as a whole ("completely unorganized" + "more unorganized than well-organized"), the same evaluation was recorded by almost one-fifth of the Natural sciences, Arts and Healthcare study programme students. As for the distribution of respondents who evaluated the mentioned issue with positive points ("completely well-organized" + "more well-organized than unorganized"), in the case of each program, it ranges from 45.1% to 57.6%. (The data are statistically reliable: χ^2=121.767; p<0.05) (see Diagram #6.20).

Diagram #6.20

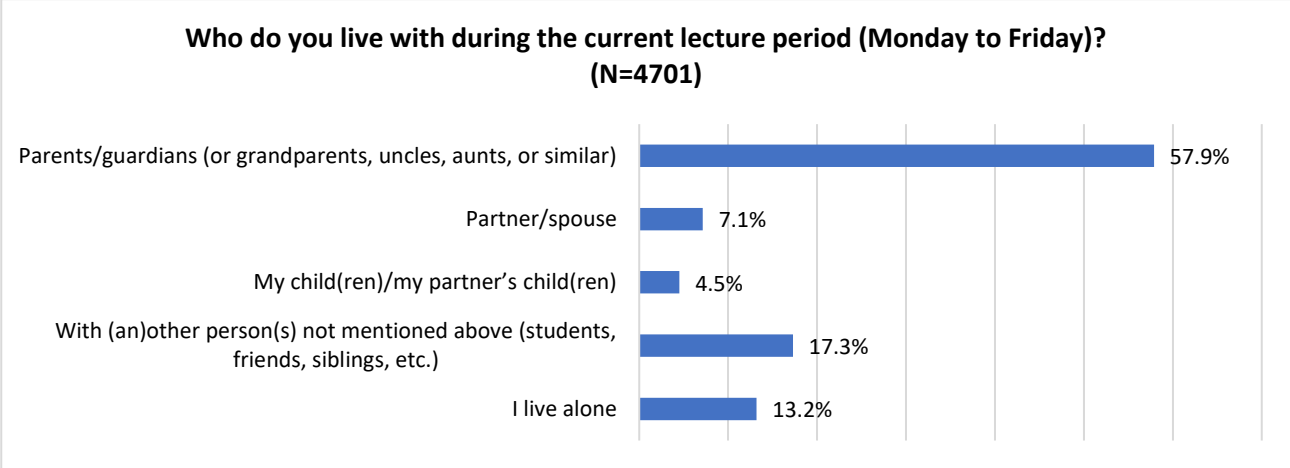


Chapter 7. Living conditions and financial situation of students

7.1. Living conditions of students

The assessment of **students' living conditions** showed that the majority of students (60.6%) live with their parents/guardians (or grandparents, uncles, aunts, or similar.). The share of those who live alone exceeds one tenth (13.2%), and the number of students who do not live with their parents/guardians, partner or children/partner's children, i.e. they share living space with other person(s), equals 17.3%. This result should be related to the Georgian context, as it is not common in Georgia to start living independently after reaching full age, especially since it is associated with additional costs (see Diagram #7.1).

Diagram #7.1



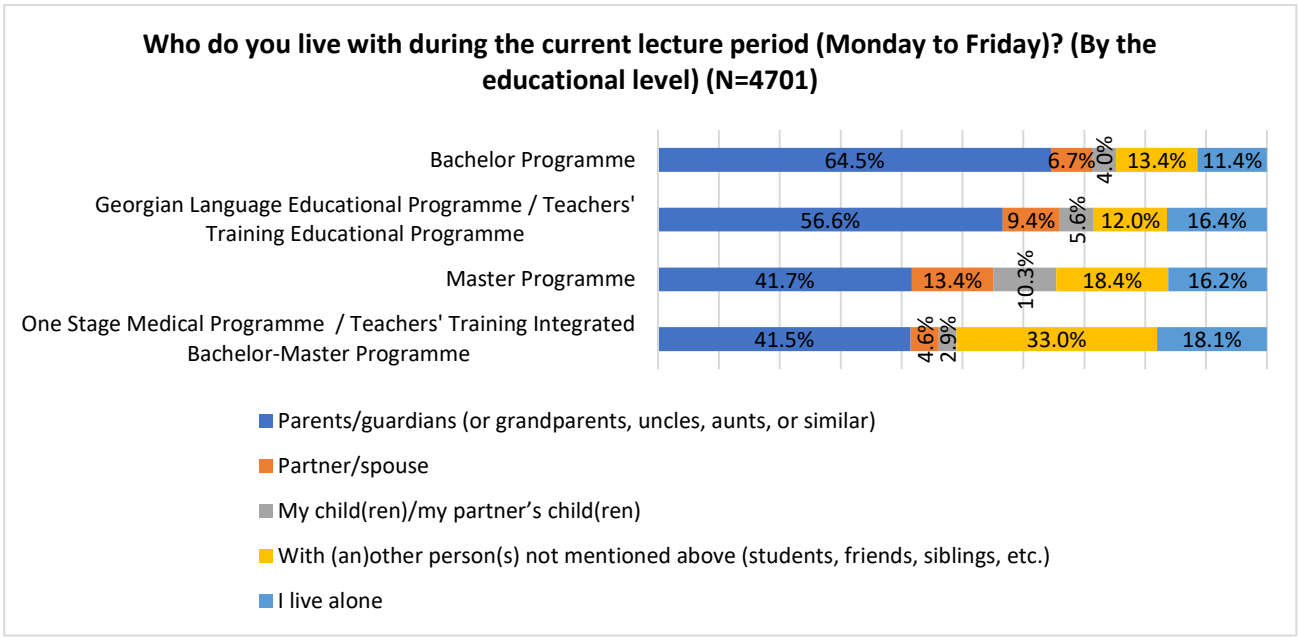
In terms of the **regions** a trend was revealed that, in the capital, compared to other regions, the share of students living with their parents/guardian has decreased, although it is still a majority (55.9%). The share of those living alone is relatively high in Tbilisi (13.1%), Imereti (17%), Adjara (14.7%) (data are statistically reliable: X^2=152466, p<0.05) (see Table #7.1).

Table #7.1

Who do you live with during the current lecture period (Monday to Friday)? (By region) (%) (N=4701)	Region						
	Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
Parents/guardians (or grandparents, uncles, aunts, or similar)	55.9	70.7	66.4	64.1	66.2	76.1	68.2
Partner/ spouse	6.8	15.8	7.4	6.6	12.6	8.4	15.4
My child(ren)/my partner's child(ren)	4.5	5.6	3.4	3.4	11.2	5	8.3
With (an)other person(s) not mentioned above (students, friends, siblings, etc.)	∂19.5	3	5.8	11.2	2.3	4.8	4.3
I live alone	13.1	4.9	17	14.7	7.6	5.6	3.7

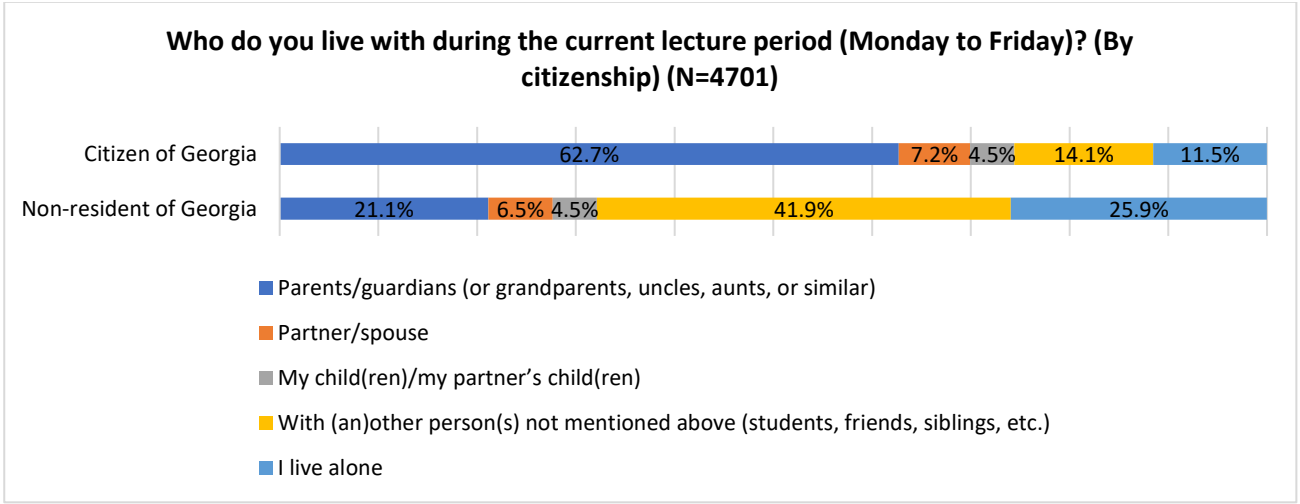
Examining the issue in terms of **the training level** shows that a relatively small share of Master or equal level students live with their parents/guardians. In this case, the number of people living with students, friends or alone is relatively high. The majority of Bachelor degree students (64.5%) and students of the Georgian language educational program/Teachers' training educational programme (56.6%) have the experience of living with their parents (see Diagram #7.2).

Diagram #7.2



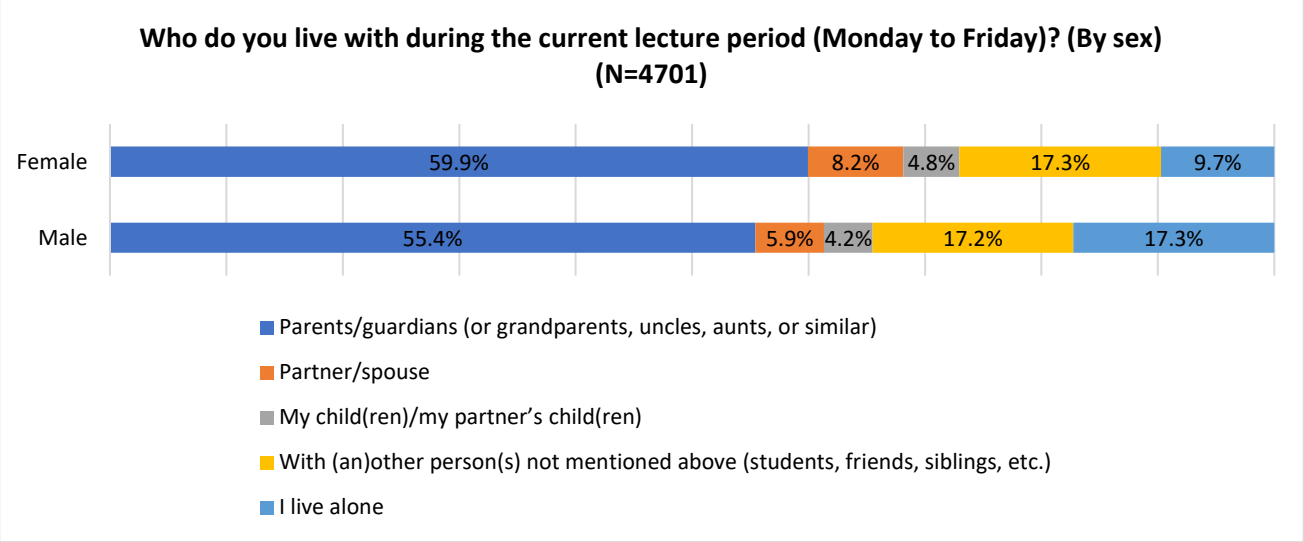
Statistically significant differences can be observed when examining the issue in terms of **citizenship**. If the majority of Georgian citizens (62.7%) live with their parents/guardians, only one fifth (21.1%) of non-citizens of Georgia fall into this category. The largest proportion of non-Georgian respondents (41.9%) live with students, friends, and a quarter (25.9%) live alone (data are statistically reliable: X^2=722291, p<0.05) (see Diagram #7.3).

Diagram #7.3



A similar pattern is maintained when exploring the issue according to **sex** - the majority lives with parents/guardians, however, it is noteworthy that the practice of living alone is more common among male students (17.3%) compared to female students (9.7%). For women, compared to living alone, the experience of sharing living space with other people (friends, students, etc.) is more characteristic (data are statistically reliable: X^2=79233, p<0.05) (see Diagram #7.4).

Diagram #7.4



Based on the filter question discussed above, only respondents who do not live with parents/guardians were asked about living in **student accommodation**. As the study showed, the vast majority (88.8%) of students living far from their parents and other members of the primary social group do not live in student accommodation.

Analyzing the issue in terms of the **type of HEI**, revealed that more than a tenth of university students (11.8%) live in student accommodation. Among the students of the teaching university, the rate has decreased to 6.6%. Such experience is not recorded among those interviewed in college (data are statistically reliable: X^2=6636, p<0.05).

Regardless of who the respondent lives with, **the amount of time to get from home to a higher education institution** was measured. Home was defined as the place of living during the lecture period (Monday-Friday). As it seems, students spend an average of 45 minutes (the MEDIAN is 40 minutes). Despite the average rate, there are cases where it takes a student 145 minutes to get to the university (the maximum rate), which may mean that some students study in the capital, but go to lectures-seminars from the region every day.

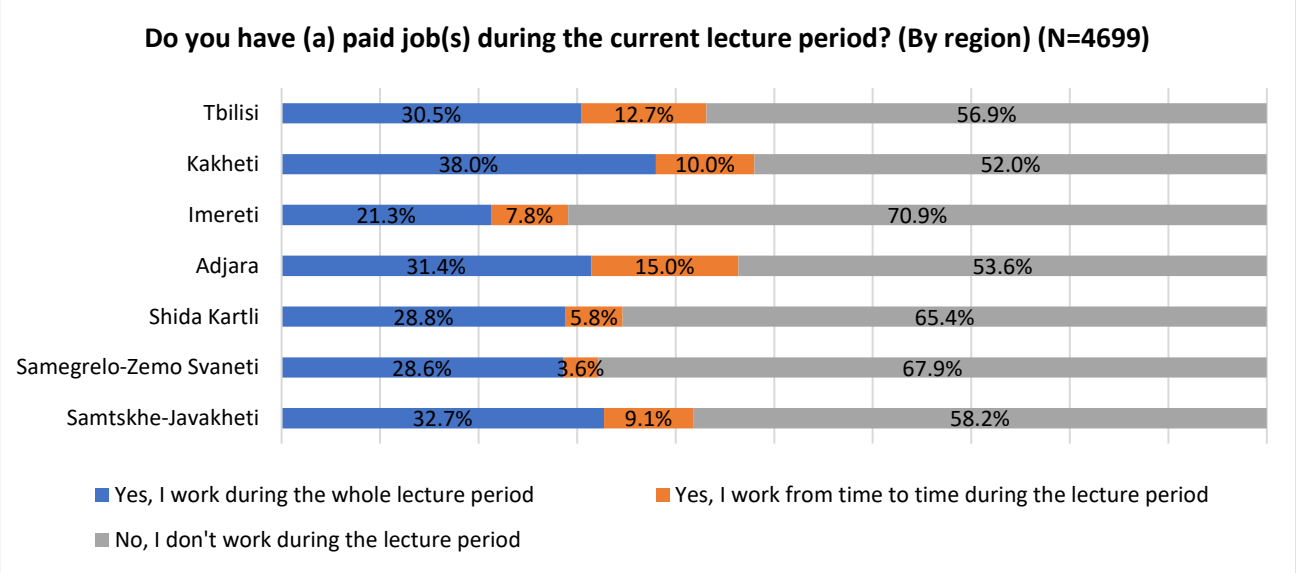
It was revealed that on average, **college** students need the longest time to get from home to the university (Mean=54.5 minutes), and the **teaching university** students need the shortest time (Mean=39.3 minutes). In the case of those interviewed at the **university**, the average rate equals 46 minutes (the data are statistically reliable: Mean^2=9253961, p<0.05).

7.2. Employment experience of students

Within the frames of the study the share of students with **paid job during the current lecture period** was evaluated. It was revealed that more than half of the respondents (57.6%) are unemployed, almost a third work during the whole semester (30.1%), and more than a tenth work from time to time (12.3%). Including weekends, time spent in paid job(s) during current lecture period equals 13 hours.

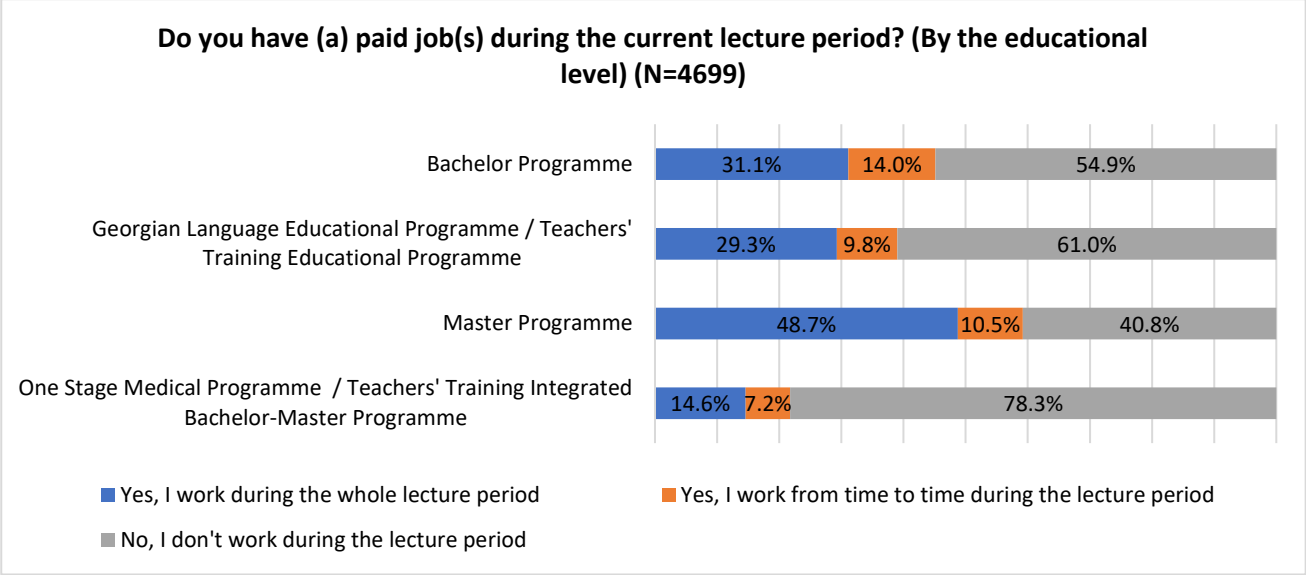
The general trend is maintained when examining the issue **i**n respect of the type of **region** as well - the majority of students in each region do not have (a) paid job(s) in the current lecture period. The share of unemployed students is relatively high in Imereti (70.9%), Samegrelo-Zemo Svaneti (67.9%) and Shida Kartli (65.4%). Kakheti region is marked by the experience of working during the whole semester - 38% of students fall into this category. In the capital, the mentioned indicator has decreased to 30.5%, and in Imereti to 21.3%, which is the smallest share among the regions (data are statistically reliable: X^2=31882, p<0.05) (see Diagram #7.5).

Diagram #7.5



When analyzing the issue by **training level**, a statistically reliable connection was revealed (X^2=230254, p<0.05). Master students have the most experience of working in paid job(s) during the semester - 59.2% work continuously or from time to time during the semester. The majority of students of all other training levels are unemployed: Bachelor degree - 54.9%, Georgian language educational programme / Teachers' training educational programme - 61%, One stage medical programme / Teachers' training integrated Bachelor-Master programme - 78.3% (see Diagram #7.6).

Diagram #7.6



The majority of students in each **study programme** do not have a paid job(s) in the current lecture period. An exception is business administration - almost half (48.2%) work throughout the semester, which is the highest rate compared to other study programs. Healthcare (79.4%), Humanities (61.4%) and Interdisciplinary programme (62.7%) students stand out (average 67.8%) with the rate of not having a paid job(s) (data are statistically reliable: X^2=300601, p<0.05). Such result may be related to the requirements of the labor market or directly to the specifics of the study program. For example, Health care students are often employed at various medical facilities which counts as their practice required by their curriculum. (see Table #7.2).

Table #7.2

Do you have (a) paid job(s) during the current lecture period? (by fields of study) (%) (N=4699)	Yes, I work during the whole lecture period	Yes, I work from time to time during the lecture period	No, I don't work during the lecture period
Agricultural sciences	31.7	11.9	56.3
Business administration	48.2	8.9	42.9
Education	30.6	13.7	55.7
Engineering	31.2	16.1	52.7
Science/Natural sciences	24.7	17.6	57.7
Law	32.3	14.3	53.4
Social sciences	35.5	15.4	49.1
Arts	25.8	17.2	57
Healthcare	13.5	7.1	79.4
Humanities	28.6	10	61.4
Interdisciplinary fields or specialties	23.7	13.6	62.7
<Not identified>	31.6	12.6	55.8

As a result of analyzing the issue by **Georgian citizenship**, it was determined that 45% of Georgian students (during the whole lecture period - 32.5%, from time to time - 12.5%) have experience of working in a paid job(s) during the semester; Among the non-citizen respondents of Georgia, this indicator is reduced to 22.3% (during the whole lecture period - 12%, from time to time - 10.8%). The share of unemployed respondents during the semester is distributed according to groups as follows: citizens of Georgia - 55%, non-citizens of Georgia - 77.7% (data are statistically reliable: X^2=128154, p<0.05).

The students with paid job in the current semester assessed the extent to which **employment-related** statements applied to their situation[3]. It was revealed that the situation described in each statement applies to the large part of students (points 1 and 2):

- I work to cover my living costs - 48.3%
- I work to gain experience in the labor market - 62.6%
- Without my paid job, I could not afford to be a student - 42.2%
- I work because I have to support others financially (children, partner, parents, etc.) – 44.3%
- I work so I can afford things I otherwise would not buy - 63.6% (see Table #7.3).

Table #7.3

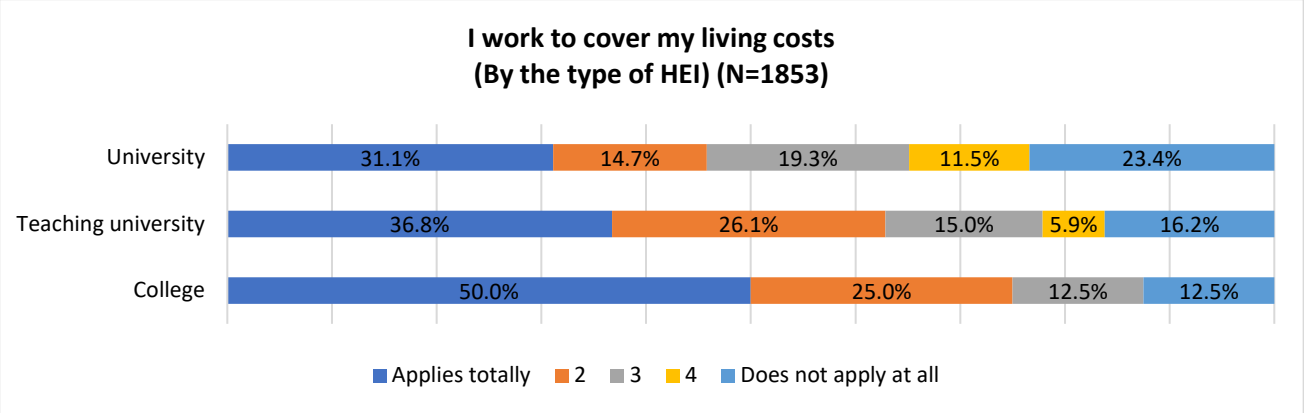
To what extent do the following statements apply to your situation? (%) (N=1853)	Applies totally	2	3	4	Does not apply at all
I work to cover my living costs	32	16.3	18.7	10.7	22.4
I work to gain experience on the labour market	42.9	19.7	20	7.6	9.9
Without my paid job, I could not afford to be a student	30	12.2	19.7	9.3	28.8
I work because I have to support others financially (children, partner, parents etc.)	26.9	17.4	25.2	9.8	20.7
I work so I can afford things I otherwise would not buy	44.7	18.9	21	6.5	8.9

The presented statements may be relevant for different variables, so each of them was analyzed individually:

I work to cover my living costs: The data analysis stage revealed that this statement covers the experiences of the majority of students of each type of higher education institution. However, if 45.8% of university students work to cover living costs, this rate increases to 62.8% in the case of teaching university and 75% in the case of college (points 1 and 2) (data are statistically reliable: X^2=38407, p<0.05) (See Diagram #7.7).

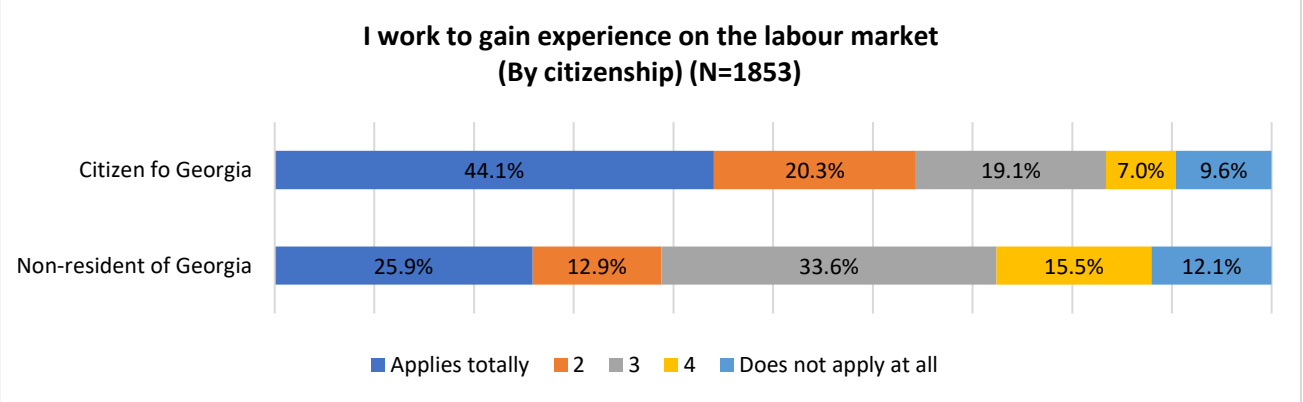
[3] A five-point scale was used for assessment, where 1 described the category “applies totally” and 5 – “Does not apply at all”.

Diagram #7.7



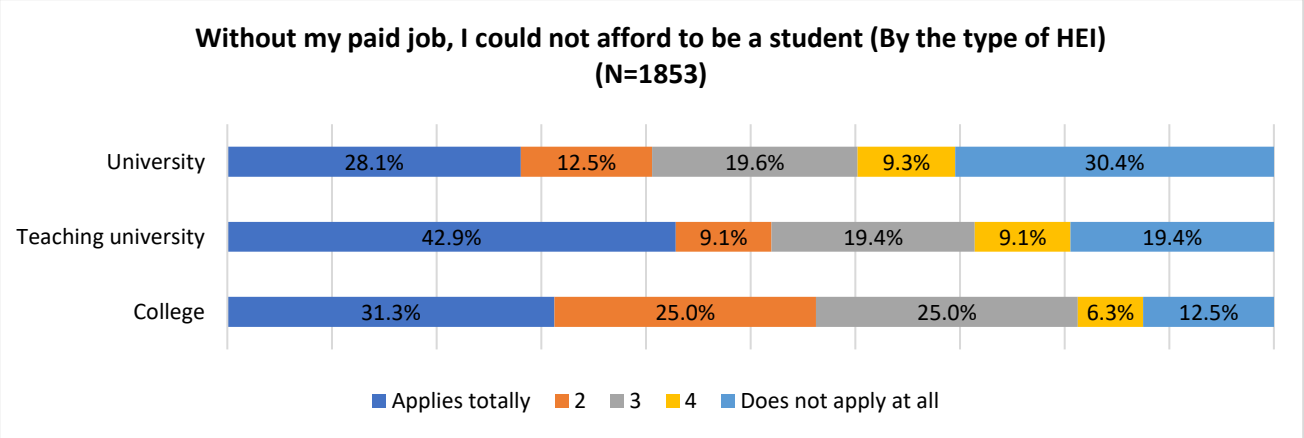
I work to **gain experience on the labor market**: 64.3% of Georgian citizen students work to gain experience on the labor market. 38.8% of non-citizens of Georgia state a similar position (the data are statistically reliable: X^2=52894, p<0.05). This assessment may be related to the student's motivations and goals. It may be assumed that most of the students who are citizens of Georgia will obtain paid jobs here in the country. Therefore, for their development, it is necessary to study and understand the requirements of the labor market and accumulate experience in this regard. On the other hand, we might think that the main goal of non-citizen students of Georgia is to gain knowledge and professional development, and not to meet the requirements of the labor market (see Diagram #7.8).

Diagram #7.8



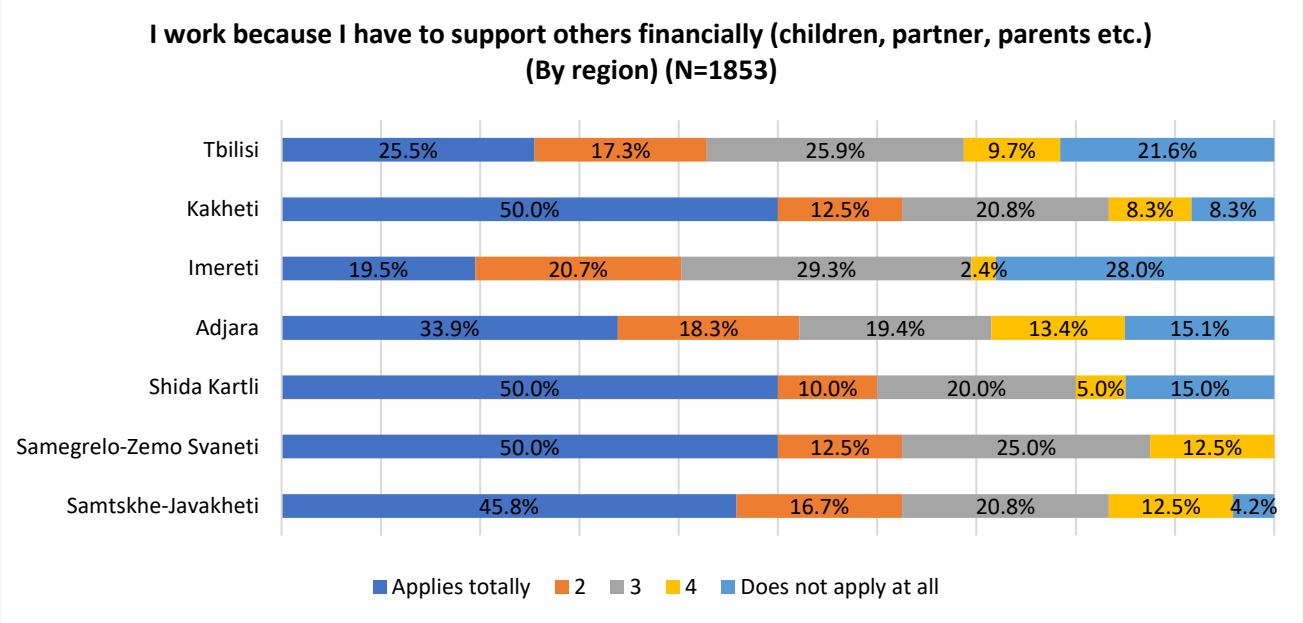
Without my paid job, I could not afford to be a student: this statement is analyzed in terms of the type of higher education institutions, as tuition fees are different in education institutions in Georgia and the student's pay may be distributed differently as well. It was revealed that in the case of universities, answers with positive and negative connotations are represented by an almost equal share of students: applies (points 1 and 2) – 40.6%, does not apply (points 4 and 5) – 39.8%. Points 1 and 2 prevail among respondents in teaching universities and colleges - almost half of those at teaching universities stated that without a paid job, they could not afford to be a student (52%). The same position is shared by 56.3% of college students (data are statistically reliable: X^2=31234, p<0.05) (see Diagram #7.9).

Diagram #7.9



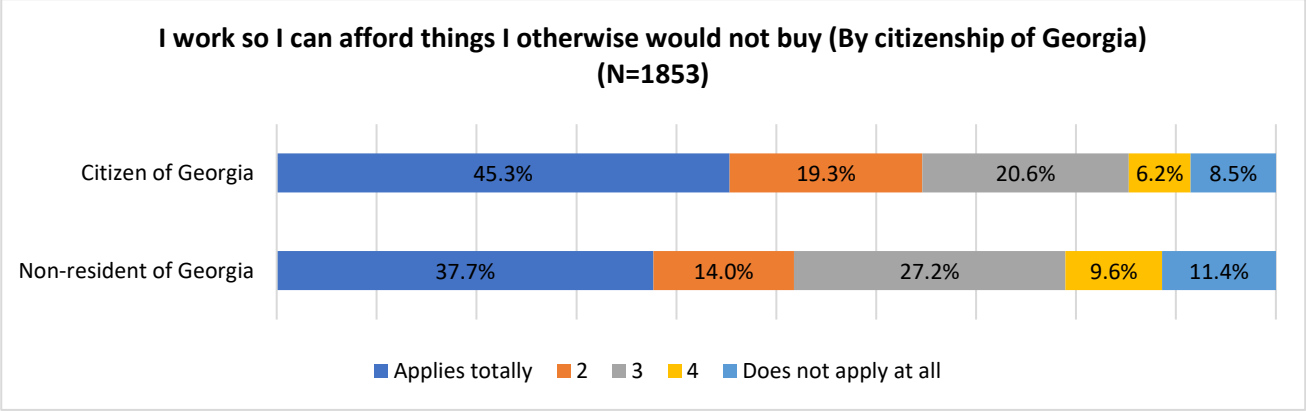
I work because I have to support others financially (children, partner, parents etc.): the study found that the majority of students surveyed in each region work to support others financially (children, partner, parents, etc.), in addition to covering their tuition and living costs. A particularly high rate of students with such experience and position was observed in Kakheti (62.5%), Samegrelo-Zemo Svaneti (62.5%) and Samtskhe-Javakheti (62.5%) (the data are statistically reliable: X^2=45608, p<0.05) (see Diagram #7.10).

Diagram #7.10



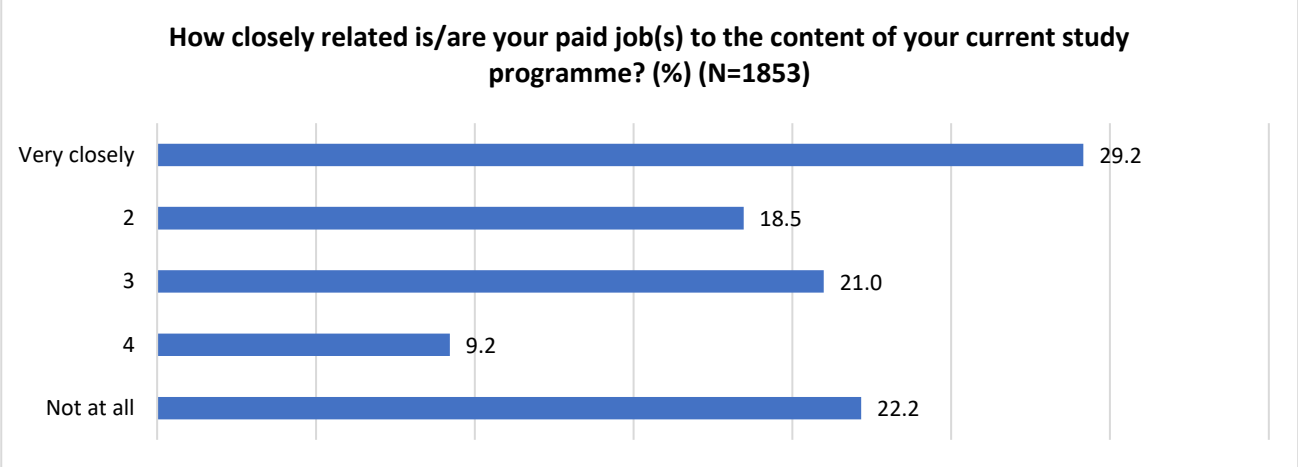
I work so I can afford things I otherwise would not buy: it was revealed that a paid job is highly necessary for the purchase of various things for Georgian citizen students - 64.6% of students of this group indicate that they can buy things they would not afford otherwise (points 1 and 2). Non-citizens of Georgia are less likely to have this need (51.8%). It is possible to assume that foreign students living in Georgia receive financial support from their families, so they are able to purchase necessary or desirable things; that is, the dominant source of income for them may not be a paid job. More than a fifth (21.1%) of non-citizens of Georgia do not agree with the presented statement, while among Georgian students the rate is reduced to 14% (points 4 and 5) (data are statistically reliable: X^2=30205, p<0.05) (see Diagram #7.11).

Diagram #7.11



The study shows that almost half of the students (47.6%) are employed by profession or a related profession, as they indicate that **their current job is closely related to the content of the study program**. [4] However, in general, the fact that employment by profession is problematic is also evidenced by the fact that a third of the respondents (31.4%) work in a field different from the study programme and cannot directly apply the knowledge obtained at the university to a paid job (see Diagram #7.12).

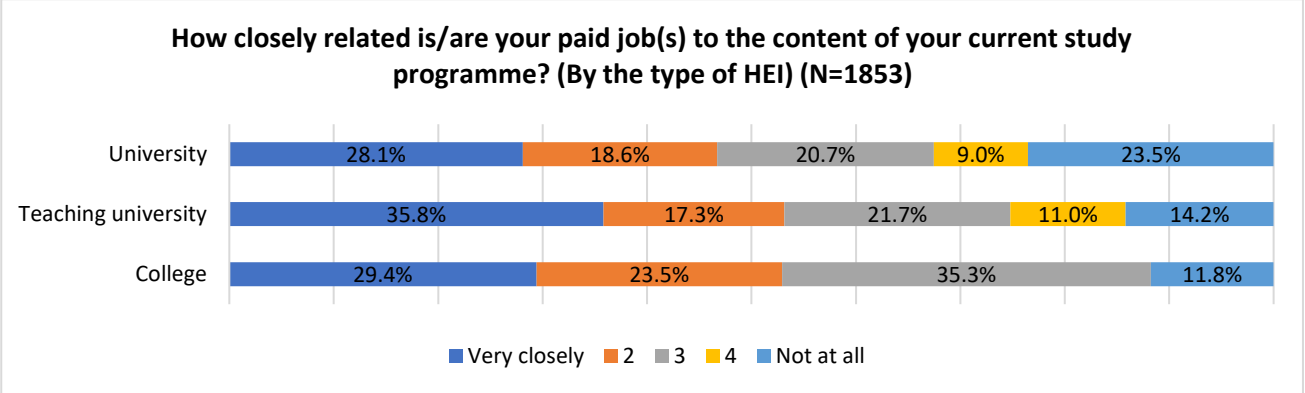
Diagram #7.12



When examining the **type of higher education institution**, it was revealed that students of teaching universities (53.1%) and colleges (52.9%) report the connection between paid job and the content of the study programme more than university students (46.7%) (scores 1 and 2). Moreover, according to the experience of a third of university students (32.5%), there is no connection between these two levels (scores 4 and 5), while only a tenth of college students (11.8%) share the same position (the data are statistically reliable: $X^2=18686$, $p<0.05$) (see Diagram #7.13).

[4] A five-point scale was used for assessment, where 1 described the category "very closely related" and 5 – "Not at all related".

Diagram #7.13



The main part of the students of different **study disciplines** emphasize the correspondence and connection between the current study programme and paid job. Different from the dominant position, negative connotation response categories were observed in the case of students of Natural sciences (39%), Law (45.7%) and Social sciences (42.5%) – according to the experience of 42.4%, their job(s) are not related to the content of the current study programme (scores 4 and 5) (data are statistically reliable: X^2=232246, p<0.05) (see Table #7.4).

Table #7.4

How closely related is/are your paid job(s) to the content of your current study programme? (by fields of study) (%) (N=1853)	Very closely	2	3	4	Not at all
Agricultural sciences	32.7	27.3	16.4	5.5	18.2
Business administration	46.2	19.3	17.4	10.6	6.4
Education	37.5	30	16.3	3.8	12.5
Engineering	31.3	11.2	27.4	9.7	20.5
Science/Natural sciences	14.3	14.3	32.5	15.6	23.4
Law	29.1	11.2	13.9	11.7	34.1
Social sciences	13.2	21	23.4	11.4	31.1
Arts	30	15	25	10	20
Healthcare	30.2	23.3	13.2	2.5	30.8
Humanities	27.5	18.3	22.1	9.2	22.9
Agricultural sciences	21.2	24.1	28.5	4.4	21.9
<Not identified>	33.3	14.3	23.8	7.1	21.4

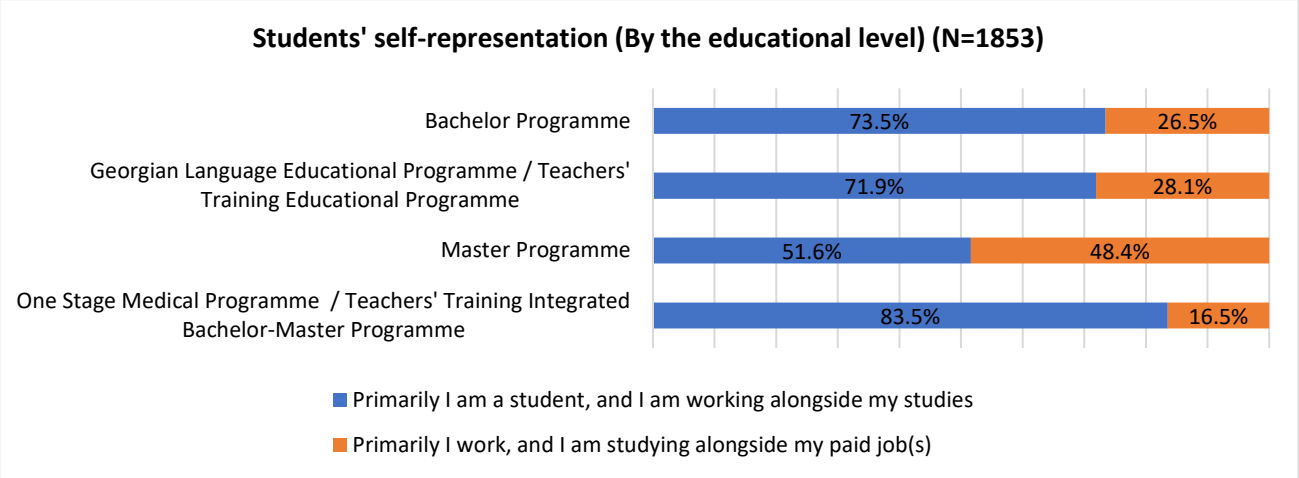
Students with paid job(s) during the current semester were presented with two statements:

- Primarily I am a student, and I am working alongside my studies
- Primarily I work, and I am studying alongside my paid job(s)

These statements were essentially related to the students' **self-perception of their social status**. As it turned out, 71% consider themselves primarily students. More than a quarter (29%) agree with the second statement and put a paid job before studies.

Analysed by **training level,** the students' self-perception is significantly different. If 83.5% of the students of One stage medical program/ Teacher's Training Integrated Bachelor-Master programme consider that they study primarily and, in addition, work, the same position is recorded among 51.6% of the Master students. 73.5% of Bachelor degree students are also in the category of perceiving themselves primarily as students (the data are statistically reliable: X^2=69011, p<0.05). It should also be noted that, compared to Master degree students, a small share of Bachelor degree students is employed in paid job(s) and presumably their main activity is studying (see Diagram #7.14).

Diagram #7.14



When analyzing the issue in respect of the type of **study disciplines**, it can be seen that the rate of self-perception as a student is the highest among Healthcare students (81.3%), and the lowest among Education students (55.6%) (the data are statistically reliable: X^2=32846, p<0.05). Such results are probably due to the specifics of the study programs. The period of study in Healthcare is long compared to others; Moreover, as mentioned above, the component of employment in various medical institutions is also considered as an activity of the curriculum. Thus, Healthcare discipline students primarily identify themselves as students (see Table #7.5).

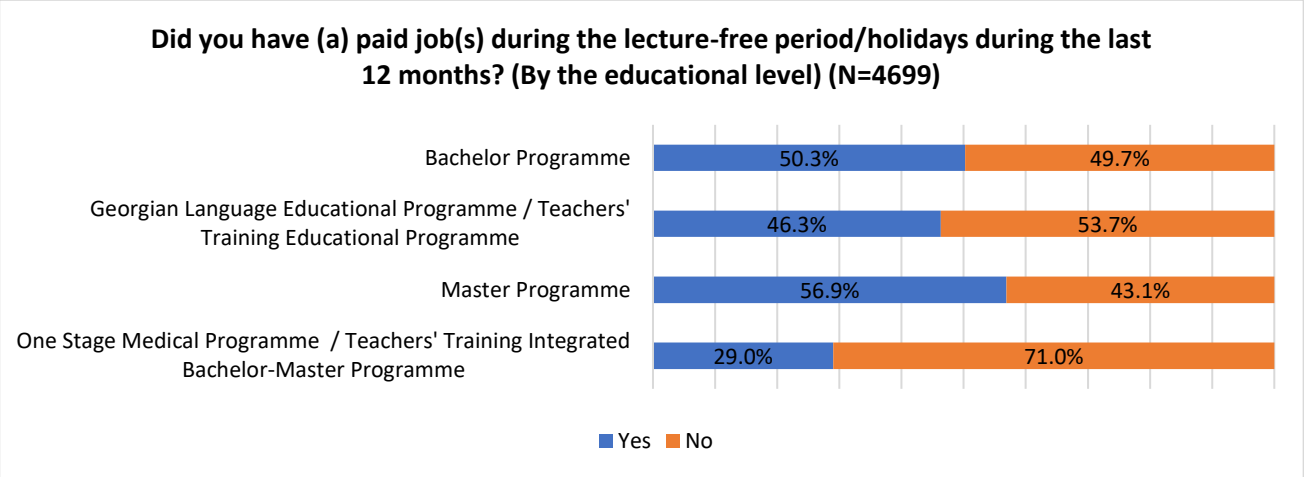
Table #7.5

Which of the following describes your current situation best? (by fields of study) (%) (N=1853)	Primarily I am a student, and I am working alongside my studies	Primarily I work, and I am studying alongside my paid job(s)
Agricultural sciences	74.5	25.5
Business administration	65.4	34.6
Education	55.6	44.4
Engineering	73.4	26.6
Science/Natural sciences	74	26
Law	78.1	21.9
Social sciences	69.2	30.8
Arts	76.9	23.1
Healthcare	81.3	18.8
Humanities	72.7	27.3
Interdisciplinary fields or specialties	66.4	33.5
<Not identified>	71.4	28.6

The assessment of general employment situation revealed that 52.8% of the respondents had no paid job(s), including **paid internships and self-employment experience, during lecture-free periods/holidays during the last 12 months**. Accordingly, 47.2% have this experience.

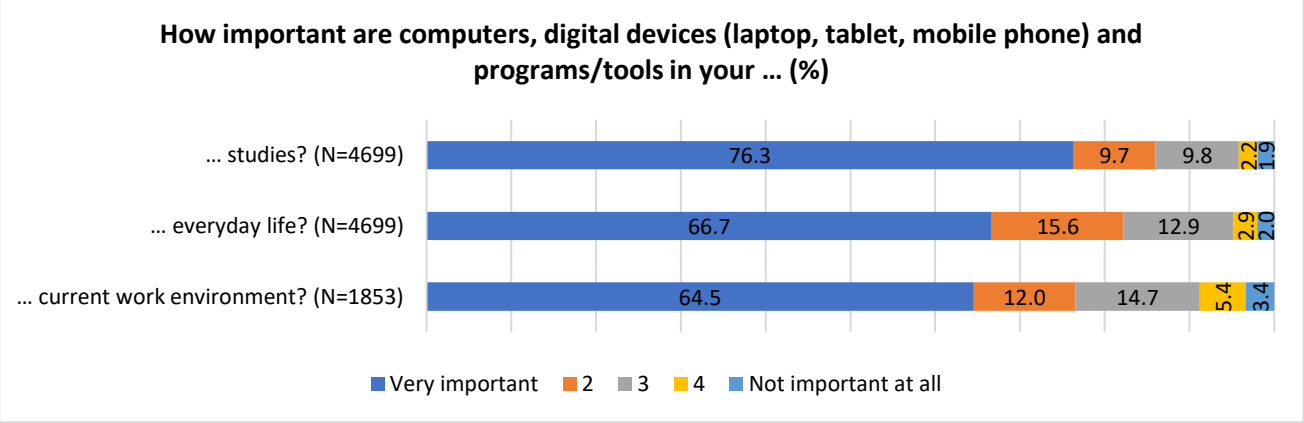
There are statistically reliable data when analyzing the issue in respect of the type of **training level**. It was found that on average, half of the Bachelor degree (50.3%) and Master degree (56.9%) students had a paid job(s) during the last 12 months during lecture-free periods/holidays. The largest proportion of those who do not have such experience is found among students of One stage medical program/Teachers' Training Integrated Bachelor-Master programme (71%) (data are statistically reliable: X^2=133439, p<0.05) (see Diagram #7.15).

Diagram #7.15



Within the frames of the study, the study evaluated the importance of technology (computer, digital devices laptop, tablet, mobile, etc.) in the student's studies, everyday life and, in the case of those with paid work, additionally, in the current work environment[5]. As it turned out, computers and other digital devices are very important in each activity/situation discussed above (scores 1 and 2): in studies - 86%, in everyday life - 82.2%, in the current work environment - 76.5% (see Diagram #7.16).

Diagram #7.16



[5] A five-point scale was used for assessment, where 1 described the category "very important" and 5 – "Not important at all".

The above-mentioned technical devices are evaluated as important (points 1 and 2) for studies by the vast majority of students of **university** (85.4%), as well as **teaching university** (89.9%) and **college** (91.2%) (data are statistically reliable: X^2=22850, p<0.05). A positive result is recorded when examining the issue in terms of **training level** as well**.** Computers and digital devices are particularly important for students in One stage medical programme / Teacher's Training Integrated Bachelor-Master programme (89%, including "very important" - 78.4%) (data are statistically reliable: X^2=22706, p<0.05) (see Table #7.6).

Table #7.6

How important are computers, digital devices (laptop, tablet, mobile phone) and programs/tools in your studies? (%) (N=4699)	Very important	2	3	4	Not important at all
By the type of HEI					
University	75.4	10	10.1	2.4	2.1
Teaching university	83.3	6.6	7.8	1.6	0.8
College	64.7	26.5	8.8	-	-
By the educational level					
Bachelor Programme	75.8	9.4	10.3	2.3	2.2
Georgian language educational programme / Teacher's training educational programme	65.1	13.3	16.9	2.4	2.4
Master Programme	78	9.8	7.9	3.1	1
One stage medical programme / teacher's training integrated Bachelor-Master programme	78.4	10.6	8.6	1.3	1.2

Computers and other digital devices are important in everyday life for the vast majority of students in each target **region** (more than 80%); however, a particularly high rate is recorded in Samegrelo-Zemo Svaneti - 92.9% of the surveyed students evaluate digital devices as important in their daily life (scores 1 and 2). It should also be underlined that answer categories with negative connotation - points 4 and 5 - were not recorded at all in this region (the data are statistically reliable: X^2=58008, p<0.05). There is a slight difference in terms of **sex** - a relatively large share of women indicates that computers and digital devices are important in everyday life: women - 84.9%, men - 79%. However, it should be noted that there is almost a 10% difference in the "very important" category (point 1): women - 70.9%, men - 61.7% (data are statistically reliable: X^2=46460, p<0.05) (see Table #7.7).

Table #7.7

How important are computers, digital devices (laptop, tablet, mobile phone) and programs/tools in your studies? (%) (N=4699)	Very important	2	3	4	Not important at all
By region					
Tbilisi	67.9	14.6	12.6	2.9	1.9
Kakheti	68.6	13.7	9.8	5.9	2
Imereti	55.3	27.3	15.6	1.4	0.4
Adjara	62.4	16.4	14.2	3	4
Shida Kartli	70.6	13.7	13.7	2	-
Samegrelo-Zemo Svaneti	78.6	14.3	7.1	-	-
Samtskhe – Javakheti	62.5	17.9	14.3	3.6	1.8

How important are computers, digital devices (laptop, tablet, mobile phone) and programs/tools in your studies? (%) (N=4699)	Very important	2	3	4	Not important at all
By sex					
Female	70.9	14.1	11	2.6	1.4
Male	61.7	17.4	15.2	3.1	2.7

When analyzing the use of digital devices in the current work environment, statistically reliable differences are observed according to **study disciplines** (X^2=159582, p<0.05). It was found that the largest share of Business administration students (90%) indicated the importance of technology, while the least similar position was expressed by students of Arts (58.5%) (scores 1 and 2). Accordingly, the highest rate (17.1%) of those who consider computers and other digital devices unimportant in the current working environment (scores 4 and 5) is recorded among the students of the Arts programme (see Table #7.8).

Table #7.8

How important are computers, digital devices (laptop, tablet, mobile phone) and programs/tools in your studies? (By fields of study) (%) (N=1853)	Very important	2	3	4	Not important at all
Agricultural sciences	60	12.7	23.6	1.8	1.8
Business administration	81.1	8.9	8.4	0.3	1.4
Education	65	8.8	15	7.5	3.8
Engineering	58.7	6.9	22	6.9	5.4
Science/Natural sciences	45.5	16.9	23.4	7.8	6.5
Law	64.7	8.5	15.2	9.4	2.2
Social sciences	64.9	12	9.6	9	4.5
Arts	51.2	7.3	24.4	12.2	4.9
Healthcare	63.4	16.8	13	4.3	2.5
Humanities	64.4	16.7	15.2	2.3	1.5
Interdisciplinary fields or specialties	52.2	24.3	16.9	2.2	4.4
<Not identified>	53.7	17.1	22	4.9	2.4

7.3. Financial situation of students

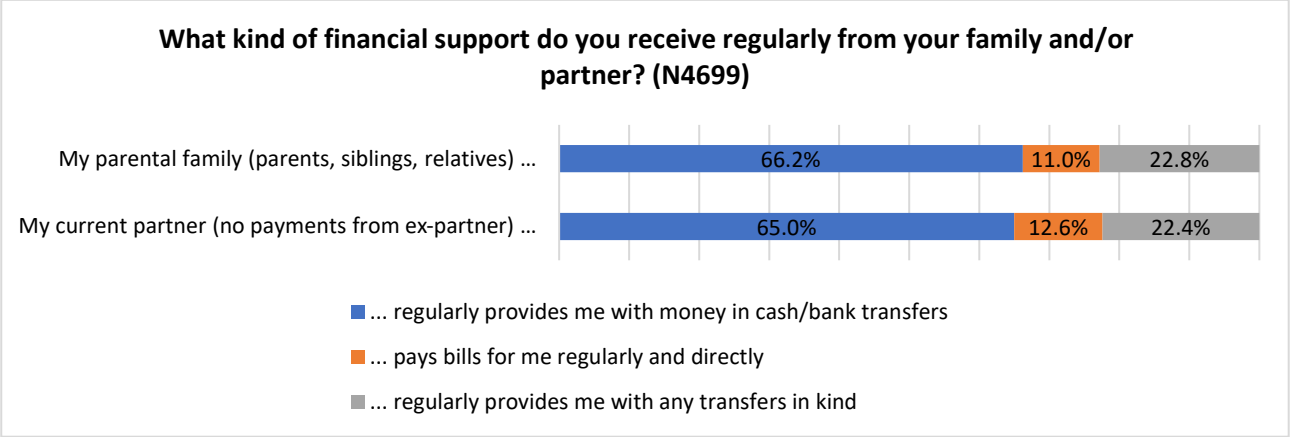
In order to evaluate the financial situation of students, the study analyzed **from whom and in what form the students receive financial support.** Family and/or partner were defined as supporting actors; the following were determined as forms of support:

- **Cash/ Bank transfers:** any money used for living or studying (incl. for fees)
- **Bills** paid directly: rent, electricity, heating, tuition or other fees, phone bill, subscriptions, public transport etc.
- **transfers in kind:** free accommodation, food, clothes, phone, car use, or similar goods provided by your family/partner

As a result of the data analysis, it was revealed that both the family and the partner mostly help the student with cash/bank transfer: family - 66.2%, partner - 65%, the next position in the case of both supporting actors

is transfers in kind, and the family and/or partner is least likely to help the student pay the bills (see Diagram #7.17).

Diagram #7.17



The highest rate of support from the family by cash/bank transfer is recorded in **Samegrelo-Zemo Svaneti** (77.2%), and the **lowest** in Imereti (54.9%). Despite the difference between the data of the regions, in each case the family appears as the main actor providing the student with cash (the data are statistically reliable: X^2=88240, p<0.05). Family involvement, as a general trend, is high for students at each **level of training**. A particularly high rate is recorded among the students of One stage medical program/Teacher's Training Integrated Bachelor-Master programme (85.5%). Support from primary social groups with both monetary and non-monetary assistance is common in the case of Bachelor degree students, which may be due to the fact that among the members of this group, depending on their age and qualification, the employment rate is relatively low (the data are statistically reliable: X^2=396069, p<0.05). In addition, it was revealed that **non-citizens** of Georgia, compared to students who are the citizens of Georgia, use family cash/bank transfer more. Such result can be caused by the fact that a large part of non-citizens of Georgia are not employed, therefore, they do not have a source of income here in Georgia. Consequently, the family is considered to be the main source of support (data are statistically reliable: X^2=1024782, p<0.05) (see Table #7.9).

Table #7.9

What kind of financial support do you receive regularly from your family and/or partner? **My family** (%) (N=4699)	… regularly provides me with money in **cash/bank transfers**	… pays **bills** for me regularly and directly	… **regularly** provides me with any **transfers in kind**
By region			
Tbilisi	67.8	10.2	21.9
Kakheti	56.3	14.7	29.1
Imereti	54.9	9.4	35.7
Adjara	62.8	15.9	21.3
Shida Kartli	58.7	22.1	20
Samegrelo-Zemo Svaneti	77.2	6.4	16.4
Samtskhe - Javakheti	60.4	19.8	25.4

What kind of financial support do you receive regularly from your family and/or partner? **My family** (%) (N=4699)	... regularly provides me with money in **cash/bank transfers**	... pays **bills** for me regularly and directly	... **regularly** provides me with any **transfers in kind**
By the educational level			
Bachelor Programme	64.3	11.9	23.8
Georgian language educational programme / Teacher's training educational programme	60.4	24.6	15
Master Programme	51.5	7.6	40.9
One stage medical programme / Teacher's training integrated Bachelor-Master programme	83.8	7.8	8.4
By citizenship of Georgia			
Citizen of Georgia	64.9	10.9	24.2
Non-resident of Georgia	77.5	11.1	11.4

Family involvement to this degree should be associated with the specifics of the country – after reaching full age, the main part of Georgian students continues to live in their parental house and often, due to the lack of a paid job; they are also financially dependent on their family. This may be the reason why it is often the representatives of the primary social group, the family, who provide the student with both monetary and non-monetary assistance.

In order to analyze the involvement of supporting actors in the financial support of students, the **amount of average expenses** of the respondents was studied. On the one hand, the expenses **related to studies** were determined, and on the other hand **living expenses**. It should be taken into account that based on the possibility of voluntarily giving an answer to the mentioned question, each cost was determined by a different number of students, which is indicated in the attached table.

As described, both members of the primary social group and the partner provide monetary and non-monetary support to students. Considering this situation, the expenses of the respondents were analyzed into two categories: 1) the amount paid by the student themselves from their own pocket; 2) the amount paid by others.

The highest rate of the average monthly amount paid by the respondents from their own pocket is presented in the category of living expenses (rent/mortgage, utility bills (water, electricity, etc.)), which is equal to 429.63 GEL. The expenses paid by someone else for this purpose are noteworthy - it seems that the living expenses of the respondent in the amount of 249.85 GEL are provided by someone else. The next position is held by the amount spent on food - 275.08 GEL. In this case, the involvement of others is 186.91 GEL.

It should be noted that a significant share of the student's expenses is spent on child care - 148.85 (N=366). Among the indicated amounts, the minimum amount was recorded in the Healthcare component. On average, a student pays only 31.55 GEL monthly from their own pocket, while others pay 21.55 GEL. In this respect, the existing medical insurance services should be taken into account - on the one hand, universal medical insurance, and on the other hand, student insurance tailored directly to this group. It is likely that the existence of these services has a positive impact on respondents' expenses.

It seems that for other regular living expenses, such as clothes, hygiene, tobacco, pets, insurance or alimony, the student pays more from their own pocket (97.94 GEL), and other(s) help them with 58.09 GEL.

In addition to living expenses, the research also analyzed the study-related expenses. It was revealed that the amount paid by others (312.18 GEL) in the category of university fees is higher than the amount paid from the student's pocket (155.33 GEL). This result, on the one hand, may be determined by the amount of the student's grant, and on the other hand, it should be emphasized once again that the assistance provided by the primary social group has a significant share in the student's financial expenses.

Considering the student's total monthly expenditure, the amount of living expenses exceeds the amount of study related expenses. In addition, it should also be taken into account that the amount of money paid by others (348.09 GEL) in the component of study expenses exceeds the amount paid by the student from their own pocket (219.31 GEL), and in the case of living expenses, the opposite result is observed: the students themselves pay 1170.26 GEL, while others help them with 705.40 GEL.

See table #7.10 for the average monthly amount spent in each category in detail.

Table #7.10

What are your average expenses for the following items during the current lecture period?	I pay out of my own pocket			Paid by others directly for me		
	Number or answers	Average	Standard deviation	Number of answers	Average	Standard deviation
Living costs (rent/mortgage including utilities, water, electricity etc.)	2077	429.63	450.57	2077	249.85	366.66
Food	2882	275.08	298.64	2882	186.91	272.75
Transportation	4522	61.46	111.45	4522	35.89	88.18
Communication (telephone, internet, etc.)	4618	34.87	50.24	4618	21.04	41.47
Health cost (e.g. medicine, medical insurance)	4602	31.55	62.51	4602	21.55	53.52
Childcare	366	148.85	233.79	366	76.86	192.52
Debt payment (except mortgage	4604	32.74	105.42	4604	21.05	87.38
Social and leisure activities	4613	42.42	64.75	4613	9.67	33.81
Other regular living costs (clothing, toiletries, tobacco, pets, insurance [except medical insurance]) or alimony	4555	97.94	154.85	4555	58.09	128.29
University tuition fees	4622	155.33	187.21	4622	312.18	581.96
Other university fees (e.g. registration / administration)	4629	25.40	91.13	4629	15.45	71.20
Other study-related costs (e.g. field trips, books, photocopying, private tutoring, contribution to student union)	4626	38.77	63.94	4626	20.81	49.68

What are your average expenses for the following items during the current lecture period?	I pay out of my own pocket			Paid by others directly for me		
	Number or answers	Average	Standard deviation	Number of answers	Average	Standard deviation
Living costs total	**2032**	**1170.26**	**857.68**	**2032**	**705.40**	**807.78**
Study related costs total	**4630**	**219.31**	**245.78**	**4630**	**348.09**	**590.57**

*Note: If the respondent indicated an inappropriate amount in any of the columns, which was considered unrealistic at the stage of data processing, based on the pre-developed criteria, this response has not been included in the calculation of total cost. Consequently, only 2,032 respondents had fully reported the total living costs.

Depending on the specifics of the place of residence, the amount of monthly expenses of students was **analyzed** by region. Shida Kartli (470.24 GEL) and Tbilisi (444.87 GEL), where the amount of expenses exceeds 440 GEL, stand out in terms of living expenses paid from own pocket, which includes rent/mortgage and utility bills. The lowest indicators of living expenses were recorded in Kakheti (247.04 GEL) and Imereti (241.94 GEL); however, this amount is equal to 245 GEL on average (the data are statistically reliable: F=4002, p<0.05). At the regional level, students of Samtskhe-Javakheti stand out with 349.93 GEL - the amount of money spent on food from their own pockets and the students of Imereti HEIs spend the least money (157.95 GEL) (the data are statistically reliable: F=4323, p<0.05). As for university fees, according to the respondents, on average they spend up to 170 GEL from their own pockets per month, more precisely: Tbilisi - 167.54 GEL, Kakheti - 90.65 GEL, Imereti - 66.74 GEL, Adjara - 134.59 GEL, Shida Kartli - 143.79 GEL, Samegrelo-Zemo Svaneti - 50.87 GEL, Samtskhe-Javakheti - 74.61 GEL (data are statistically reliable: F=18261, p<0.05).

As for the expenses paid by others, particularly high results were recorded in accommodation and food expenses in this case as well, which are distributed according to regions as follows:

- **Accommodation**: Tbilisi - 266.81 GEL, Kakheti - 141.41 GEL, Imereti - 148.93 GEL, Adjara - 146.08 GEL, Shida Kartli - 243.43 GEL, Samegrelo-Zemo Svaneti - 98.21 GEL, Samtskhe-Javakheti - 141.73 GEL (the data are statistically reliable: F = 5174, p<0.05)
- **Food**: Tbilisi - 196.71 GEL, Kakheti - 163.80 GEL, Imereti - 133.14 GEL, Adjara - 121.51 GEL, Shida Kartli - 160.78 GEL, Samegrelo-Zemo Svaneti - 160.14 GEL, Samtskhe-Javakheti - 188.08 GEL (data are statistically reliable: F= 3971, p<0.05)

As reported by the respondents, in addition to the above expenses, others help them financially to pay the tuition fees as well. The amount of expenses paid by others in this area usually exceeds 300 GEL; the following regions are exceptions: Imereti - 240.78 GEL, Adjara - 181.37 GEL. The highest rate is recorded in Samegrelo-Zemo Svaneti, which is equal to 429.03 GEL (the data are statistically reliable: F=4999, p<0.05). See the data analyzed by region in detail in Table #7.11.

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Table #7.11

What are your average expenses for the following items during the current lecture period? (By region)			Living costs (N=2077)	Food (N=2882)	Transportation (N=4522)	Communication (telephone, internet, etc.) (N=4618)	Health cost (e.g. medicine, medical insurance) (N=4602)	Child care (N=366)	Debt payment (except mortgage) (N=4604)	Social and leisure activities (N=4613)	Other regular living costs (N=4555)	University tuition fees (N=4622)	Other university fees (N=4629)	Other study-related costs (N=4626)	**Total regular living costs (N=2032)**	**Total study related costs (N=4630)**
Tbilisi	Paid out of own pocket	Average	444.87	282.25	63.57	36.47	33.99	137.31	31.69	44.78	102.06	143.79	40.21	35.89	**1188.81**	**235.13**
		Standard deviation	458.91	298.21	113.08	51.41	65.10	230.48	100.48	66.46	154.91	140.81	117.78	59.04	**862.38**	**252.50**
	Paid by others	Average	266.81	196.71	37.52	22.28	23.27	83.35	21.49	10.84	62.82	329.32	16.98	21.73	**734.37**	**367.67**
		Standard deviation	376.51	279.11	88.49	42.46	55.40	204.99	87.12	35.95	132.62	589.04	75.44	50.91	**815.00**	**597.72**
Kakheti	Paid out of own pocket	Average	247.04	224.58	58.37	29.04	27.98	162.17	36.11	40.45	105.97	90.65	9.73	26.68	**1026.94**	**126.18**
		Standard deviation	368.43	260.43	115.28	41.29	62.85	198.18	109.11	61.78	164.87	146.40	39.73	52.99	**861.35**	**178.51**
	Paid by others	Average	141.41	163.80	32.87	16.88	20.76	113.54	29.49	3.37	50.79	339.05	5.60	13.46	**673.39**	**355.13**
		Standard deviation	233.39	256.20	80.87	34.90	55.94	204.10	110.95	21.09	123.67	726.79	33.32	35.80	**741.72**	**726.05**
Imereti	Paid out of own pocket	Average	241.94	157.85	48.27	22.82	11.75	37.52	14.07	23.90	58.04	66.74	7.34	24.60	**792.62**	**98.67**
		Standard deviation	385.23	206.92	91.59	45.01	36.51	106.07	60.79	49.52	129.09	141.57	48.73	50.90	**714.99**	**177.93**
	Paid by others	Average	148.93	133.14	27.14	15.31	9.08	14.48	8.26	2.62	32.19	240.78	5.19	15.42	**539.30**	**261.37**
		Standard deviation	282.96	202.38	73.66	37.34	33.17	52.48	62.15	14.57	86.55	558.37	32.99	40.22	**631.69**	**564.38**
Adjara	Paid out of own pocket	Average	383.28	261.81	49.15	30.14	26.04	266.05	51.58	38.71	88.60	134.59	25.11	35.02	**1104.16**	**194.72**
		Standard deviation	371.37	331.96	99.85	40.89	51.22	265.77	154.58	59.34	158.48	148.78	86.77	56.89	**798.34**	**208.55**
	Paid by others	Average	146.08	121.51	27.55	15.54	15.99	26.26	20.69	5.77	38.22	181.37	11.87	19.14	**473.47**	**212.38**
		Standard deviation	269.74	229.48	88.53	36.03	45.24	118.15	91.47	24.66	108.78	407.28	57.22	48.19	**741.14**	**420.79**

What are your average expenses for the following items during the current lecture period? (By region)			Living costs (N=2077)	Food (N=2882)	Transportation (N=4522)	Communication (telephone, internet, etc.) (N=4618)	Health cost (e.g. medicine, medical insurance) (N=4602)	Child care (N=366)	Debt payment (except mortgage) (N=4604)	Social and leisure activities (N=4613)	Other regular living costs (N=4555)	University tuition fees (N=4622)	Other university fees (N=4629)	Other study-related costs (N=4626)	**Total regular living costs (N=2032)**	**Total study related costs (N=4630)**
Shida Kartli	Paid out of own pocket	Average	470.24	284.78	88.61	33.36	30.88	243.64	48.89	33.39	109.00	143.79	40.21	35.89	**1529.69**	**217.68**
		Standard deviation	454.75	283.28	141.86	50.36	64.54	269.20	122.18	59.36	181.86	140.81	117.78	59.04	**1028.45**	**244.54**
	Paid by others	Average	243.43	160.78	59.37	23.60	29.33	162.36	46.00	11.31	70.57	379.30	20.45	16.99	**968.00**	**412.41**
		Standard deviation	390.52	213.41	136.72	42.24	67.83	212.61	124.96	33.69	145.88	694.94	82.26	41.92	**986.73**	**690.45**
Samegrelo-Zemo Svaneti	Paid out of own pocket	Average	297.19	284.83	49.35	19.67	14.57	262.65	32.80	20.26	76.32	50.87	13.83	20.26	**1297.43**	**84.96**
		Standard deviation	416.52	331.60	116.51	39.93	41.28	414.92	110.38	45.12	158.75	108.90	75.07	52.02	**1072.78**	**172.41**
	Paid by others	Average	98.21	160.14	17.76	12.95	5.84	100.84	5.68	3.01	22.52	429.03	3.31	8.04	**405.29**	**440.39**
		Standard deviation	199.68	325.26	67.12	38.87	26.16	289.18	40.25	21.01	86.78	838.49	20.36	26.09	**642.99**	**836.12**
Samtskhe-Javakheti	Paid out of own pocket	Average	303.03	349.93	65.52	39.24	23.71	195.89	41.65	29.72	93.25	74.61	12.15	36.88	**1276.77**	**123.64**
		Standard deviation	426.46	342.51	131.19	60.34	53.29	245.26	120.64	53.52	182.11	134.94	54.00	65.10	**880.13**	**186.14**
	Paid by others	Average	141.73	188.08	25.86	13.77	13.70	71.92	38.39	3.90	37.23	362.70	2.95	16.52	**630.02**	**382.17**
		Standard deviation	376.06	301.92	87.77	30.85	48.68	148.19	125.59	21.14	123.67	762.52	29.83	46.74	**884.27**	**769.82**

Statistically insignificant

The amount of expenses was also analyzed by **Georgian citizenship**. As it turned out, accommodation expenses paid from their own pocket by non-citizens of Georgia (584.93 GEL) exceeds the amount spent by Georgian citizens (400.62 GEL) (the data are statistically reliable: F=26876, p<0.05). In this case, it should clearly be taken into account that non-Georgian students, in most cases, live on rent, while Georgians, as the study has also confirmed, mostly live in their own families and do not have to pay additional expenses in this regard. The relatively high rate among Georgian students is probably based on the experience of students from the regions, as they, like non-Georgian students, often have to rent a living space.

A statistically significant difference was also observed in the food component. If Georgian citizens spend 266.44 GEL per month from their own pockets in this area, the rate among non-Georgian students increases to 336.24 GEL (the data are statistically reliable: F=11103, p<0.05). In the case of expenses paid by others, the amount of money spent on accommodation is equal to 315.09 GEL for non-citizens of Georgia, and decreases to 237.94 GEL in the case of Georgian students (the data are statistically reliable: F=7615, p<0.05).

Considering these and other costs, the total living cost paid out of own pocket in the case of Georgian citizens is equal to 1145.94 GEL, while the amount of expenses among non-citizens of Georgia increases to 1301.10 GEL (data are statistically reliable: F=5757, p<0.05).

As for the tuition fees, students who are not citizens of Georgia pay 211.73 GEL monthly out of their own pocket, and Georgian citizens - 148.05 GEL (data are statistically reliable: F=26885, p<0.05). In this regard, it should be taken into account that non-citizens of Georgia, for the most part, do not benefit from local state programmes and, therefore, have to cover the cost of education themselves (with the help of family or income from paid work).

Considering these and other expenses, the total study-related expenses paid out of own pocket, equals 204.50 GEL for citizens of Georgia per month on average, while the expenses of non-citizens of Georgia increase to 333.57 GEL (data are statistically reliable: F=64679, p<0.05).

See Table #7.12 for detailed average monthly expenses analyzed according to Georgian citizenship.

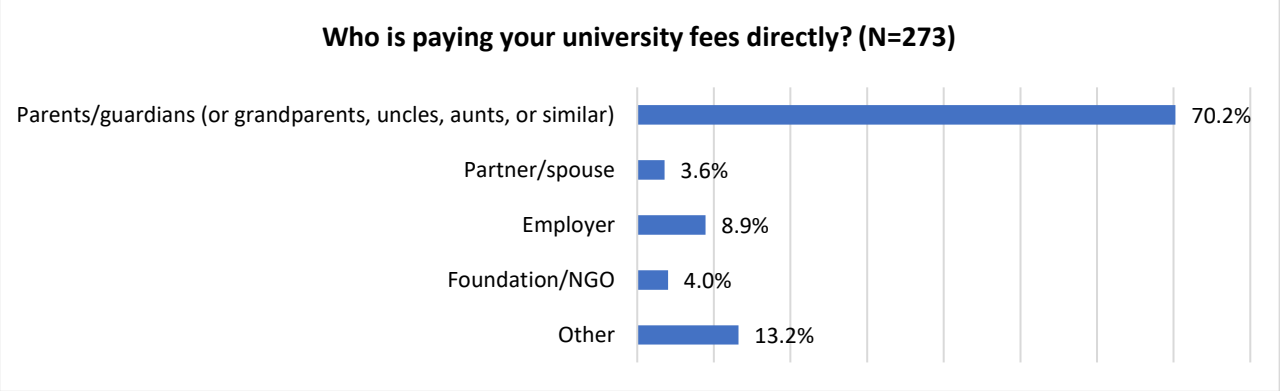
Table #7.12

What are your average expenses for the following items during the current lecture period? (by citizenship of Georgia)			Living costs(N=2077)	Food (N=2882)	Transportation (N=4522)	Communication (telephone, internet, etc.) (N=4618)	Health cost (e.g. medicine, medical insurance) (N=4602)	Child care (N=366)	Debt payment (except mortgage) (N=4604)	Social and leisure activities (N=4613)	Other regular living costs (N=4555)	University tuition fees (N=4622)	Other university fees (N=4629)	Other study-related costs (N=4626)	**Total regular living costs (N=2032)**	**Total study-related costs (N=4630)**
Citizen of Georgia	Paid out of own pocket	Average	400.62	266.44	59.68	35.22	30.42	154.96	33.88	42.68	100.05	148.05	18.46	38.20	**1145.94**	**204.50**
		Standard deviation	427.67	285.44	105.86	50.52	60.88	241.26	107.16	65.28	156.62	174.71	74.87	62.98	**822.25**	**224.81**
	Paid by others	Average	237.94	183.57	35.91	20.92	20.66	82.42	21.76	8.87	59.90	315.09	10.99	20.58	**701.33**	**346.26**
		Standard deviation	351.66	264.73	88.46	41.69	51.75	200.90	88.97	33.05	130.64	595.08	58.96	49.14	**802.06**	**600.83**
Non-resident of Georgia	Paid out of own pocket	Average	584.93	336.24	75.26	32.45	40.19	89.05	22.33	40.76	80.53	211.73	78.75	43.10	**1301.10**	**333.57**
		Standard deviation	531.00	370.72	147.11	48.17	73.31	127.39	87.05	60.93	136.78	257.78	160.82	70.32	**1011.75**	**349.11**
	Paid by others	Average	315.09	208.99	33.84	22.02	28.58	21.97	15.63	15.88	44.76	291.67	49.58	22.41	**728.94**	**363.63**
		Standard deviation	433.30	321.08	79.84	39.97	65.35	35.73	74.59	38.77	108.47	473.16	126.62	53.64	**839.21**	**508.34**

Statistically insignificant

The students who receive financial support to pay the fees for their studying, assessed the concrete individuals involved in this process. In this case as well, it was confirmed once again that the family is the dominant supporting actor – 70.2% of students are paid the university fees by parents / guardians (see Diagram #7.18)

Diagram #7.18



According to 42.6% of the respondents, **the study-related expenses** have remained the same during the **remote learning** period, for more than a third (35.1%) these expenses have been reduced, and in the experience of one fifth of the respondents (22.3%) there has been an increase of expenses. A quarter of students who believe that during the remote learning period the study related expenses have **increased**, name the expenses related to acquiring new equipment as an increasing category (24.2%). In separate cases the share of those who think that internet costs (23.1%) or utility bills (22.4%) have increased exceeds one fifth. On the other hand, the study revealed that during remote learning food expenses have **decreased** (25.7%); the proportion of those who report that transportation expenses have decreased exceeds one third (37.6%) (See Table #7.13)

Table #7.13

During the remote learning, please specify the expenses that ... (%)	
Have increased (N=1034)	
Tuition fee	16.7
Expenses related to acquiring new equipment	24.2
Internet costs	23.1
Utility bills	22.4
Other	13.6
Have decreased (N=1641)	
Tuition fee	3.6
Transportation costs	37.6
Accommodation costs	17.5
Food costs	25.7
Utility bills	11
Other	4.7

The main part of **regional** university students mention that for them during remote learning, the transportation, accommodation and food costs have decreased. Among them the decrease in transportation costs is leading, which is distributed according to regions as follows: Tbilisi – 37%; Kakheti – 40.5%, Imereti – 45.5%, Adjara – 34.2%, Shida Kartli – 44.5%, Samegrelo-Zemo Svaneti – 47.3%, Samtskhe-Javakheti – 37.5%. Such results were expected, because during remote learning, the majority of the students who went to university, even from the regions located near Tbilisi to participate in studies, no longer had this obligation (the data are statistically reliable: X^2=71843, p<0.05) (See. Table #7.14).

Table #7.14

Please specify the specific expenses that have decreased during the remote learning (By region) (%) (N=1641)	Tuition fee	Transportation costs	Accommodation costs	Food costs	Utility bills	Other
Tbilisi	3.8	37	17.3	25.6	11.6	4.6
Kakheti	0.6	40.5	17.5	28.7	10.5	2.2
Imereti	0.6	45.5	16.7	27	5.9	4.4
Adjara	4.6	34.2	19.6	25.7	8.2	7.6
Shida Kartli	5	44.5	13.3	21.8	7	8.5
Samegrelo-Zemo Svaneti	2.5	47.3	17.7	26.4	3.6	2.4
Samtskhe-Javakheti	1.3	37.5	21.9	22.3	15.5	1.5

Apart from the financial support and paid fees received from family or partner, the study also analyzed the financial sources directly related to the study process – "**Are you receiving a public grant/scholarship or a student loan during the current lecture period?**" As it turned out, half the students (50.6%) do not receive any grant/scholarship or a student loan, while about a quarter receives a public grant (24.3%). Receiving the public grant depends on the results of national exams. As for the amount of grant, the larger proportion of the recipients (43.9%) have a 50% grant, the share of those with 100% grant exceeds a third (35.5%), and one fifth (20.6%) have a 70% funding. The share of students with other types of financial assistance does not exceed 7%. (See Table #7.15).

Table #7.15

Are you receiving a public grant/scholarship or a student loan during the current lecture period? (N=4699)	%
Yes, I'm receiving public grant	24.3
Yes, I'm receiving financial support for studying within the state social programs	6.3
Yes, I'm receiving financial support from the local government (City Hall, Municipal Government)	3.6
Yes, I'm receiving scholarship from Shota Rustaveli national scientific foundation of Georgia	0.9
Yes, I'm receiving student loan from the university / bank	2.8
Yes, I'm receiving scholarship from university	6.2
Yes, I'm receiving public grant/scholarship/ student loan from another country	5.3
No, I am not receiving	50.6

As a result of analyzing the issue by the **type of HEI**, the general trend is maintained – the majority of the university (49%), as well as teaching university (62%) and college students (73.6%) do not receive public grant /scholarship or student loan in the current lecture period. In the case of university, compared to other types of HEIs, the share of public grant holders is relatively high and exceeds one fourth (26.3%). It can be assumed, that on the one hand, the university entrants with high scores in national exams, who afterwards receive a public grant, and on the other hand the students wishing to continue their studies on various training levels, mostly prefer universities. It should also be emphasized that none of the college students receive a Shota Rustaveli national scientific foundation scholarship or a student loan from university / bank. The number of Shota Rustaveli national scientific foundation scholarship recipients is especially low both among the students of universities (0.8%) and teaching universities (1.3%) (data are statistically reliable: x^2=1478233, p<0.05) (See Table #7.16).

Table #7.16

Are you receiving a public grant/scholarship or a student loans during the current lecture period? (by the type of HEI) (%) (N=4699)	Type of HEI		
	University	Teaching university	College
Yes, I'm receiving public grant	26.3	9.3	8.3
Yes, I'm receiving financial support for studying within the state social programs	6.5	5.4	2.8
Yes, I'm receiving financial support from the local government (City Hall, Municipal Government)	3.7	3.4	2.6
Yes, I'm receiving scholarship from Shota Rustaveli national scientific foundation of Georgia	0.8	1.3	-
Yes, I'm receiving student loan from the university / bank	2.6	4.9	-
Yes, I'm receiving scholarship from university	5.9	7.9	9.2
Yes, I'm receiving public grant/scholarship/ student loan from another country	5.3	5.8	3.4
No, I am not receiving	49	62	73.6

Considering that the **citizenship of Georgia** is related to public grants and scholarships to a certain degree, the issue was also analyzed in this respect. As it turned out, the majority of non-citizens of Georgia (67.6%) do not receive a public grant / scholarship or a student loan. 48.4% of Georgian students fall in this category. The largest proportion of public grant recipients is amongst citizens of Georgia (26.5%), with only 7.6% of students who are not Georgians receiving a public grant. For this latter group it is highly characteristic to receive grant/scholarship or loan from another country (10.3%), which is logical, as non-Georgian students' studying in Georgia does not mean that Georgia is fully responsible for their financial support (data are statistically reliable X^2=3682979, p<0.05) (See. Table #7.17).

Table #7.17

Are you receiving a public grant/scholarship or a student loan during the current lecture period ?(By citizenship of Georgia) (%) (N=4699)	Citizenship	
	Citizen of Georgia	Non-citizen of Georgia
Yes, I'm receiving public grant	26.5	7.6
Yes, I'm receiving financial support for studying within the state social programs	6.5	5.1
Yes, I'm receiving financial support from the local government (City Hall, Municipal Government)	3.7	2.8

Are you receiving a public grant/scholarship or a student loan during the current lecture period ?(By citizenship of Georgia) (%) (N=4699)	Citizenship	
	Citizen of Georgia	Non-citizen of Georgia
Yes, I'm receiving scholarship from Shota Rustaveli national scientific foundation of Georgia	0.7	2
Yes, I'm receiving student loan from the university / bank	2.6	3.5
Yes, I'm receiving scholarship from university	6.8	1
Yes, I'm receiving public grant/scholarship/ student loan from another country	4.6	10.3
No, I am not receiving	48.4	67.6

Although some students receive a public grant / scholarship or a student loan in the current lecture period, assessing the **issue of savings** is important to cover daily costs. The study found that a majority of the respondents (65.9%) do not finance the above mentioned expenses fully or partly through savings. Consequently, only a third of students have a positive experience (34.1%):

- through savings from previous jobs (e.g. earned during holidays) – 21.8%
- through other savings (e.g. inheritance, gifts of money, capital income, sales, prize money) - – 12.3%.

Analysis of the issue by **training level** revealed statistically reliable differences. It is true that the general trend is maintained and the main part / the majority of students of each training level do not finance their living or study costs through savings (even a part of these costs), however it should be stressed that the students of Georgian language educational programme / Teachers' training educational programme are more likely to cover these costs through savings from previous jobs (26.2%), than students of other training levels.

- Bachelor degree - 21.6%
- Master degree - 20.2%
- One stage medical programme / Teacher's training integrated Bachelor-Master programme - 25.4% (data are statistically reliable X^2=9374046, p<0.05).

Additionally, while more than one fifth (22%) of **Georgian citizens** covers these costs through the savings from previous jobs, more than a quarter of non-Georgian students use other types of savings, e.g. inherited money, gifts of money, sales etc. (data are statistically reliable X^2=738182, p<0.05).

The data obtained as a result of analyzing the issue in respect of the type of training level and Georgian citizenship can be seen in detail in Table #7.18.

Table #7.18

Are you financing your living or study costs during the current lecture period (partly) through savings? (%) (N=4699)	Yes, through savings from previous jobs	Yes, through other savings	No, not through savings
By the educational level			
Bachelor Programme	21.6	12.6	65.8
Georgian language educational programme / Teachers' training educational programme	26.2	28.4	45.4
Master Programme	20.2	4.1	75.7
One stage medical programme / Teachers' training integrated Bachelor-	25.4	21.5	53

Are you financing your living or study costs during the current lecture period (partly) through savings? (%) (N=4699)	Yes, through savings from previous jobs	Yes, through other savings	No, not through savings
Master programme			
By citizenship of Georgia			
Citizen of Georgia	22	10.9	67.1
Non-citizen of Georgia	20	27.2	52.8

Along with the student's average monthly costs, the study assessed the income amount of separate individuals. Similar to costs, indicating the income amount received from different sources was an optional category, consequently different number of answers may have been recorded. In each category, the income amount is calculated for one month.

Of the answers given, the highest average rate was recorded in two dominant categories: Net income from paid job during the current lecture period – 250.40 GEL; Cash or transfer to the bank account from parental family – 188.41GEL. The income from public grants equals an average of 60.81 GEL, which is directly used to cover the studies.

According to the amounts indicated in each source of income, as a result of data processing, the students' **average monthly income equals 710.49 GEL.**

See Table #7.19 for the detailed distribution of monthly income from various sources.

Table #7.19

What is the average monthly amount available to you* in cash or via bank transfers from the following sources during the current lecture period?	Average amount	Standard deviation	Number of answers
From parental family: Cash or transfer to my bank account	188.41	234.28	3129
From partner: Cash or transfer to my bank account	19.70	105.90	3167
Public grant	60.81	84.11	3190
Financial support for studying within the state social programmes	10.23	63.96	3190
Financial support from the local government (City Hall, Municipal Government)	5.42	54.68	3108
Scholarship from Shota Rustaveli national scientific foundation of Georgia	17.82	87.47	3165
Student loan from the university / bank	2.33	31.26	3190
Scholarship from university	19.28	97.99	3162
Public grant / scholarship / loan from another country	14.33	132.71	3138
Net income from paid job during the current lecture period	250.40	472.12	3142
Savings from previous jobs used for living/studying during the current lecture period	41.93	178.67	3166
Savings (not from previous jobs) used for living/studying during the current lecture period	12.12	83.11	3158
Other income from public sources (e.g. child benefit, housing benefit, pension, unemployment benefits, support for orphans)	28.44	109.00	3096
Other income (repayable or not) from private sources (e.g. alimony, private scholarship, income from capital, property, occasional income from sales, gifts, loan, private borrowing)	40.14	144.88	3116
Total amount	**710.49**	**635.03**	**2956**

As a result of analyzing the issue in terms of **training level**, it was once again confirmed that the dominant source of students' income is, on the one hand, the primary social group, the family, and, on the other hand, the paid job. The largest amount of financial support received from the family is given to the students of the One stage medical programme /Teachers' training integrated Bachelor-Master program, which amounts to 303.57 GEL (the data are statistically reliable: F=59797, p<0.05).

As for the average monthly income received from a paid job, according to the assessment of Bachelor students, the amount is equal to 243.81 GEL, and in the case of Master students, it increases to 608.98 GEL. The average amount of monthly income received from paid work is minimal in the case of students of One stage medical programme / Teachers' training integrated Bachelor-Master programme (90.27 GEL) (data are statistically reliable: F=90659, p<0.05). Such a result may be due to the fact that, as mentioned, often the work of medical students in medical facilities is defined as a practical part of the curriculum, and not as a paid service category (see Table #7.20).

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Table #7.20

What is the average monthly amount available to you* in cash or via bank transfers from the following sources during the current lecture period? (By the educational level)	Bachelor Programme		Georgian language educational Programme / Teachers' training educational Programme		Master Programme		One stage medical Programme / Teachers' Training integrated Bachelor-Master Programme	
	Average amount	Standard deviation	Average amount	Standard deviation	Average amount	Standard deviation	Average amount	Standard deviation
From parental family: Cash or transfer to my bank account (N=3129)	161.66	219.16	188.00	270.64	163.76	237.35	303.57	249.39
From partner: Cash or transfer to my bank account (N=3167)	17.61	91.19	64.38	163.90	32.84	174.32	15.80	98.53
Public grant (N=3190)	67.36	85.54	63.37	88.45	38.34	80.61	48.47	76.56
Financial support for studying within the state social programmes (N=3190)	11.77	68.90	4.15	31.16	4.69	36.93	8.17	58.60
Financial support from the local government (City Hall, Municipal Government) (N=3108)	5.75	58.18	8.25	60.72	5.36	44.00	3.88	44.80
Scholarship from Shota Rustaveli national scientific foundation of Georgia (N=3165)	19.28	92.02	14.40	73.33	16.90	74.88	13.25	77.21
Student loan from university / bank (N=3190)	1.50	21.92	0.15	4.06	2.57	23.95	5.50	55.99
Scholarship from university (N=3162)	24.96	111.93	28.14	137.93	3.20	32.14	5.98	45.01
Public grant / scholarship / loan from another country (N=3138)	12.96	144.86	37.17	146.25	9.31	72.09	19.90	107.28
Net income from paid job during the current lecture period (N=3142)	243.81	454.47	184.17	382.45	608.98	656.18	90.27	293.66
Savings from previous jobs used for living/studying during the current lecture period (N=3166)	38.57	166.36	76.74	328.60	67.64	223.37	36.85	173.29
Other savings (not from previous jobs) used for living/studying during the current lecture period (N=3158)	10.40	77.81	37.66	144.54	4.67	39.25	20.00	107.16
Other income from public sources (e.g. child benefit, housing benefit, pension, unemployment benefits, support for orphans) (N=3096)	31.06	112.48	72.55	150.89	20.11	92.18	18.86	97.56
Other income (repayable or not) from private sources (e.g. alimony, private scholarship, income from capital, property, occasional income from sales, gifts, loan, private borrowing) (N=3116)	39.87	142.92	104.93	268.45	36.76	127.06	36.56	142.99
Total amount (N=2956)	**680.46**	**603.04**	**827.46**	**998.98**	**1025.71**	**735.25**	**635.73**	**595.81**

Statistically insignificant

The amount of average monthly income was also analyzed in respect of the type of **Georgian citizenship**. As it turned out, among non-citizens of Georgia, the amount of financial support received from primary social groups (323.99 GEL) compared to Georgian students (172.21 GEL) is almost double (data are statistically reliable: F=66538, p<0.05). Considering that non-Georgian students rarely benefit from Georgian state assistance or local paid jobs, their main financial supporter is their family. In addition, it should be noted that among students who are not Georgian citizens (47.85 GEL), compared to Georgians (10.20 GEL), the amount of assistance received from other countries is large (the data are statistically reliable: F=12358, p<0.05).

In addition, citizens of Georgia have an average monthly income of 271.08 GEL from paid jobs, while among students without Georgian citizenship this figure is only 87.31 GEL (data are statistically reliable: F=24004, p<0.05). As already mentioned above, there is a different employment situation between the members of these two groups - 45% of Georgian students have a paid job, while only 22.3% of non-Georgian respondents belong to the same category. Thus, the obtained results are not random and describe the general situation.

In terms of the total amount, the average monthly income of Georgian citizens is equal to 719.05 GEL, and of non-Georgian students - 636.28 GEL (the data are statistically reliable: F=4635, p<0.05). See Table #7.21 for a detailed distribution of the recorded data according to each source of income.

Table #7.21

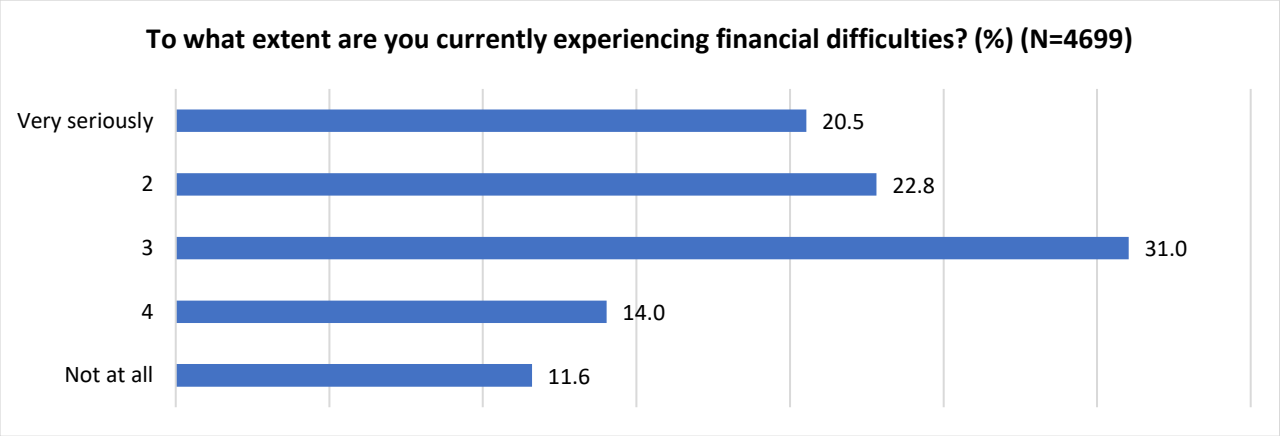
What is the average monthly amount available to you* in cash or via bank transfers from the following sources during the current lecture period? (By citizenship of Georgia)	Citizenship			
	Citizen of Georgia		Non-resident of Georgia	
	Average amount	Standard deviation	Average amount	Standard deviation
From parental family: Cash or transfer to my bank account (N=3129)	172.21	220.77	323.99	292.55
From partner: Cash or transfer to my bank account (N=3167)	19.41	106.02	19.05	99.17
Public grant (N=3190)	65.69	85.29	22.65	62.38
Financial support for studying within the state social programmes (N=3190)	11.00	66.82	4.19	33.41
Financial support from the local government (City Hall, Municipal Government) (N=3108)	5.62	56.70	3.73	33.31
Scholarship from Shota Rustaveli national scientific foundation of Georgia (N=3165)	18.16	88.83	15.30	76.26
Student loan from university / bank (N=3190)	1.59	24.95	7.73	61.25
Scholarship from bank (N=3162)	21.73	103.79	0.15	7.01
Public grant / scholarship / loan from another country (N=3138)	10.20	89.03	47.85	308.56
Net income from paid job during the current lecture period (N=3142)	271.08	483.33	87.31	330.90
Savings from previous jobs used for living/studying during the current lecture period (N=3166)	44.68	183.07	20.28	137.76
Other savings (not from previous jobs) used for living/studying during the current lecture period (N=3158)	9.28	72.86	35.20	139.17
Other income from public sources (e.g. child benefit, housing benefit, pension, unemployment benefits, support for orphans) (N=3096)	27.36	106.77	35.08	123.20
Other income (repayable or not) from private sources (e.g. alimony, private scholarship, income from capital,	39.66	143.65	40.70	149.94

What is the average monthly amount available to you* in cash or via bank transfers from the following sources during the current lecture period? (By citizenship of Georgia)	Citizenship			
	Citizen of Georgia		Non-resident of Georgia	
	Average amount	Standard deviation	Average amount	Standard deviation
property, occasional income from sales, gifts, loan, private borrowing) (N=3116)				
Total amount (N=2956)	**719.05**	**631.96**	**636.28**	**657.51**

Statistically insignificant

When analyzing the students' financial situation, after determining the relationship between income and expenses, the respondents assessed **to what extent they are currently worried about financial difficulties**[6]. As it turned out, almost a third of the students took a neutral position. Financial problems are pressing for 43.3% of respondents (points 1 and 2) (see Diagram #7.19).

Diagram #7.19



Analyzing the issue in respect of the type of **training level** revealed that financial problems are currently the greatest concern of Master's students (50.2%) (points 1 and 2). The same position is held by a relatively small number of students of One stage medical program/Teachers' training integrated Bachelor-Master programme (36.5%). Accordingly, almost a third of the students of the same level (31.3%) are not currently experiencing financial difficulties (the data are statistically reliable: X^2=46581, p<0.05).

Additionally, as a result of analyzing the issue by **sex** it was revealed that currently women (46.4%) are experiencing financial problems more than men (39.8%) (points 1 and 2) (the data are statistically reliable: X^2=31053, p<0.05) (see Table #7.22).

[6] A 5-point scale was used for assessment, where point 1 describes the category "I am experiencing very seriously", and point5 – category "I am not experiencing at all".

Table #7.22

To what extent are you currently experiencing financial difficulties? (%) (N=4699)	Very seriously	2	3	4	Not at all
By the educational level					
Bachelor Programme	21.6	22.4	30.8	13.7	11.4
Georgian language educational programme / Teachers' training educational programme	22.9	16.9	39.8	9.6	10.8
Master Programme	20.5	29.7	29.1	13.4	7.3
One stage medical programme / Teachers' Training integrated Bachelor-Master programme	15.7	20.8	32.2	16.3	14.9
By sex					
Female	22.1	24.3	30	14	9.6
Male	18.7	21.1	32.2	14	14

Finally, in order to better assess the students' financial situation, the possibility of covering an **unexpected expense of 372 GEL was analyzed** (the specific amount was determined based on the level of inflation in the country during the research period). 45.2% of respondents would not be able to pay this amount themselves; however, someone else (parents, family, partner, etc.) would pay for them. The proportion of those who could cover the unexpected expense through their own resources exceeds one fifth (22.8%), and a third (32%) could not afford to pay the unexpected expense of 372 GEL and nobody else would be able to pay it for them.

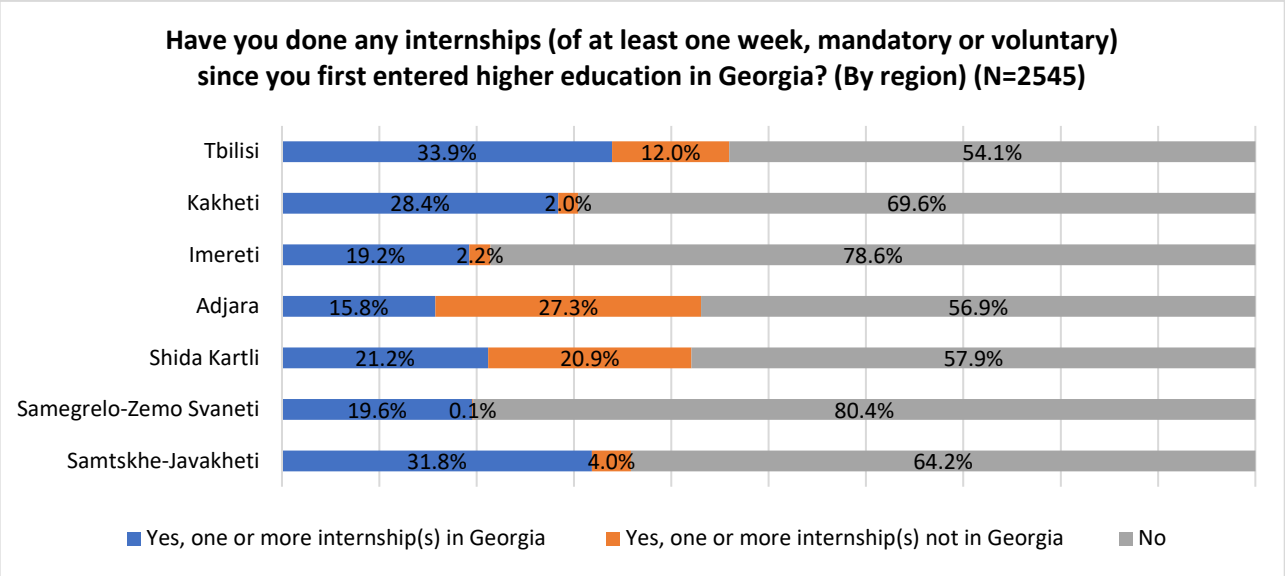
7.4. Internship of students

Within the frames of the study, the experience of students' internships in **Georgia and abroad** was also analyzed. It was assessed whether they had done mandatory or voluntary internship (at least for one week) since they first entered higher education institution in Georgia. It was explained to the respondents that the main purpose of the internship is to gain practical experience on the labor market and that the internship does not mean practical courses or laboratory exercises in the university.

The majority of students have no internship experience either in Georgia or abroad (58.2%). The share of those who have done one or more internships in Georgia is almost one third (30.6%); and the number of those with the same experience abroad slightly exceeds a tenth (11.2%).

The general trend is maintained when processing the issue according to **region**; however, it should be stressed that the students of higher education institutions in the capital mention the internship experience in Georgia or abroad more than those of the regional higher education institutions. The share of students who have not done internship either in Georgia or abroad is highest in Samegrelo-Zemo Svaneti (80.4%), and lowest in Tbilisi (54.1%). In the case of Samtskhe-Javakheti, the number of students without internship experience equals 64.2% (the data are statistically reliable: X^2=180862, $p<0.05$) (see Diagram #7.20).

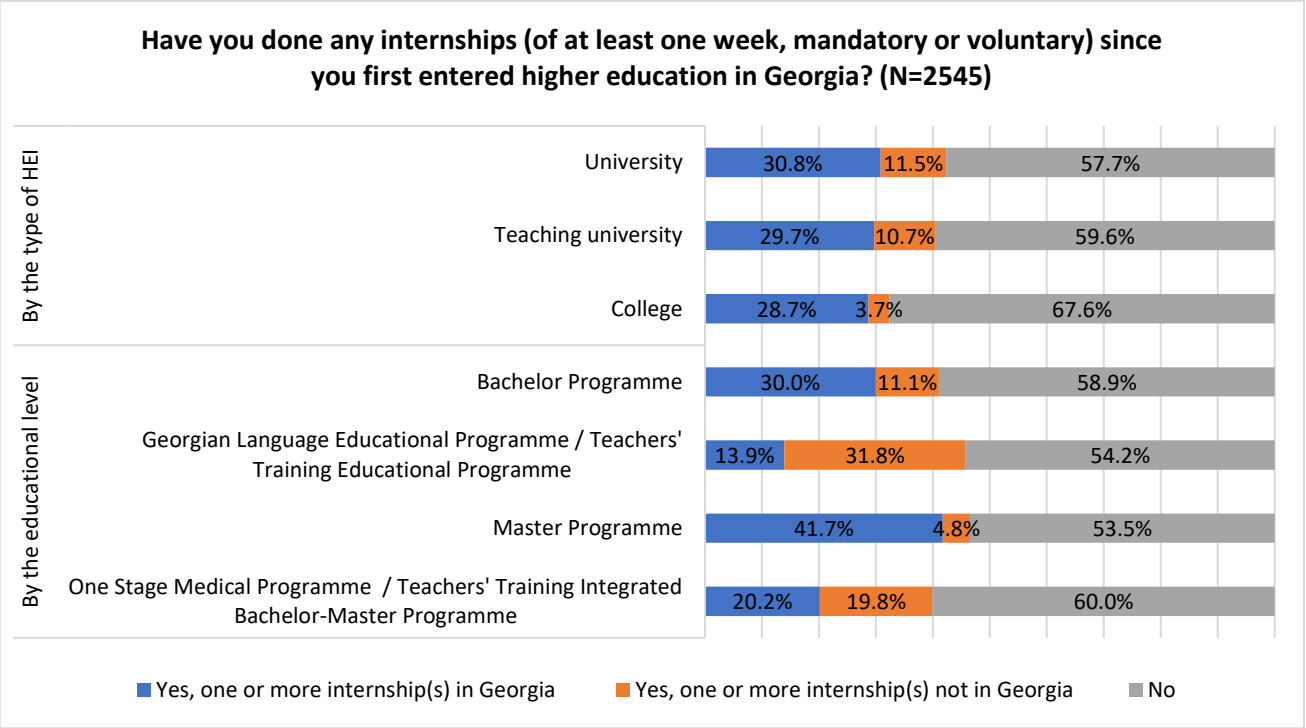
Diagram #7.20



Analyzing the issue in respect of the type of **type of higher education institution** is important, as it may provide students with different range of access to internship programs. Similar to the general trend, the majority of students of all types of higher education institutions do not have internship experience in Georgia or abroad: university - 57.7%, teaching university - 59.6%, college - 67.6%. The rate of internships completed in Georgia (30.8%) and abroad (11.5%) is highest in students in universities compared to other HEIs (the data are statistically reliable: X^2=4108, p<0.05).

In addition, it was revealed that the **Master level** leads with the students who have had the internship experience in Georgia or abroad (46.5% in total). 40% of the students of One stage medical program/Teachers' training integrated Bachelor-Master programme report that they have completed an internship either in Georgia or abroad, which is the lowest indicator among training levels (data are statistically reliable: X^2=81236, p<0.05) (see Diagram #7.21).

Diagram #7.21



According to the experience of the majority of students who have completed an internship in Georgia, the internship was **voluntary**, that is, not part of the study programme (curriculum) (76.8%) and **without pay** (65.7%).

Since a mandatory internship involves activities within the study program, the issue was analyzed in respect of the type of **study disciplines**. It was revealed that in the case of the main programs, the general trend is maintained: that is, the majority of students have completed a voluntary internship in Georgia. The exception in this respect is the Education discipline (59.4%), where a majority of students have completed an internship that is considered as a mandatory part of the study programme (curriculum) (the data are statistically reliable: X^2=41053, p<0.05).

On the other hand, similar to the general trend, the majority of students of almost every study discipline have done an unpaid internship; however, the opposite experience is recorded in the discipline of Agricultural sciences (52.6%). The majority of students of this study programme have done paid internships in Georgia (data are statistically reliable: X^2=45462, p<0.05) (see Table #7.23).

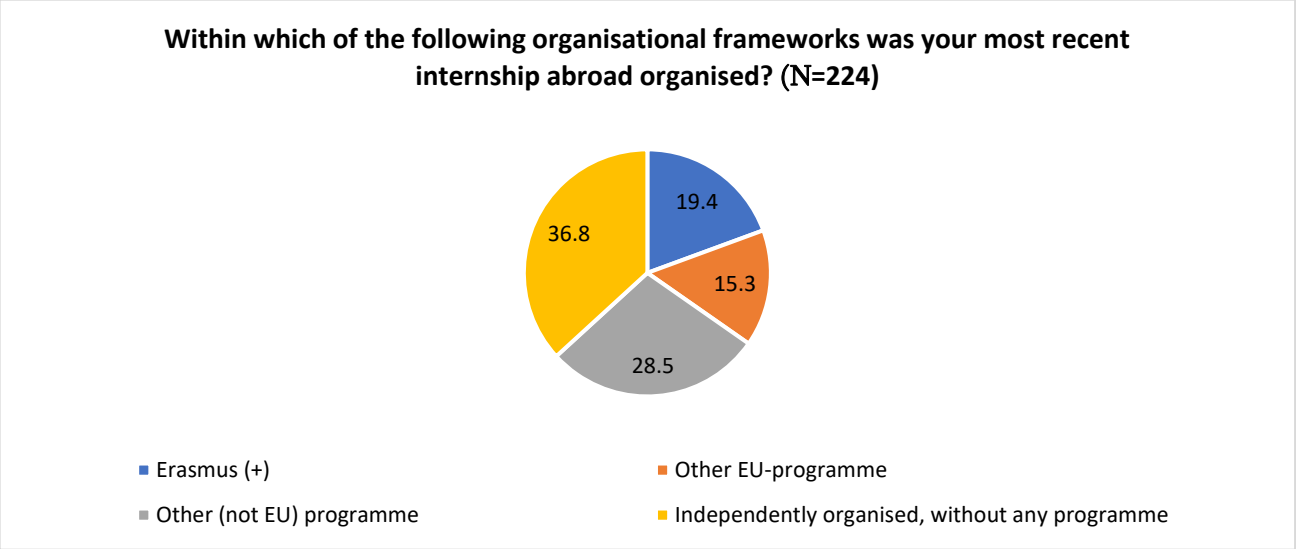
Table #7.23

Your most recent internship in Georgia was… (by the fields of study) (%) (N=2545)	Mandatory / voluntary		Paid/ Unpaid	
	Mandatory part of the study programme (curriculum)	Voluntary (not part of the study programme (curriculum)	Paid	Unpaid
Agricultural Sciences	45	55	52.6	47.4
Business administration	21.6	78.4	42.9	57.1
Education	59.4	40.6	6.5	93.5
Engineering	28.1	71.9	46.9	53.1
Science / Natural Sciences	40	60	30	70
Law	22.8	77.2	13.9	86.1
Social Sciences	15	85	35.6	64.4
Arts	14.3	85.7	28.6	71.4
Healthcare	31.9	68.1	17	83
Humanities	17.8	82.2	43.5	56.5
Interdisciplinary fields or specialties	20.3	79.7	40.7	59.3
<Not identified>	25	75	31.3	68.8

Chapter 8: International Mobility

Respondents who have **done internships abroad**[7] (a total of 224 students, i.e., 5.7%[8] of the total number) identify the agency that organized their mobility within the International Education Programme. 36.8% of students identify 'Erasmus (+)' as such, and almost one-fifth (19.4%) other EU programmes. The proportion of those whose internships were organized within the framework of other (non-EU) programmes exceeds that of the former category by 9%. Only 15.3% report organizing internships abroad independently (see Diagram #8.1).

Diagram #8.1

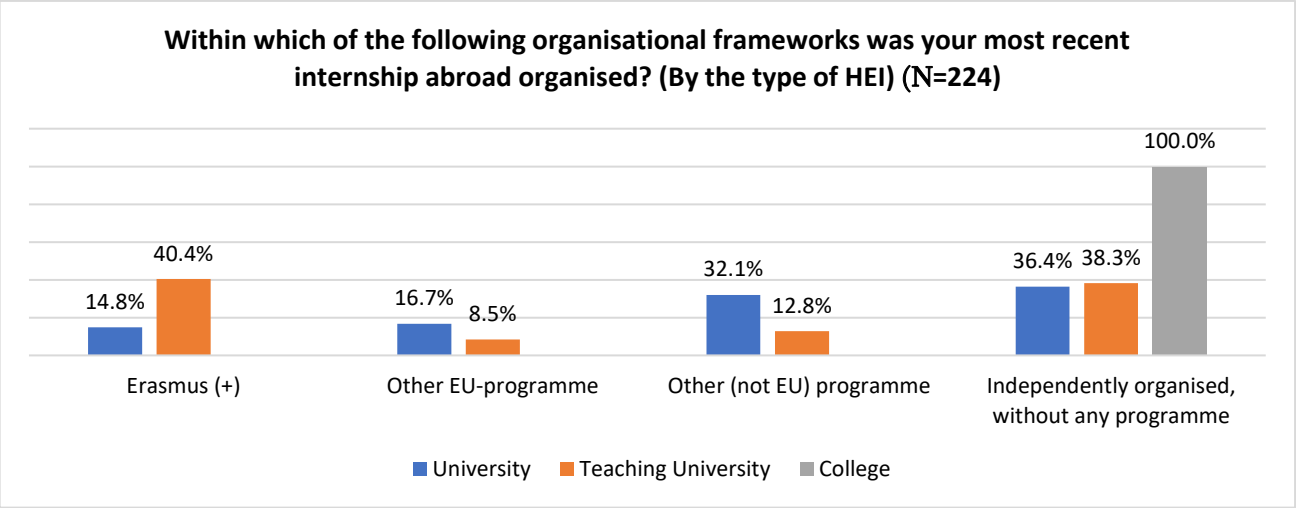


Analyzing the issue in terms of higher education institutions demonstrates that a third of university students who have done internships abroad participated in programmes by non-EU member states, whilst the same practice is reported by 12.8% of teaching university students and none of those surveyed in colleges. All (100%) of the latter group **(college students)** say their internship was organized independently without the help of any programme. It should be noted that the proportion of the latter category is 36.4% and 38.3% among university and teaching university students, respectively. As for the share of internships organized within the framework of Erasmus (+), study results suggest that teaching university (40.4%) students are more likely to use the latter programme as compared to their counterparts at universities (14.8%). (Data are statistically reliable χ^2=21.412; p<0.05) (See Diagram #8.2).

[7] Internship: main purpose is gaining experience on the labour market. Internships exclude practical courses or lab exercises at higher education institutions.

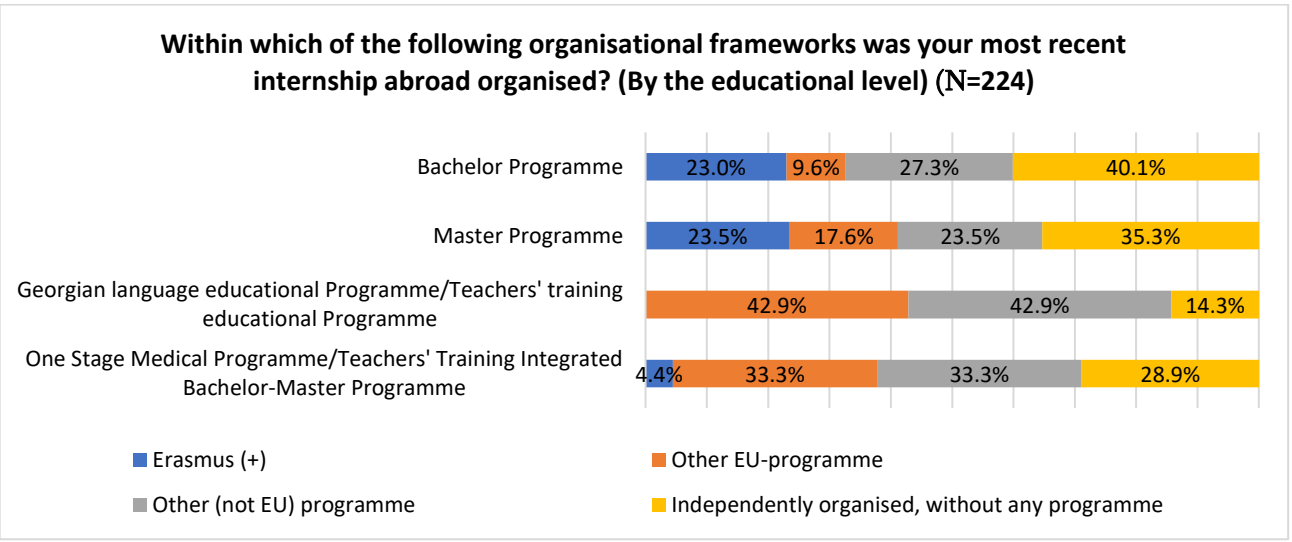
[8] The proportion of students who have done internships abroad is 11.2% of the number of responses.

Diagram #8.2



Based on the study results, Bachelor (23%) and Master (23.5%) students are more likely to do internships abroad within the organizational framework of Erasmus (+) as compared to students on other levels of education. Other EU programmes are mainly used by students of the Georgian Language Educational Programme/Teacher Training Educational Programme (42.9%) and the One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Educational Programme (33.3%). It should be noted that students of the latter two educational levels are more likely to apply for programmes not run by the EU than Bachelor and Master students. When it comes to participating in international internship programmes independently (outside the framework of any programme), Bachelor (40.1%) and Master (35.3%) students are particularly active in this regard. (Data are statistically reliable: χ^2=21.412; p<0.05) (see Diagram #8.3).

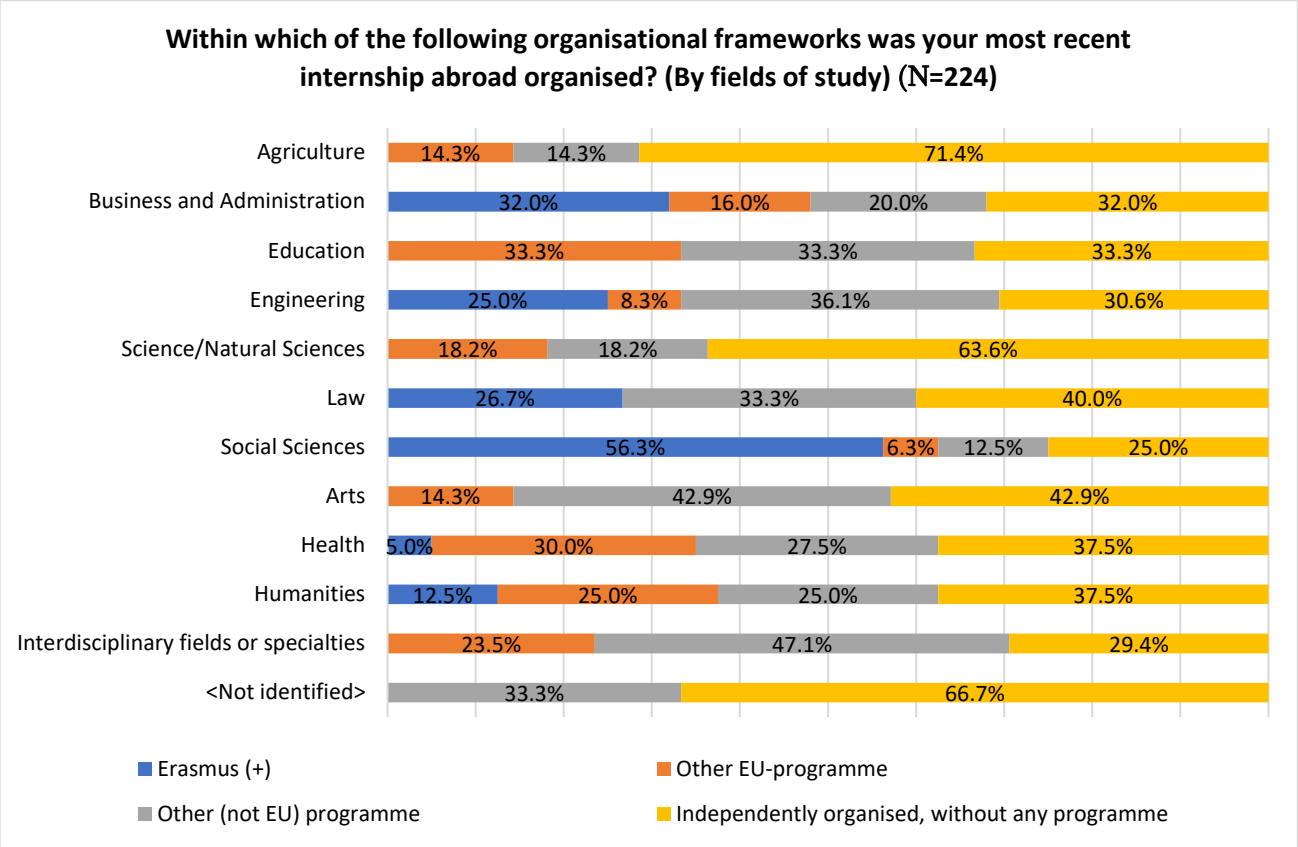
Diagram #8.3



At the educational programme level, according to what resources students use to organize their internships abroad, Erasmus (+) is most likely to be used by students of social sciences (56.3%), and least likely by students of humanities (12.5%) and healthcare (5%). Other EU programmes are used by comparably large proportions of students of education (33.3%) and healthcare (30%), whilst students of engineering (8.3%)

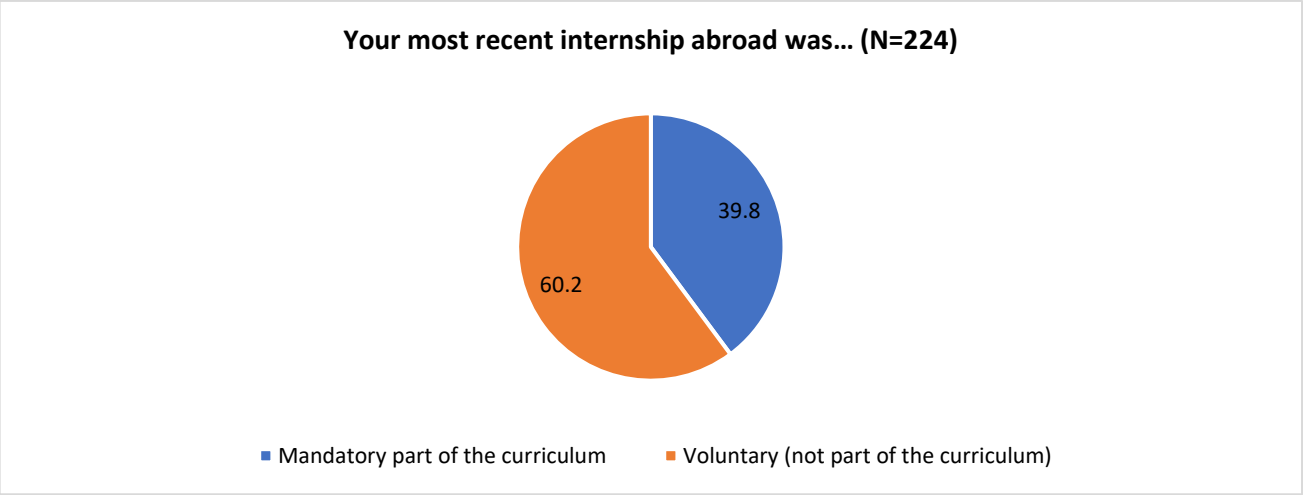
and social sciences (6.3%) make up the smallest share. According to the trends identified as a result of the research, among those who participate in international internships organized within the framework of other (non-EU) programmes, the proportion of students of arts and interdisciplinary fields/specializations is particularly high (over 42%). The same holds true for a third of students enrolled in the subjects of law, education, and engineering and a quarter of those studying healthcare and humanities. (Data are statistically reliable: χ^2=67.427; p<0.05) (see Diagram #8.4).

Diagram #8.4



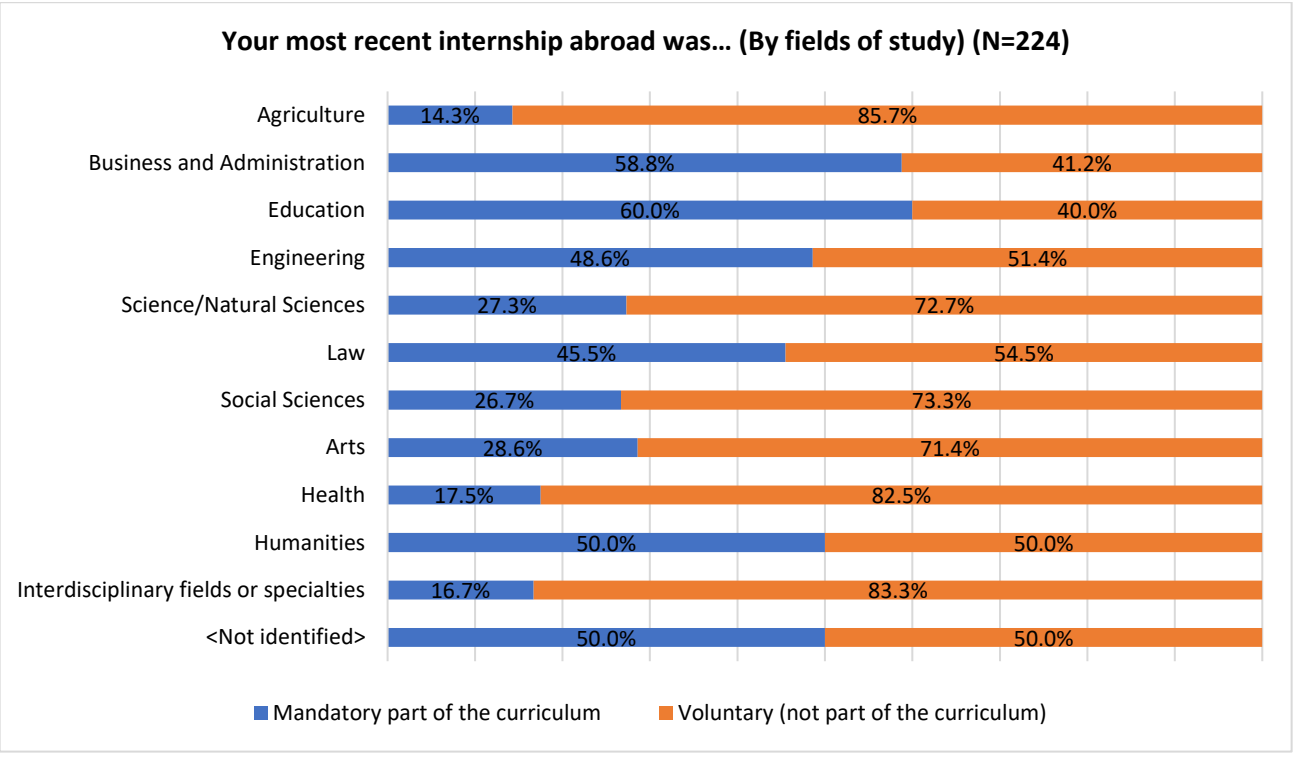
According to the majority of respondents, their most recent internship abroad was voluntary, not part of the educational programme; on the other hand, 39.8% indicate it was a mandatory part of the curriculum (see Diagram #8.5)

Diagram #8.5



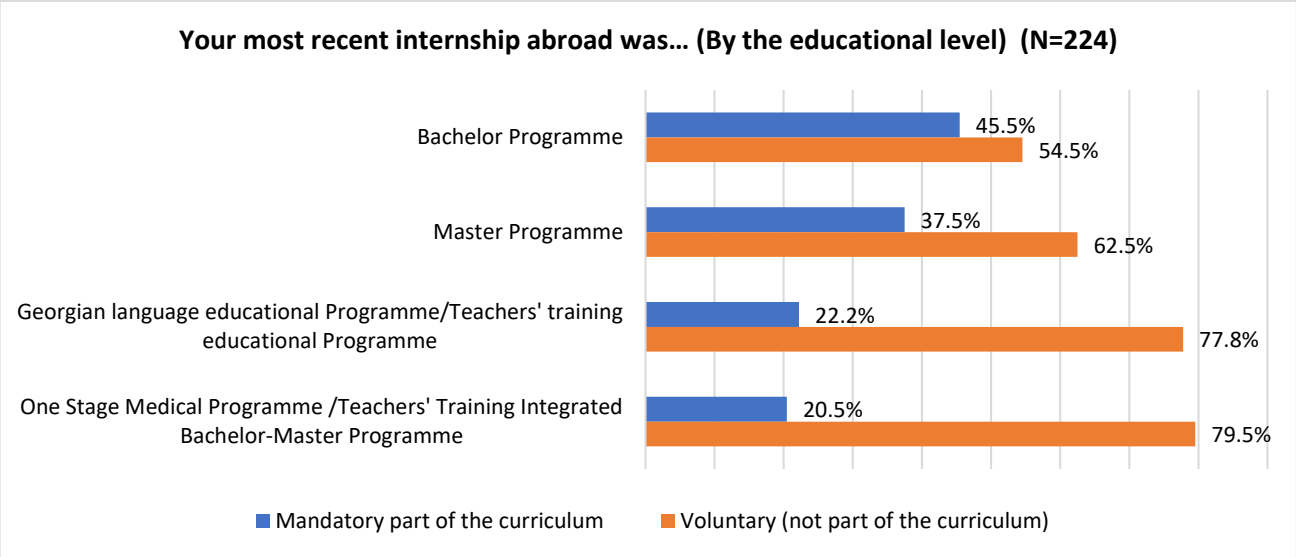
Half of the students of business administration, education, and humanities report that their internship abroad was a mandatory part of the curriculum. The same applies to over 45% of respondents enrolled in engineering and law study programmes. The lowest rate is observed among students of agricultural sciences (14.3%), healthcare (17.5%), and interdisciplinary fields or specializations (16.7%). The vast majority of those enrolled in the latter three programmes (over 82% in each case) undertook the internship abroad voluntarily. The same is reported by a large proportion of respondents studying natural sciences (72.7%), social sciences (73.3%), and arts (71.4%). (Data are statistically reliable: χ^2=28.893; p<0.05) (see Diagram #8.6).

Diagram #8.6



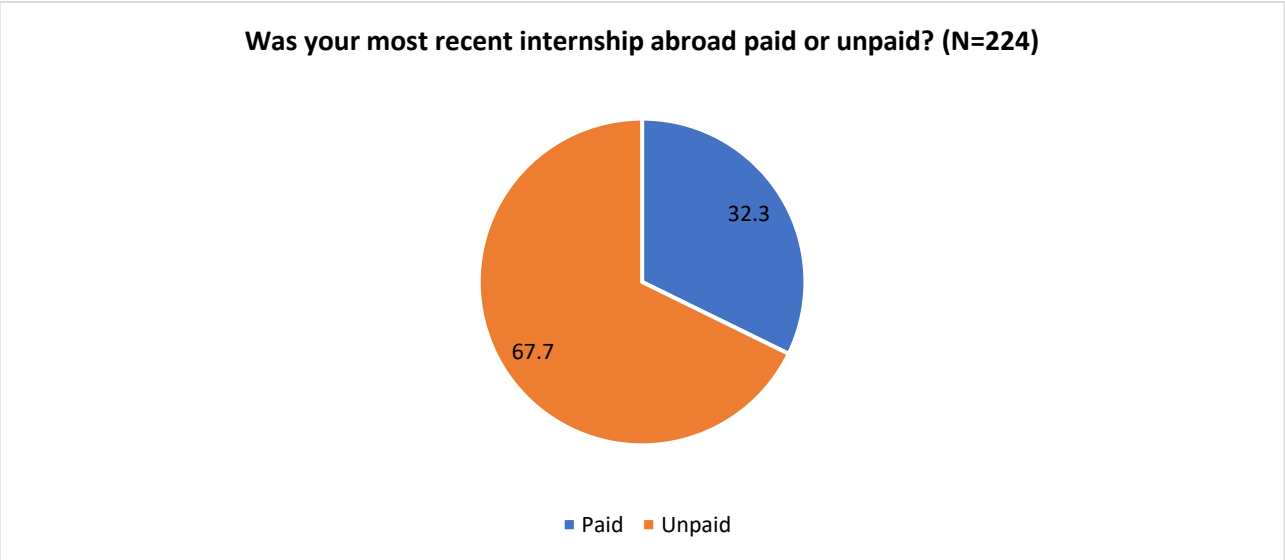
Analyzing the issue in terms of the **level of education** reveals that the majority of students of various four educational stages who participated in internship programmes abroad did so voluntarily. The rate is particularly high among students of the Georgian Language Educational Programme/Teacher Training Educational Programme (77.8%), and the One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Educational Programme (79.5%). It should also be noted that for 45.5% of Bachelor and 37.5% of Master students, the internship was a mandatory part of the curriculum. (Data are statistically reliable: $\chi^2=10.560; p<0.05$) (see Diagram #8.7).

Diagram #8.7



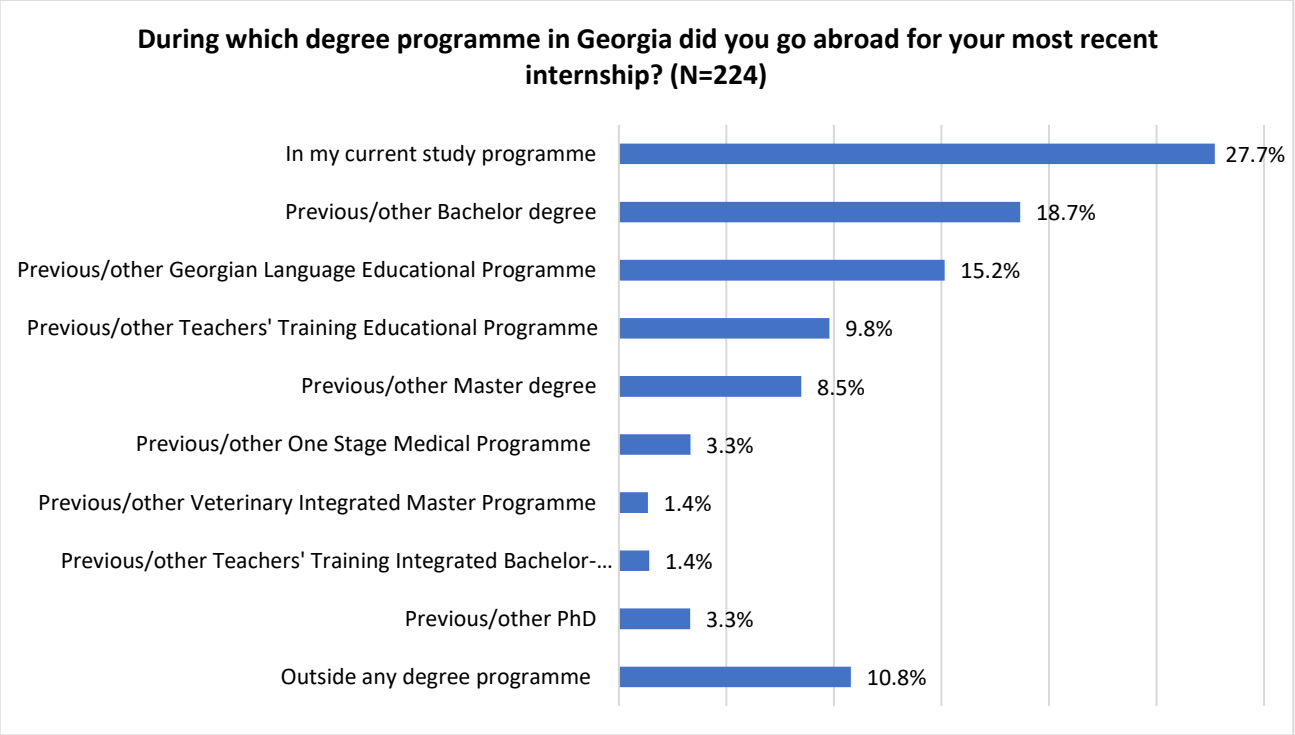
Among students who have completed internships abroad, 67.7% say **the internship was paid**, whereas almost a third report the opposite (see Diagram #8.8).

Diagram #8.8



At the time of their most recent internship abroad, over a quarter of the respondents (27.7%) were enrolled in their current study programme, whereas almost one-fifth (18.7%) were Bachelor students. The percentage of such students enrolled in the Georgian Language Educational Programme is 15.2%. 10.8% note they were not enrolled in any degree programme at the time (see Diagram #8.9).

Diagram #8.9



The research shows that among those respondents who were enrolled in the current study programme (N=54) at the time of their internship abroad, 63% were Bachelor students, and 28.4% were enrolled in the One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programme. 6.2% of students were pursuing a Master's degree when they went abroad for the internship and are still on the same level of education. A very small proportion of students (2.5%) were enrolled in the Teacher Training Educational Programme.

The following trends are observed as a result of analyzing the issue in terms of **study programmes:** the largest proportion of students of business administration (49.3%), social sciences (38.6%), healthcare (31.2%) and agricultural sciences (30.2%) were enrolled in their current study programmes (Bachelor) at the time of their internship abroad, whilst students of engineering and law say they were enrolled in the previous/another level of education – Bachelor's degree; a third of the students (35.3%) of education studies was on the previous/another educational level: the Georgian Language Educational Programme. The proportion (27.3%) of students of interdisciplinary fields/specializations is the largest among those who, at the time of the internship, were enrolled in the previous/another level – in the Teacher Training Educational Programme. Among respondents pursuing a Master's degree, the smallest share were enrolled in education studies (4%) and the largest in arts (25.1%). The proportion of students on other levels of education is not higher than 11%. It should also be noted that some students were not enrolled in any level of education during their departure for the internship. Among the latter, the proportion of students of healthcare (20%),

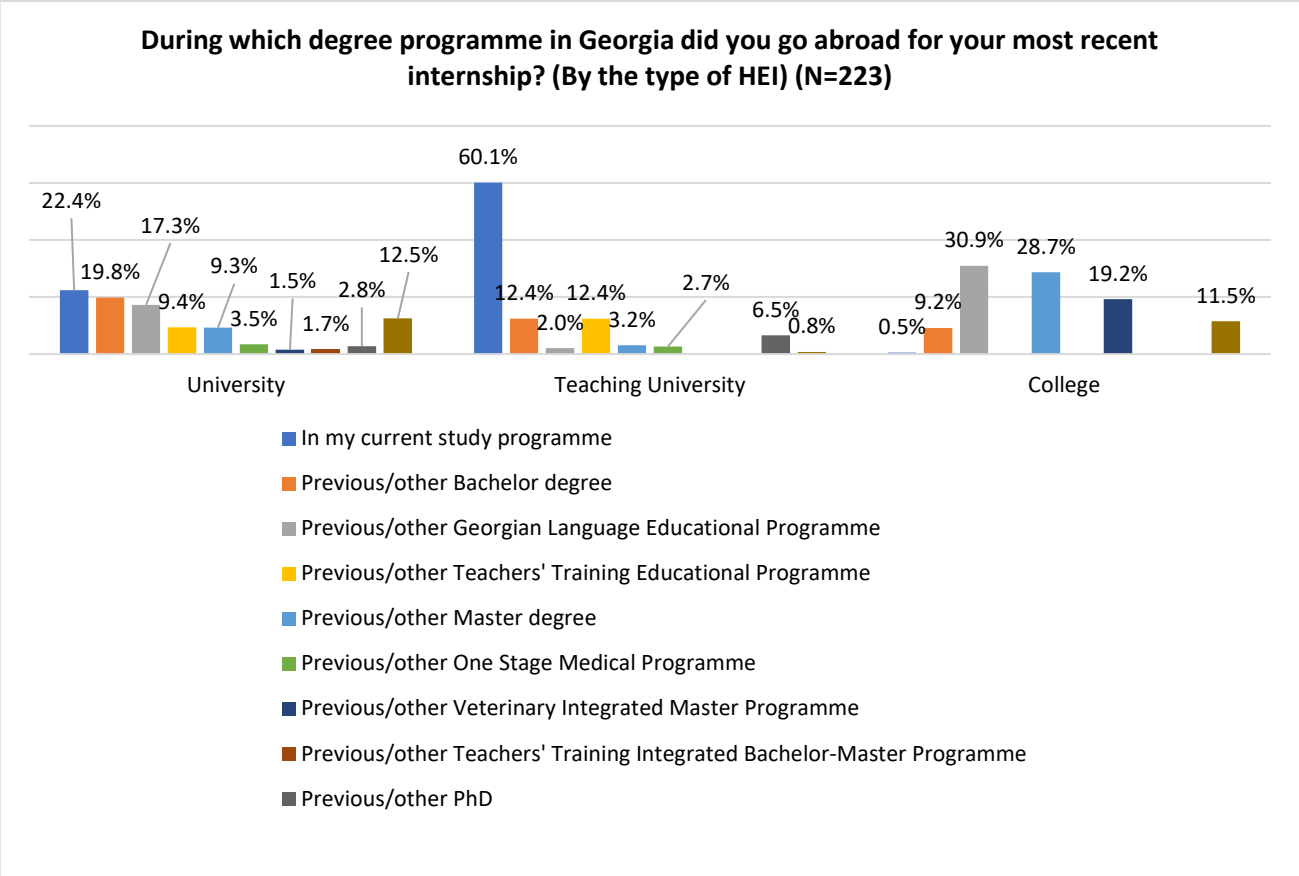
law (19.3%), and interdisciplinary fields/specializations (17%) is rather large. (Data are statistically reliable: χ^2=169.9523; p<0.05) (see Table #8.1).

Table #8.1

During which degree programme in Georgia did you go abroad for your most recent internship? (N=224) (By fields of study)	Agricultural Sciences	Business and Administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanitarian Sciences	Interdisciplinary fields or specialties	<Not identified>
	%											
In my current study programme	30.2	49.3	24.8	18.7	8.5	16.9	38.6	19.9	31.2	25.6	26.3	20.9
Previous/other Bachelor degree	26.4	0.8	19.7	26.8	15.3	33.5	23.5	-	17.6	19.4	15.5	24.5
Previous/other Georgian Language Educational Programme	19.6	15.8	35.3	20	29.8	5.7	27.1	16	14.7	6.7	-	19.7
Previous/other Teachers' Training Educational Programme	17.7	15.9	10.2	4.7	4	3.8	-	10.3	-	19	27.3	0.8
Previous/other Master degree	-	-	4.2	12.2	14	20.7	-	25.1	10.2	-	9.1	21
Previous/other One Stage Medical Programme	-	4.6	-	2.4	-	-	0.6	6.9	6.3	8.6	-	8.2
Previous/other Veterinary Integrated Master Programme	-	-	5.8	-	4.3	-	8.6	12.6	-	1.4	0.8	-
Previous/other Teachers' Training Integrated Bachelor-Master Programme	-	4.6	-	-	11.1	-	-	3.4	-	1.2	-	-
Previous/other PhD	-	5.4	-	4.6	-	-	-	-	-	11.5	4	-
Outside any degree programme	6.1	3.7	-	10.7	12.9	19.3	1.5	5.8	20.1	6.5	17	-

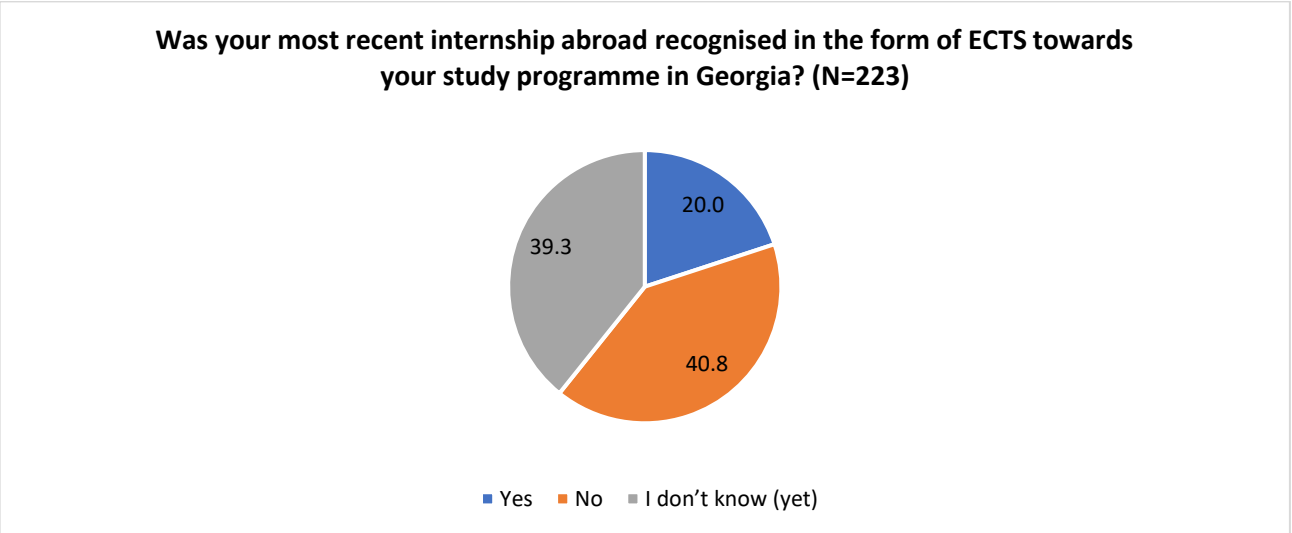
Processing the data in terms of **higher education institutions** demonstrates that 60.1% and 22.4% of students of teaching universities and universities, respectively, were enrolled in their current study programme (Bachelor) at the time of their internship. The second largest group at these two educational institutions were enrolled in the previous/another level, which is Bachelor, during the internship (university - 19.8%; teaching university - 12.4%). In the case of colleges, 30.9% of students indicate 'previous/another level – the Georgian Language Educational Programme' and 28.7% - 'previous/another level – Master's Degree.' In addition, almost one-fifth of college students were enrolled in the Integrated Master's Programme in Veterinary at the time of internship. (Data are statistically reliable: χ^2=37.40395; p<0.05) (see Diagram #8.10).

Diagram #8.10



Study results suggest that **it is not very common for the internship abroad to be counted as ECTS** towards the study programme in Georgia. Namely, only one-fifth of students confirm their internship has been recognized in the form of ECTS. 40.8% say the opposite, and almost the same proportion of students do not have information on the matter yet (see Diagram #8.11)

Diagram #8.11



Analyzing the issue – **whether or not the most recent internship abroad was counted as credits (ECTS) towards the study programme in Georgia** – in terms of study programmes shows that at least a third of students of education studies and engineering have a positive experience in this regard. The same is reported by over a quarter of respondents studying natural sciences, healthcare, humanities, and interdisciplinary fields/specializations (ranging between 25% and 27.8%). As for those whose internships were not/could not be counted as credits, the largest proportion is among students of agricultural (57.1%) and natural sciences (54.4%). The same experience is confirmed by 50% of students of arts and healthcare, respectively. The lowest number of students (20%) who fall into the latter category are those studying social sciences. A rather large proportion of students of certain study programmes do not know whether or not their internship will be counted as credits. The rate is particularly high among students of social sciences (66.7%) and humanities (50%), whilst the lowest rate is observed among those enrolled in the subjects in healthcare (25%) and engineering (27%). (Data are statistically reliable: χ^2=35.943; p<0.05) (see Table #8.2)

Table #8.2

Was your most recent internship abroad recognised in the form of ECTS towards your study programme in Georgia? (N=223) **(By fields of study)**	**Yes**	**No**	**I don't know (yet)**
	%		
Agricultural Sciences	-	57.1	42.9
Business and Administration	10	32	58
Education	33.3	40	26.7
Engineering	37.8	35.1	27
Science/Natural Sciences	27.3	54.5	18.2
Law	8.9	48.9	42.2
Social Sciences	13.3	20	66.7
Arts	12.5	50	37.5
Healthcare	25	50	25
Humanitarian Sciences	25	25	50
Interdisciplinary fields or specialties	27.8	44.4	27.8
<Not identified>	25	25	50

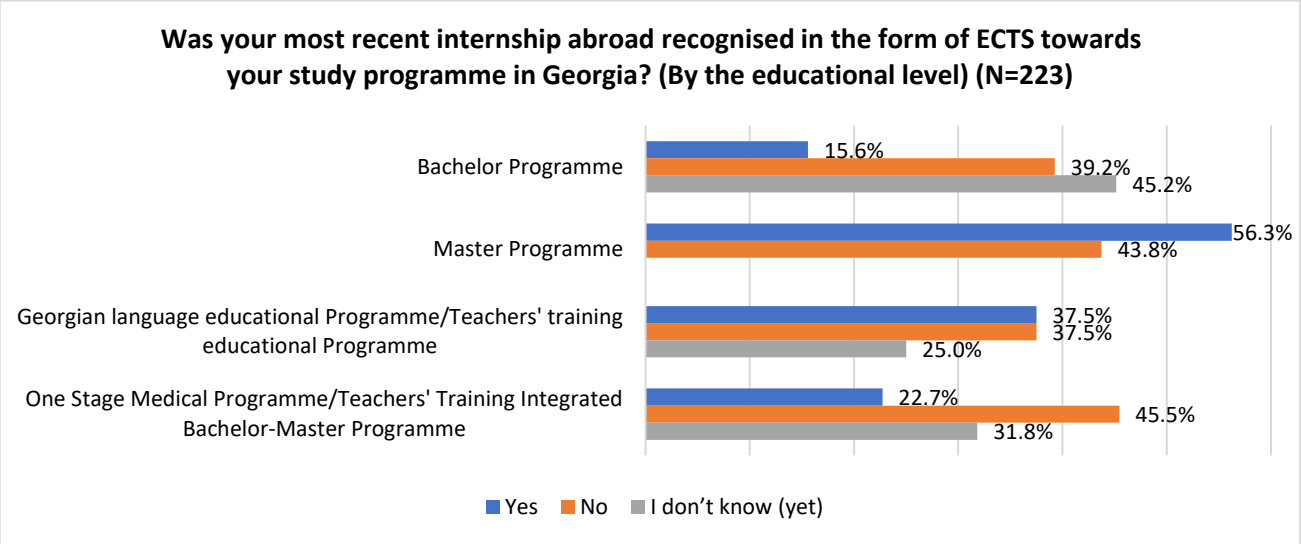
Processing the above issue in terms of **the level of education** reveals that the internship was counted as credits towards the study programme in the case of at least every other Master student. The proportion of such students on other educational levels is as follows:

- 15.6% of Bachelor students;
- I37.5% of students of the Georgian Language Educational Programme/Teacher Training Educational Programme;
- 22.7% of students of One Stage Medical Programme/Teacher Training Integrated Bachelor-Mater Programme.

Having the internship recognized as credits proved to be most problematic for students of the One Stage Medical Programme/Teacher Training Integrated Bachelor-Mater Programme ('was not recognized' - 45.5%). A considerable number of students (ranging between 37.5% and 43.8%) on the other three educational levels face the same issue, too. The proportion of those who do not know whether or not their internship will be

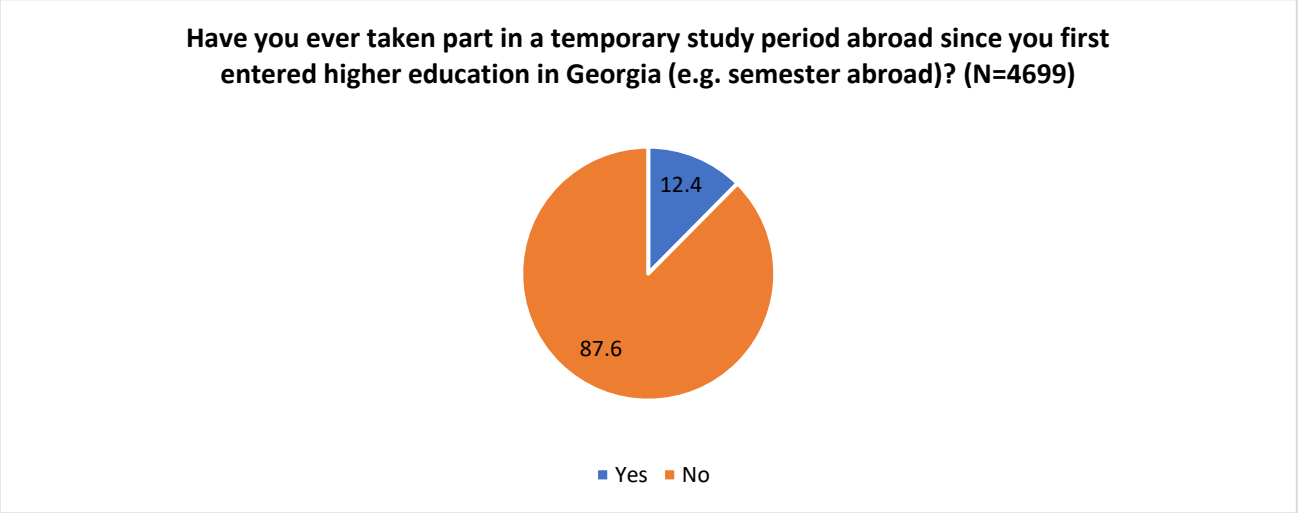
counted as credits is the largest on the undergraduate (Bachelor) (45.2%) and graduate (Master) (43.8%) levels of education. (Data are statistically reliable: χ^2=22.992; p<0.05) (see Diagram #8.12)

Diagram #8.12



Only 12.4% of students **have realised a temporary study abroad (e.g., a semester) period** after first embarking on higher education studies in Georgia. The vast majority have not studied abroad. (see Diagram #8.13)

Diagram #8.13



Most of the students of social sciences and humanities have not been enrolled in a temporary study period abroad after entering higher education in Georgia. The same experience is reported by the majority of students of agricultural sciences, business administration, education studies, natural sciences, law, arts, and interdisciplinary fields, too (ranging between 81.3% and 89.3%). As for the distribution of respondents across study programmes who report having an opposite experience, based on the trends observed, students of engineering (22.4%), natural sciences (18.7%), and agricultural sciences (17.5%) are more likely to have

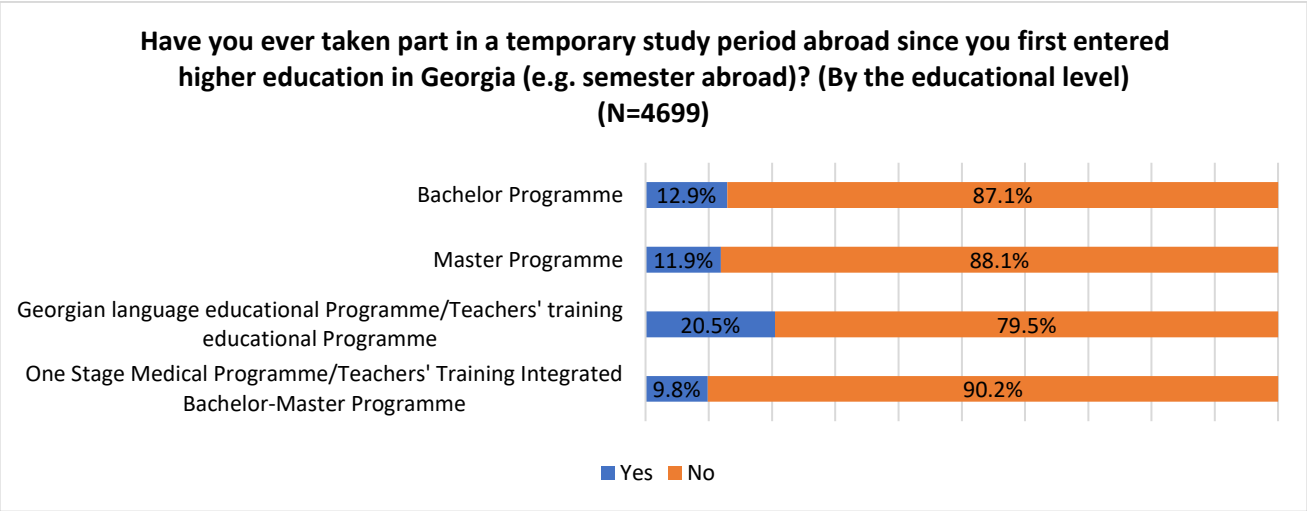
studied abroad, whilst students of social sciences (7.6%) and the humanities (8.8%) are the least likely. (Data are statistically reliable: χ^2=88.641; p<0.05) (see Table #8.3)

Table #8.3

Have you ever taken part in a temporary study period abroad since you first entered higher education in Georgia (e.g. semester abroad)? (N=4699) (By fields of study)	Yes	No
	%	
Agricultural Sciences	17.5	82.5
Business and Administration	10.7	89.3
Education	12	88
Engineering	22.4	77.6
Science/Natural Sciences	18.7	81.3
Law	14.1	85.9
Social Sciences	7.6	92.4
Arts	15.1	84.9
Healthcare	9.3	90.7
Humanitarian Sciences	8.8	91.2
Interdisciplinary fields or specialties	12.3	87.7
<Not identified>	11.6	88.4

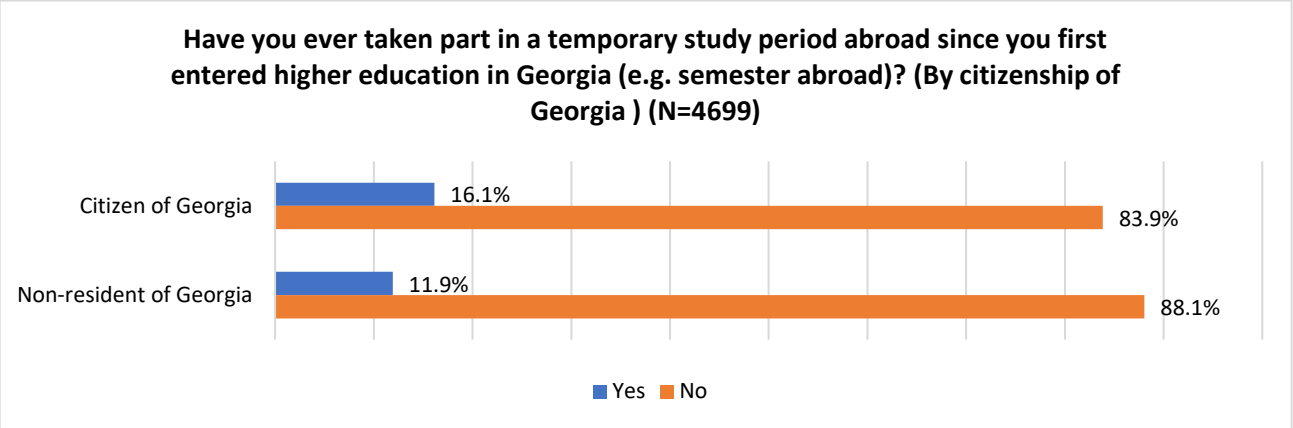
Analyzing the issue in terms of the **level of education** suggests that the largest proportion of students who have completed a temporary study abroad period after they entered a higher education institution in Georgia for the first time are enrolled in the Georgian Language Educational Programme/Teacher Training Educational Programme (20.5%), whilst the proportion of those who report the opposite is relatively large among students of One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programme (90.2%). (Data are statistically reliable: χ^2=10.632; p<0.05) (see Diagram #8.14)

Diagram #8.14



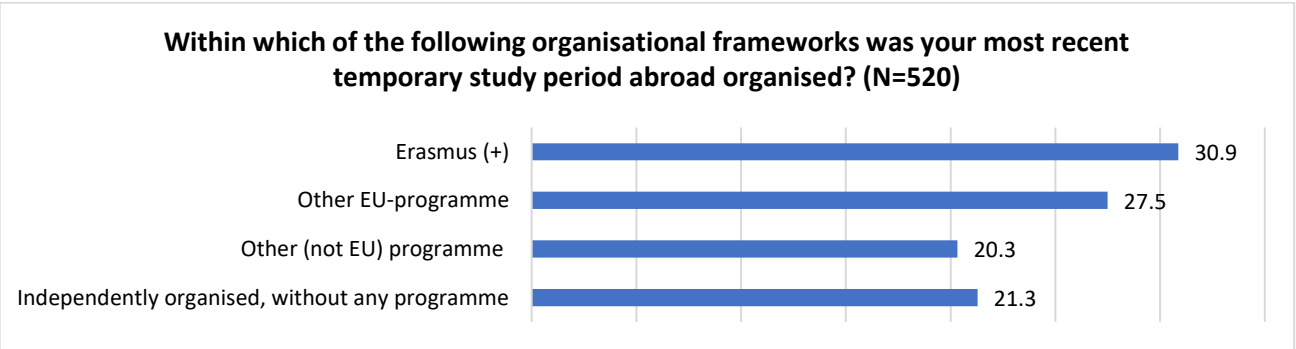
In addition to the above, study results also reveal that citizens and non-citizens of Georgia have similar experiences with regard to studying abroad after their admission to a higher education institution. Namely, the number of Georgian students who have studied abroad after entering a higher education institution is higher only by 4% than that of those who do not hold Georgian citizenship and have studied abroad. (Data are statistically reliable: χ^2=8.272; p<0.05) (see Diagram #8.15).

Diagram #8.15



Students who have studied abroad temporarily identify the **organizational framework within which this activity was organised**. The biggest part of respondents (30.9%) identify Erasmus (+) as such, and 27.5% other EU programmes. One-fifth report the activity was organized within a programme by non-EU member states. In addition, according to 21.3% of respondents, they organized the study trip independently (see Diagram #8.16).

Diagram #8.16



Analyzing the issue **in terms of study programmes** demonstrates that Erasmus (+) is an effective mechanism facilitating temporary study abroad, and it is the most popular among students of social sciences (53.1%), arts (46.7%), and agricultural sciences (43.5%). Other EU programmes are mostly preferred by students of natural sciences (42.6%). They are least preferred by students of education studies (18.2%). In terms of participating in international study programmes initiated by non-EU countries, the number of business administration students (54.5%) far exceeds that of those enrolled in other educational fields. Students of humanities (3.4%), arts (7.7%), and agricultural sciences (8.7%) are the least likely to apply for these programmes. Over a quarter of students enrolled in subjects in interdisciplinary fields/specializations, natural

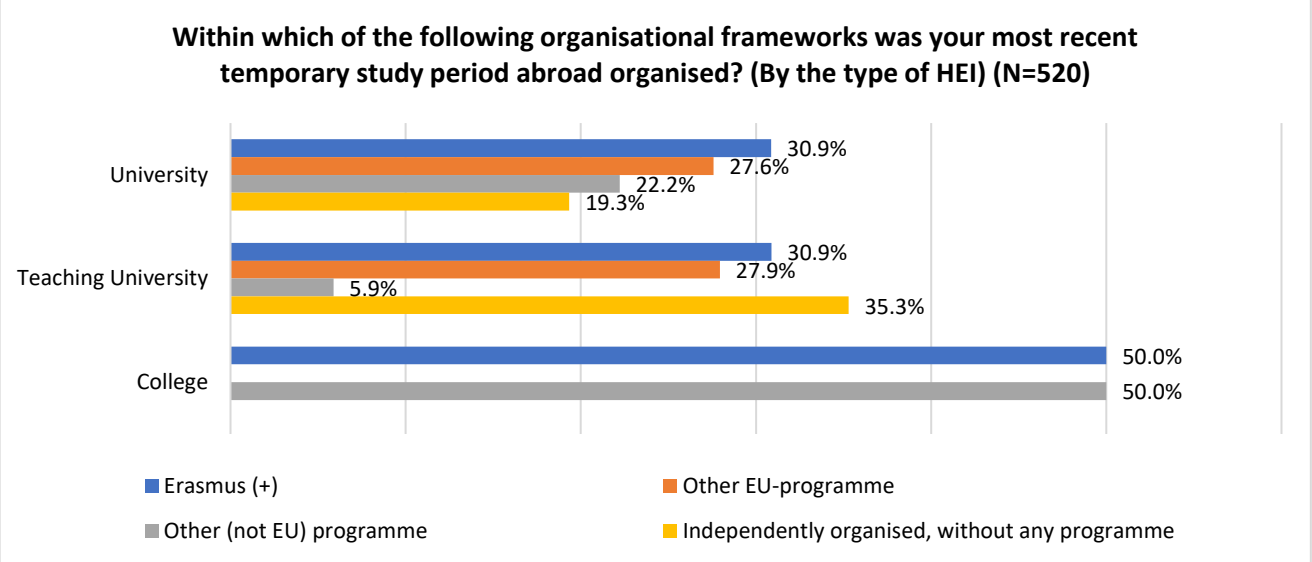
sciences, business administration, and humanities indicate their study abroad period was organized independently. (Data are statistically reliable: χ^2=72.747; p<0.05) (see Table #8.4)

Table #8.4

Within which of the following organisational frameworks was your most recent temporary study period abroad organised? (N=520) (By fields of study)	Erasmus (+)	Other EU-programme	Other (not EU) programme	Independently organised, without any programme
	%			
Agricultural Sciences	43.5	30.4	8.7	17.4
Business and Administration	33.8	22.1	17.6	26.5
Education	18.2	18.2	54.5	9.1
Engineering	36.6	25.2	21.1	17.1
Science/Natural Sciences	17.6	35.3	17.6	29.4
Law	23.5	42.6	16.2	17.6
Social Sciences	53.1	20.4	12.2	14.3
Arts	46.2	30.8	7.7	15.4
Healthcare	29.2	20.8	27.8	22.2
Humanitarian Sciences	37.9	31	3.4	27.6
Interdisciplinary fields or specialties	4.5	34.1	29.5	31.8
<Not identified>	11.6	88.4	-	-

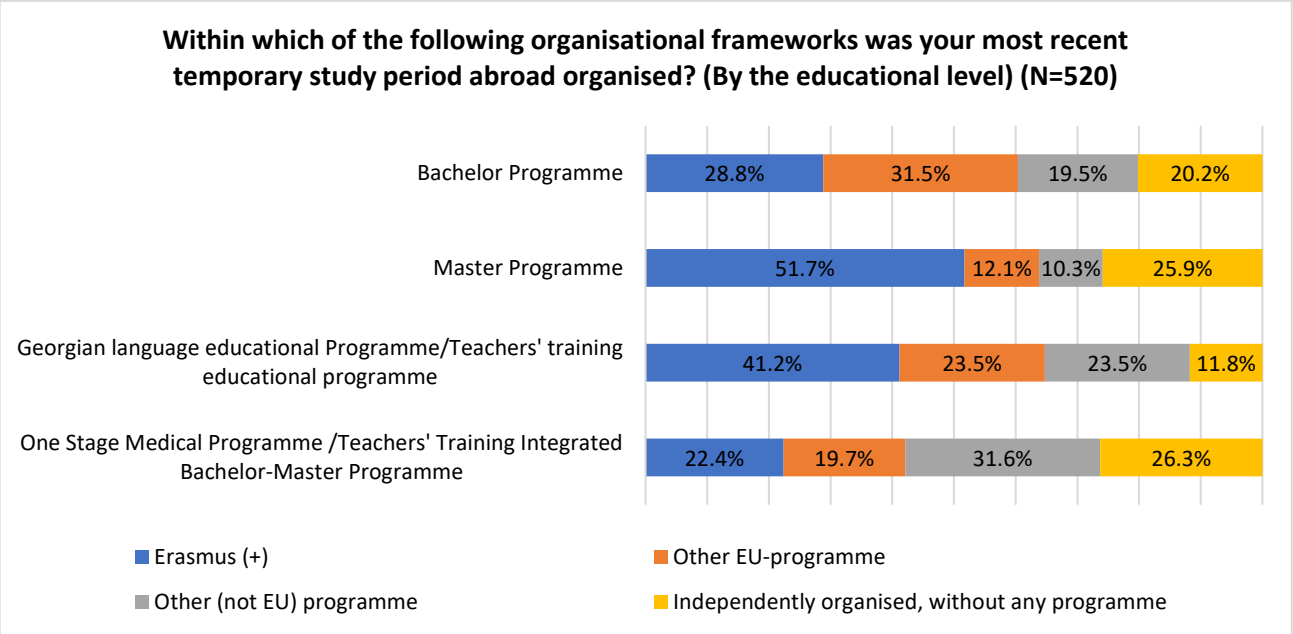
Study results suggest that an equal number of students at universities and teaching universities used Erasmus (+) for their temporary study abroad (30.9% in each case). In addition, almost an equal number of students of these two educational institutions say they have participated in other EU programmes, too. The rate is somewhat different for those enrolled in colleges. Namely, 50% of this segment has used Erasmus (+) for their temporary study trip abroad, and the other half has used other (non-EU) programmes. It should be noted that almost one-fifth of university students and a third of students at teaching universities organized their study trips independently. (Data are statistically reliable: χ^2=17.077; p<0.05) (see Diagram #8.17)

Diagram #8.17



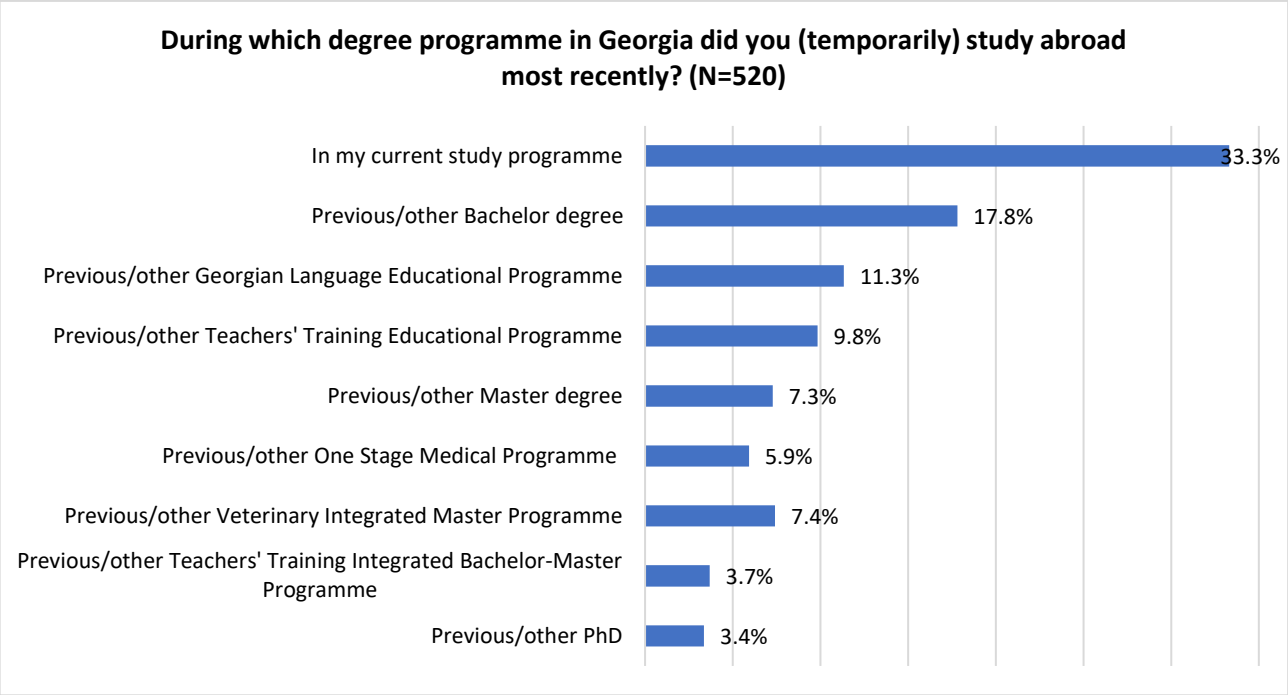
Analyzing the issue **through the prism of the educational level** reveals that 51.7% of Master students had their study trips abroad organized within the Erasmus (+) programme, whereas this is the case for 41.2% of students enrolled in the Georgian Language Educational Programme/Teacher Training Educational Programme and only 29% of those on other educational levels. The rate of participation in other EU programmes is particularly high among Bachelor students (31.5%), whereas the highest rate of using other (non-EU) programmes for study trips abroad is the highest among students (31.6%) of One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programmes. Students enrolled in the latter programmes prevail among those who say they have organized their studies abroad independently. The same experience is reported by 25.9% of graduate (MA) and 20.2% of undergraduate (BA) students. (Data are statistically reliable: $\chi^2=30.513;\ p<0.05$) (see Diagram #8.18)

Diagram #8.18



According to the trends observed within the framework of the research, among those students who have studied abroad temporarily, a third were enrolled in their current study programme at the time of departure (33.3%), and 17.5% were Bachelor students. The proportion of those enrolled on other educational levels ranges between 3.4%-11.3%. (see Diagram #8.19).

Diagram #8.19



The vast majority of respondents who were enrolled in their current degree progarmme at the time of their temporary study abroad period (N=211) were Bachelor students, and 17.9% were enrolled in One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programme.

Analyzing the issue in terms of **study programmes** reveals the following trends:

- The proportion of students of law (45.7%) and humanities (40.9%) is the largest among those who were enrolled in their current study programme (undergraduate level) at the time of the temporary study abroad period. A third of the students of engineering, social sciences, arts, and interdisciplinary fields/specialization and over a quarter of students of agricultural sciences, business administration, and natural sciences were on the same level of education at the time.
- The highest number of students who left for their study trip abroad during the previous/another educational level – Bachelor – were enrolled in the business administration programme, and a little over one-fifth in education studies (22.1%), arts (22.5%), and healthcare (22.4%). The proportion of such students in other study programmes ranges between 7% and 19%.
- In terms of study programmes, the distribution of students who completed temporary study abroad period when they were enrolled in the previous/another level of education, i.e., the Georgian Language Educational Programme is as follows: education studies 20.2%; healthcare 19.4%; business administration 19.2%; humanities 17.6%, and natural sciences 17.4%; the proportion of students enrolled on the latter level of other study programmes is very small (not higher than 8% in each case).
- At the study programme level, the distribution of students who were enrolled in the previous/another level – Teacher Training Educational Programme at the time of their temporary study trip abroad is as follows: the largest proportion is among students of engineering (20.8%) and

humanities (18.3%). The rate of such students in other study promgrammes ranges between 3.2% and 14%.

(Data are statistically realiable: χ^2=169.9523; p<0.05) (see Table #8.5)

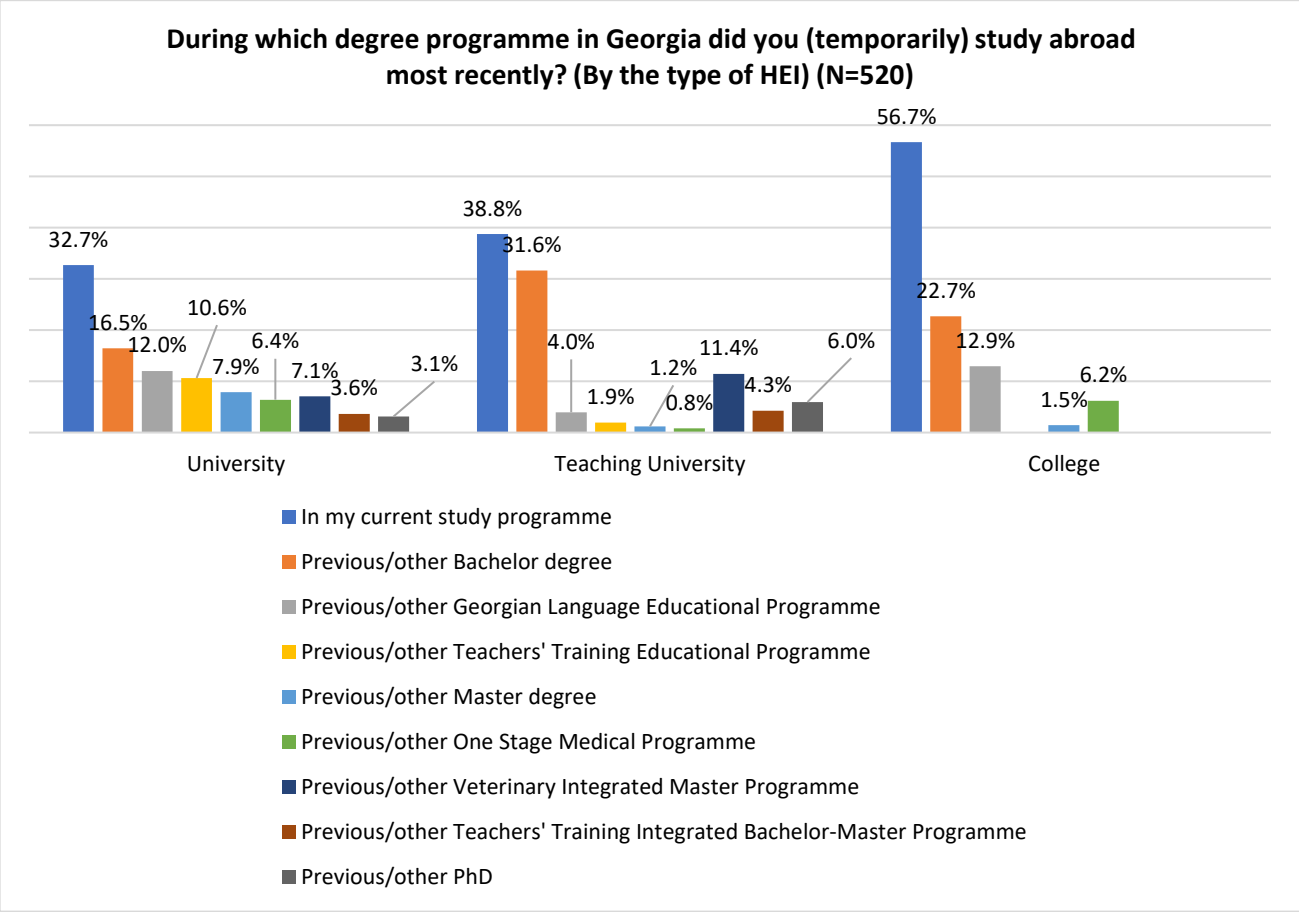
Table #8.5

During which degree programme in Georgia did you (temporarily) study abroad most recently? (N=520) (By fields of study)	**Agricultural Sciences**	**Business and Administration**	**Education**	**Engineering**	Science/Natural Sciences	**Law**	**Social Sciences**	**Arts**	**Healthcare**	**Humanitarian Sciences**	**Interdisciplinary fields or specialties**	**<Not identified>**
	%											
In my current study programme	26.3	27.7	13.7	33.7	27	45.7	34.1	33.9	27	40.9	34.7	39
Previous/other Bachelor degree	16.7	31.8	22.1	7.1	12.9	18.8	17.3	22.5	22.4	12	18.2	19.7
Previous/other Georgian Language Educational Programme	17.6	19.2	20.2	7.4	17.4	6	7.5	16.6	19.4	2.5	7.7	9.6
Previous/other Teachers' Training Educational Programme	14.0	2.5	7	20.8	13.7	6.3	-	3.2	7.5	18.3	8.9	6.4
Previous/other Master degree	2.5	5.5	17.8	10.7	2.4	6	5.8	5.1	10.4	9.4	1.7	10.5
Previous/other One Stage Medical Programme	1.7	4.5	0.5	3.1	8.2	8.6	9.1	5.8	7.3	5.9	4.9	4.7
Previous/other Veterinary Integrated Master Programme	9.7	-	0.9	5.7	12	4.2	15.2	13	4.3	7.5	16.2	1.4
Previous/other Teachers' Training Integrated Bachelor-Master Programme	-	5.8	12.9	4.9	1.1	4.2	8.7	-	0.7	0.9	2.4	4.9
Previous/other PhD	11.5	2.9	4.8	6.6	5.3	-	2.3	-	1	2.6	5.3	3.7

The statistical analysis of the research results suggests that college students prevail among those who were enrolled in the current study program during their study trip abroad (56.7%). The proportion of such students is not higher than 39% among university and teaching university students. It should be noted that the majority of university, teaching university, and college students who have studied abroad are currently pursuing a Bachelor's degree.

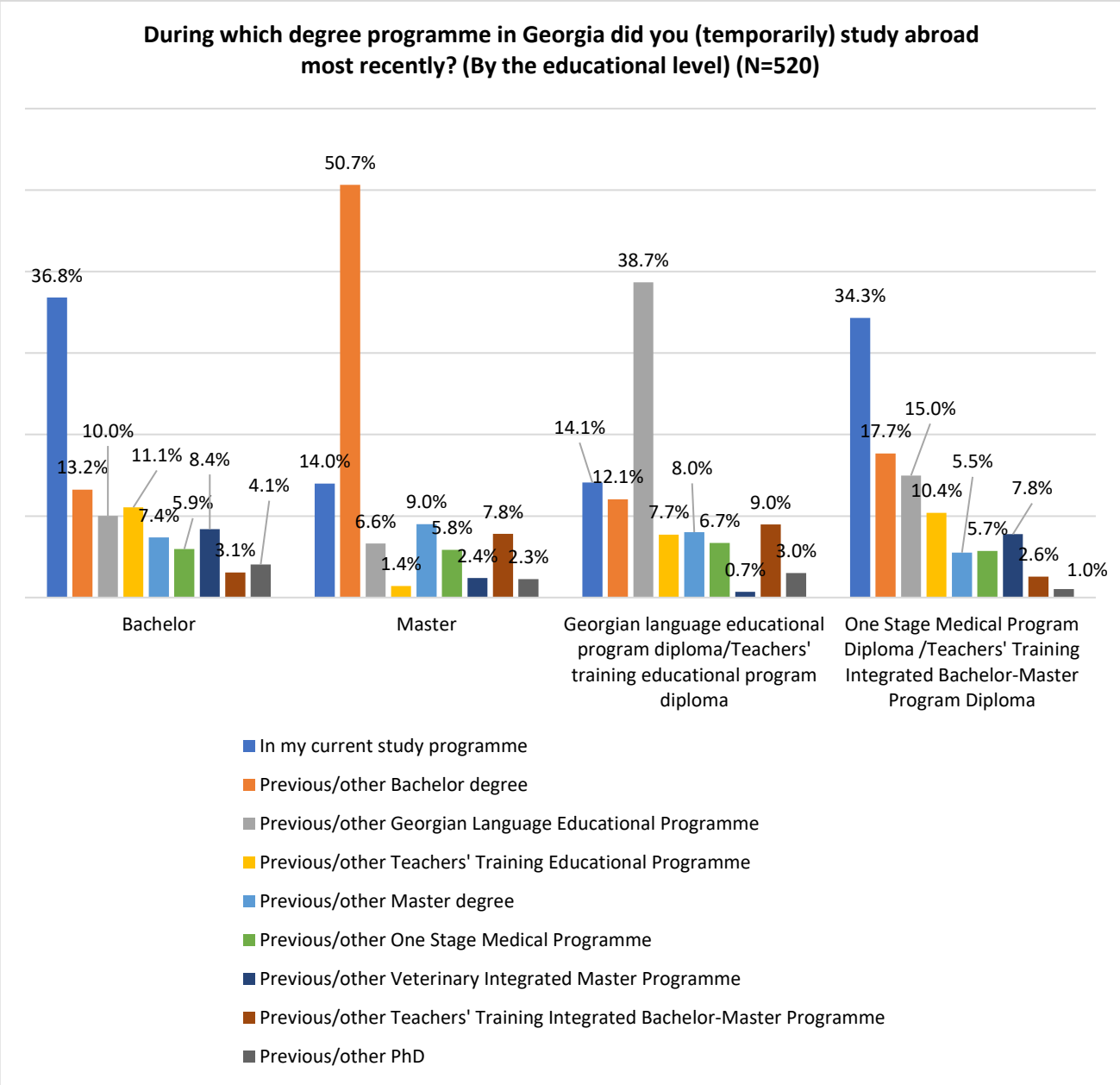
The distribution of students who note they were on the **previous/another level of education, namely, Bachelor's,** at the time of the study trip abroad is as follows: teaching university - 31.6%; college - 22.7%; university - 16.5%; for each educational institution, the share of those who were enrolled on a different educational level during their departure for the study trip is very small (in the case of higher education institutions, the proportion of such students is not higher than 13% in each study programme). (Data are statistically reliable: $\chi^2=32,06967;\ p<0.05$) (see Diagram #8.20)

Diagram #8.20



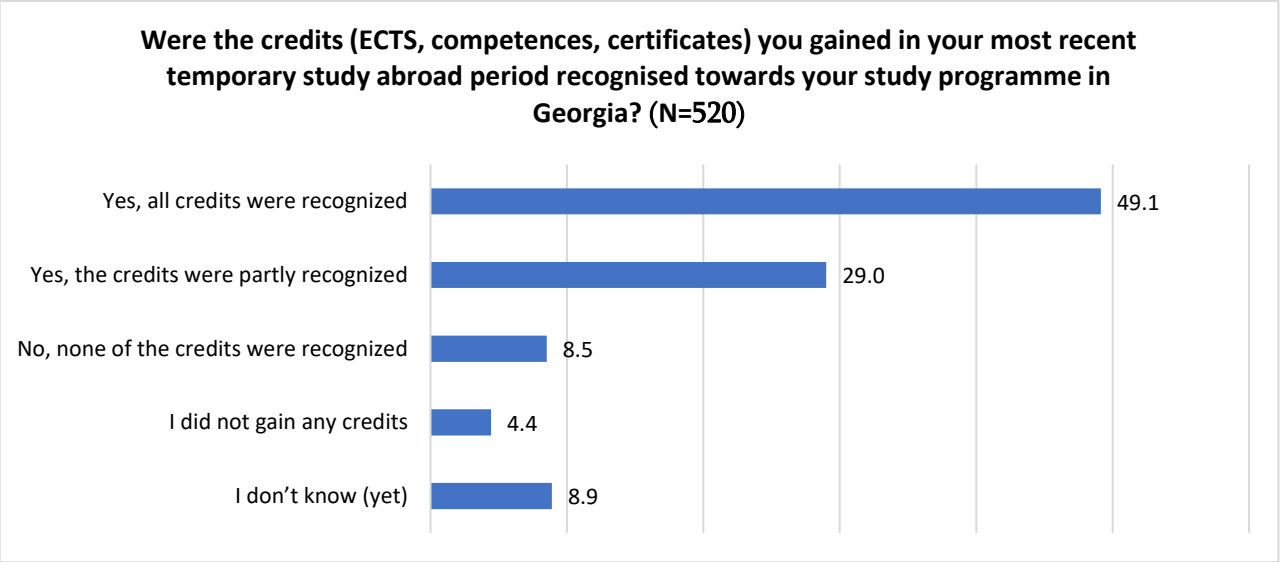
Analyzing the issue in terms of the level of education shows that at the time of the temporary study visit abroad, a third of the students of BA and One Stage Medial Programme/Teacher Training Integrated Bachelor-Master Programme were enrolled in the current degree programme; the same is reported by 14% of Master students and 14.1% of those enrolled in the Georgian Language Training/Teacher Training Educational Programme. Among those who were on the previous/another - Bachelor level of education at the time of their study abroad period, Master students prevail at 50.7%. It should also be noted that 38.7% of students on the previous/other level of education – the Georgian Language Training/Teachers' Training Educational Programme – report they were on the previous level of the same programme during the said activity. (Data are statistically reliable: $\chi^2=122.2739\ ;\ p<0.05$) (see Diagram #8.21)

Diagram #8.21



Unlike internships abroad, almost half of the respondents (49.1%) confirm **credits obtained during their studies abroad** (ECTS, competencies, certificates) were counted towards their study programmes (in Georgia) fully; 29% say they were partially counted. Only a small proportion report credits were either not earned or not recognized at all (see Diagram #8.22).

Diagram #8.22



Analyzing the issue in terms of study programmes reveals that students of agricultural sciences (60.9%), business administration (60.3%), education studies (60.7%), and arts (61.5%) are more likely to have their credits obtained abroad fully recognized by their home study programme. The majority of students of engineering, social sciences, and humanities have the same experience. Law and business administration students are relatively more likely to have their credits partially recognized. As for the cases when study programmes in Georgia did not recognize any credits obtained during the temporary study period abroad, the incidence is somewhat high among students of natural sciences (20.6%). The rate of students with an altogether different experience is less than 18% for each study programme. (Data are statistically reliable: $\chi^2=89.509; p<0.05$) (see Table #8.6)

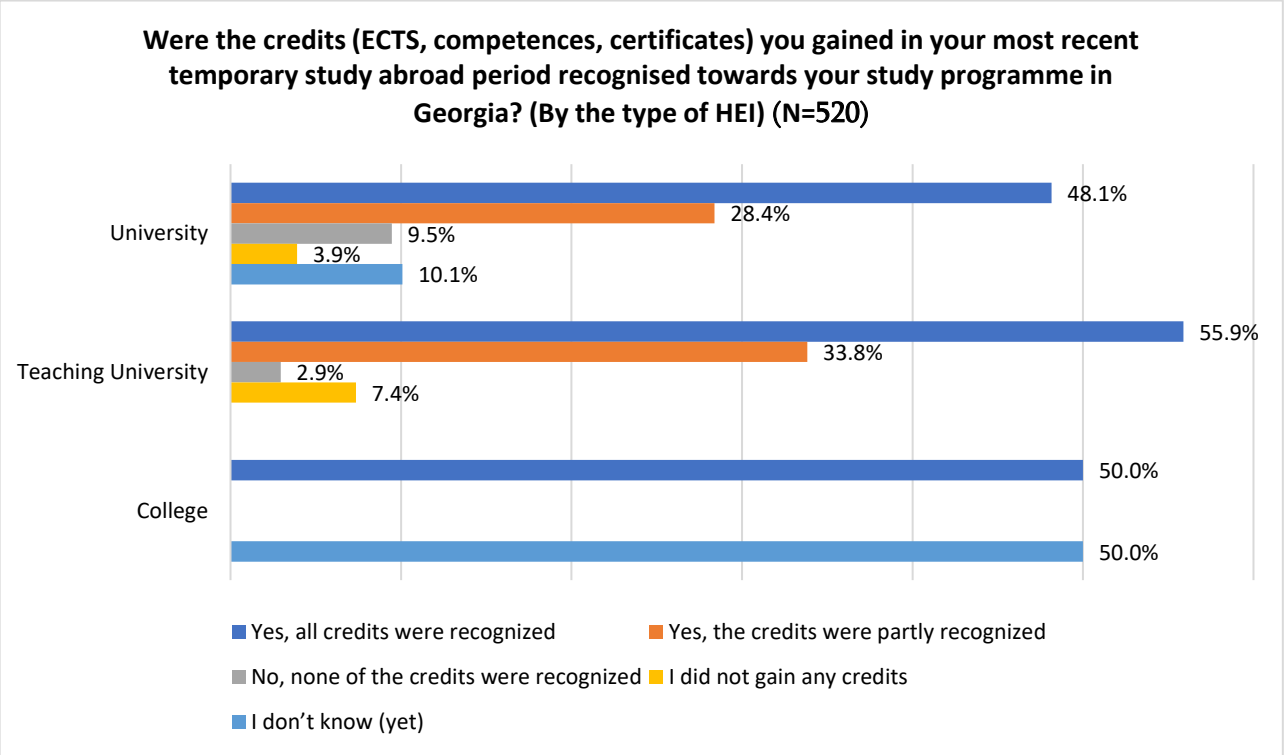
Table #8.6

Were the credits (ECTS, competences, certificates) you gained in your most recent temporary study abroad period recognised towards your study programme in Georgia? (N=520) (By fields of study)	Yes, all credits were recognized	Yes, the credits were partly recognized	No, none of the credits were recognized	I did not gain any credits	I don't know (yet)
Agricultural Sciences	60.9	17.4	4.3	8.7	8.7
Business and Administration	60.3	35.3	1.5	1.5	1.5
Education	66.7	19.0	14.3	-	-
Engineering	59.3	25.2	7.3	1.6	6.5
Science/Natural Sciences	44.1	17.6	20.6	11.8	5.9
Law	37.3	38.8	14.9	-	9.0
Social Sciences	53.1	28.6	6.1	4.1	8.2
Arts	61.5	15.4	7.7	7.7	7.7
Healthcare	33.3	31.9	9.7	6.9	18.1
Humanitarian Sciences	55.2	17.2	3.4	6.9	17.2

Were the credits (ECTS, competences, certificates) you gained in your most recent temporary study abroad period recognised towards your study programme in Georgia? (N=520) (By fields of study)	Yes, all credits were recognized	Yes, the credits were partly recognized	No, none of the credits were recognized	I did not gain any credits	I don't know (yet)
Interdisciplinary fields or specialties	24.4	44.4	6.7	13.3	11.1
<Not identified>	45.5	9.1	18.2	9.1	18.2

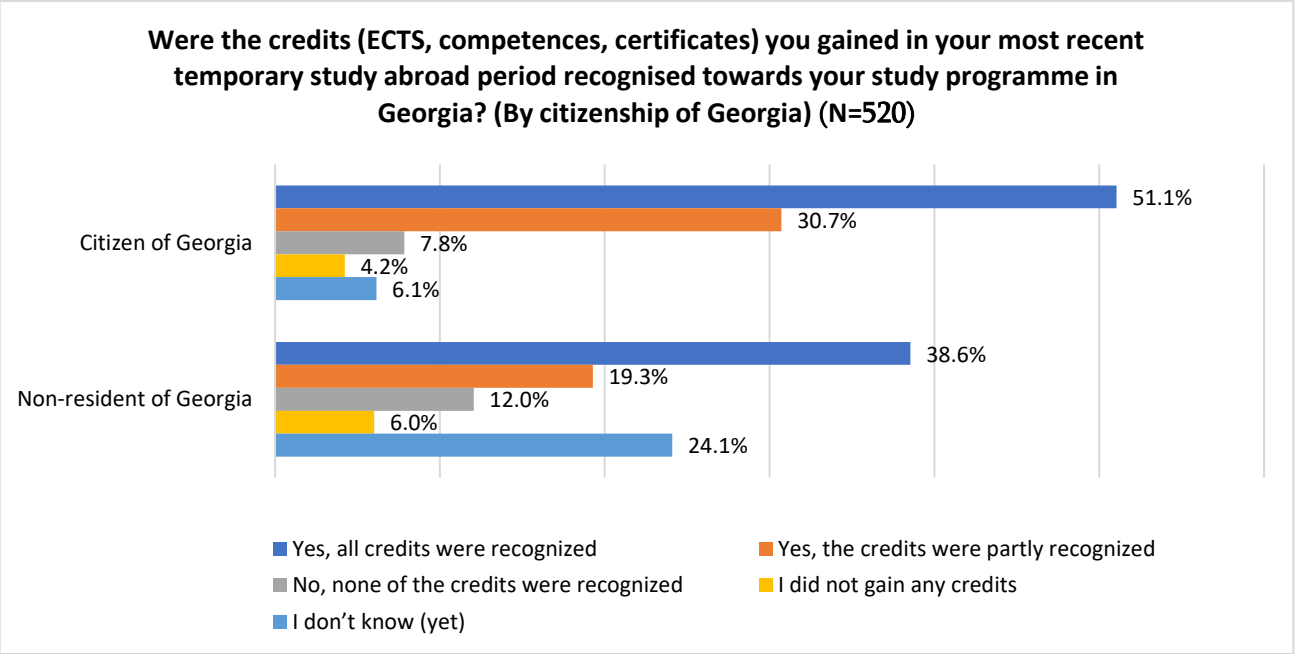
Among those who had their credits fully recognized, students at teaching universities (55.9%) prevail, closely followed by college (50%) and university (48.1%) students. Partial recognition of credits is more common among teaching university students (33.8%). When it comes to respondents who did not earn any credits, the proportion is 50% of college students, which is five times higher than that of university students (10.1%) (no such case has been reported by teaching university students). (Data are statistically reliable: $\chi^2=17.251$; $p<0.05$) (see Diagram #8.23).

Diagram #8.23



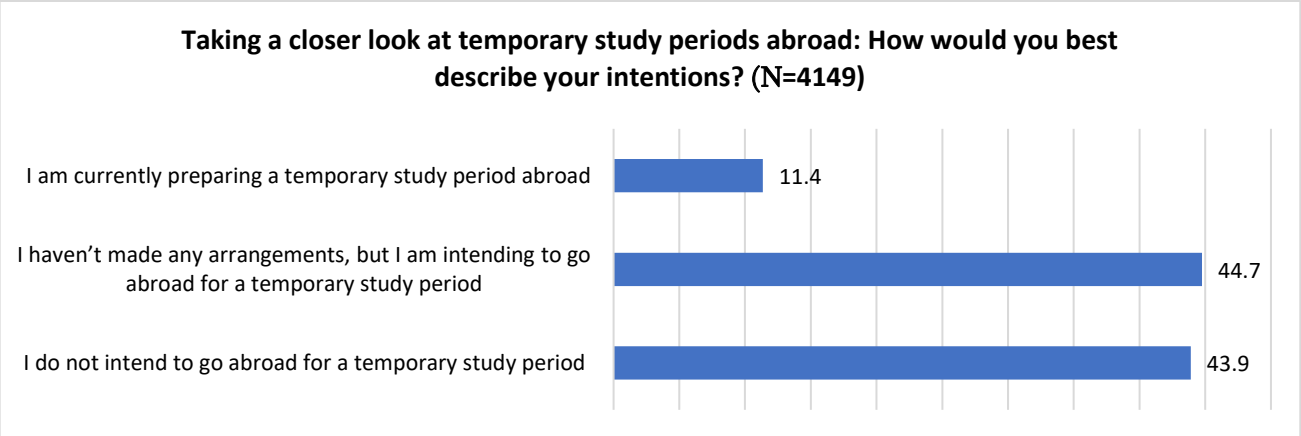
Analyzing the data **in terms of citizenship** demonstrates that Georgian (51.1%) students are more likely to have credits earned abroad fully recognized compared to their counterparts who do not hold Georgian citizenship (38.6%). As for partial recognition of credits, students with Georgian citizenship somewhat prevail in this regard too. The distribution of students who do not have information about whether or not the credits earned abroad will be counted towards their study programmes in Georgia is as follows: non-Georgian citizens 24.1%; Georgian citizens 6.1%. (Data are statistically reliable: $\chi^2=33.175$; $p<0.05$) (see Diagram #8.24)

Diagram #8.24



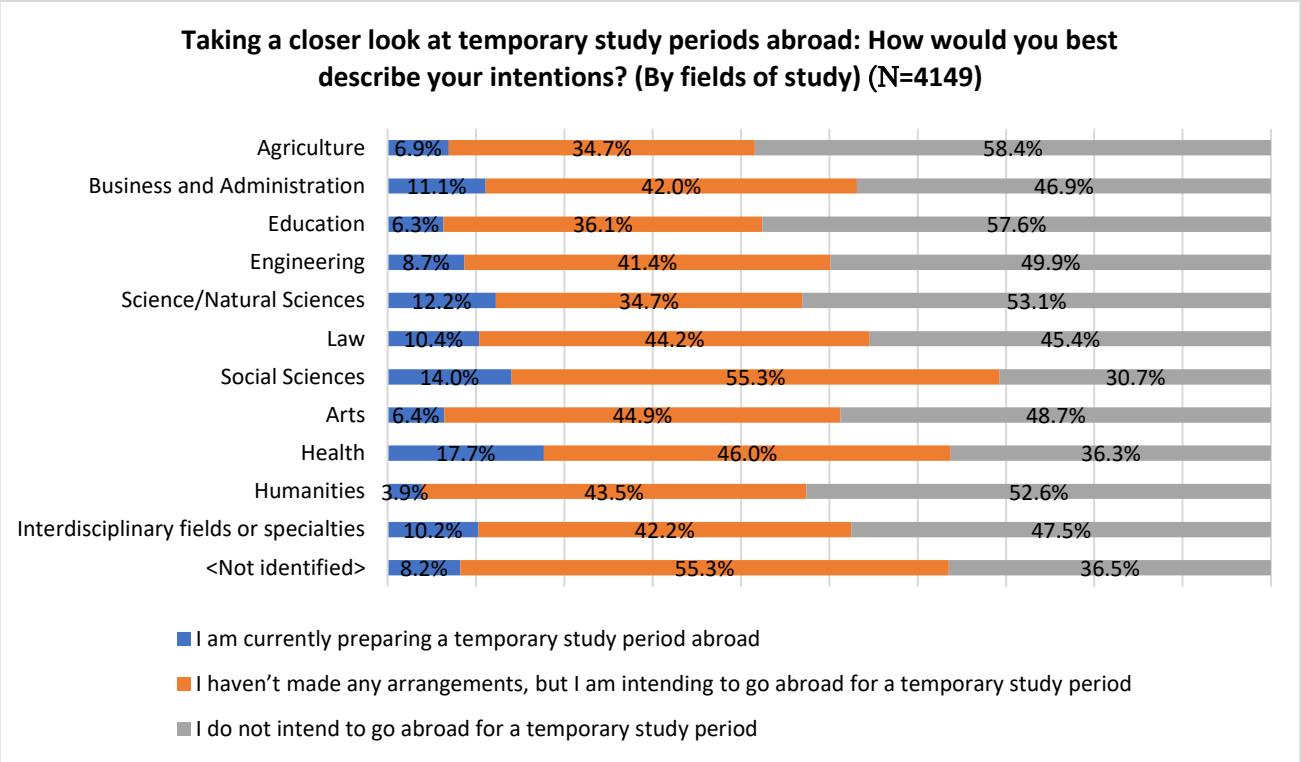
Based on the study results, 43.9% of respondents do not intend to go abroad for studies, and 44.7% say they have not made any specific arrangements so far but intend to do so in the future (see Diagram #8.25).

Diagram #8.25



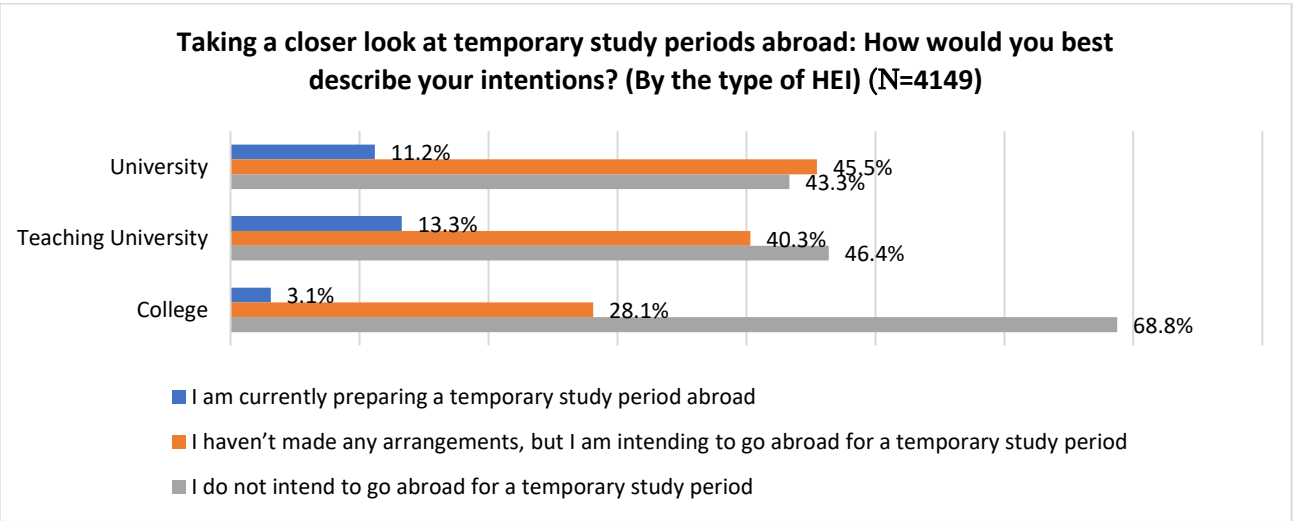
Statistical analysis of survey results suggests that the number of students in each study programme who are **currently preparing a temporary study abroad** ranges between 3.9% and 17.7%. The healthcare study programme has the largest proportion of such students (17.7%), and humanities the lowest (3.9%). It should also be noted that half of the students of social sciences intend to go abroad for a temporary study period. The proportion of students with the same intention ranges between 34.7% and 46% in other study programmes. Some students say they do not intend to go abroad for a study visit. The distribution of the latter group across study programmes is as follows: agricultural sciences (58.4%), education studies (57.6%), natural sciences (53.1%), and humanities (52.6%). (Data are statistically reliable: $\chi^2=143.964;\ p<0.05$) (see Diagram #8.26)

Diagram #8.26



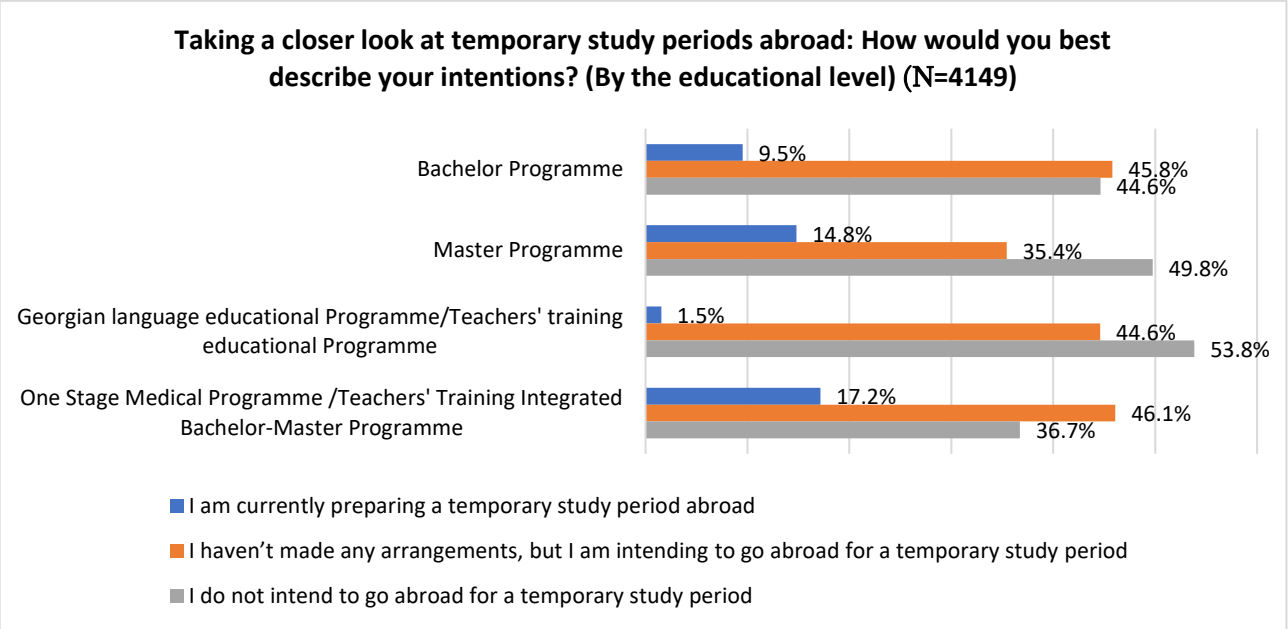
Analyzing the issue **in terms of higher education institutions** reveals that the majority of college students (68.8%) have no intention to go abroad for a temporary study period. The same is reported by 46.4% of teaching university and 43.3% of university students. Only a small number of students from each educational institution say they are currently preparing to go abroad. The distribution at the level of educational institutions of the third category of students, i.e., those who intend to study abroad in the future, is as follows: university - 45.5%; teaching university - 40.3%; college - 28.1%; (Data are statistically reliable: $\chi^2=13.156; p<0.05$) (see Diagram #8.27).

Diagram #8.27



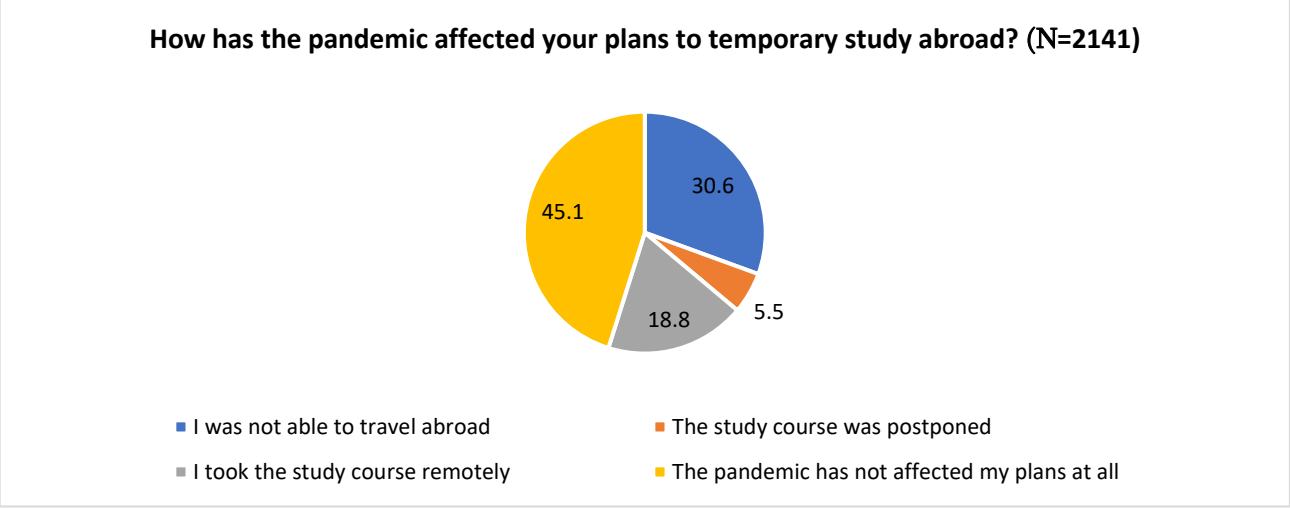
Apart from Master students (35.4%), over 44% of students on other educational levels intend to go abroad for studies in the future. Among those who are currently preparing to go abroad, students of the One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programme constitute the largest share (17.2%), and Bachelor students the smallest (9.5%). The number of respondents who do not intend to go abroad is relatively high among those enrolled in the Georgian Language Training/Teacher Training Education Programme. The proportion of Bachelor and Master students with the same intention is not higher than 50%. (Data are statistically reliable: $\chi^2=61.004;\ p<0.05$) (see Diagram #8.28)

Diagram #8.28



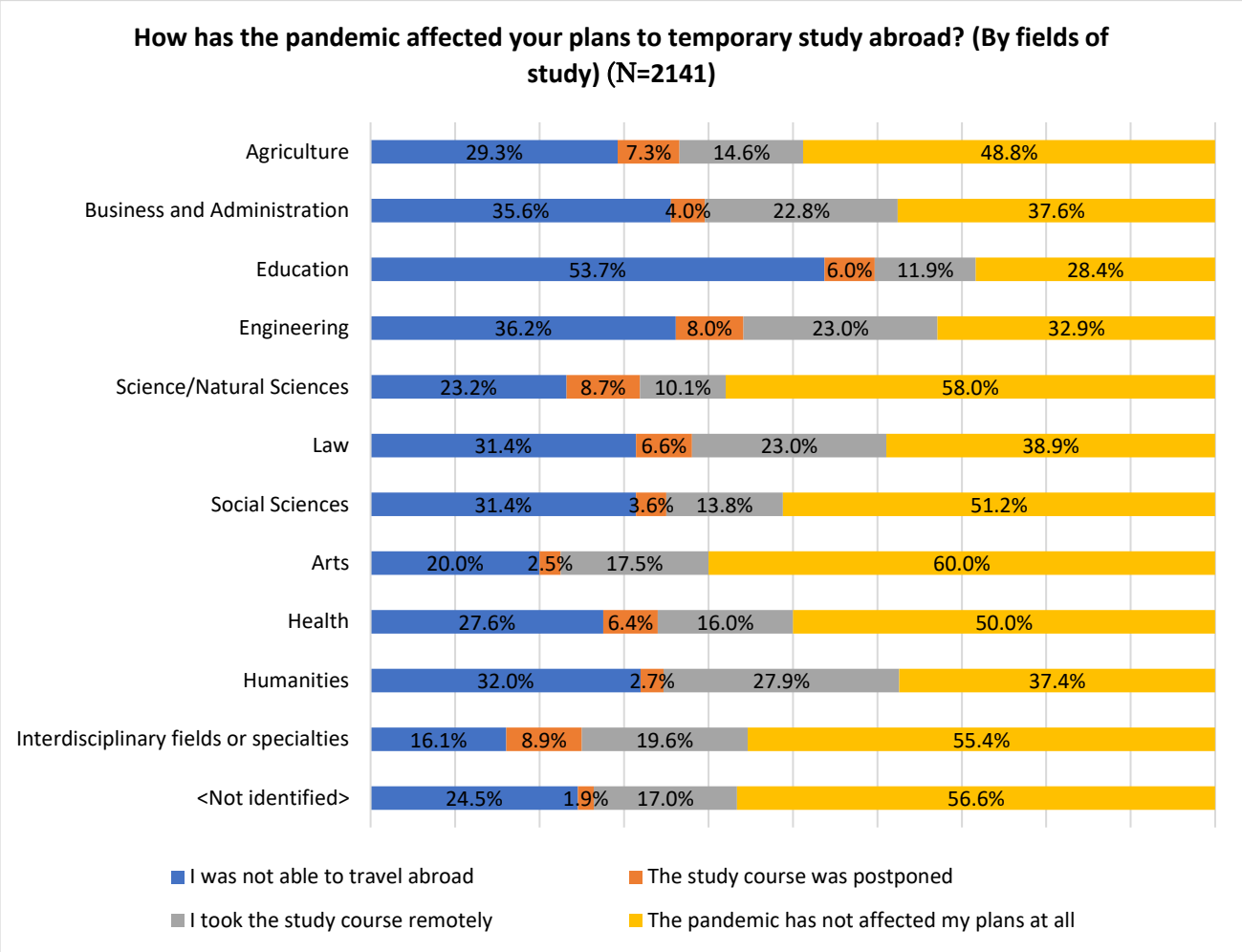
Among those respondents who are currently preparing to go abroad for a temporary study period or intend to do so in the future, 45.1% say that the **COVID-19 pandemic** has not affected their plans to study abroad, and 30.6% were not able to travel abroad due to the spread of the virus. Almost a fifth of the respondents had to take the study course remotely (see Diagram #8.29).

Diagram #8.29



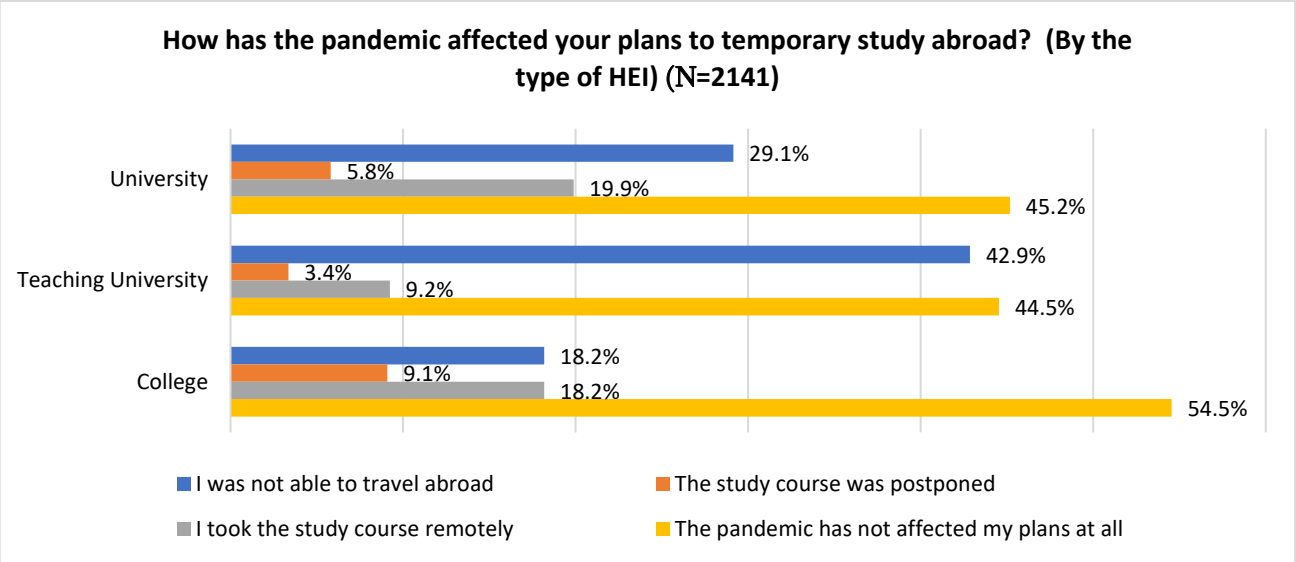
At the level of study programmes, different experiences are observed when assessing the pandemic as a factor affecting studies abroad. Namely, while over half of the students (53.7%) of agricultural sciences were not able to go abroad for studies, the share of such students in other study programmes is not higher than 36%. In addition, slightly over a quarter of students of healthcare had to take the course online. The same is reported by over one-fifth of those studying business administration, engineering, and law. The distribution of those who say the pandemic has not affected their study plans ranges between 50% and 60% for students of interdisciplinary fields/specializations, healthcare, arts, social sciences, and natural sciences; the range is between 28% and 49% for students enrolled in other study programmes. (Data are statistically reliable: $\chi^2=109.840$; $p<0.05$) (see Diagram #8.30)

Diagram #8.30



When analyzing the issue **in terms of higher education institutions**, it appears that teaching universities have a significantly large proportion of students (42.9%) who were not able to go abroad due to the pandemic. It should be noted that almost an equal number of students at universities (45.2%) and teaching universities (44.5%) say the pandemic has not affected their plans at all; the rate is significantly higher among college students (54.5%) with the same experience. (Data are statistically reliable: $\chi^2=29.210$; $p<0.05$) (see Diagram #8.31)

Diagram #8.31



Based on personal experiences and current opportunities, respondents assessed to what extent **various aspects were an obstacle to their enrollment in an educational institution abroad** on a 5-point scale, with 5 being no obstacle and 1 a big obstacle. Processing the statistical data suggest that additional financial burden is an obstacle for the majority (51.7%) ('Big obstacle + More likely to be an obstacle than not'). A third of the respondents use the same assessment points for the following aspects:

- Insufficient skills in the foreign language - 34.5%;
- Lack of information provided by my higher education institution - 33.1%;
- Separation from the social circle (friends, parents, etc.) - 33.8%;

It should be noted that 56% of students do not identify health status/disability as an obstacle to studying abroad ('Less likely to be an obstacle + No obstacle'). Over 40% of students use the same assessment points to rate the following aspects:

- Separation from partner, child(ren) - 49.2%;
- Loss of paid job due to absence - 43.3%;
- Problems with the recognition of results achieved abroad - 40.9%;
- Temporary global or local travel restrictions - 41.9%; (see Table #8.7).

Table #8.7

o what extent are or were the following aspects an obstacle to you for enrolment abroad? (N=4699)	Big obstacle	2	3	4	No obstacle
	%				
Insufficient skills in foreign language	20.3	14.2	27.1	13	25.4
Lack of information provided by my higher education institution	15.2	18	32.1	13.2	21.5

o what extent are or were the following aspects an obstacle to you for enrolment abroad? (N=4699)	Big obstacle	2	3	4	No obstacle
Separation from partner, child(ren)	12.9	12.9	24.9	7.3	42
Separation from social circle (friends, parents, etc.)	16.8	17.1	29.8	11	25.4
Additional financial burden	29.8	21.9	28.9	7	12.4
Loss of paid job due to absence	16.4	12.5	27.7	7.2	36.1
Lack of motivation	15.4	14.6	30.8	11.7	27.5
Low benefit for my studies at home	12.6	14.2	38.9	9.9	24.4
Difficult integration of enrolment abroad into the structure of my home study programme	13.3	14.1	36.4	11	25.2
Problems with recognition of results achieved abroad	10.5	12.9	35.7	12.1	28.7
Visa/ residence permit problems for the preferred country	14.6	15.2	35.5	10.4	24.3
Admission restrictions to mobility programmes (e.g. grades)	13.7	14.2	36.3	12.2	23.7
My health status/disability	7.6	10.2	26.2	10.1	45.8
Temporary global or local travel restrictions	11,9	13	33.2	10.9	31

According to the trends observed as a result of analyzing the issue **in terms of study programmes**:

- Insufficient knowledge of a foreign language poses the biggest obstacle ('Big obstacle + More likely to be an obstacle than not') for over half of the students of education studies (52.5%). Students of engineering (28.3%) and natural sciences (30.8%) are the least likely to identify this aspect as an obstacle. The same attitude is expressed by at least a third of the students in other study programmes.
- Students of education studies (47.5%) were the most likely to be hindered by the lack of information provided by the higher education institution; students of arts were relatively less likely to be affected by this factor (23.7%).
- Lack of motivation is identified as an obstacle to studying abroad relatively frequently by students of education studies (42.9%) and humanities (42.1%). Those enrolled in business administration (19.8%) and arts (20.7%) study programmes are the least likely to see it as a hindrance.
- The proportion of students who believe studying abroad has little benefit for their studies in Georgia is relatively large in the case of education studies (38.5%) and humanities (38.2%). Students of business administration (17.1%) are the least likely to identify this aspect as an obstacle.
- At least one-fifth of students in each study programme identify the structural incompatibility of their study programmes at home and abroad as an obstacle, with humanities having the largest share of such students (39.4%).
- The share of students who consider problems with having achievements obtained abroad recognized as an obstacle is significantly small in the case of business administration (15.5%). This attitude is the most prevalent among students of agricultural sciences (32.5%).

- Admission restrictions to mobility programmes (e.g., grades) are identified as an obstacle to studying abroad most frequently by students of education studies (36.8%) and humanities (36.9%), and least frequently by art students (21.5%) (see Table #8.8).

Table #8.8

To what extent are or were the following aspects an obstacle to you for enrolment abroad? (N=4699) (By fields of study)		Agricultural Sciences	Business and Administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanitarian Sciences	Interdisciplinary fields or specialties	<Not identified>
Insufficient skills in foreign language **(χ^2=145.158; p<0.05)**	Big obstacle	21.4	18.3	24	19.4	18.7	23.3	20.3	17.2	19.5	20.6	23	16.8
	2	16.7	17.1	28.4	9	12.1	12.3	14.3	12.9	14.7	10.9	14.5	17.9
	3	34.1	26.3	26.8	31.4	29.7	28.5	20.1	20.4	29.6	28	25.4	23.2
	4	10.3	15.3	4.4	15	8.2	16.8	12.8	11.8	12	14.7	10.4	11.6
	No obstacle	17.5	23	16.4	25.2	31.3	19.1	32.5	37.6	24.3	25.7	26.8	30.5
Lack of information provided by my higher education institution **(χ^2=118.130; p<0.05)**	Big obstacle	17.3	10.8	19.7	14.8	13.7	18.5	16.9	9.7	15.7	16.5	12.1	14.6
	2	21.3	19	27.9	13.5	18	18.7	15.2	14	19.8	17.9	19.2	14.6
	3	33.9	32.1	29.5	38.8	34.4	27.8	27.2	23.7	34.1	32.9	34.2	31.3
	4	6.3	14.8	7.1	12.1	10.4	15.8	17.5	15.1	10.8	15	9.9	15.6
	No obstacle	21.3	23.3	15.8	20.8	23.5	19.3	23.1	37.6	19.7	17.6	24.7	24
Lack of motivation **(χ^2=196.389; p<0.05)**	Big obstacle	16.7	9.1	21.7	14.5	17.0	19.3	15.5	8.7	13.9	23.8	15.6	12.6
	2	14.3	10.7	21.2	9.0	10.4	15.4	11.7	12.0	19.4	18.2	20.2	14.7
	3	35.7	35.9	27.2	38.1	30.2	23.4	28.9	25.0	28.3	24.4	36.9	32.6
	4	13.5	13.9	7.1	13.7	11.5	15.4	11.0	12.0	10.8	6.8	9.6	10.5
	No obstacle	19.8	30.5	22.8	24.7	30.8	26.6	32.9	42.4	27.6	26.8	17.8	29.5
Low benefit for my studies at home **(χ^2=171.952; p<0.05)**	Big obstacle	16.7	9.4	15.9	14.4	13.3	15.1	9.9	10.9	11.1	21.8	9.0	11.7
	2	14.3	7.7	22.5	13.3	8.8	15.8	11.1	15.2	18.4	16.5	17.8	12.8
	3	42.9	50.6	33	42.7	40.3	34	39.8	33.7	35.1	26.8	39.1	40.4
	4	5.6	9.3	4.4	8.8	8.8	11.8	9.8	10.9	9.9	12.4	12.6	10.6
	No obstacle	20.6	23.1	24.2	20.8	28.7	23.2	29.3	29.3	25.5	22.6	21.6	24.5
Difficult integration of enrolment abroad into the structure of my home study programme **(χ^2=159.343; p<0.05)**	Big obstacle	16.7	12.3	17.5	13.7	12.7	13.5	10.8	10.8	12	23.2	9.8	14.7
	2	17.5	9.3	19.7	12.4	11	14.1	11.3	14	18.8	16.2	16.7	10.5
	3	36.5	37.4	38.3	42.5	36.5	37	33.2	31.2	35.2	24.7	43.2	37.9
	4	7.1	14.9	3.8	7.1	9.9	11.2	13.7	7.5	10.8	13.8	8.5	12.6
	No obstacle	22.2	26.2	20.8	24.3	29.8	24.1	31.1	36.6	23.3	22.1	21.9	24.2
Problems with recognition of results achieved abroad **(χ^2=185.167; p<0.05)**	Big obstacle	14.3	8.8	10.9	11.7	11.5	13.3	7.6	9.7	10.2	15.9	7.3	11.5
	2	18.3	6.7	20.1	11.3	9.3	13.5	7.2	16.1	17.5	16.2	19.6	9.4
	3	35.7	37.6	38	42.4	35.5	31.6	32.9	31.2	37.3	28.2	34.8	39.6
	4	7.9	15.9	10.9	7.7	12	14.3	15.4	12.9	10	14.1	9	10.4
	No obstacle	23.8	30.9	20.1	26.9	31.7	27.2	36.9	30.1	25	25.6	29.3	29.2
Admission restrictions to mobility programmes (e.g. grades) **(χ^2=135.225; p<0.05)**	Big obstacle	17.5	13.5	14.3	12.4	11	19.1	14.9	10.8	9.9	20.9	8.2	13.7
	2	17.5	9.7	22.5	11.7	12.2	14.7	14	10.8	16.6	15.9	15	14.7
	3	40.5	40.1	31.9	43.9	33.1	32	30.3	36.6	35.3	32.7	43.3	35.8
	4	7.9	14	15.4	8.8	14.4	12.2	12.5	11.8	12.5	12.4	10.9	12.6
	No obstacle	16.7	22.6	15.9	23.2	29.3	22	28.3	30.1	25.7	18	22.6	23.2

Analyzing the issue **in terms of higher education institutions** reveals that **insufficient knowledge of a foreign language** is the most likely to hinder college students (65.7%) from studying abroad ('Big obstacle + More likely to be an obstacle than not'). In universities, the proportion of such students is not greater than one-third, while in teaching universities, it equals 46.8%. **Lack of information provided by one's higher education institution** is an obstacle for 44.1% of college and one-third of the university and teaching university students. Just over a quarter of university and almost equal shares (a third) of teaching university and college students are concerned about the possibility of **losing a paid job due to absence** and identify it as an obstacle to studying abroad. The proportion of students who are hindered by the **low benefit of studying abroad** is relatively small in all three educational institutions: university - 27.3%; teaching university - 23.5%; college - 23.5% ('Low benefit for my studies at home'). (see Table #8.9).

Table #8.9

To what extent are or were the following aspects an obstacle to you for enrolment abroad? (N=4699) (By the type of HEI)		University	Teaching University	College
Insufficient skills in foreign language **(χ^2=56.978; p<0.05)**	Big obstacle	19.1	28.3	34.3
	2	13.5	18.5	31.4
	3	28.0	21.4	14.3
	4	13.3	11.5	5.7
	No obstacle	26.1	20.3	14.3
Lack of information provided by my higher education institution **(χ^2=18.472; p<0.05)**	Big obstacle	15.6	11.9	20.6
	2	17.6	20.2	23.5
	3	32.5	30.0	17.6
	4	13.4	11.5	17.6
	No obstacle	20.9	26.5	20.6
Loss of paid job due to absence **(χ^2=44.566; p<0.05)**	Big obstacle	15.4	24.7	17.1
	2	12.9	9.1	17.1
	3	27.3	30.7	28.6
	4	7.4	5.6	14.3
	No obstacle	37.1	29.8	22.9
Low benefit for my studies at home **(χ^2=17.951; p<0.05)**	Big obstacle	13.0	9.5	11.8
	2	14.3	14.0	11.8
	3	38.9	39.1	35.3
	4	9.4	13.0	23.5
	No obstacle	24.4	24.3	17.6

Students of different educational levels see different aspects as obstacles to studying abroad. Namely, 40.2% of respondents enrolled in the Georgian Language Training/Teacher Training Educational Programmes identify **insufficient skills in a foreign language** as one of the obstacles, whereas the percentage ranges between 33% and 37% among students on other educational levels. **Lack of information provided by one's higher education institution** is most likely to be considered an obstacle by Master students (38%) and least likely by Bachelor students (31.5%). The majority of BA and MA students are hindered by the **additional financial burden** associated with studying abroad. Fear of **losing a paid job due to absence** is observed most frequently among graduate (MA) students and least frequently among those enrolled in the One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programme (22.3%). 39% of students of the Georgian Language Training/Teacher Training Education Programmes identify **lack of motivation** as an obstacle, whereas the percentage of such students on other levels of education ranges between 28% and

34%. It should also be noted that except for the latter educational level, almost equal shares of students (ranging between 26.5% and 28.5%) on other educational levels think that **studying abroad will have little benefit on their studies at home. Structural incompatibility between study programmes in Georgia and abroad** is identified as an obstacle most frequently by students of the Georgian Language Training/Teacher Training Educational Programmes (33.7%) and least frequently by Master students (23.6%). The proportion of students who are hindered by restricted admission to mobility programmes ranges between 25% and 31% across different educational levels (see Table #8.10).

Table #8.10

To what extent are or were the following aspects an obstacle to you for enrolment abroad? (N=4699) **(By the educational level)**		Bachelor Programme	Master Programme	Georgian Language Educational Programme/Teachers' Training Educational Programme	**One Stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme**
		%			
Insufficient skills in foreign language **(χ^2=30.063; p<0.05)**	Big obstacle	20.6	16.7	20.7	21.2
	2	13.0	18.4	19.5	16.1
	3	26.3	31.8	29.3	27.1
	4	13.5	11.7	9.8	11.9
	No obstacle	26.5	21.3	20.7	23.7
Lack of information provided by my higher education institution **(χ^2=36.428; p<0.05)**	Big obstacle	14.9	13.6	21.7	16.3
	2	16.6	24.4	12.0	20.3
	3	32.2	30.9	41.0	31.8
	4	13.7	13.8	10.8	11.2
	No obstacle	22.7	17.3	14.5	20.3
Additional financial burden **(χ^2=34.339; p<0.05)**	Big obstacle	30.9	33.7	28.0	23.6
	2	20.9	25.3	13.4	24.3
	3	28.5	24.9	39.0	31.5
	4	7.2	6.3	8.5	6.9
	No obstacle	12.5	9.8	11.0	13.7
Loss of paid job due to absence **(χ^2=94.129; p<0.05)**	Big obstacle	17.1	22.1	24.1	9.6
	2	11.8	17.3	8.4	12.7
	3	28.1	25.3	36.1	26.9
	4	8.1	5.4	8.4	4.7
	No obstacle	34.9	29.9	22.9	46.1
Lack of motivation **(χ^2=51.501; p<0.05)**	Big obstacle	16.0	9.4	25.6	15.7
	2	13.0	19.4	13.4	18.5
	3	31.2	28.4	36.6	30.1
	4	12.3	11.7	8.5	9.6
	No obstacle	27.6	31.1	15.9	26.1
Low benefit for my studies at home **(χ^2=26.720; p<0.05)**	Big obstacle	13.2	10.0	14.5	11.9
	2	13.3	17.2	7.2	16.6
	3	39.1	40.6	54.2	35.5
	4	9.9	8.6	8.4	10.9
	No obstacle	24.5	23.6	15.7	25.2
Difficult integration of enrolment abroad into the structure of my home study programme **(χ^2=39.747; p<0.05)**	Big obstacle	13.8	10.0	18.1	12.9
	2	13.0	13.6	15.7	18.5
	3	36.0	37.2	44.6	36.2
	4	10.5	14.6	8.4	10.9

To what extent are or were the following aspects an obstacle to you for enrolment abroad? (N=4699) (By the educational level)		Bachelor Programme	Master Programme	Georgian Language Educational Programme/Teachers' Training Educational Programme	One Stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme
		%			
	No obstacle	26.6	24.6	13.3	21.5
Problems with recognition of results achieved abroad ***(χ²=49.220; p<0.05)***	Big obstacle	10.9	7.7	12.3	10.5
	2	11.9	10.9	16.0	17.8
	3	34.4	38.5	46.9	38.2
	4	12.6	13.0	8.6	10.0
	No obstacle	30.2	29.9	16.0	23.5
Admission restrictions to mobility programmes (e.g. grades) ***(χ²=24.565; p<0.05)***	Big obstacle	14.9	10.6	14.5	10.3
	2	13.6	15.9	16.9	15.3
	3	35.9	36.1	47.0	37.0
	4	12.0	12.3	8.4	12.9
	No obstacle	23.6	25.1	13.3	24.4

The following trends were observed as a result of analyzing the issue in terms of **sex:**

- Insufficient knowledge of a foreign language is a bigger obstacle ('Big obstacle + More likely to be an obstacle than not') for female students (37.8%) than it is for their male counterparts (30.6%).
- Almost an equal share of female and male students identify the following aspect as an obstacle: separation from a partner/child(ren) (female - 25.1%; male - 26.6%) and the social circle (family, friends, etc.) (female - 34.6%; male - 32.9%)
- For the majority of female students (57.1%), studying abroad is associated with an additional financial burden, while the proportion of male students with the same attitude is relatively smaller (45.3%).
- Female respondents (45.4%) are less likely to be concerned about losing a paid job due to absence than their male counterparts (40.8%) ('No obstacle at all + It is less likely to be an obstacle').
- More female respondents (32%) report lack of motivation is an obstacle to studying abroad as compared to their male counterparts (27.7%) (see Table #8.11).

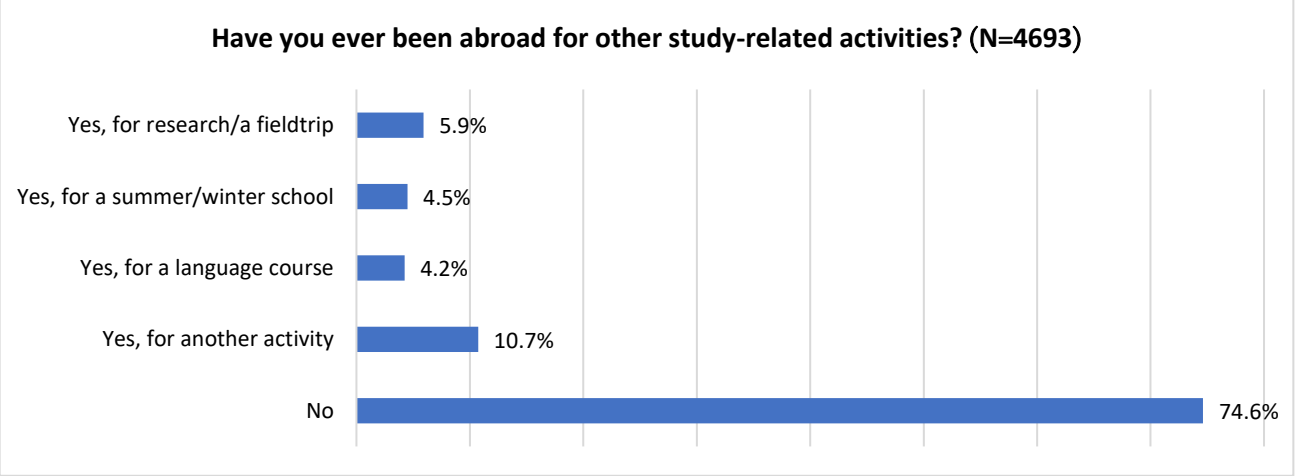
Table #8.11

To what extent are or were the following aspects an obstacle to you for enrolment abroad? (N=4699) (By sex)		Female	Male
		%	
Insufficient skills in foreign language ***(χ²=32.277; p<0.05)***	Big obstacle	22.5	17.8
	2	15.4	12.9
	3	25.4	29.1
	4	11.5	14.8
	No obstacle	25.3	25.5

To what extent are or were the following aspects an obstacle to you for enrolment abroad? (N=4699) (By sex)		Female	Male
		%	
Separation from partner, child(ren) **(χ^2=54.855; p<0.05)**	Big obstacle	13.4	12.4
	2	11.7	14.3
	3	21.3	29.2
	4	8	6.4
	No obstacle	45.5	37.7
Separation from social circle (friends, parents, etc.) **(χ^2=21.928; p<0.05)**	Big obstacle	17.6	15.9
	2	17.1	17.1
	3	27	33.1
	4	11.7	10
	No obstacle	26.6	24
Additional financial burden **(χ^2=98.732; p<0.05)**	Big obstacle	35.8	22.7
	2	21.3	22.5
	3	25.4	33
	4	6	8.3
	No obstacle	11.5	13.4
Loss of paid job due to absence **(χ^2=25.878; p<0.05)**	Big obstacle	16.9	16
	2	13.1	11.8
	3	24.7	31.4
	4	7.3	7.1
	No obstacle	38.1	33.7
Lack of motivation **(χ^2=12.254; p<0.05)**	Big obstacle	16.5	14.1
	2	15.5	13.6
	3	29.5	32.3
	4	10.9	12.5
	No obstacle	27.6	27.4

The proportion of students **who have been abroad for other study-related activities** is 25.3%, whereas 74.6% report the opposite (have not been abroad for other study-related activities) (see Diagram #8.32).

Diagram #8.32



Statistical analysis of the issue **in terms of study programmes** reveals that most of the students in each study programme have not been abroad for other study-related activities. The proportion is particularly large among students of humanities (83%). The percentage of those with the same experience ranges between 70% and 76% among students of agricultural sciences, business administration, education studies, natural sciences, law, social sciences, and healthcare. The rate of arts and engineering students is almost the same in this regard (>65%). It should be noted that the proportion of students who indicate the opposite experience and also identify the activity they undertook abroad is rather small. (Data are statistically reliable: $\chi^2=183.000; p<0.05$) (see Table #8.12)

Table #8.12

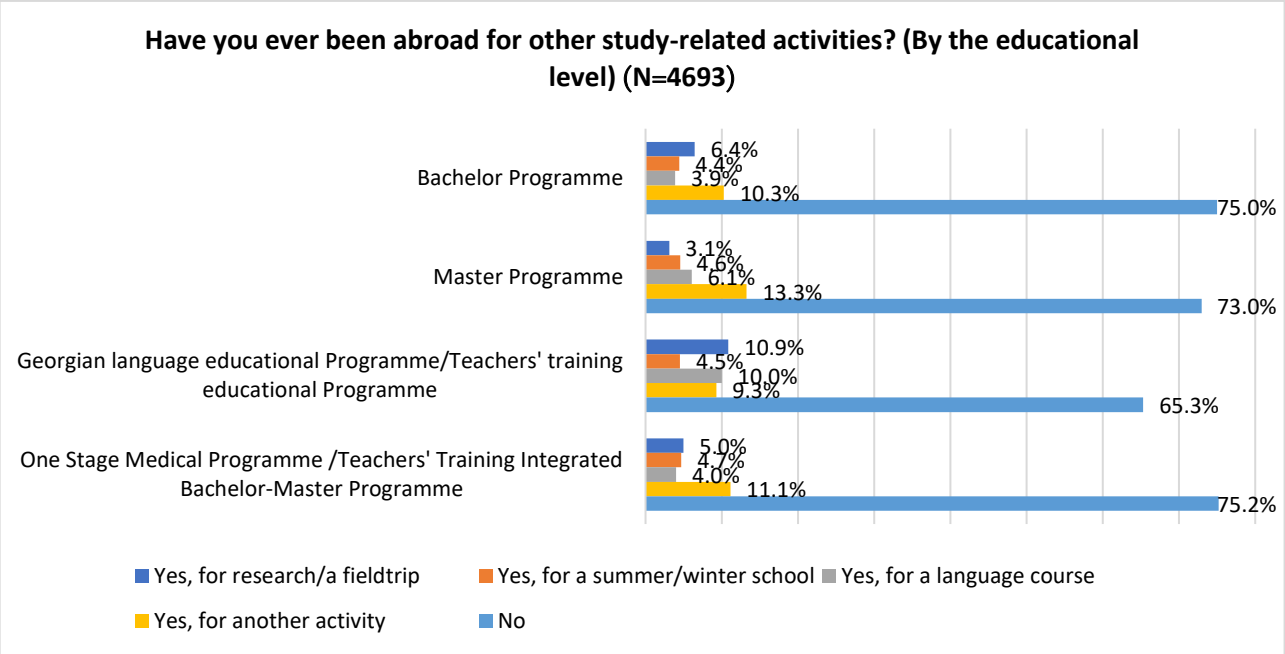
Have you ever been abroad for other study-related activities? (N=4693) (By fields of study)	Yes, for research/a fieldtrip	Yes, for a summer/winter school	Yes, for a language course	Yes, for another activity	No
	%				
Agricultural Sciences	12.8	4.7	4.3	8	70.1
Business and Administration	5.9	2.2	3.2	12	76.6
Education	5.5	3.8	6.5	12.8	71.4
Engineering	10.8	5	5.8	10.7	67.7
Science/Natural Sciences	6.1	7.2	4.7	8.5	73.5
Law	7.6	6.3	3.8	6.4	75.8
Social Sciences	3.3	4.2	4.3	11.9	76.2
Arts	5.7	6.2	6.3	16.1	65.6
Healthcare	4.9	3.5	4.7	11.3	75.6
Humanitarian Sciences	5.5	2.5	2.7	6.3	83
Interdisciplinary fields or specialties	1.3	8.4	2.9	14.6	72.8
<Not identified>	5.7	4.4	3	10.2	76.7

Analyzing the issue in terms of the level of education shows that, like study programmes, the proportion of students who have not been abroad for other study-related activities is rather large across all four levels:

- Bachelor - 75%;
- Master - 73%;
- Georgian language Training/Teacher Training Educational Programme - 65.3%;
- One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programme - 75.2%;

(Data are statistically reliable: $\chi^2=33.60531; p<0.05$) (See Diagram #8.33)

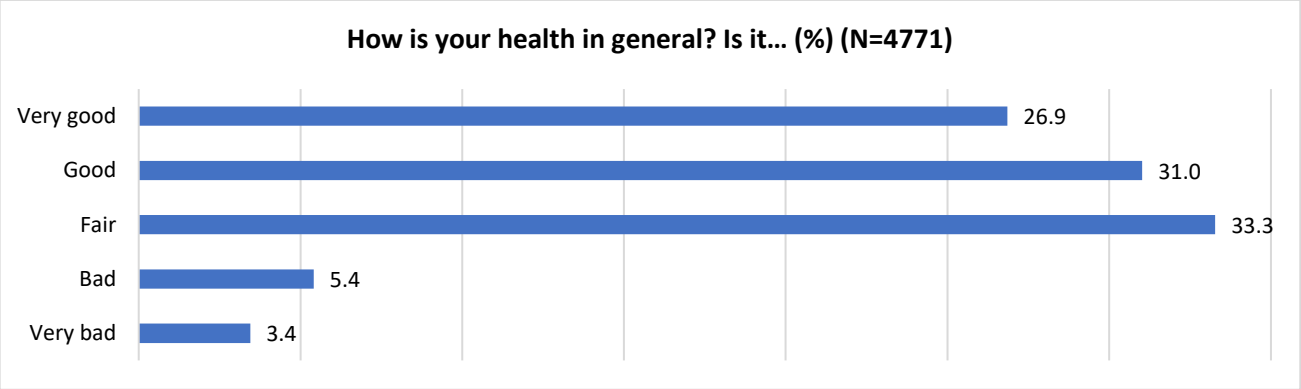
Diagram #8.33


Have you ever been abroad for other study-related activities? (By the educational level) (N=4693)
Bachelor Programme
6.4%
4.4%
3.9%
10.3%
75.0%
Master Programme
3.1%
4.6%
6.1%
13.3%
73.0%
Georgian language educational Programme/Teachers' training educational Programme
10.9%
4.5%
10.0%
9.3%
65.3%
One Stage Medical Programme /Teachers' Training Integrated Bachelor-Master Programme
5.0%
4.7%
4.0%
11.1%
75.2%
Yes, for research/a fieldtrip
Yes, for a summer/winter school
Yes, for a language course
Yes, for another activity
No

Chapter 9: Students' Health Status

Within the survey, students were asked to assess their **health status** too.[9] The majority of respondents assess their health positively (scores 1 and 2), and a third say it is average (score 3, 'Fair'). Less than one-tenth of students report their health is poor (8.8%; scores 4 and 5) (see Diagram #9.1).

Diagram #9.1



Regardless of the subjective assessment of one's health status, students were asked if they have any **long-standing health problems, functional limitations, or learning disabilities**. In order to obtain objective information, it was specified that a long-lasting health problem is a problem that lasts at least 6 months. The majority of students (69.9%) confirm they do not have any health issues. Among those who do, chronic physical illnesses (8.7%) and mental health issues (7%) prevail. A little more than 5% of respondents have a form of sensory impairment (e.g., vision or hearing) (see Table #9.1).

Table #9.1

Please indicate if you have a disability, impairment, long-standing health problem, functional limitation or learning disability. (%) (N=4771)	
Yes, physical chronical disease	8.7
Yes, mental health problem	7
Yes, mobility impairment	2.4
Yes, severe sensory impairment (e.g. vision, hearing)	5.3
Yes, learning disability (e.g. dyslexia)	2.3
Yes, another long-standing health problem/ functional limitation/ impairment/ etc.	4.5
No	69.9

Analyzing the data by region, the majority of students have no long-lasting health problems, functional limitations, or learning disabilities, with the highest rate being observed in Samegrelo-Zemo Svaneti (92.6%) and Samtskhe-Javakheti (88.7%). The highest number of students having diseases/limitations is reported in Tbilisi (31.6%), Shida Kartli (29.9%), and Adjara (27.9%). In every region, except for Samegrelo-Zemo Svaneti and Samtskhe-Javakheti, the incidence of chronic physical illnesses prevail: Tbilisi - 8.7%, Kakheti - 8.3%, Imereti - 6.7%, Adjara - 10.6%, Shida Kartli - 10.1%. An average of 3.5% of students in Samegrelo-Zemo Svaneti (2.9%) and Samtskhe-Javakheti (4.2%) report having other long-lasting health problems/functional limitations, this being the highest rate in these regions. (Data are statistically reliable: X^2=80566, $p<0.05$) (see Table #9.2).

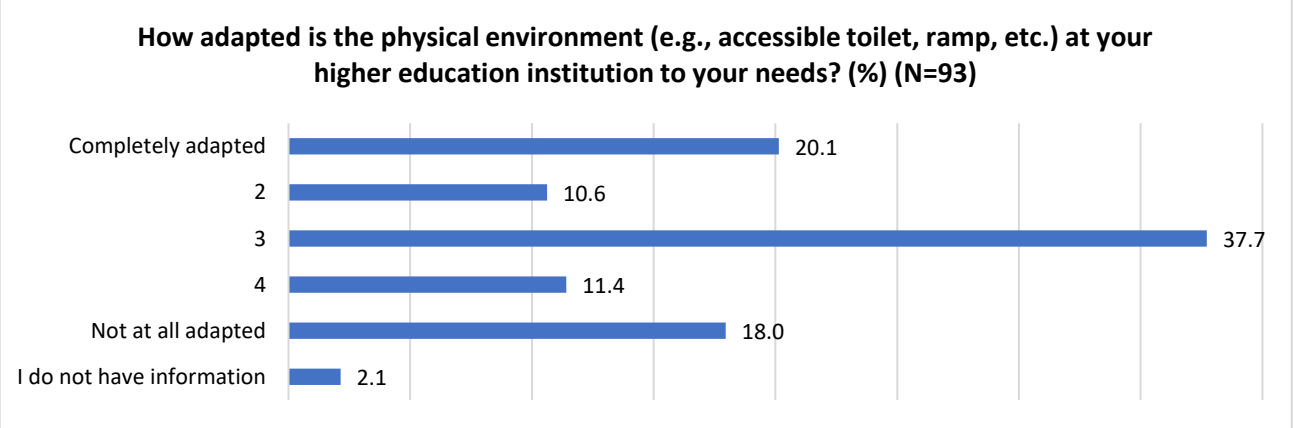
[9] For assessment, a 5-point scale was used where 1 was 'Very good' and 5 – 'Very bad.'.

Table #9.2

Please indicate if you have a disability, impairment, long-standing health problem, functional limitation or learning disability. (By region) (%) (N=4771)	Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
Yes, physical chronical disease	8.7	8.3	6.7	10.6	10.1	2.8	3.7
Yes, mental health problem	7.3	3.1	5.3	6.4	8.3	1	0.8
Yes, mobility impairment	2.7	1.2	0.7	0.7	1.7	-	0.9
Yes, severe sensory impairment (e.g. vision, hearing)	5.7	2.7	2.7	5.4	2.8	0.3	1.5
Yes, learning disability (e.g. dyslexia)	2.3	0.9	1.6	3	1.5	0.3	0.2
Yes, another long-standing health problem/ functional limitation/ impairment/ etc.	4.8	3.7	4.3	1.9	5.5	2.9	4.2
No	68.4	80.2	78.6	72.1%	70.1	92.6	88.7

The next question was addressed to students with mobility impairment (N=93). The latter were asked to assess **to what extent the physical environment at their higher education institution is adapted (e.g., accessible bathrooms, ramps, etc.) to their needs**.[10] Over one-third of students (37.7%) rate the accessibility as average, and 30.8% rate it as positive (scores 1 and 2). It should be noted that these data are not significantly different from those of students with negative assessments (29.4%; scores 4 and 5) (see Diagram #9.2).

Diagram #9.2



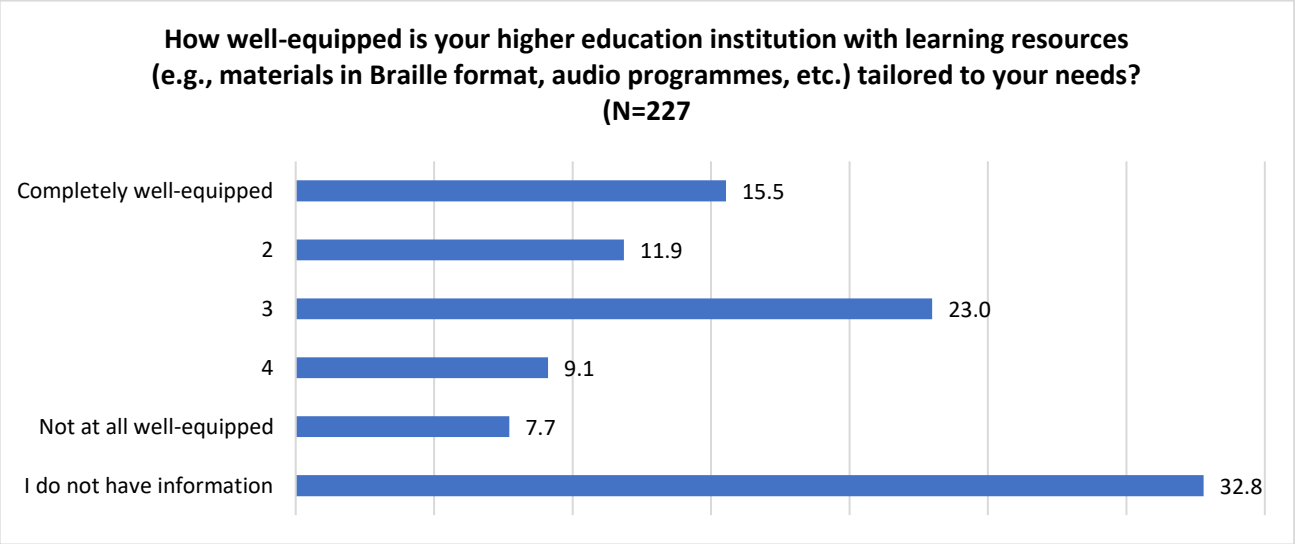
The next question was only addressed to students with sensory impairment (N=227). They were asked to assess **to what extent their higher education institution is equipped with learning resources (e.g., materials in Braille, audio programmes, etc.) tailored to their needs.**[11] One-third of students (32.8%) do not have information about the matter, and over one-fifth (23%) assess the availability of such resources as average.

[10] For assessment, a 5-point scale was used where score 1 was 'Completely adapted' and 5 – 'Not at all adapted.' Sixth response option on the scale was 'Don't know.'

[11] For assessment, a 5-point scale was used where score 1 was 'Completely well-equipped' and 5 – 'Not at all equiped.' Sixth response option on the scale was 'Don't have information.'

The rate of positive assessments (27.4%) is significantly higher than that of negative ones (16.8%) (see Diagram #9.3).

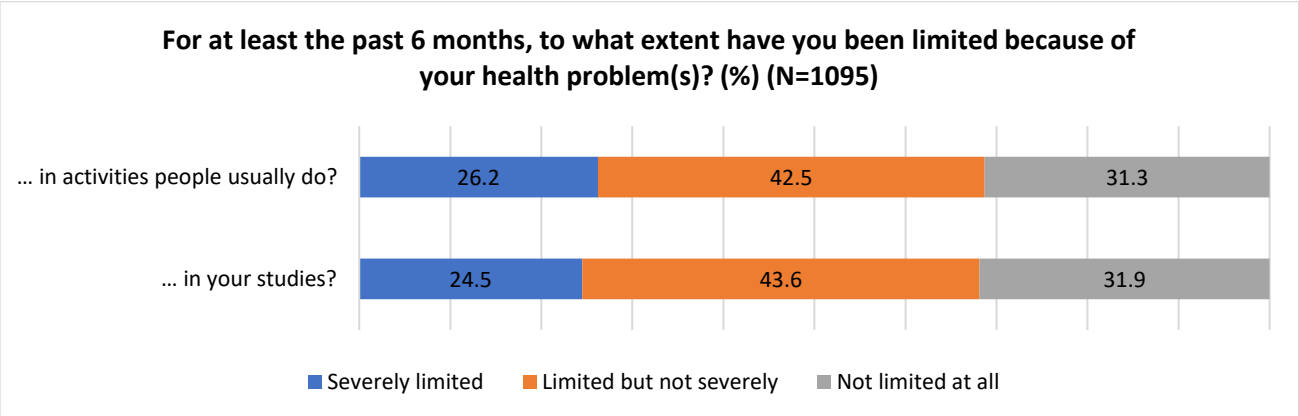
Diagram #9.3



The next questions were addressed to students with any form of health problem/impairment. They were asked **to what extent they were limited from performing regular activities because of their health problem(s) for at least the past 6 months.** 42.5% of students are somewhat limited. The rate of students with positive experiences (31.3%) exceeds that of negative experiences (26.2%).

On the other hand, it was assessed if students experienced any **limitations in their studies due to health issues during the same period.** In this case, too, the dominant category suggests that students are somewhat limited. 24.5% say they are severely limited in their studies because of their health (see Diagram #9.4).

Diagram #9.4



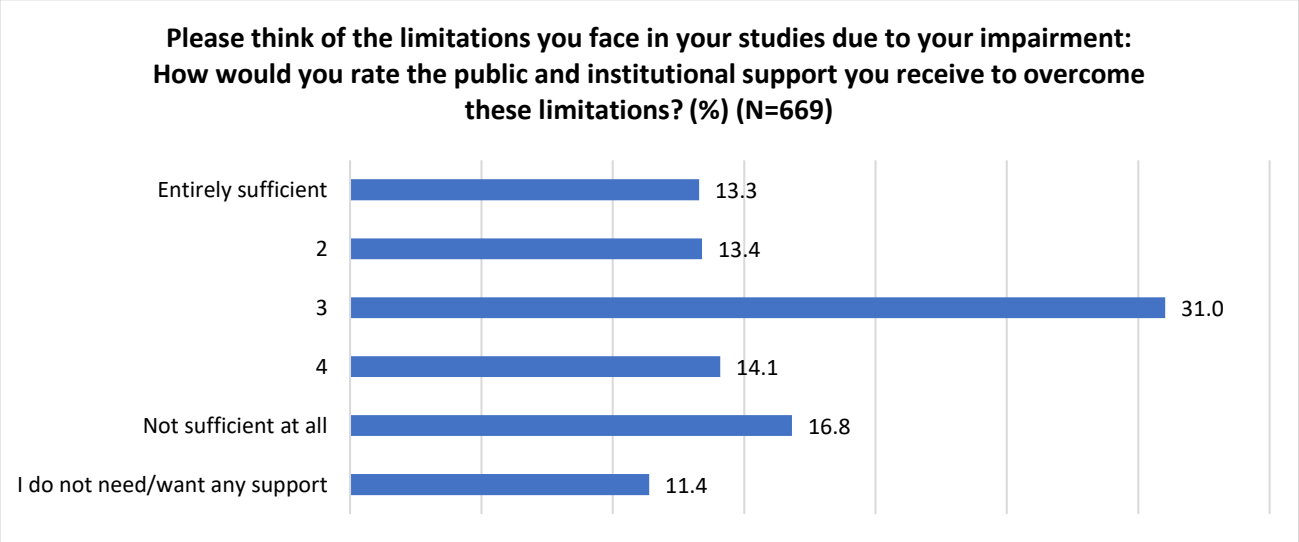
Analyzing the issue **at the regional level** reveals that in the regions, except for Kakheti and Adjara, the general trend is maintained – most of the students report that they are somewhat limited in performing day-to-day activities due to health issues: Tbilisi - 43.1%, Imereti - 63.3%, Shida Kartli - 46.7%, Samegrelo-Zemo Svaneti - 50%, Samtskhe-Javakheti - 60%. Half of the respondents with any type of health issue surveyed in Kaketi do not experience any limitations (50%). The situation is different in Adjara, where 43.5% of respondents are severely limited in carrying out day-to-day activities, which is a dominant assessment observed in this region. (Data are statistically reliable: X^2=36073, p<0.05) (see Table #9.3).

Table #9.3

For at least the past 6 months, to what extent have you been limited in activities people usually do, because of your health problem(s)? (%) (N=1095)	Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
Severely limited	24.4	12.5	22.4	43.5	33.3	50	40
Limited but not severely	43.1	37.5	63.3	26.9	46.7	50	60
Not limited at all	32.5	50	14.3	29.6	20	-	

Along with assessing the impact that health issues have on activities and studies, those students who are severely or somewhat limited in their studies were asked about the **public and organizational support** they receive.[12] According to 30.9% of students, available public and organizational support is not sufficient to overcome the limitations they face (scores 4 and 5). This rate is higher than that of students who offer positive assessment (26.7%; scores 1 and 2) (see Diagram #9.5).

Diagram #9.5



Analyzing the issue **in terms of study fields** reveals that a significantly large proportion of students of humanities (42.6%) and interdisciplinary studies (44.9%) assess the public and organizational support as insufficient for resolving the challenges they face in their studies (scores 4 and 5). 37.2% of students of engineering share the same position. The situation is different in the field of agricultural sciences where 60% of students say the public and organizational support they receive is sufficient to overcome the limitations (scores 1 and 2; 46.7% of this group believe it is entirely sufficient – score of 1). The rate of positive assessments is relatively high, exceeding one-third among students of education studies (37.2%). (Data are statistically reliable: X^2=118246, p<0.05) (see Table #9.4).

[12] For assessment, a 5-point scale was used where 1 was 'Entirely sufficient' and 5 – 'Not at all sufficient.' The sixth response option on the scale was 'I do not need/want any support.'

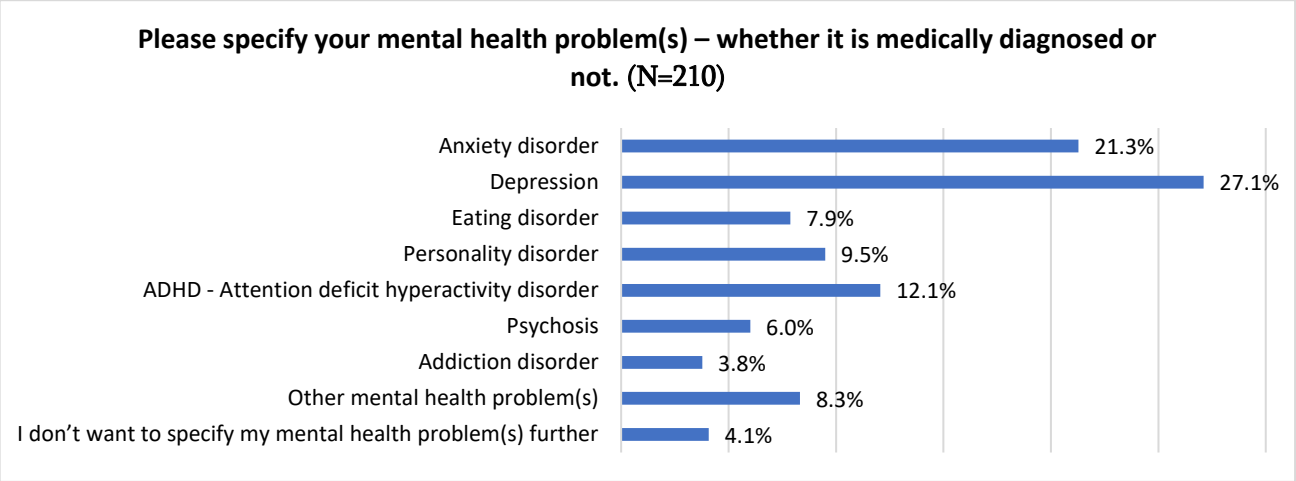
Table #9.4

Please think of the limitations you face in your studies due to your impairment: How would you rate the public and institutional support you receive to overcome these limitations? (By fields of study) (%) (N=669)	Entirely sufficient	2	3	4	Not sufficient at all	I don't need/want any support
Agricultural Sciences	46.7	13.3	26.7	6.7	6.7	-
Business and Administration	6.8	17	39.8	11.4	11.4	13.6
Education	18.6	18.6	20.9	4.7	23.3	14
Engineering	22.3	5.3	27.7	11.7	25.5	7.4
Science/Natural Sciences	11.1	18.5	37	14.8	11.1	7.4
Law	19.2	12.8	30.8	10.3	15.4	11.5
Social Sciences	3.9	13.6	27.2	12.6	18.4	24.3
Arts	15.8	10.5	31.6	21.1	10.5	10.5
Healthcare	13	12	36	12	19	8
Humanitarian Sciences	8.2	16.4	26.2	34.4	8.2	6.6
Interdisciplinary fields or specialties	6.1	16.3	26.5	10.2	34.7	6.1
<Not identified>	12.5	12.5	43.8	12.5	12.5	6.3

Chapter 10: Mental Health and Well-Being

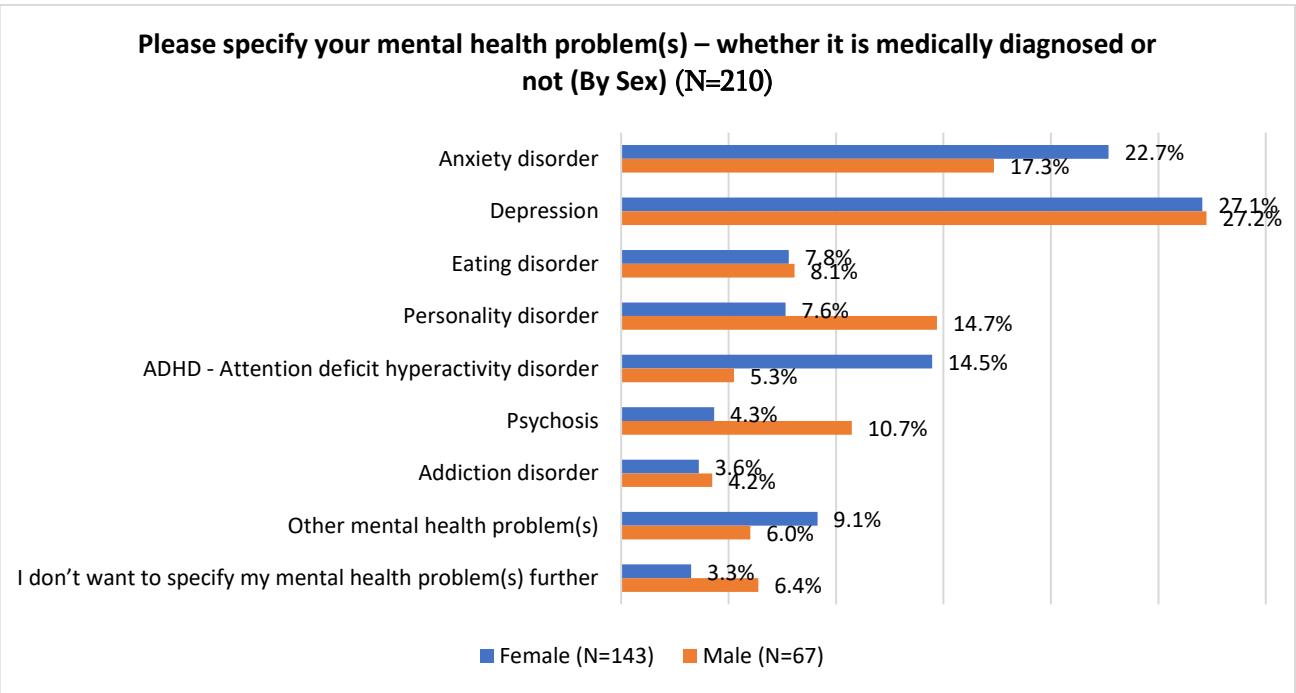
Students who report that they have mental health issues and, at the same time, are severely or somewhat limited in their studies specify their mental health problem(s) irrespective of a medical diagnosis. Multiple answers to the question were possible. The rate of depression (27.1%) and anxiety disorder (21.3%) are relatively high among respondents. In addition, Attention Deficit Hyperactivity Disorder (ADHD) (12.1%) and personality disorders (9.5%) have also been reported by a sizeable share of students (see Diagram #10.1).

Diagram #10.1



Analyzing the issue **in terms of sex** shows that depression is equally reported by both male (27.1%) and female (27.1%) students. Female respondents are more likely to suffer from anxiety disorder (female - 22.7%; male - 17.3%) and ADHD (female - 14.5%; male - 5.3%) compared to their male counterparts. On the other hand, male students are more likely to report having a personality disorder (female - 7.6%; male - 14.7%) and psychosis (female - 4.3%; male - 10.7%) compared to their female counterparts. (Data are statistically reliable: X^2=67.103; P<0.05) (see Diagram #10.2)

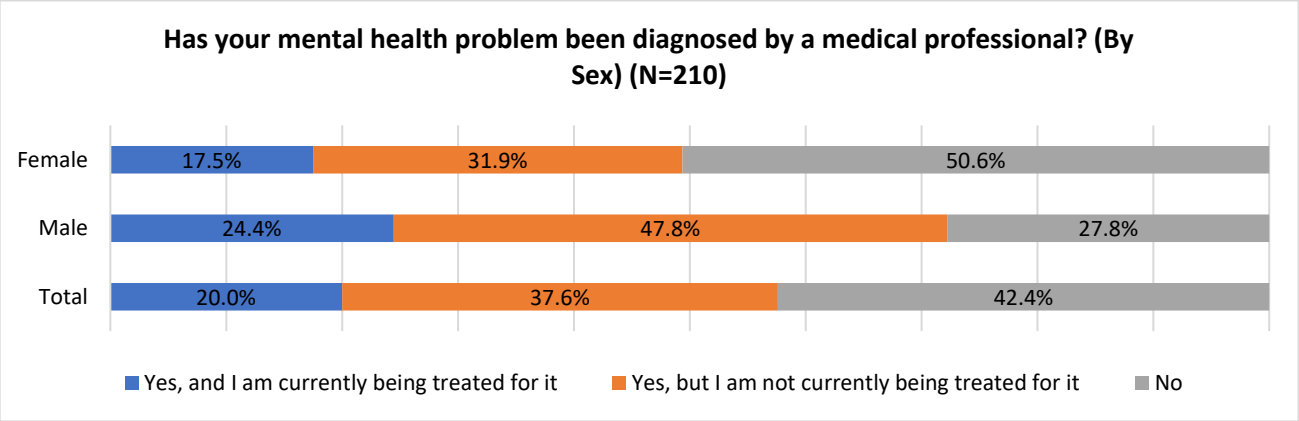
Diagram #10.2



Those students who have a mental health problem and, at the same time, are severely or somewhat limited in their studies because of it were asked whether or not their problem was diagnosed by a medical professional (psychotherapist, psychiatrist, or neurologist). A relatively large proportion (42.5%) say they do not have a medical diagnosis. Over one-third (37.7%) have been diagnosed but are not currently receiving treatment, as opposed to one-fifth (19.8%) of respondents with a diagnosis who are currently receiving treatment.

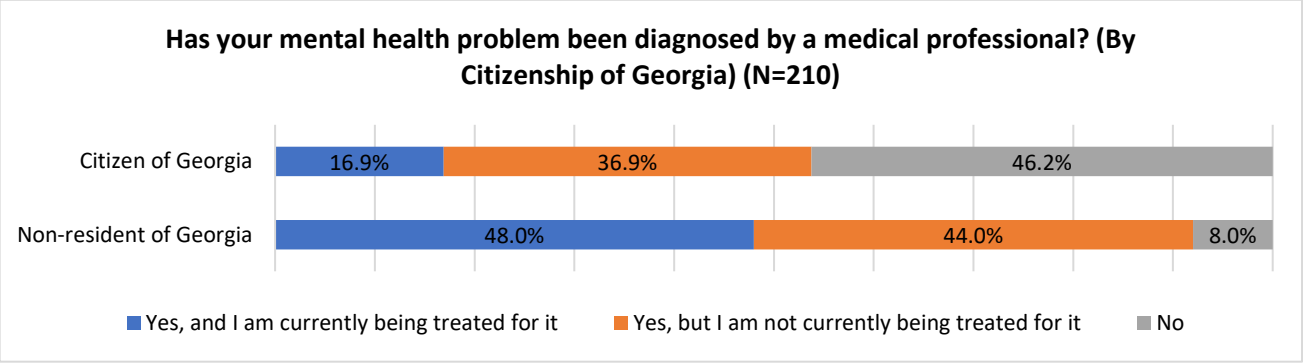
Half of **female** students (50.6%) among those who have mental health problems have not been diagnosed by a medical professional. Almost half of **male** students (47.8%) have the relevant diagnosis but are not currently receiving treatment. Data are statistically reliable (X^2=12.354; P<0.05). (see Diagram #10.3)

Diagram #10.3



Almost half of students with Georgian citizenship (46.2%) note that their mental health problem has not been diagnosed by a medical professional. Conversely, the vast majority of non-Georgian students (92%) confirm they have a diagnosis irrespective of whether they are receiving treatment (48%) or not (44%). Data are statistically reliable (X^2=18.944; P<0.05). (see Diagram #10.4).

Diagram #10.4



In order to identify how respondents had been feeling for the last two weeks, they were asked to assess five statements. Over half demonstrate a positive attitude (all of the time, most of the time, more than half the time) in regard to the following statements:

- I have felt cheerful and in good spirits - 64%
- I have felt active and vigorous - 58.6%
- My daily life has been filled with things that interest me - 56.5%

Almost equal shares of respondents express positive and negative attitudes towards the following two statements:

- I have felt calm and relaxed (positive - 50.6; negative - 49.4%)
- I would wake up feeling fresh and rested (positive - 47.8; negative - 52.2%) (see Table #10.1)

Table #10.1

Over the past 2 weeks… (N=4771)	All of the time	Most of the time	More than half the time	Less than half the time	Some of the time	At no time
	%					
… I have felt cheerful and in good spirits	15.5	29.0	19.5	14.3	15.7	5.9
… I have felt calm and relaxed	13.9	22.6	14.1	16.6	24.1	8.7
… I have felt active and vigorous	16.4	26.5	15.7	17.1	16.9	7.4
… I woke up feeling fresh and rested	12.6	21.2	13.9	15.6	23.6	12.9
… my daily life has been filled with things that interest me	15.0	26.5	15.0	15.1	19.7	8.7

Male respondents tend to be more positive about their mood in the past two weeks compared to their **female** counterparts. Namely, this applies to the following statements:

- I have felt cheerful and in good spirits (female - 60.7%; male - 68.3%)
- I have felt calm and relaxed (female - 43%; male - 60.4%)
- I have felt active and vigorous (female - 50.6%%; male - 68.8%)
- I would wake up feeling fresh and rested (female - 40.7%; male - 57.1%)
- My daily life has been filled with things that interest me (female - 50%; male - 64.9%)

It should be noted that female respondents' assessment of the following statements falls into the negative end of the scale:

- I have felt calm and relaxed (57%)
- I would wake up feeling fresh and rested (59.3%)

Data are statistically reliable (see Table #10.2)

Table #10.2

Over the past 2 weeks… (By sex) (N=4771)		All of the time	Most of the time	More than half the time	Less than half the time	Some of the time	At no time
		%					
… I have felt cheerful and in good spirits (X^2=76.098; P<0.05).	Female	11.7	28.6	20.4	16.6	17.4	5.3
	Male	20.4	29.6	18.4	11.4	13.6	6.7
… I have felt calm and relaxed (X^2=136.046; P<0.05).	Female	10.0	20.5	12.6	19.8	28.4	8.7
	Male	19.0	25.3	16.0	12.5	18.5	8.7
… I have felt active and vigorous (X^2=177.790; P<0.05).	Female	11.7	23.4	15.5	19.1	22.6	7.7
	Male	22.3	30.4	16.0	14.5	9.6	7.1
… I woke up feeling fresh and rested (X^2=126.961; P<0.05).	Female	10.1	18.7	11.9	16.2	29.7	13.4
	Male	16.0	24.5	16.5	14.8	15.8	12.3
… my daily life has been filled with things that interest me (X^2=95.980; P<0.05).	Female	11.9	23.8	14.3	16.6	23.8	9.6
	Male	19.1	29.8	16.0	13.2	14.4	7.5

After analyzing the issue **by region,** differences between students' attitudes emerge.

- Students in Tbilisi (62.3%) and Imereti (64.5%) are less likely to agree with the statement 'I have felt cheerful and in good spirits' than their counterparts in other regions (Kakheti - 71.7%; Adjara - 76%; Shida Kartli -72.7%; Samegrelo-Zemo Svaneti - 73.7%; Javakheti - 75.9%);
- Students in Tbilisi (48.7%), Imereti (51.6%), and Shida Kartli (58.5%) are relatively less likely to agree with the statement 'I have felt calm and relaxed'. The rate is higher in other regions (Kakheti - 60.9%; Adjara - 63%; Samegrelo-Zemo Svaneti - 66.7%; Javakheti - 64.2%);
- Students in Tbilisi (56.6%), Imereti (60.8%), and Adjara (69.8%) feel less active and vigorous compared to those in other regions, where the rate is higher (Kakheti - 73.3%; Shida Kartli - 72.5%; Samegrelo – and Zemo Svaneti - 78.9%; Javakheti – 74.1%);
- The rate of positive assessments is low in Tbilisi (46.1%) and Imereti (50.5%) for the following statement, too: 'I would wake up feeling fresh and rested.' The situation is better in other regions in this regard (Kakheti - 56.5%; Adjara - 56.8%; Shida Kartli - 60%; Samegrelo-Zemo Svaneti - 66.7%; Javakheti - 63%)
- Students in Tbilisi (55.1%), Kakheti (57.8%), and Imereti (55.3%) are relatively less likely to agree with the statement – 'My daily life has been filled with things that interest me.' Assessments tend to be

more positive in other regions (Adjara - 67.1%; Shida Kartli - 72.5%; Samegrelo-Zemo Svaneti - 72.2%; Javakheti - 69.2%).

To sum up, positive assessments are less likely to be observed in Tbilisi and Imereti compared to other regions. Data are statistically reliable (see Table #10.3).

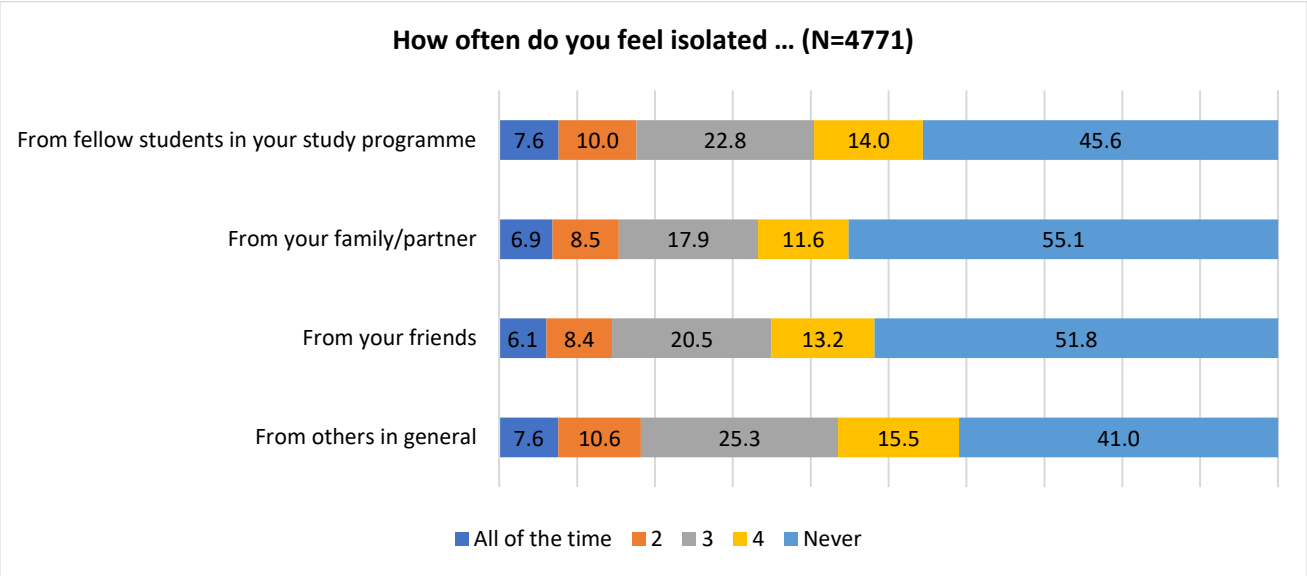
Table #10.3

Over the past 2 weeks… (By region) (N=4771)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
		%						
… I have felt cheerful and in good spirits (X^2=115.254; P<0.05).	All of the time	14.9	15.2	12.7	25.0	18.2	15.8	14.8
	Most of the time	27.2	43.5	40.2	28.8	40.9	42.1	46.3
	More than half the time	20.2	13.0	11.6	22.3	13.6	15.8	14.8
	Less than half the time	15.6	10.9	7.6	9.6	11.4	10.5	9.3
	Soe of the time	16.6	13.0	14.9	10.3	11.4	15.8	9.3
	At no time	5.5	4.3	13.0	4.1	4.5	-	5.6
… I have felt calm and relaxed (X^2=120.052; P<0.05).	All of the time	13.4	15.2	11.6	22.1	14.6	11.1	11.3
	Most of the time	21.0	34.8	30.5	24.2	31.7	38.9	35.8
	More than half the time	14.3	10.9	9.5	16.7	12.2	16.7	17.0
	Less than half the time	17.7	13.0	8.0	16.4	12.2	16.7	11.3
	Soe of the time	25.3	21.7	20.7	16.7	22.0	16.7	20.8
	At no time	8.3	4.3	19.6	3.9	7.3	-	3.8
… I have felt active and vigorous (X^2=119.233 P<0.05).	All of the time	15.1	20.0	15.4	29.0	20.0	26.3	20.4
	Most of the time	25.2	40.0	31.1	28.6	35.0	42.1	38.9
	More than half the time	16.3	13.3	14.3	12.2	17.5	10.5	14.8
	Less than half the time	18.5	8.9	8.1	15.3	10.0	10.5	13.0
	Soe of the time	17.6	15.6	15.0	12.6	15.0	10.5	11.1
	At no time	7.3	2.2	16.1	2.3	2.5	-	1.9
… I woke up feeling fresh and rested (X^2=65.649; P<0.05).	All of the time	11.8	19.6	11.6	19.8	22.5	22.2	13.0
	Most of the time	20.1	26.1	24.7	24.9	25.0	38.9	35.2
	More than half the time	14.2	10.9	14.2	12.1	12.5	5.6	14.8
	Less than half the time	16.3	10.9	9.8	16.3	10.0	11.1	9.3

Over the past 2 weeks… (By region) (N=4771)		Tbilisi	Kakheti	Imereti	Adjara	Shida Kartli	Samegrelo-Zemo Svaneti	Samtskhe-Javakheti
		%						
	Soe of the time	24.6	23.9	20.7	17.9	17.5	22.2	20.4
	At no time	13.0	8.7	18.9	8.9	12.5	-	7.4
... my daily life has been filled with things that interest me (X^2=85.599; P<0.05).	All of the time	14.4	17.8	14.2	20.8	22.5	22.2	15.4
	Most of the time	25.2	33.3	31.6	28.2	37.5	38.9	40.4
	More than half the time	15.5	6.7	9.5	18.0	12.5	11.1	13.5
	Less than half the time	16.6	6.7	8.4	10.2	5.0	11.1	11.5
	Soe of the time	19.6	31.1	20.4	18.0	20.0	16.7	17.3
	At no time	8.6	4.4	16.0	4.7	2.5	-	1.9

The majority of respondents say they rarely or never feel isolated from fellow students in their study programmes (59.6%), family/partner (66.8%), friends (65%), and others in general (56.5%) (see Diagram #10.5).

Diagram #10.5



Analyzing the issue **in terms of citizenship** reveals that both Georgian and non-Georgian citizens either deny being isolated from specific groups or offer a neutral assessment of the matter. On the other hand, among those who recall cases of isolation, the rate is higher among foreign students than their Georgian

counterparts. Based on the obtained results (scores of 1 and 2), this is the case for all four categories presented to the participants, namely:

- Feeling isolated from fellow students in one's study programme (non-Georgian citizens - 20.5%; Georgian citizens - 17.3%)
- Feeling isolated from family/partner (non-Georgian citizens - 25.3%; Georgian citizens - 14.2%)
- Feeling isolated from friends (non-Georgian citizens - 21.2%; Georgian citizens - 13.7%)
- Feeling isolated from others in general (non-Georgian citizens - 20.9%; Georgian citizens - 17.9%)

Data are statistically reliable (see Table #10.4)

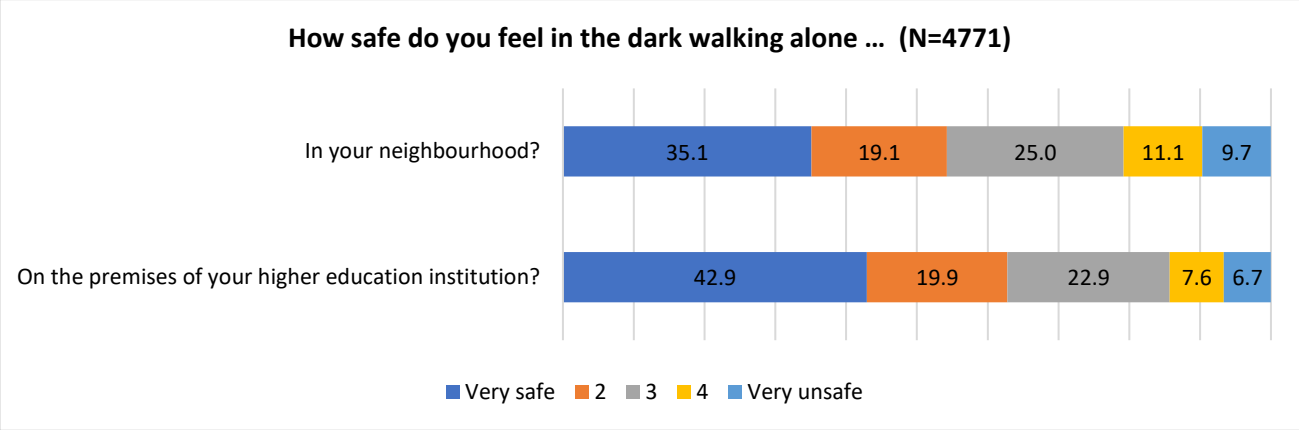
Table #10.4

How often do you feel isolated … (By citizenship of Georgia) (N=4771)		All of the time	2	3	4	Never
		%				
… from fellow students in your study programme (X^2=54.356; P<0.05)	Non-resident of Georgia	8.2	12.3	34.3	12.7	32.5
	Citizen of Georgia	7.6	9.7	21.4	14.2	47.1
… from your family/partner (X^2=165.956; P<0.05).	Non-resident of Georgia	11.4	13.9	33.2	14.2	27.4
	Citizen of Georgia	6.4	7.9	16.1	11.3	58.4
… from your friends (X^2=111.709; P<0.05)	Non-resident of Georgia	8.4	12.8	34.0	14.8	29.9
	Citizen of Georgia	5.8	7.9	18.9	13.0	54.5
… from others in general (X^2=77.430; P<0.05)	Non-resident of Georgia	8.1	12.8	40.0	13.7	25.3
	Citizen of Georgia	7.5	10.4	23.6	15.7	42.8

Chapter 11: Experience of Discrimination

Over half of students (54.2%) feel safe walking alone after dark in their neighbourhood. The majority (62.8%) feel the same way about the premises of their higher education institution (see Diagram #11.1).

Diagram #11.1



Analyzing the issue **in terms of citizenship** reveals that Georgian students are more likely to feel unsafe walking alone after dark both in their neighbourhood (non-Georgian citizens - 14.8%; Georgian citizens - 21.4%) and the premises of their higher education institution (non-Georgian citizens - 10.6; Georgian citizens - 14.7%) than their non-Georgian counterparts.

In terms of the type of higher education institution, college students (5.9%) are less likely to feel unsafe walking on the premises of their higher education institution than their counterparts at universities (14.4%) and teaching universities (13.6%). This can be explained by the fact that colleges are located in regions, where the size of communities is small. Data are statistically reliable (see Table #11.1).

Table #11.1

How safe do you feel in the dark walking alone … (By citizenship of Georgia) (N=4771)		Very safe	2	3	4	Very unsafe
		%				
… in your neighbourhood? (X^2=101.208; P<0.05)	Non-resident of Georgia	35.8	23.4	26.0	8.8	6.0
	Citizen of Georgia	35.1	18.6	24.9	11.3	10.1
… on the premises of your higher education institution? (X^2=35.305; P<0.05).	Non-resident of Georgia	44.7	19.4	25.3	5.3	5.3
	Citizen of Georgia	42.8	20.0	22.6	7.9	6.8

How safe do you feel in the dark walking alone … (By the type of HEI) (N=4771)		Very safe	2	3	4	Very unsafe
… on the premises of your higher education institution? (X^2=40.054; P<0.05).	University	41.4	20.2	24.0	7.9	6.6
	Teaching University	54.1	17.6	14.7	6.0	7.6
	College	58.8	23.5	11.8		5.9

The vast majority of respondents deny being discriminated against during their studies on the basis of

- Skin colour - 92.2%
- Ethnicity/nationality - 92.2%
- Religion - 93.2%
- Gender - 91.6%;
- Sexual orientation - 94.1%
- Age - 93.9%
- Weight - 91.7%;
- Impairment - 94.3%
- Mental health - 93.7%
- Income - 92.6%
- Parents' level of education - 95%. (see Table #11.2)

Table #11.2

Have you ever felt discriminated against in the context of your studies due to your … (N=4771)	Yes, by fellow students	Yes, by teaching staff	Yes, by other university staff	No, I've never felt
	%			
… skin colour?	2.2	3.5	2.1	92.2
… ancestry/nationality?	2.2	3.5	2.1	92.2
… religion	2.0	2.9	1.9	93.2
… gender?	2.1	4.1	2.2	91.6
… sexuality?	2.0	1.9	2.1	94.1
… age?	2.0	2.0	2.1	93.9
… weight?	3.2	3.0	2.2	91.7
… impairment?	1.6	2.2	1.9	94.3
… mental health?	1.5	2.6	2.2	93.7

Have you ever felt discriminated against in the context of your studies due to your … (N=4771)	Yes, by fellow students	Yes, by teaching staff	Yes, by other university staff	No, I've never felt
	%			
… income?	1.7	3.0	2.7	92.6
… parents' education?	0.8	2.1	2.0	95.0

While assessing other manifestations of discrimination, the majority deny that they have

- Heard, seen, or read others joking about or laughing at them - 72.7%
- Been treated as if they are unfriendly, unhelpful, or rude - 70%;
- Been called names or heard/seen their identity used as an insult - 79%;
- Been treated as if others are afraid of them - 79.3%;
- Been stared or pointed at - 78.3%;
- Been told that they should think, act, or look more like others - 74.7%;
- Heard that they or people like them don't belong here - 81.7%;
- Been asked inappropriate, offensive, or overly personal questions - 70%;
- Been treated as if they are less smart or capable than others - 73%;
- Been exposed to unwanted sexual attention -78.8%;
- Been subjected to physical violence - 86.6% (see Table #11.3).

Table #11.3

In the context of your studies: Because of who you are, have you … (N=4771)	Yes, many times in the past year	Yes, once or twice in the past year	Yes, but not in the past year	Never
	%			
… heard, seen, or read others joking about or laughing at you?	5.7	9.1	12.5	72.7
… been treated as if you are unfriendly, unhelpful, or rude?	6.0	10.8	13.1	70.0
… been called names or heard/seen your identity used as an insult?	4.5	6.7	9.9	79.0
… been treated as if others are afraid of you?	3.9	8.4	8.4	79.3
… been stared or pointed at?	5.1	7.9	8.6	78.3
… been told that you should think, act, or look more like others?	6.6	8.8	9.9	74.7
… heard that you or people like you don't belong?	4.5	7.3	6.5	81.7
… been asked inappropriate, offensive, or overly personal questions?	6.1	12.4	11.6	70.0
… been treated as if you are less smart or capable than others?	5.3	11.6	10.1	73.0
… exposed to unwanted sexual attention (i.e. comments, unwanted	4.9	8.1	8.2	78.8

In the context of your studies: Because of who you are, have you … (N=4771)	Yes, many times in the past year	Yes, once or twice in the past year	Yes, but not in the past year	Never
	%			
physical touching or kisses)?				
… been subjected to physical violence?	2.1	4.4	6.9	86.6

Examining the data **in terms of citizenship** demonstrates that cases of discrimination are slightly more frequent against non-Georgian students than their Georgian counterparts. Namely, respondents note that at least once in the past year or before, they have

- Heard, seen, or read others joking about or laughing at them (non-Georgian citizens - 34.7; Georgian citizens - 26.5%)
- Been called names or heard/seen their identity used as an insult (non-Georgian citizens - 26.9; Georgian citizens - 20.2%)
- Been treated as if others are afraid of them (non-Georgian citizens - 27.7; Georgian citizens - 19.9%)
- Been stared or pointed at (non-Georgian citizens - 36.9; Georgian citizens - 19.9%)
- Heard that they or people like them don't belong here (non-Georgian citizens - 31.5; Georgian citizens - 16.8%)

The statement 'Have been treated as if you are less smart or capable than others' is an exception (non-Georgian citizens - 27.2, Georgian citizens - 27%), receiving a positive answer from students irrespective of their citizenship. Data are statistically reliable (see Table #11.4).

Table #11.4

In the context of your studies: Because of who you are, have you … (By citizenship of Georgia) (N=4771)		Yes, many times in the past year	Yes, once or twice in the past year	Yes, but not in the past year	Never
		%			
… heard, seen, or read others joking about or laughing at you? (X^2=30.536; P<0.05).	Non-resident of Georgia	8.7	14.4	11.6	65.3
	Citizen of Georgia	5.4	8.5	12.6	73.5
… been called names or heard/seen your identity used as an insult? (X^2=54.132; P<0.05).	Non-resident of Georgia	5.9	13.8	7.3	73.1
	Citizen of Georgia	4.3	5.7	10.2	79.8
… been treated as if others are afraid of you? (X^2=34.857; P<0.05).	Non-resident of Georgia	3.5	15.7	8.5	72.3

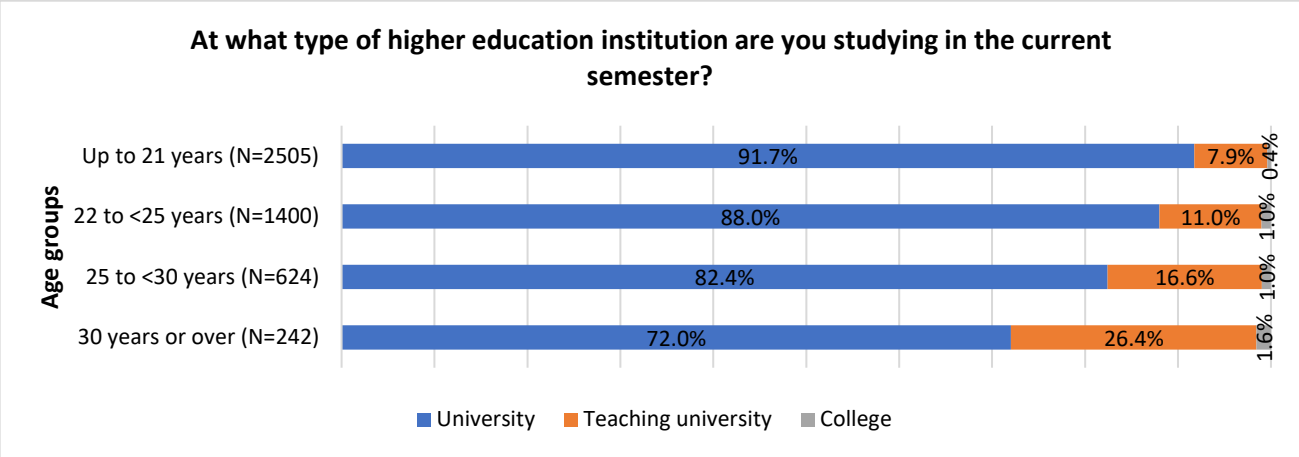
In the context of your studies: Because of who you are, have you … (By citizenship of Georgia) (N=4771)		Yes, many times in the past year	Yes, once or twice in the past year	Yes, but not in the past year	Never
		%			
	Citizen of Georgia	4.0	7.5	8.4	80.1
… been stared or pointed at? (X^2=54.132; P<0.05).	Non-resident of Georgia	9.7	17.4	9.7	63.1
	Citizen of Georgia	4.6	6.8	8.5	80.1
… heard that you or people like you don't belong? (X^2=66.483; P<0.05).	Non-resident of Georgia	8.2	15.0	8.2	68.5
	Citizen of Georgia	4.1	6.4	6.3	83.2
… been treated as if you are less smart or capable than others? (X^2=22.145; P<0.05).	Non-resident of Georgia	8.2	13.8	5.2	72.8
	Citizen of Georgia	5.0	11.3	10.6	73.0

Chapter 12: Analytical Report of Data by Individual Subgroups

1. Students aged 21 or under; students aged between 22 and 25; students aged between 25 and 30; students aged 30 and over

For data analysis, the age variable was grouped into 4 categories: respondents aged 21 or younger, 22-25 years, 25-30 years, 30 years or older. The average age of respondents is 22.7 (standard deviation=3.560). The majority of all four age groups are **university** (higher education institution offering all three levels of education) students: 21 or under - 91.7%; between 22 and 24 - 88%; between 25 and 29 - 82.4%; 30 or over - 72%. The proportion of **teaching university** students in the age group of 30 or over is more than a quarter (26.4%), exceeding that in other groups: 21 or under - 7.9%; between 22 and 24 - 11%; between 25 and 29 - 16.6%. (Data are statistically reliable: X^2=87605, p<0.05) (see Diagram #12.1.1).

Diagram #12.1.1



A clear majority of respondents in each age group are **Bachelor** students: 21 or younger - 81.9%; 22-24 years - 65.8%; 25-29 years - 57.9%; 30 years or older - 61.3%. More than a quarter (26.8%) of the latter age group are **Master** students. Almost a fifth of students (19.3%) in the age group of 25-29 years are Master's students (data are statistically reliable: X^2=272102, p<0.05). The fact that the majority of respondents in the age group of 22 years and older are pursuing a Bachelor's degree might be because it is possible to enroll in the same educational level more than once. Another possible reason for such an outcome can be a student not completing Bachelor's degree programme in the given number of semesters (8 semesters, 4 years). A logical trend is observed in the age groups, i.e., the higher the age of respondents, the higher the share of Master students. Unlike a Bachelor's degree, Master's programmes are more flexible and allow for having a job, given that lectures are mainly held after working hours, making them more suitable for older students (see Table #12.1.1).

Table #12.1.1

With which degree does your current (main) study programme conclude? (%)	Age groups			
	Up to 21 years (N=2505)	22 to <25 years (N=1400)	25 to <30 years (N=624)	30 years or over (N=242)
Bachelor Programme	81.9	65.8	57.9	61.3
Georgian Language Educational Programme/Teachers' Training Educational Programme	0.8	2.5	2.3	2.6
Master Programme	3.4	11.5	19.3	26.8

With which degree does your current (main) study programme conclude? (%)	Age groups			
	Up to 21 years (N=2505)	22 to <25 years (N=1400)	25 to <30 years (N=624)	30 years or over (N=242)
One Stage Medical Programme / Teachers' Training Integrated Bachelor-Master Programme	13.9	20.2	20.6	9.3

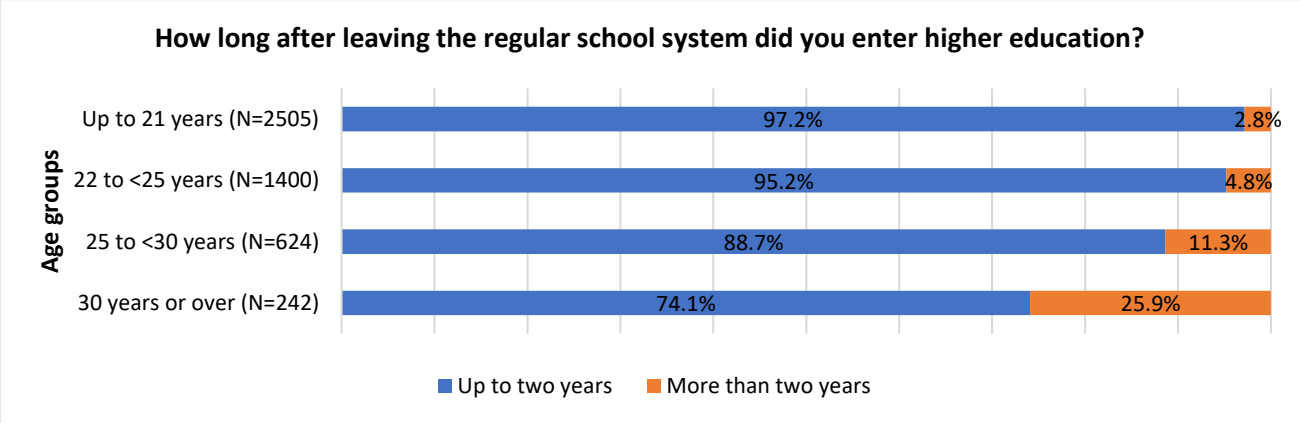
The vast majority of each age group did not have **a paid job prior to enrolling in a higher education institution for the first time:** 21 years and younger - 70.3%, 22-24 years - 72%, 25-29 years - 65.7%, 30 years and older - 51.5%. The experience of holding a paid job(s) varies considerably across the age groups. While 9.9% of students aged under 21 years note that during the said period, they worked continuously for at least a year and at least 10 hours a week, the rate of such experience increases with age and peaks at 30 years or older at over one-third (35.1%) of students (Data are statistically reliable: X^2=117634, p<0.05) (see Table #12.1.2).

Table #12.1.2

Did you have any paid job(s) prior to entering higher education for the first time? (%)	Age groups			
	Up to 21 years (N=2505)	22 to <25 years (N=1400)	25 to <30 years (N=624)	30 years or over (N=242)
Yes, I worked continuously for at least one year without interruption and at least 20h per week	9.9	13.1	17.2	35.1
Yes, I worked continuously for at least one year without interruption and less than 20h per week	2.3	2.1	2.7	3.1
Yes, I worked, but less than one year	17.5	12.8	14.5	10.3
No, I did not work prior to entering higher education	70.3	72	65.7	51.5

The majority of all age groups **entered higher education within two years after leaving school**. The experience of the highest age group is interesting – a quarter of students aged 30 years and older (25.9%) started higher education with more than a 2-year delay. The same experience is reported only by 2.8% of students under 21. (Data are statistically reliable: X^2=201014, p<0.05) (see Diagram #12.1.2).

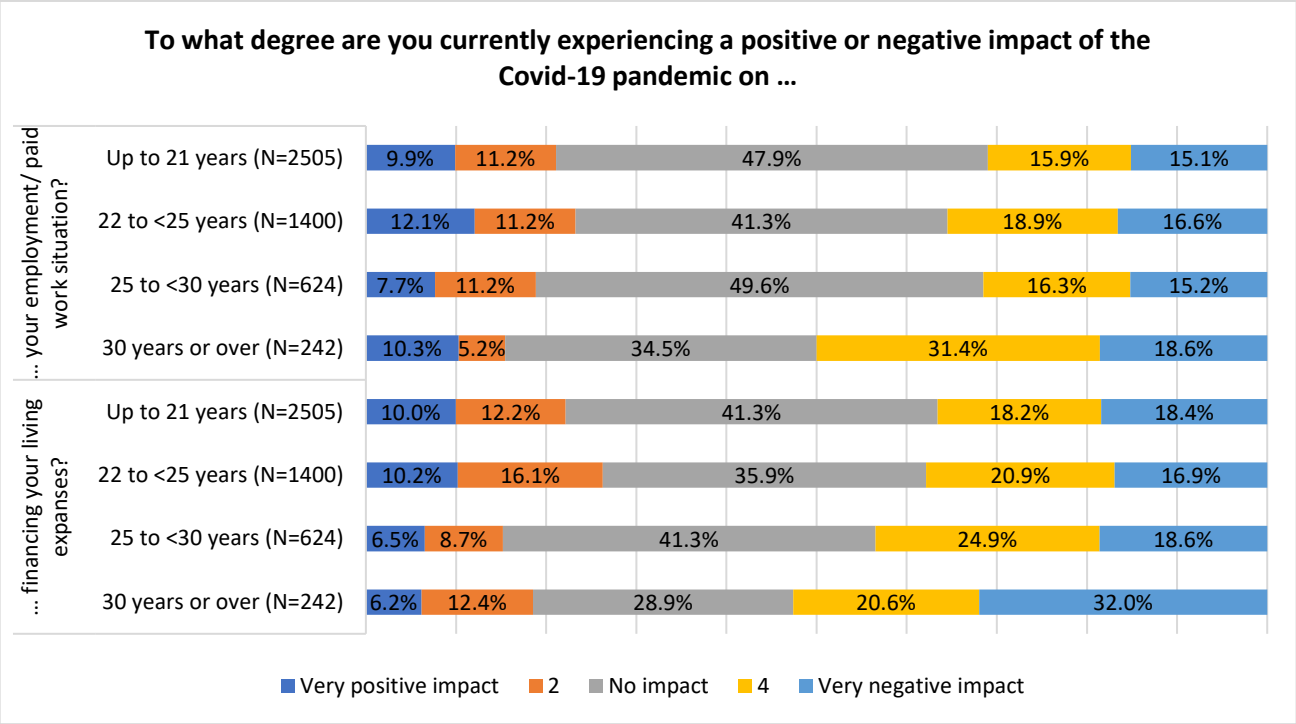
Diagram #12.1.2



The impact of COVID-19 on the employment/paid work situation and financing one's living expenses varies across different age groups. Among students aged 30 years and older, compared to those in other age groups, the share of those who report the negative impact of the COVID-19 pandemic in this regard (scores 4 and 5) is particularly high:[13]

- Employment/paid work situation: 21 years or younger - 31%, 22-24 years - 35.5%, 25-29 years - 31.5%, 30 years or older - 50%. (Data are statistically reliable: X^2=61819, p<0.05)
- Financing living expenses: 21 years or younger - 36.6%, 22-24 years - 37.8%, 25-29 years - 43.5%, 30 years or older - 52.6%. (Data are statistically reliable: X^2=80506, p<0.05) (see Diagram #12.1.3)

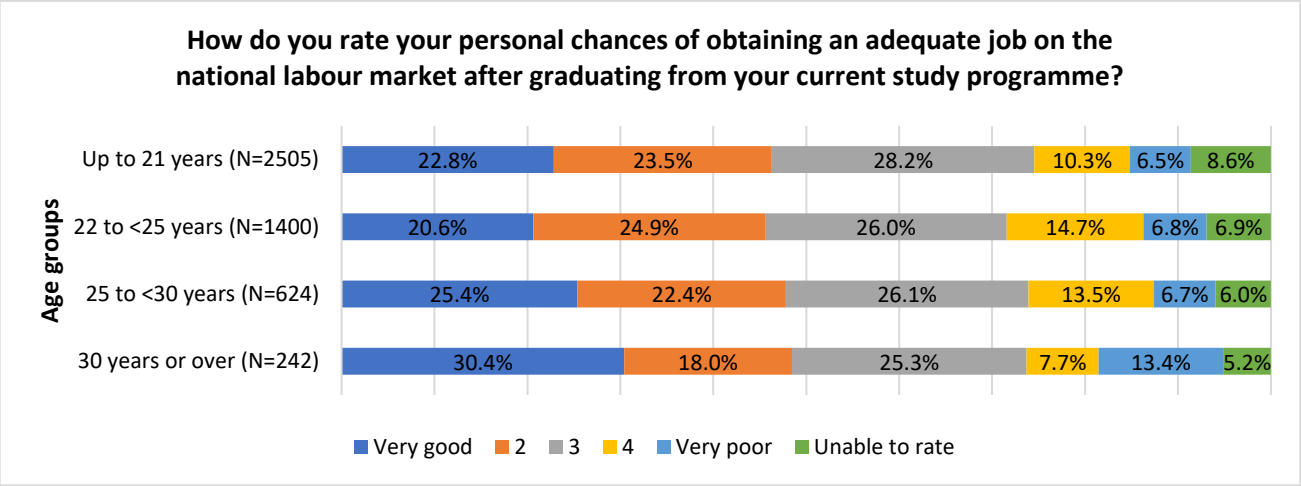
Diagram #12.1.3



Almost half of the respondents in each age group believe **they can obtain an adequate job on the national labour market after graduating from the current study programme** (scores 1 and 2); however, this attitude prevails among students aged 30 years or older. The distribution across other age groups is as follows:[14] 21 years or younger - 46.3%, 22-24 years - 45.6%, 25-29 years - 47.8%, 30 years or older - 48.5% (Data are statistically reliable: X^2=54560, p<0.05). This result may be related to the fact that when one enters higher education at an older age, the decision is normally thought through, with available employment opportunities considered (see Diagram #12.1.4).

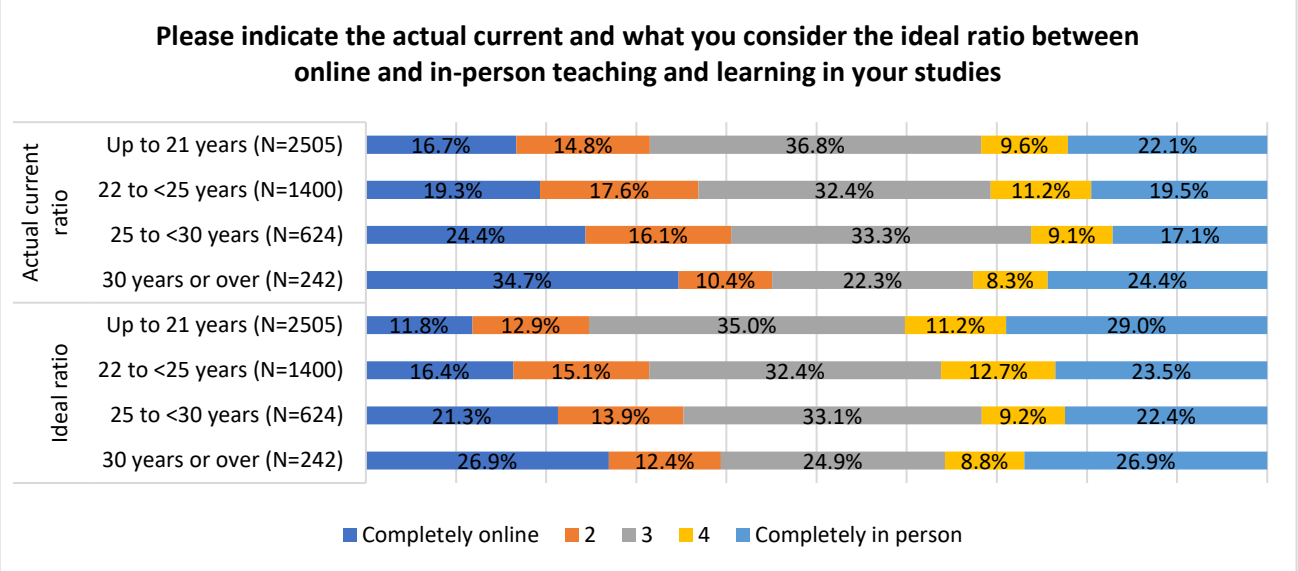
[13] For assessment, a 5-point scale was used where 1 was 'Very positive impact' and 5 – 'Very negative impact.'
[14] For assessment, a 5-point scale was used where 1 was 'Very good' and 5 – 'Very poor.' The sixth response option on the scale was 'Unable to rate.'

Diagram #12.1.4



An average of 38% of higher education students note that, **according to the current ratio, the online learning model is more common than face-to-face**. This trend is observed in each age group (scores 1 and 2):[15] 21 years and younger - 31.5%, 22-24 years - 36.9%, 25-29 years - 40.5%, 30 years and older - 45.1% (Data are statistically reliable: X^2=69614, p<0.05). On the other hand, more students aged 30 and older, compared to other age groups, are in favour of maintaining the current ratio and believe remote learning is an ideal form of education (39.4%). The proportion of those with the same attitude is down to 24.8% among students aged 21 and younger (data are statistically reliable: 73010, p<0.05). Such a result may be related to one's lifestyle too. The probability of having responsibilities other than studies is higher among older students. Online learning is flexible and does not require physical attendance, allowing for performing additional duties and having more time, which members of higher age groups may have a greater need for (see Diagram #12.1.5).

Diagram #12.1.5

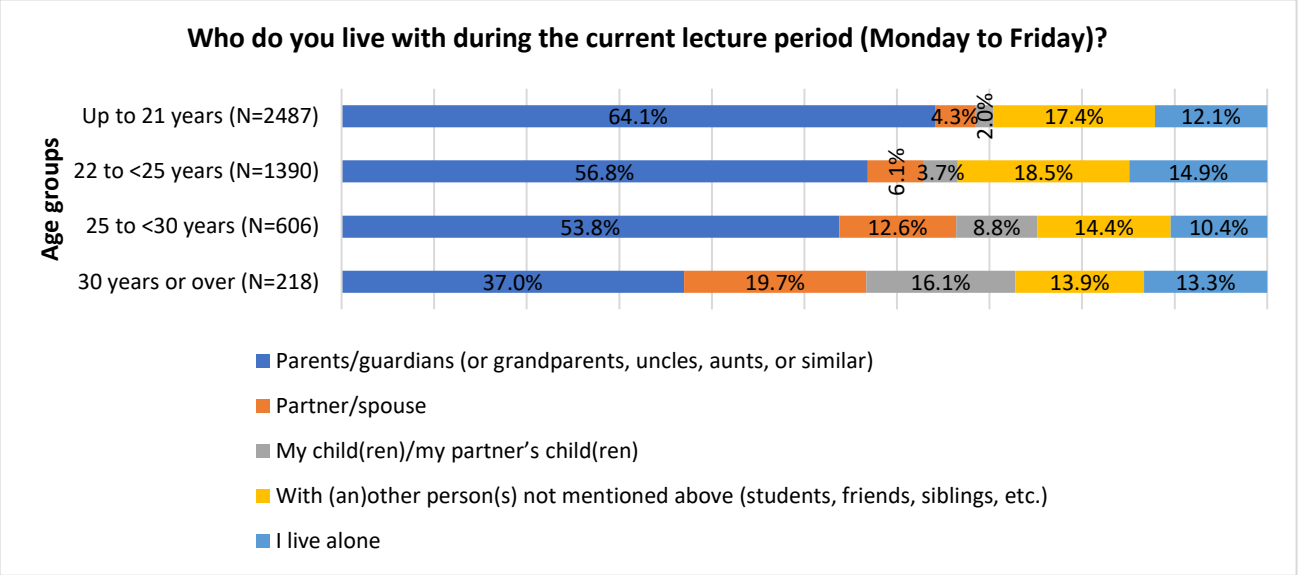


Assessing living conditions reveals that the percentage of students living with parents decreases with an increase in age. While the majority of students aged 21 years and younger (64.1%) live with their parents/guardians, the rate is down to 37% among those aged 30 and older. It is only logical that the

[15] For assessment, a 5-point scale was used where 1 was 'Completely online' and 5 – 'Completely in person.'

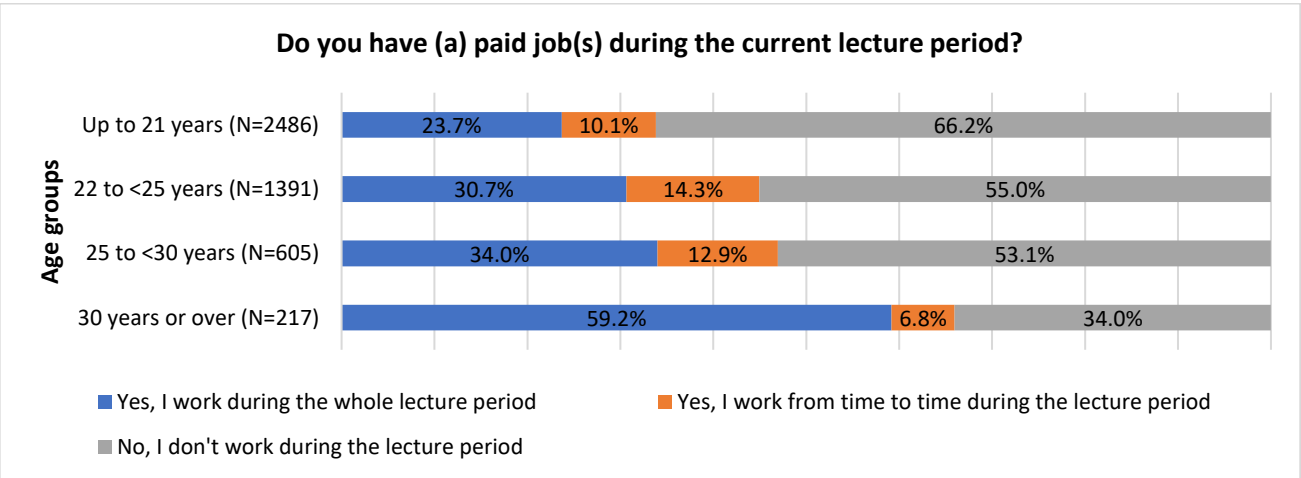
proportion of students living with a **partner/spouse** is larger among older respondents (Data are statistically reliable: X^2=321717, p<0.05). Such distribution of data is, of course, related to lifestyle: on the one hand, students aged 21 or under are trying to start an independent life often by renting with friends or moving into student accommodation. On the other, as expected, members of higher age groups are more independent, including financially, and can, thus, afford to live alone (see Diagram #12.1.6).

Diagram #12.1.6



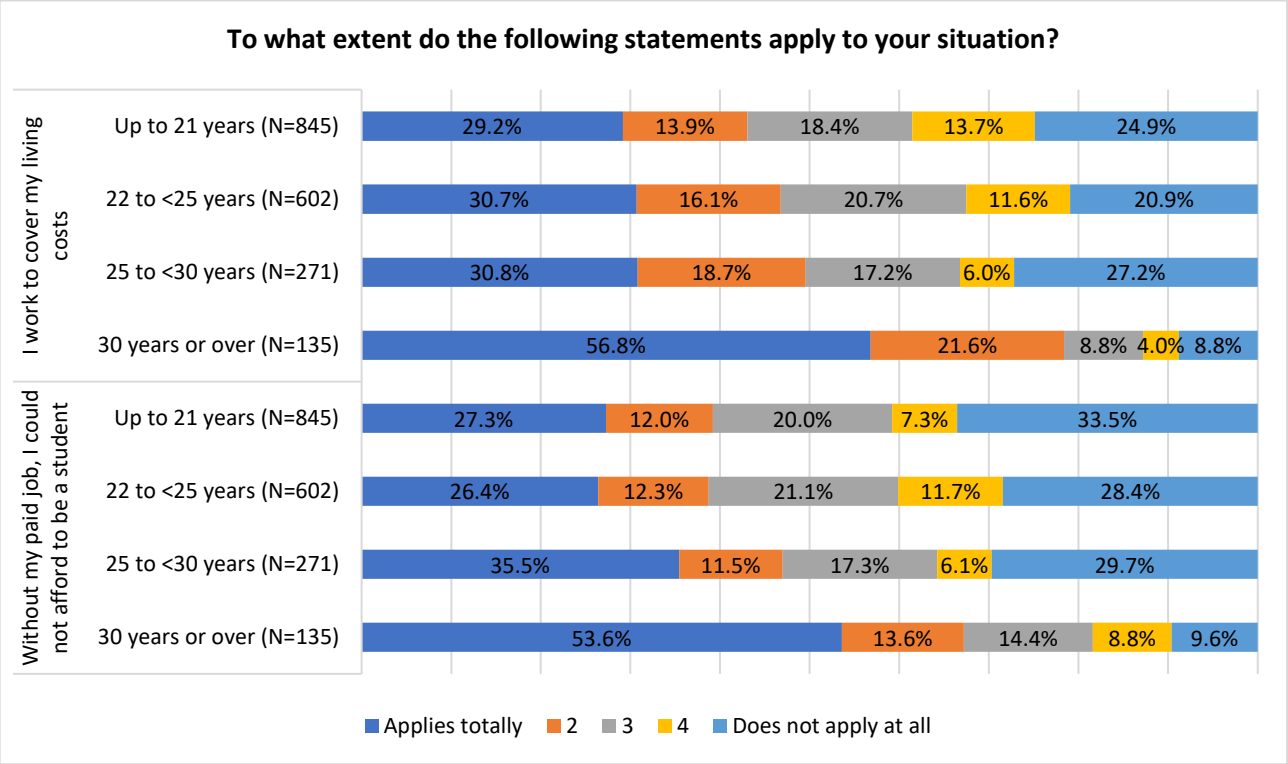
Experiences of **having a paid job during the current lecture period** vary across different age groups. The unemployment rate is the highest among students aged 21 or younger at 66.2%. The number of students holding a paid job during the whole semester increases with age, reaching the highest rate among respondents aged 30 and older at 59.2%. The age group of 22-24 years are more likely to work from time to time during the lecture period - 14.3% (data are statistically reliable: X^2=138026, p<0.05). The data suggest that with an increase in age, the knowledge acquired at the higher education institution is more likely to help one find employment. In addition, it should also be taken into account that it is much more gainful for an employer to hire an experienced employee, normally found among higher age groups (see Diagram #12.1.7).

Diagram #12.1.7



The purpose of having a job varies across different age groups. 78.4% of respondents in the higher age category (30 years and older) **work to cover their living costs** (scores 1 and 2).[16] The same is reported by 43.1% of students aged 21 years or younger (data are statistically reliable: X^2=73131, p<0.05). Such results may be related to the fact that younger students tend to live with their parents, allowing them not to spend their remuneration on living costs. The majority of respondents in the age group of 30 years or older **depend on their paid jobs, without which they would not afford to be a student** (67.2%) (scores 1 and 2). Only 39.2% of students aged up to 21 years share this position (data are statistically reliable: X^2=67806, p<0.05). Such a result may be related to the financial support they receive from different groups, particularly the primary social group, that also goes towards covering tuition fees. Besides, it should also be noted that for younger respondents, it is their first enrollment in a higher education institution, meaning that they might be benefiting from the state grant, which has a positive impact on 'being a student' (see Diagram #12.1.8).

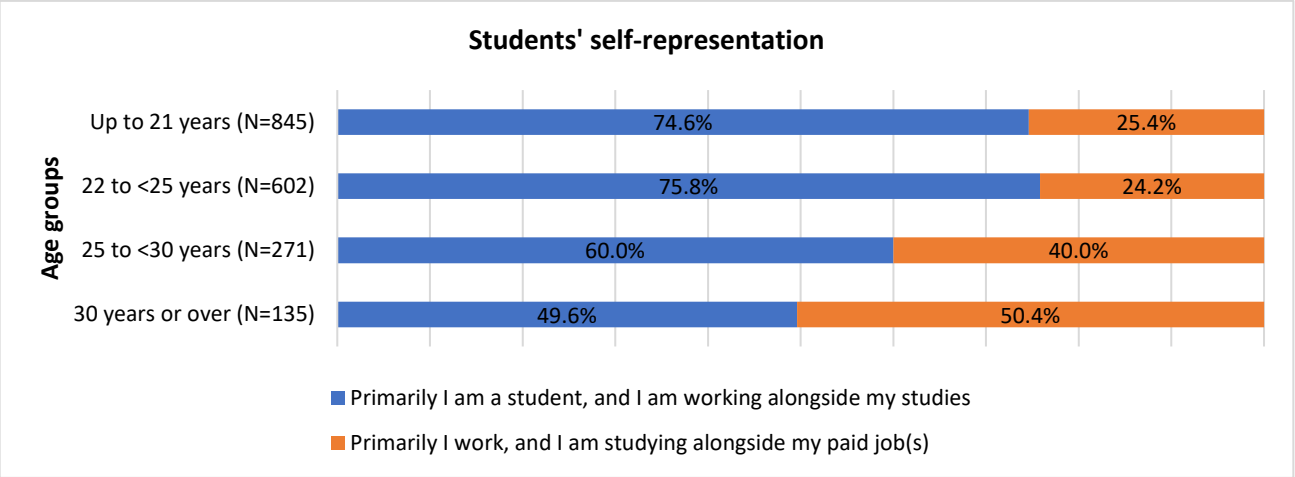
Diagram #12.1.8



Therefore, while 74.6% of respondents aged 21 or under **who work alongside their studies feel they are primarily students,** the proportion of this category in the age group of 30 and over is the smallest at 49.6% (data are statistically reliable: X^2=61021, p<0.05). Younger students are more focused on their studies and the acquisition of knowledge in order to be able to find better employment in the future. In the higher age categories, however, studying is part of their professional development (see Diagram #12.1.9).

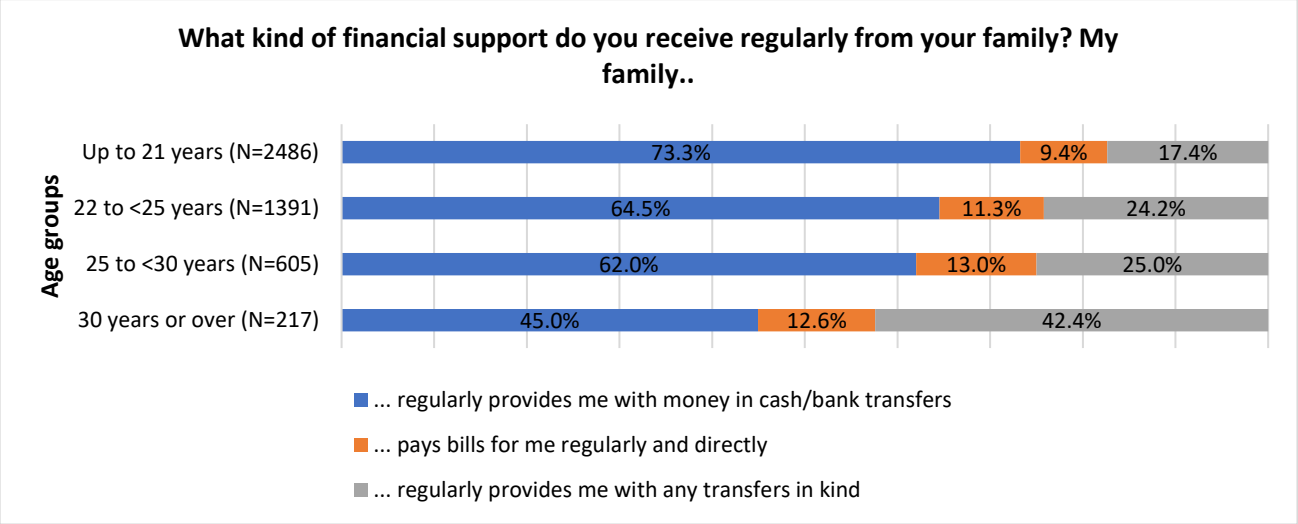
[16] For assessment, a 5-point scale was used where 1 was 'Applies totally' and 5 – 'Does not apply at all.'

Diagram #12.1.9



It is also interesting to assess the **financial situation** of students in terms of age. **Family contribution** in the form of **cash/bank transfers, bills, or transfers in kind** is a significant source of support across all age groups. The lowest rate of receiving regular support through cash/bank transfers is lowest among students aged 30 and over (45%) and highest among those aged 21 and under (73.3%). The practice of receiving transfers in kind is more common among older respondents. While 17.4% of younger students (aged 21 and under) receive non-monetary support from their families, the rate is 42.4% among those aged 30 years and over (data are statistically reliable: X^2=165563, p<0.05) (see Diagram #12.1.10).

Diagram #12.1.10



For the most part, an increase in age is associated with an increase in the rate of out-of-own-pocket **expenses**. The fact that the expenses for food among those aged 30 and over is higher (429.71 GEL) compared to other age groups may be related to the former being financially independent. The average amount the members in this age group receive from others is 136.83 GEL, which is very little for this type of expenditure (data are statistically reliable: F=15.062, p<0.05). The situation is identical in terms of transportation expenses – students aged 21 and under allocate the smallest amount (52.88 GEL) out of their own pocket to transportation, whilst those aged 30 and over the largest amount (113.98 GEL) (data are statistically reliable: F=17469, p<0.05). Perhaps lifestyle should also be taken into consideration. The older the person, the more responsibilities they have, including getting to and from work. In addition, the need to

go out shopping increases, which directly affects transportation costs. Owning a car is an important factor, too, which is probably more common among older students. In this case, transportation expenses include fuel costs.

In terms of study-related expenses, students aged 21 and under spend an average of 163.30 GEL a month out of their own pocket. In this regard, the highest level of expenditure is observed in the age group of 30 and over and equals 178.97 GEL; however, the expenditure incurred by respondents aged between 25 and 29 is not little either, amounting to 173.81 GEL (data are statistically reliable: $F=8140$, $p<0.05$). To get a more in-depth understanding of the general situation, it is important to determine the expenses incurred by others. In the case of students aged up to 21 years, an average of 323.05 GEL per month is paid towards their tuition fees by others; the amount is down to 240 GEL in the two highest age categories (25-29 years - 281.02 GEL, 30 years or older - 201.49 GEL) (data are statistically reliable: $F=3432$, $p<0.05$). On the one hand, it should be taken into account that most of the students in the higher age category have paid jobs and, consequently, can afford to pay for their studies. On the other, study-related expenditure incurred by older students might be related to the fact that they no longer participate in the grant competition, due to their enrollment in higher education for the second or third time (if they have already been a grant recipient once) and thus, cover the tuition fee themselves.

For a detailed breakdown of data by age, please see Table #12.1.3.

Table #12.1.3

What are your average expenses for the following items during the current lecture period? (Age groups)			Accommodation costs (N=2077)	Food (N=2882)	transportation(N=4522)	Communication (telephone, internet, etc.) (N=4618)	Health cost (e.g. medicine, medical insurance) (N=4602)	Childcare (N=366)	Debt payment (except mortgage) (N=4604)	Social and leisure activities (N=4613)	Other regular living costs (N=4555)	University tuition fees (N=4622)	Other university fees (e.g. registration/administration) (N=4629)	Other study-related costs (N=4626)	**Total regular living costs (N=2032)**	**Total study related costs (N=4630)**
Up to 21 years	Paid out-of-own pocket	Average	437.37	249.91	52.88	32.07	27.19	66.01	21.17	37.91	96.60	163.30	26.56	38.27	**1078.05**	**228.04**
		Std. Deviation	484.78	285.30	97.85	47.23	57.67	155.92	76.44	60.92	155.30	199.90	95.87	63.21	**874.40**	**256.18**
	Paid by others	Average	261.50	194.22	35.47	22.47	20.39	49.03	18.09	9.51	67.73	323.05	13.69	22.54	**733.79**	**359.11**
		Std. Deviation	384.46	291.28	84.11	42.11	51.37	141.46	80.08	34.11	139.92	573.70	65.35	50.38	**814.14**	**584.51**
22 to <25 years	Paid out-of-own pocket	Average	430.47	270.97	61.04	36.78	33.92	126.82	34.28	45.93	100.47	141.17	25.62	42.25	**1175.87**	**208.91**
		Std. Deviation	426.50	292.04	108.69	53.36	63.54	230.08	109.38	67.42	154.90	181.67	91.49	65.70	**802.11**	**242.72**
	Paid by others	Average	239.94	179.90	38.90	20.73	24.92	58.56	23.97	10.38	56.41	324.82	16.73	20.65	**687.43**	**362.02**
		Std. Deviation	334.63	243.67	91.80	38.71	58.40	171.29	93.85	34.65	122.91	606.00	76.41	49.46	**753.09**	**612.47**
25 to <30 years	Paid out-of-own pocket	Average	385.70	303.01	66.74	35.42	30.26	181.17	44.76	37.65	88.49	173.81	22.06	30.71	**1196.73**	**225.83**
		Std. Deviation	431.73	320.32	109.73	46.47	64.03	267.66	127.90	60.61	154.67	171.81	83.30	59.64	**882.33**	**230.66**
	Paid by others	Average	280.31	205.45	32.11	20.23	16.63	98.51	21.14	8.73	52.72	281.02	16.12	19.58	**767.52**	**315.50**
		Std. Deviation	427.63	315.49	88.74	46.52	44.14	242.42	84.32	33.14	129.11	541.98	70.54	49.89	**954.11**	**551.34**
30 years or over	Paid out-of-own pocket	Average	514.38	429.72	113.98	34.15	45.03	214.35	63.15	57.64	115.94	178.97	26.20	34.55	**1659.40**	**239.73**
		Std. Deviation	506.48	346.02	198.93	51.13	77.98	214.02	147.96	74.46	150.20	186.43	75.13	62.99	**1060.89**	**246.01**
	Paid by others	Average	173.62	136.83	20.34	16.17	12.06	104.98	12.19	6.55	19.69	201.49	12.90	13.38	**499.88**	**227.76**
		Std. Deviation	338.07	253.04	74.41	45.43	42.30	177.78	79.41	22.31	58.90	503.43	58.05	45.11	**785.60**	**515.39**

Statistically insignificant

Analyzing the financial situation of respondents reveals that most of the students in each age group are not receiving either a **public grant/scholarship** or a **student loan.** Moreover, the share of such students increases with an increase in age: 21 years and under - 48.4%, 22-24 years - 50.2%, 25-29 years - 54.9%, 30 years and older - 56.8%. The fact that the proportion of public grant recipients is smaller in higher age categories (21 years and younger - 28%, 22-24 years - 22.5%, 25-29 years - 23.9%, 30 years or older - 15%) might be related to their repeated (secondary or tertiary) enrollment in higher education institutions (data are statistically reliable: X^2=91958, p<0.05). If a person has once received a state grant, enrolling in the same educational level makes them automatically ineligible for participating in the grant competition. It is more likely that older students entered the same level of higher education for the second or third time. This assumption may be supported by the fact that 61.3% of respondents aged 30 or over are Bachelor and 26.8% are Master students (see Table #12.1.4).

Table #12.1.4

Are you receiving a public grant/scholarship or a student loans during the current lecture period? (%)	Age groups			
	Up to 21 years (N=2486)	22 to <25 years (N=1391)	25 to <30 years (N=605)	30 years or over (N=217)
Yes, I'm receiving public grant	28	22.5	23.9	15
Yes, I'm receiving financial support for studying within the state social programs	5.4	7.6	4.7	6.3
Yes, I'm receiving financial support from the local government (City Hall, Municipal Government)	3.9	3.7	3	2
Yes, I'm receiving scholarship from Shota Rustaveli national scientific foundation of Georgia	0.9	1	0.4	1.2
Yes, I'm receiving student loan from the university/bank	1.6	3.2	3.9	4.7
Yes, I'm receiving scholarship from university	7.1	5.6	5.9	5.8
Yes, I'm receiving public grant / scholarship /loan from another country	4.6	6.1	3.4	8.3
No, I'm not receiving	48.4	50.2	54.9	56.8

The data suggest that **sources of income** vary across different age groups. First of all, the role of the family as one of the key actors in this regard should be considered. Cases/amount of cash or bank transfers received from the family/relatives decrease along with an increase in age. The breakdown of family contribution by age is as follows: 21 years or younger - 210.02 GEL, 22-24 years - 191.95 GEL, 25-29 years - 149.73 GEL, 30 years or older - 91.64 GEL (data are statistically reliable: F=13994, p<0.05). The decrease in financial support from families with increase in age may be related to a number of factors. One of them is finding a paid job, which can be considered a stable source of income. A monthly income from paid employment is particularly low among students aged 21 and younger - 190.24 GEL. This can be due to them not holding down a stable job because they are mostly Bachelor students who prioritize their studies. With increase in age, the amount of monthly income also increases, reaching its highest rate among students aged 30 and over - 609.21 GEL (data are statistically reliable: F=34106, p<0.05). These indicators are logical, given that the majority of this age group have stable jobs.

Savings from previous jobs are rather modest across all age groups; however, they are particularly small among students aged 21 and under, constituting only 32.09 GEL. Respondents in the group of 25-29 years tend to have the biggest savings at 66.13 GEL (data are statistically reliable: $F=4028$, $p<0.05$).

To sum up, single monthly incomes vary among age groups. Data are statistically significant ($F=8763$, $p<0.05$), meaning that there is an objective difference among the groups. It has been established that students aged 21 or younger have the lowest income per month (651.82 GEL) and those aged 30 or older the highest at 921.25 GEL. For a breakdown of income by age considering sources of income, please see Table #12.1.5.

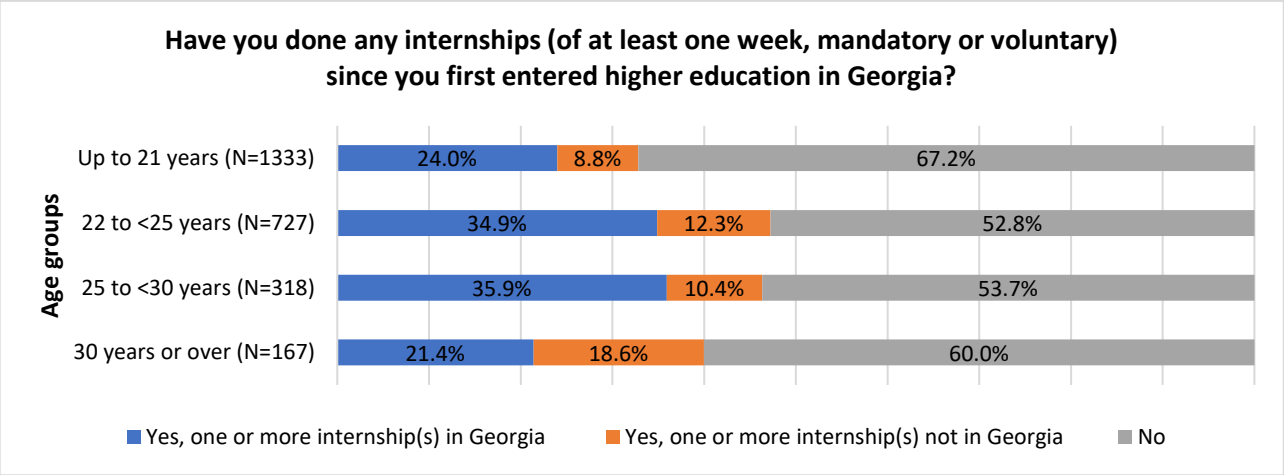
Table #12.1.5

What is the average monthly amount available to you* in cash or via bank transfers from the following sources during the current lecture period?	Age groups											
	Up to 21 years			22 to <25 years			25 to <30 years			30 years or over		
	Number of responses	Average	Std. Deviation	Number of responses	Average	Std. Deviation	Number of responses	Average	Std. Deviation	Number of responses	Average	Std. Deviation
From parental family: Cash or transfer to my bank account	1732	210.02	234.79	887	191.95	237.71	372	149.73	218.86	138	91.64	204.57
From partner: Cash or transfer to my bank account	1761	13.86	82.42	894	18.06	94.39	376	29.04	127.27	136	59.71	250.38
Public grant	1773	64.09	82.27	901	59.09	85.66	378	59.22	81.42	138	57.16	93.01
Financial support for studying within the state social programs	1773	8.45	56.29	901	14.39	78.29	378	2.40	22.67	138	7.09	38.20
Financial support from the local government (City Hall, Municipal Government)	1724	5.44	55.22	876	6.87	63.04	373	1.53	20.04	135	2.73	23.80
Scholarship from Shota Rustaveli national scientific foundation of Georgia	1760	15.44	80.79	893	24.15	103.99	376	4.77	33.30	136	14.72	66.03
Student loan from the university/bank	1773	0.95	23.65	901	1.76	29.75	378	6.09	45.49	138	7.48	40.42
Scholarship from university	1760	24.62	113.23	891	16.78	91.72	377	15.55	81.58	134	14.05	70.76
Public grant / scholarship / loan from another country	1747	5.61	48.30	883	19.20	123.30	371	11.13	82.42	137	51.06	495.76
Net income from paid job during the current lecture period	1750	190.24	426.69	884	239.22	434.58	374	343.92	565.07	134	609.21	693.22
Savings from previous jobs used for living/studying during the current lecture period	1762	32.09	150.25	893	41.56	169.30	374	66.13	251.95	137	42.44	177.11
Savings (not from previous jobs) used for living/studying during the current lecture period	1759	8.49	70.03	889	16.89	97.19	373	6.10	54.50	137	11.73	100.47
Other income from public sources (e.g. child benefit, housing benefit, pension, unemployment benefits, support for orphans)	1728	26.23	107.06	874	30.98	115.88	363	23.62	90.84	131	38.13	107.03
Other income (repayable or not) from private sources (e.g. alimony, private scholarship, income from capital, property, occasional income from sales, gifts, loan, private borrowing)	1738	40.08	143.94	883	32.30	125.69	364	55.65	172.93	131	78.52	228.26
Total	**1647**	**651.82**	**588.56**	**840**	**715.82**	**621.22**	**347**	**784.32**	**742.97**	**122**	**921.25**	**700.02**

Statistically insignificant

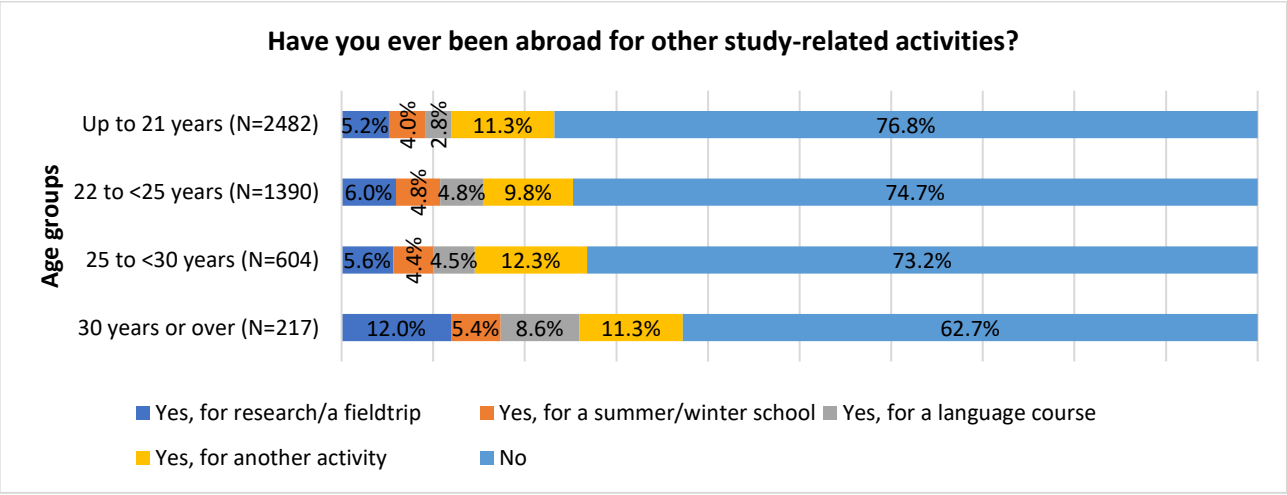
In terms of internships, the data suggest that the majority of each age group have not done any in Georgia or abroad (voluntary or mandatory) since first entering higher education. However, it is worth noting that students aged 30 or over are more likely to have done an internship abroad - 18.6%, which is the highest rate across all age groups. Almost equal shares of students in the age groups of 22-24 years (34.9%) and 25-29 years (35.9%) have done internships locally. The rate of local internships is down to 24% among students aged 21 or younger and 21.4% among those in the group of 30 and over (data are statistically reliable: X^2=89271, p<0.05) (see Diagram #12.1.11).

Diagram #12.1.11



Respondents aged 30 and over are more likely to **have been abroad for other study-related activities**. 12% of them say they went abroad for a research/field trip. The rate of students with the same experience is down to 5.2% in the age group of 21 years and younger. Among students aged 25-29 years, compared to other age categories, going abroad for other activities (not research/field trip, not summer/winter school, not language courses) prevail (12.3%) (data are statistically reliable: X^2=57187, p<0.05) (see Diagram #12.1.12).

Diagram #12.1.12



As for the demographic characteristics, higher age categories are more likely to **have children**: 25-29 years - 13.3%, 30 years or older - 29.4%. Only 3.2% and 6% of students in the age groups of 21 years and younger and 22-24 years, respectively, have a child(ren). (Data are statistically reliable: X^2=222565, p<0.05).

Within the framework of the research, **parents' educational attainment** for each age group has also been assessed. The highest educational attainment of both mothers and fathers of students across all age groups is a Bachelor's degree in most cases:

- **21 years or younger:** mother/guardian - 20.5%, father/guardian - 20.7%
- **22-25 years:** mother/guardian - 20.3%, father/guardian - 21.6%
- **25-30 years:** mother/guardian - 19.4%, father/guardian - 21.9%
- **30 years or older:** mother/guardian - 20.6%, father/guardian - 25.8%

The next dominant category for each age group is a higher vocational diploma, which an average of 25% of mothers (data are statistically reliable: X^2=164971, p<0.05) and 22% of fathers (data are statistically reliable: X^2=155882, p<0.05) have (see Table #12.1.6).

Table #12.1.6

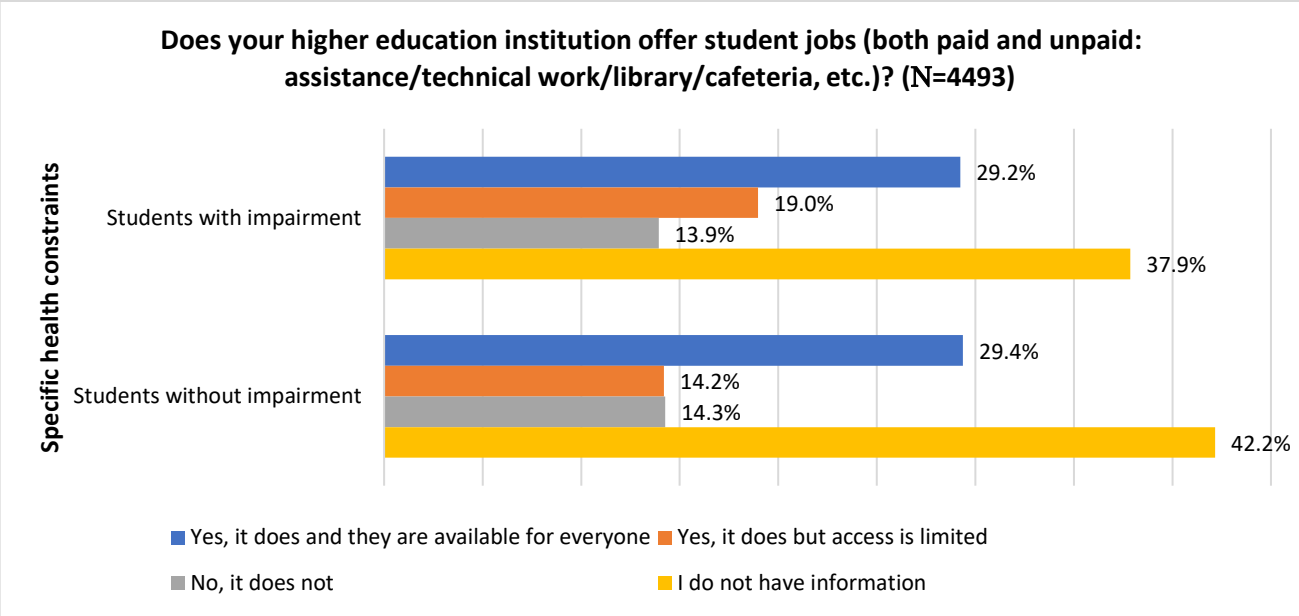
What is the highest level of education your mother/guardian and father/guardian have obtained? (%)	Age groups							
	Up to 21 years (N=2505)		22 to <25 years (N=1400)		25 to <30 years (N=624)		30 years or over (N=242)	
	Mother/guardian	Father/guardian	Mother/guardian	Father/guardian	Mother/guardian	Father/guardian	Mother/guardian	Father/guardian
Primary education	3.4	2.5	4.9	3.9	2.6	1.4	4.1	1
Basic general education	3	3.8	4.9	3.5	3	1.8	6.2	7.7
Secondary general education	13.3	17.5	13.5	16.2	11.7	15.8	6.2	9.8
Basic Vocational education	4.7	4.7	3.8	5.4	5.8	5.7	3.1	4.6
Secondary Vocational Education	6	7	7	7.3	5.7	4.4	15.5	9.8
Higher Vocational Education	28.6	23	23.7	20	28.6	24.2	21.6	22.2
Bachelor degree	20.5	20.7	20.3	21.6	19.4	21.9	20.6	25.8
Georgian Language Educational Programme Diploma	0.5	0.8	0.8	1.7	0.7	1.6	-	3.1
Teachers' Training Educational Programme Diploma	0.8	0.5	1.4	1.1	2.3	2.5	-	-
Master degree	8.6	8.3	10.9	11	8.8	9.5	16.5	13.9
One Stage Medical Programme Diploma	1.5	0.3	1.1	1.1	1.3	0.4	2.1	0.5
Veterinary Integrated Master Programme Diploma	0.1	0.5	0.1	-	0.4	0.1	2.6	-
Teachers' Training Integrated Bachelor-Master Programe Diploma	0.8	0.1	0.9	0.4	1.4	0.3	0.5	-
PhD	3.6	3	3	2.9	4	5.4	-	0.5
Do not know/ not applicable	4.6	7.3	3.7	4.1	4.3	5	1	1

2. Students with Special Educational Needs/Disabilities

30.1% of surveyed students have a form of disability/disorder. 60.2% of students with special educational needs/disabilities are female, and 39.8% male (data are statistically reliable: X^2=24587, p<0.05). Their age distribution is as follows: 21 years or younger - 31%; 22-24 years - 49.6%; 25-29 years - 14.2%; 30 years and older - 5.2% (data are statistically reliable: X^2=12446, p<0.05). The vast majority (86.7%) of respondents with special educational needs/disabilities are university students, over a tenth are enrolled in teaching universities, and 1% in colleges (data are statistically reliable: X^2=13699, p<0.05).

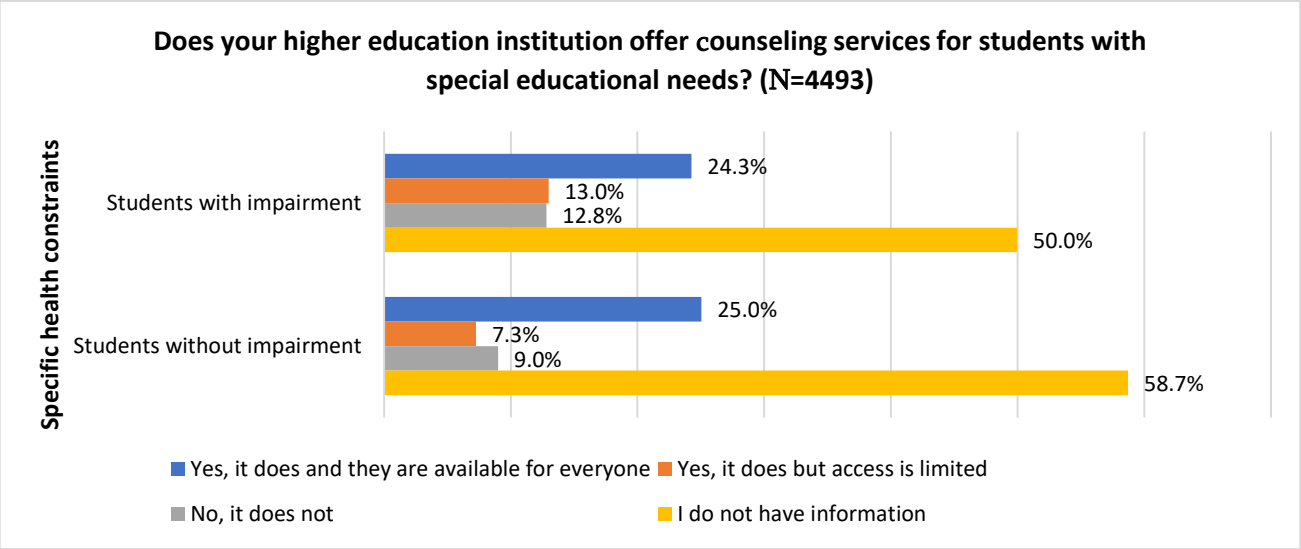
Almost equal shares of students with special educational needs/disabilities (29.2%) and those without the said status (29.4%) indicate that their higher education institutions offer student jobs (both paid and unpaid: assistance/technical work/library, cafeteria, etc.), which are available to everyone. Conversely, 19% of students with special educational needs/disabilities note that regardless of the aforementioned opportunities, access to employment resources is limited. 14.2% of students without special needs/disabilities report the same. It is also worth mentioning that the share of uninformed students ('I do not have information') is higher in the latter group: students with special educational needs/disabilities - 37.9%; students without special educational needs/disabilities - 42.2%. (Data are statistically reliable: χ^2=16.715; p<0.05) (see Diagram #12.2.1).

Diagram #12.2.1



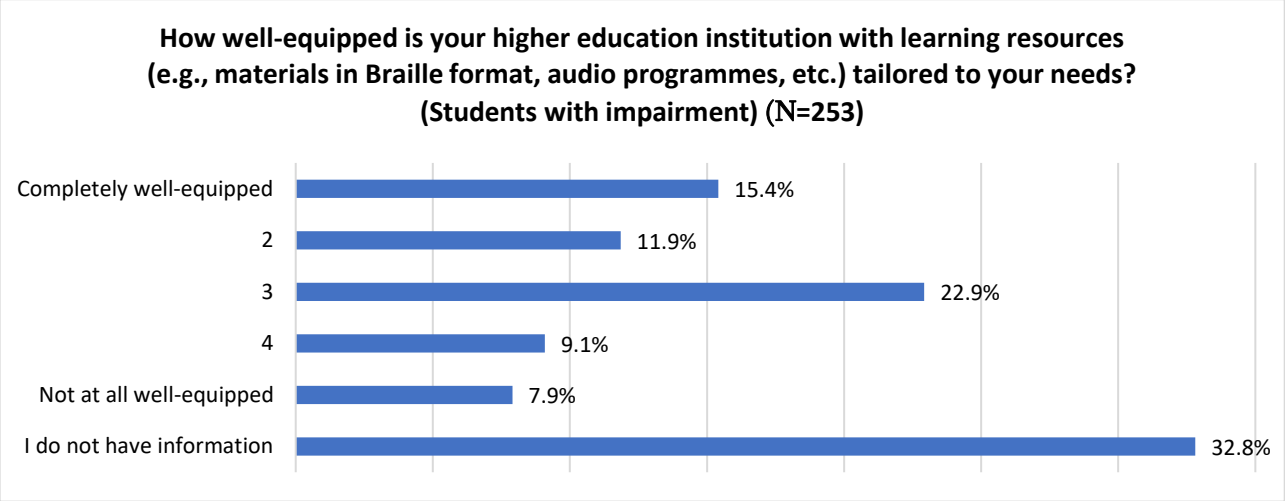
The difference in the proportions of students with (24.3%) and without (25%) disabilities/special educational needs who confirm their higher education institutions **offer counseling services for students with special educational needs that are accessible to everyone** is insignificant. However, it should be noted that all other respondents in both of the target groups has no information about the matter (data are statistically reliable: χ^2=57.051; p<0.05) (see Diagram #12.2.2).

Diagram #12.2.2



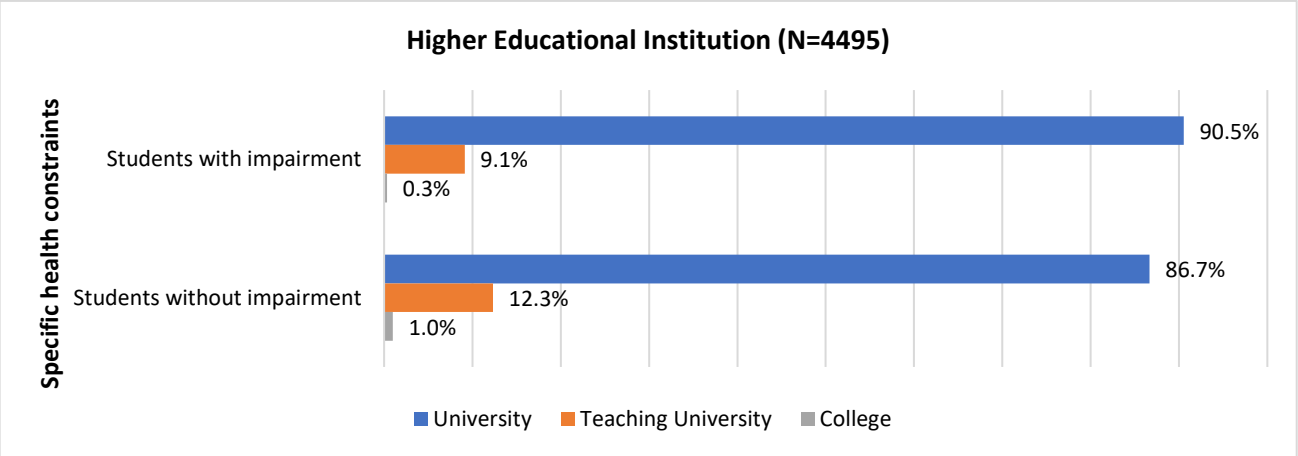
About a third of students (32.8%) with disabilities/special educational needs do not have information about how well-equipped their educational institutions are with learning resources tailored to their needs; over a quarter (27.3%) confirm they are equipped (completely well-equipped + more likely than not), and 17% state the opposite (see Diagram #12.2.3).

Diagram #12.2.3



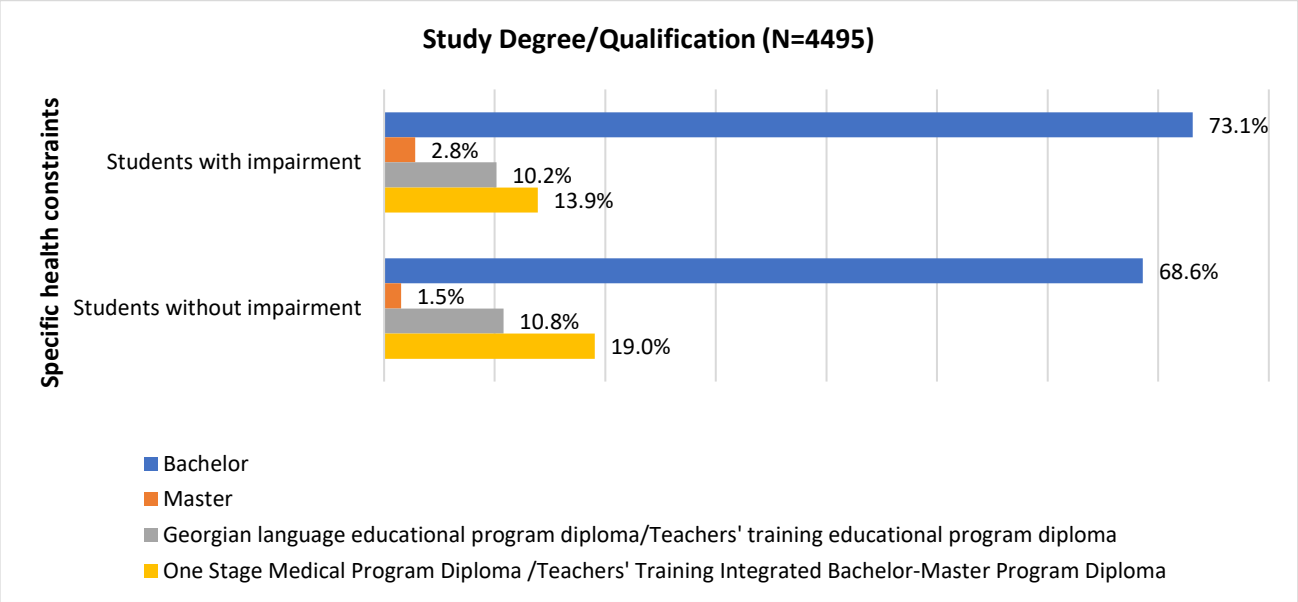
90.5% of students with disabilities/special educational needs study at universities, whilst the proportion is 86.7% among students without disabilities/special educational needs. Students from the latter group prevail at teaching universities and colleges (data are statistically reliable: χ^2=13,699; p<0.05) (see Diagram #12.2.4).

Diagram #12.2.4



As for the level of education/qualification, the vast majority of students (73.1%) with disabilities/special educational needs are Bachelor students. 68.6% of students without disabilities/special educational needs are enrolled in the same educational level. Almost one-fifth of the latter group (19%) are enrolled in the One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programme. The proportion of students with disabilities/special educational needs attending the same programme is 13.9%. The smallest portion of both target groups are Master students. (Data are statistically reliable: χ^2=23.409; p<0.05) (see Diagram #12.2.5).

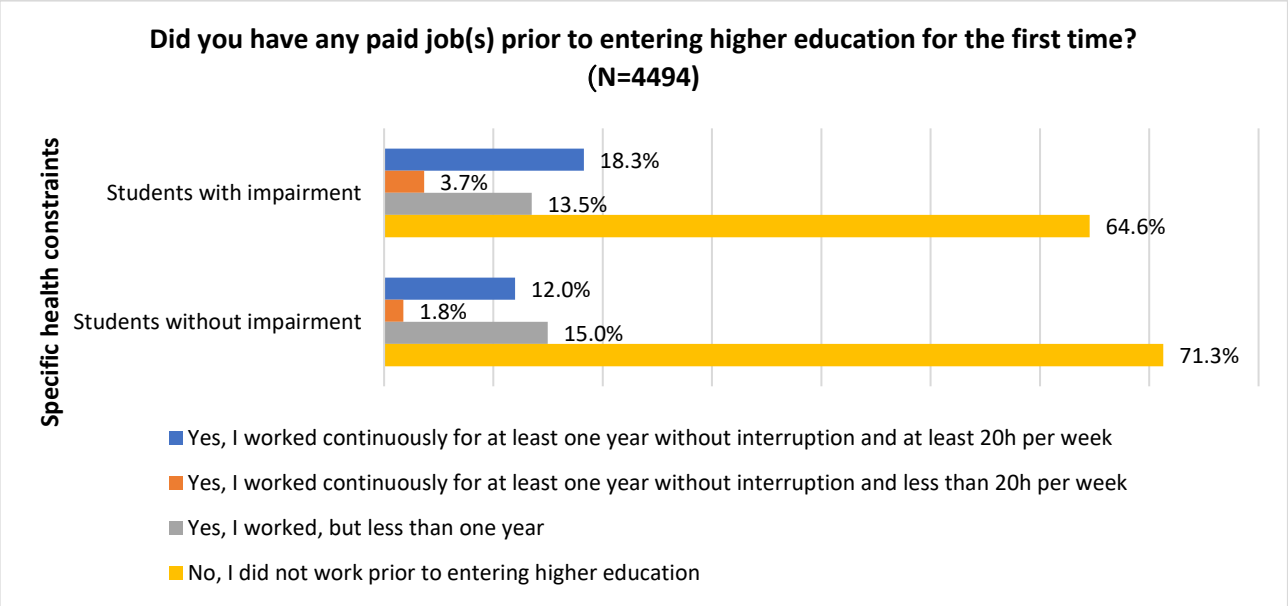
Diagram #12.2.5



The rate of having a paid job prior to entering higher education for the first time is lower among students without disabilities/special educational needs than those with this status. Namely, 18.3% of students with disabilities/special educational needs indicate they worked continuously for at least a year (at least 20 hours a week), whilst the proportion of students without disabilities/special educational needs with the same experience is not higher than 12%. In addition, 71.3% of students without any health limitations note they did not work before first entering higher education, whilst the same is reported only by 64.6% of students

with disabilities/special educational needs (data are statistically reliable: χ^2=45.855; p<0.05) (see Diagram #12.2.6).

Diagram #12.2.6



Students participating in the research were asked to rate various study-related statements on a five-point scale. According to the trends observed, the majority of answers fall into the positive end of the scale ('Completely agree + More likely to agree than not'); however, certain differences occur in the shares of students with and without disabilities/special educational needs. Namely:

- 60.8% of students without disabilities/special educational needs say lecturers normally give them helpful feedback regarding their studies. The same experience is reported only by 52.2% of students with disabilities/special educational needs.
- The proportion of students with disabilities/special educational needs is 13% smaller than that of students without the said status who agree that the lecturers motivate them to do their best work.
- 66.1% of students without disabilities/special educational needs would recommend their current study programme, whilst the proportion is not higher than 55.1% among students with the said status.
- Large and almost equal shares of both target groups rate the following statements positively: 'Lecturers are extremely good at explaining things' and 'I know a lot of fellow students with whom I can discuss subject-related questions.'
- The vast majority of students with and without disabilities/special educational needs agree with the following statement: 'It was always clear that I would study in a higher education institution one day.'

In addition to the above, students without disabilities/special educational needs disagree with the statements with negative connotations ('Do not agree at all + More likely to disagree than agree') relatively more often. Namely, 58.1% of students with disabilities/special educational needs do not feel they do not belong in higher education, whilst 22.7% do. On the other hand, the proportion of those without disabilities/special educational needs who do not feel they do not belong is 70.4%. It should also be noted

that more students with (20.2%) than without (12.3%) disabilities/special educational needs tend to consider completely abandoning their higher education studies (see Table #12.2.1).

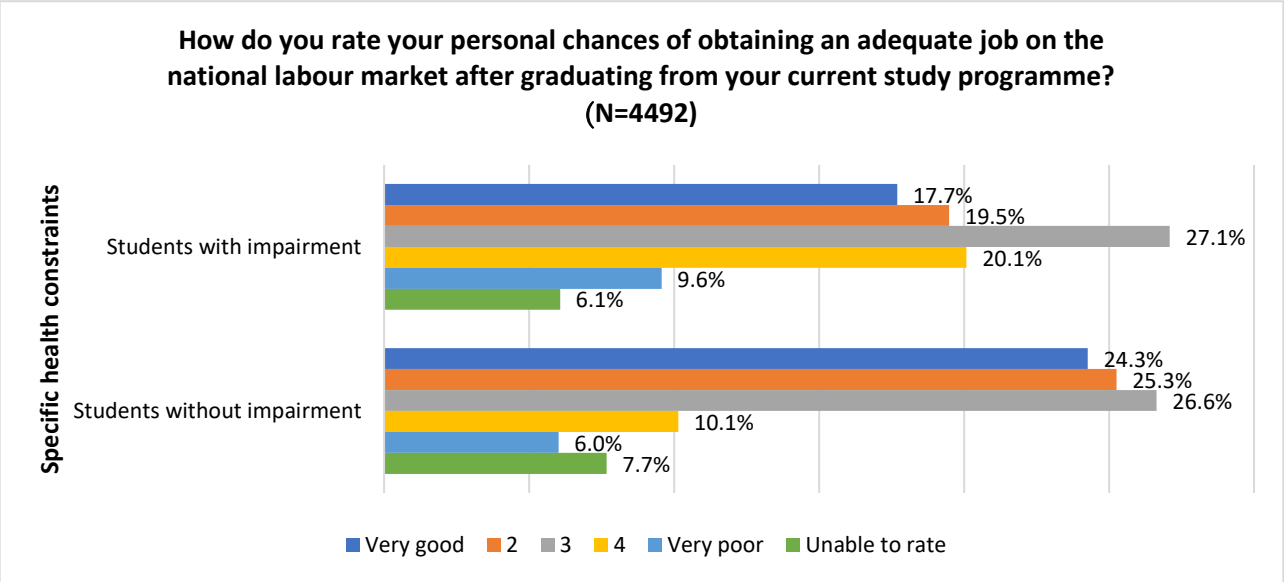
Table #12.2.1

Generally, to what extent do you agree with the following statements regarding your studies? (N=4494) (Certain health related limitations)	Students with Disabilities/Special Educational needs					Students without Disabilities/Special Educational needs				
	Strongly agree	2	3	4	Do not agree at all	Strongly agree	2	3	4	Do not agree at all
	%									
The lecturers normally give me helpful feedback on how I am doing (χ^2=68,644; p<0.05)	27.8	24.4	23.4	13.3	11.1	35.6	25.2	24.8	8.2	6.2
The lecturers motivate me to do my best work (χ^2=77,774; p<0.05)	24.6	21.3	27.5	14.9	11.7	34.3	24.8	24.2	10	6.8
The lecturers are extremely good at explaining things (χ^2=60,286; p<0.05)	28.2	30.3	24.4	10.2	6.8	38.1	24.8	25.6	7.9	3.6
I know a lot of fellow students with whom I can discuss subject related questions (χ^2=28,401; p<0.05)	29.9	20.3	27.9	11.3	10.6	33.9	24.2	24.5	10.4	7
I would recommend my current (main) study programme (χ^2=69,083; p<0.05)	32.5	22.6	25.2	9	10.8	41.2	24.9	22.1	6.6	5.2
I often have the feeling that I don't really belong in higher education (χ^2=72,692; p<0.05)	11.5	11.2	19.2	12.3	45.8	7.1	6.5	16	12.9	57.5
It was always clear I would study in higher education one day (χ^2=77,564; p<0.05)	57.4	16.6	14.9	5.7	5.5	67.9	12.7	14.3	3	2
I am seriously thinking of completely abandoning my higher education studies (χ^2=68,057; p<0.05)	11.2	9.1	16.8	11.4	51.6	6.9	5.4	13.6	10	64.1

After assessing their personal chances of finding employment in the local labour market after graduating from the current study programme, it appears that 37.2% of students with disabilities/special educational needs believe their chances are **'very good + more likely to be good than not.'** The same attitude is observed among 49.5% of students without disabilities/special educational needs. The proportion of respondents with

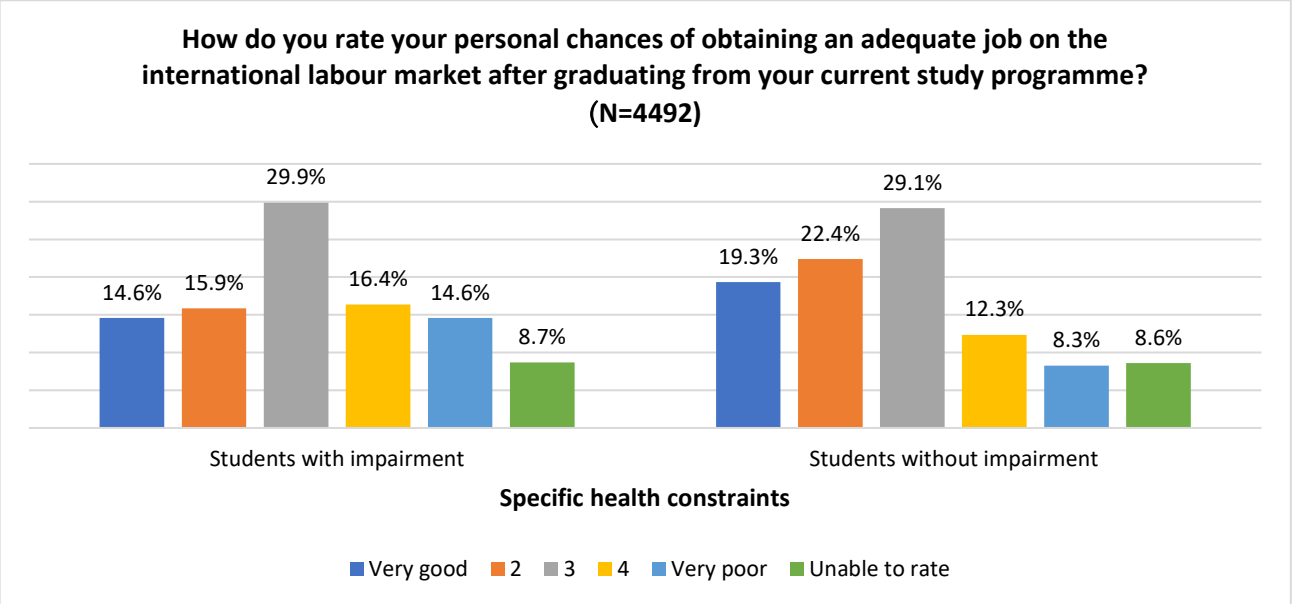
the opposite expectations (**'very poor' + 'more likely to be poor than not')** is much higher among students with (29.7%) than without (16.2%) disabilities/special needs. (Data are statistically reliable: χ^2=114.702; p<0.05) (see Diagram #12.2.7).

Diagram #12.2.7



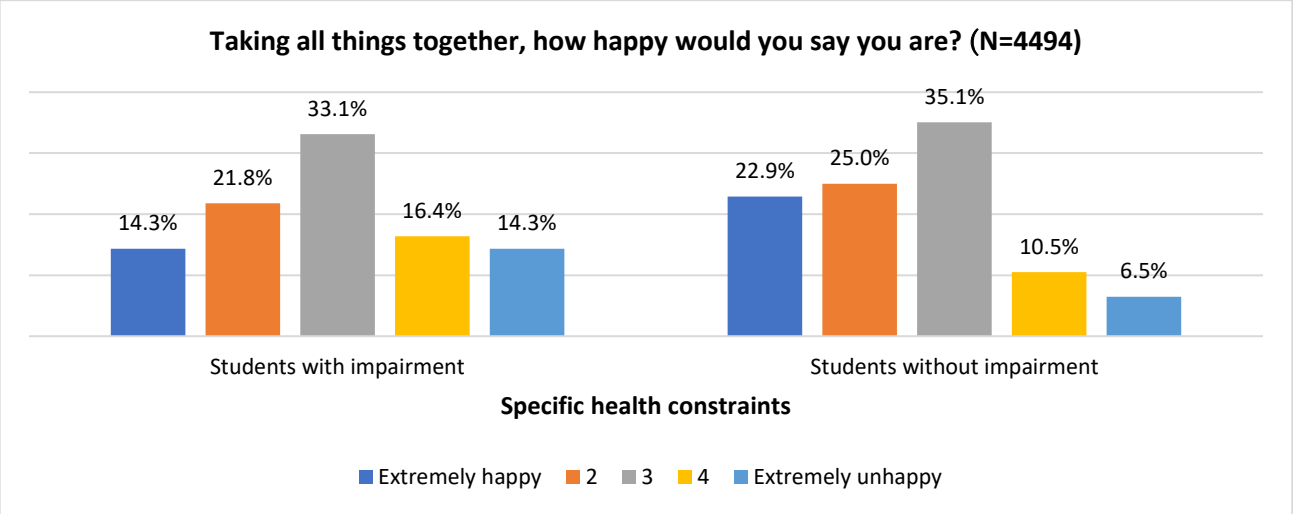
With respect to their chances of finding employment in the international labout marker, students with disabilities/special education needs (41.7%) are more likely to have positive expectations than those without this status (30.5%) (**'Very good + more likely to be good than not'**). The opposite attitude is observed among 31% of students with disabilities/special education needs and 20.6% of the other group. (Data are statistically reliable: χ^2=74.346; p<0.05) (see Diagram #12.2.8).

Diagram #12.2.8



When assessing the rate of personal happiness, students without disabilities/special educational needs (47.9%) are more likely to feel happy as compared to their counterparts (36.1%) from the other group **('Extremely happy' + 'More likely to be happy than not').** It is also worth noting that equal proportions of students with disabilities/special educational needs choose the extreme ends of the scale to rate their levels of happiness: extremely happy - 14.3%; extremely unhappy - 14.3%. (Data are statistically reliable: χ^2=123.066; p<0.05) (see Diagram #12.2.9).

Diagram #12.2.9



Equal proportions of students with (21.3%) and without (21.1%) disabilities/special educational needs say the COVID-19 pandemic has/will have a positive impact on their study-related plans. Conversely, 38.6% of students with health issues feel negative in this regard **('Very negative impact + More likely to be negative than not').** The same attitude is observed among 29% of students without disabilities/special educational needs. 32.7% of students with disabilities/special educational needs indicate a possible negative effect of the COVID-19 pandemic on employment opportunities and accessibility. The same opinion is shared by 25.8% of respondents from the other group. 52.3% of the latter group note the pandemic will not have any impact on their future plans regarding employment. The proportion of students with disabilities/special educational needs who have the same attitude is not higher than 45%. In addition, the majority (52.2%) of students with disabilities/special educational needs say the COVID-19 pandemic had/has a negative impact on their mental health. The same assessment is offered by 37.5% of respondents from the other target group (see Table #12.2.2).

Table #12.2.2

Do you expect any continued positive or negative impact of the Covid-19 pandemic on … (Certain health related limitations)	Students with Disabilities/Special Educational Needs (N=1171)					Students without Disabilities/Special Educational Needs (N=3323)				
	Very positive impact	2	No impact	4	Very negative impact	Very positive impact	2	No impact	4	Very negative impact
	%									
… your further studies? (χ^2=72.779; p<0.05)	7.9	13.4	40.1	22.5	16.1	8.1	13.0	49.9	20.9	8.1
… your labour market participation after graduation? (χ^2=50.264; p<0.05)	9.3	13.0	45.0	19.0	13.7	9.8	12.2	52.3	18.6	7.2
… your mental health? (χ^2=158.127; p<0.05)	7.9	9.5	30.4	23.2	28.9	7.3	8.2	46.9	23.1	14.4

Students with and without disabilities/special educational needs were asked to rate how often they feel isolated from the social circle. Statistical data suggest that the proportion of students with disabilities/special educational needs who feel isolated ('All of the time + More often than rarely') from fellow students (31.3%) and from others in general (32.2%) is higher than that of their counterparts without this status (not higher than 14%). Over 70% of the latter category either '**never or more rarely than often'** feel isolated from their families/partners and friends. The same attitude is observed among 47% of students with disabilities/special educational needs (see Table #12.2.3).

Table #12.2.3

How often do you feel isolated	Students with Disabilities/Special Educational Needs (N=1171)					Students without Disabilities/Special Educational Needs (N=3323)				
	All the time	2	3	4	Never	All the time	2	3	4	Never
	%									
… from fellow students in your study programme? (χ^2=291.539; p<0.05)	14.1	17.1	27.8	16.2	24.7	5.5	7.6	21.2	13.3	52.5
… from your family/partner? (χ^2=282.639;	12.4	15.4	24.3	14	33.9	5	6.2	15.8	10.8	62.1

How often do you feel isolated	Students with Disabilities/Special Educational Needs (N=1171)					Students without Disabilities/Special Educational Needs (N=3323)				
	All the time	2	3	4	Never	All the time	2	3	4	Never
	%									
p<0.05)										
... from your friends? (χ^2=248.600; p<0.05)	10.4	14.1	28.5	15.9	31.2	4.7	6.6	17.8	12.4	58.5
... from others in general? (χ^2=293.424; p<0.05)	14.5	17.7	31.7	14.8	21.3	5.3	8.3	23.2	15.7	47.4

Survey results suggest that students with disabilities/special educational needs are more likely to be discriminated against based on their personal characteristics/traits/skills than their counterparts without this status. Namely:

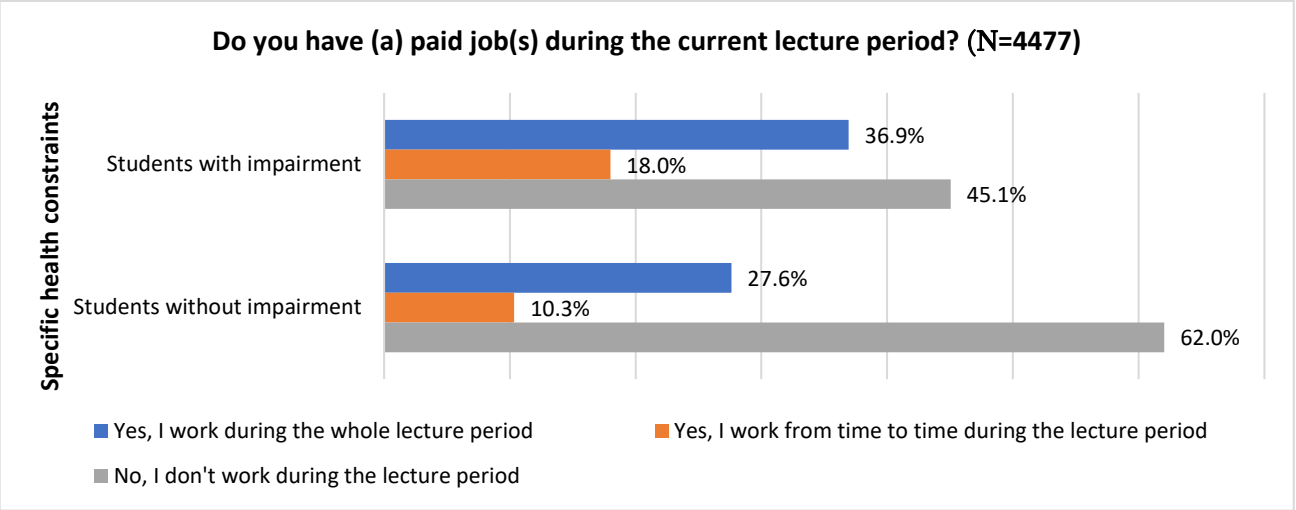
- While the vast majority of (92.7%) students without disabilities/special educational needs have never experienced violence, the proportion of such students among those with disabilities/special educational needs is only 68%, with a third having experienced it at least once.
- In addition, it should be noted that the proportion of students with disabilities/special educational needs who have never been treated as if they are less smart or capable than others is not higher than 49%, meaning that at least half of the respondents from this group has been a recipient of such unhealthy treatment from members of their social circle. The share of students without disabilities/special educational needs with such a negative experience is not higher than one-fifth.
- Over one-third of respondents with disabilities/special educational needs (37.4%) have felt (from others) that they do not belong. The same is reported by 12.1% of students without disabilities/special educational needs. 87.9% of the latter group say they have never experienced such an attitude.
- 48.2% of students with disabilities/special educational needs have been bullied (been laughed at/received inappropriate jokes) at least once. The proportion of such students without any health limitations is 20.3% (see Table #12.2.4).

Table #12.2.4

In the context of your studies: Because of who you are, have you…	Students with Disabilities/Special Educational Needs (N=1171)				Students without Disabilities/Special Educational Needs (N=3323)			
	Yes, many times in the past year	Yes, once or twice in the past year	Yes, but not in the past year	Never	Yes, many times in the past year	Yes, once or twice in the past year	Yes, but not in the past year	Never
	%							
… heard, seen, or read others joking about or laughing at you? (χ^2=347.351; p<0.05)	12.6	18.3	17.3	51.8	3.4	6	10.9	79.7
… heard that you or people like you don't belong? (χ^2=319.290; p<0.05)	8.4	16.1	12.9	62.6	3.3	4.5	4.4	87.9
… been treated as if you are less smart or capable than others? (χ^2=401.328; p<0.05)	10.3	24.6	16.1	49	3.7	7.3	8.1	80.8
… been subjected to physical violence? (χ^2=393.342; p<0.05)	5.2	11	15.7	68	1.1	2.2	4	92.7

Survey results suggest that the employment rate is higher among students with disabilities/special educational needs than their counterparts from the other group. Namely, 36.9% of students with disabilities/special educational needs have paid jobs during the whole lecture period, while 18% work from time to time. Conversely, 62% of students without disabilities/special educational needs do not work during the whole lecture period. Only 27.6% of the latter have regular jobs, and 10.3 work from time to time. (Data are statistically reliable: χ^2=109.350; p<0.05) (see Diagram #12.2.10).

Diagram #12.2.10



Only a small difference is observed between students with and without disabilities/special educational needs in regard to the financial support they receive from families/partners. Namely, equal portions of these two target groups state their families and partners provide regular support in the form of transfers in kind. Furthermore, 61.2% of students with disabilities/special educational needs indicate they regularly receive money in cash/bank transfers from their families; the proportion of students from the other group with the same experience is higher by 7% (68%). 57.2% of students with disabilities/special educational needs and 67.8% of those without this status receive monetary support from their partners. Respondents with disabilities/special educational needs are more likely to have their bills covered by their families/partners as compared to their peers from the other group (see Table #12.2.5).

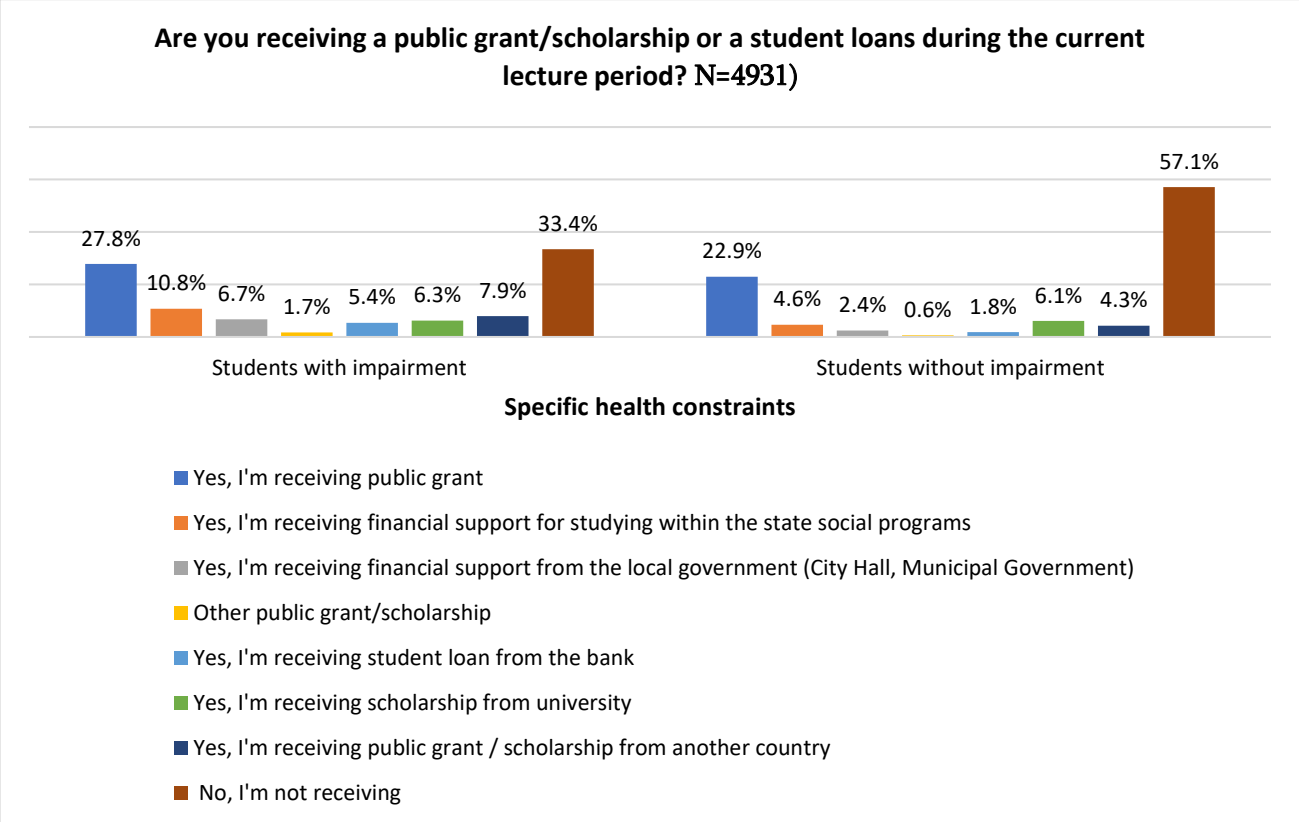
Table #12.2.5

What kind of financial support do you receive <u>regularly</u> from your family and/or partner? (N=4493)	**Students with Disabilities/Special Educational Needs**			**Students without Disabilities/Special Educational Needs**		
	... regularly provides me with money in **cash/bank transfers**	... pays **bills** for me regularly and directly	.. **regularly** provides me with any **transfers in kind**	... regularly provides me with money in **cash/bank transfers**	... pays **bills** for me regularly and directly	.. **regularly** provides me with any **transfers in kind**
	%					
My parental family (parents, siblings, relatives) ... (χ^2=67.209; p<0.05)	61.2	16.4	22.4	68	9	22.9

What kind of financial support do you receive <u>regularly</u> from your family and/or partner? (N=4493)	Students with Disabilities/Special Educational Needs			Students without Disabilities/Special Educational Needs		
	... regularly provides me with money in **cash/bank transfers**	... pays **bills** for me regularly and directly	.. **regularly** provides me with any **transfers in kind**	... regularly provides me with money in **cash/bank transfers**	... pays **bills** for me regularly and directly	.. **regularly** provides me with any **transfers in kind**
My current partner (no payments from ex-partner) ... (χ^2=142.461; p<0.05)	57.2	20.6	22.2	67.8	9.7	22.5

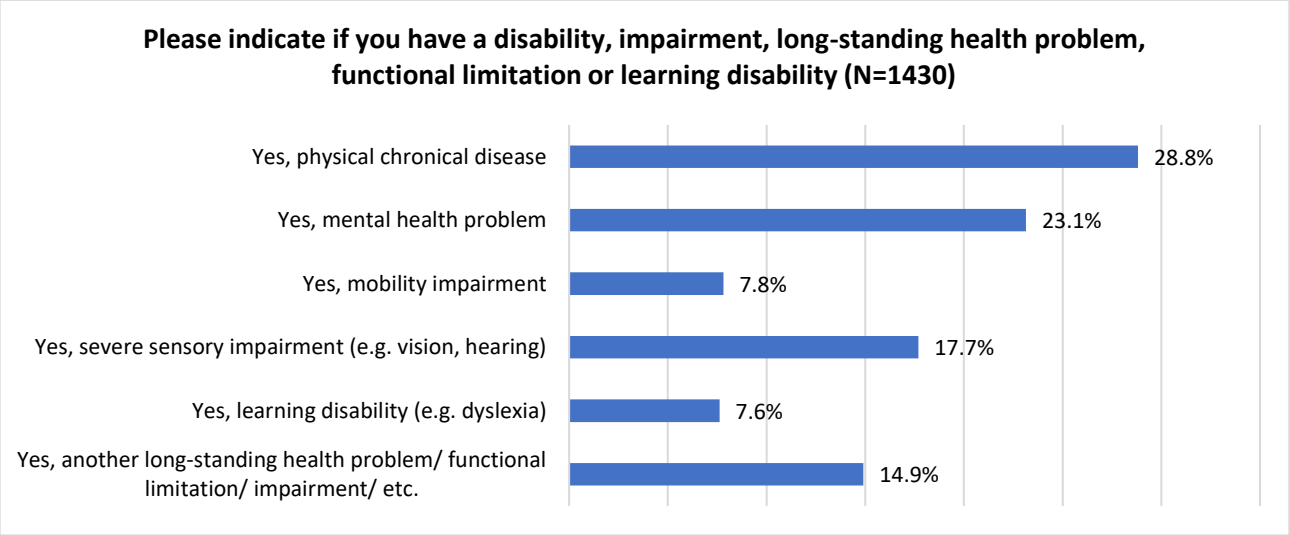
According to the research results, the share of those who receive a public grant (27.8%) or other financial support is higher among students with disabilities/special educational needs than their counterparts in the other group. The majority of the latter category (57.1%) do not receive any financial support, whilst the proportion of such respondents is not higher than 33.4% among students with disabilities/special educational needs. (Data are statistically reliable: χ^2=444.651; p<0.05) (see Diagram #12.2.11).

Diagram #12.2.11



A sizeable portion of respondents with disabilities/special educational needs have chronic physical diseases (28.8%) and mental health problems (23.1%). The proportion of those with sensory impairments is 17.7%. A total of 30.3% of students have other forms of limitations, such as mobility impairment, learning disability, and other long-standing health problems/functional limitations (see Diagram #12.2.6).

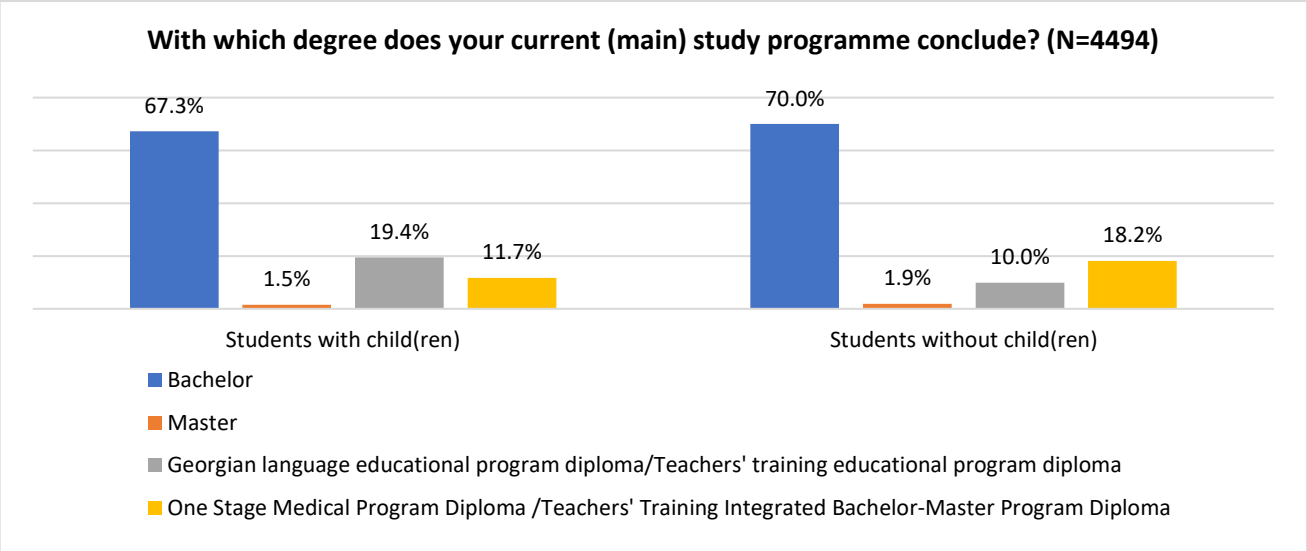
Diagram #12.2.6



3. Students with Children

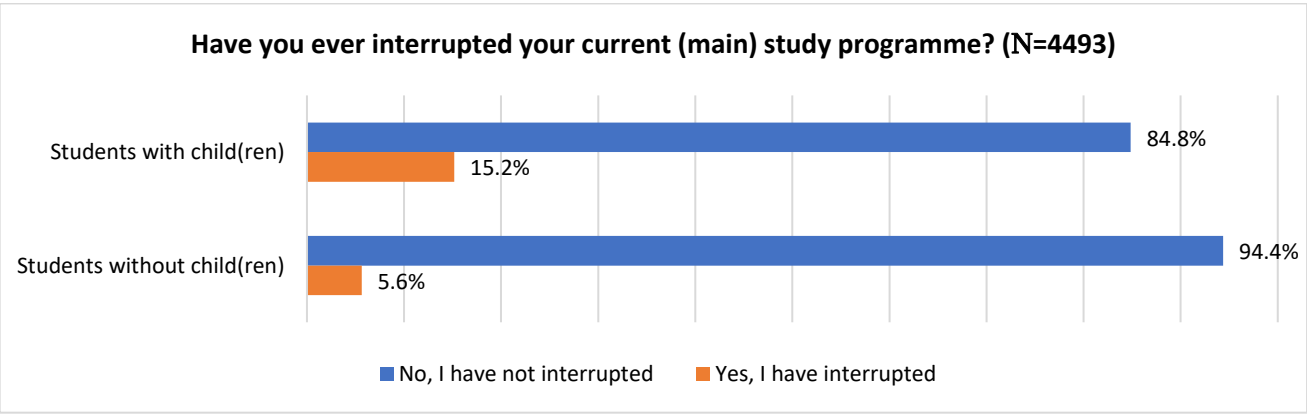
Only 7.2% of surveyed students report having at least one child. It was interesting to analyze how different the study experience of students with and without children is. Statistical data shows that a clear majority of respondents, both with (67.3%) and without (70%) a child(ren), are Bachelor students. On the Master level, the percentage of students with at least one child (19.4%) is almost two times higher than that of their peers who do not have a child(ren) (10%). (Data are statistically reliable: χ^2=33.001; p<0.05) (see Diagram #12.3.1).

Diagram #12.3.1



Assessing the impact of having children on the decision whether or not to abandon studies reveals somewhat different trends. Namely, the percentage of students who are parents and have abandoned their studies (15.2%) is three times higher than that of those who are not (5.6%). (Data are statistically reliable: χ^2=46,026; p<0.05) (see Diagram #12.3.2).

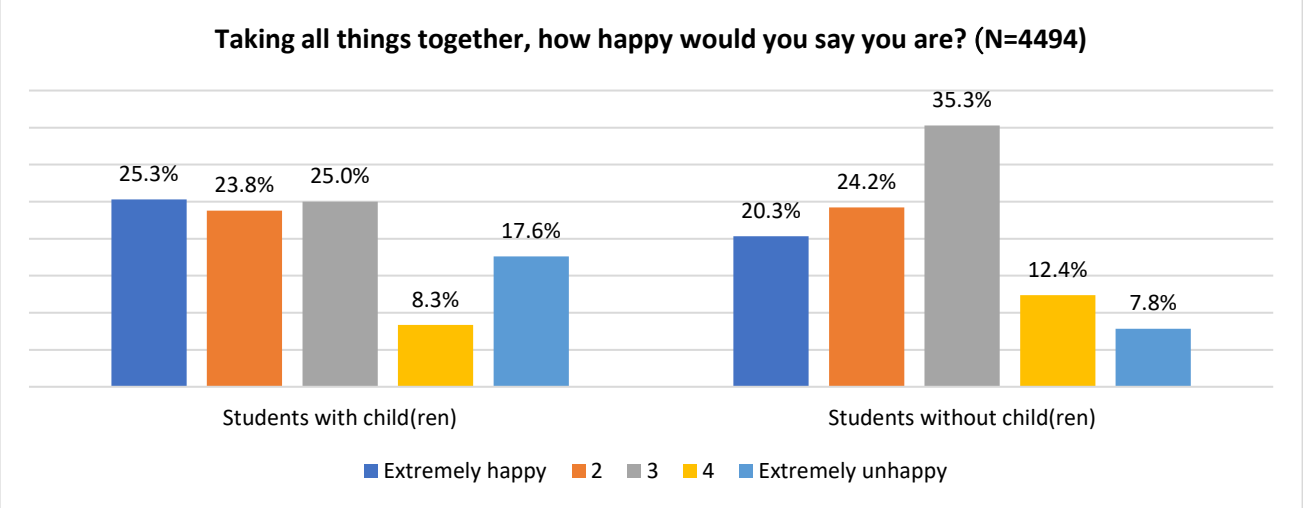
Diagram #12.3.2



It was interesting to analyze how having/not having children affects students' feelings of happiness. It appears that 17.6% of students who are parents consider themselves 'extremely unhappy' as opposed to 7.8% of those who do not have a child(ren). The distribution of those who rate their level of happiness using

the extremely positive end of the scale ('Extremely happy') is as follows: students with children - 25.3%; students without children - 20.3%. (Data are statistically reliable: χ^2=50,652; p<0.05) (see Diagram #12.3.3).

Diagram #12.3.3



Students were asked to rate the impact of the COVID-19 pandemic on their academic activities on a five-point scale in regard to various aspects of the educational process (quality of teaching, professional skills, duration of studies). After processing the statistical data, it appears that students offer different assessments depending on whether or not they are parents. Namely:

- According to 30.7% of students who are parents, the pandemic had a negative impact on developing professional skills **('Very negative impact + more negative than positive).** Furthermore, a third of the respondents of those who are parents indicate the negative impact of the pandemic on the quality of teaching (35%) and duration of studies (35.3%). It should be noted that the share of respondents who offer the same assessments for each aspect is higher than 41% among students who are not parents.
- The share of those who indicate the pandemic has had no impact on their study-related activities ranges between 39% and 45% among students with children and between 28% and 36% among students without children.
- Almost equal shares of students with and without children indicate the pandemic had a positive impact (see Table #12.3.1).

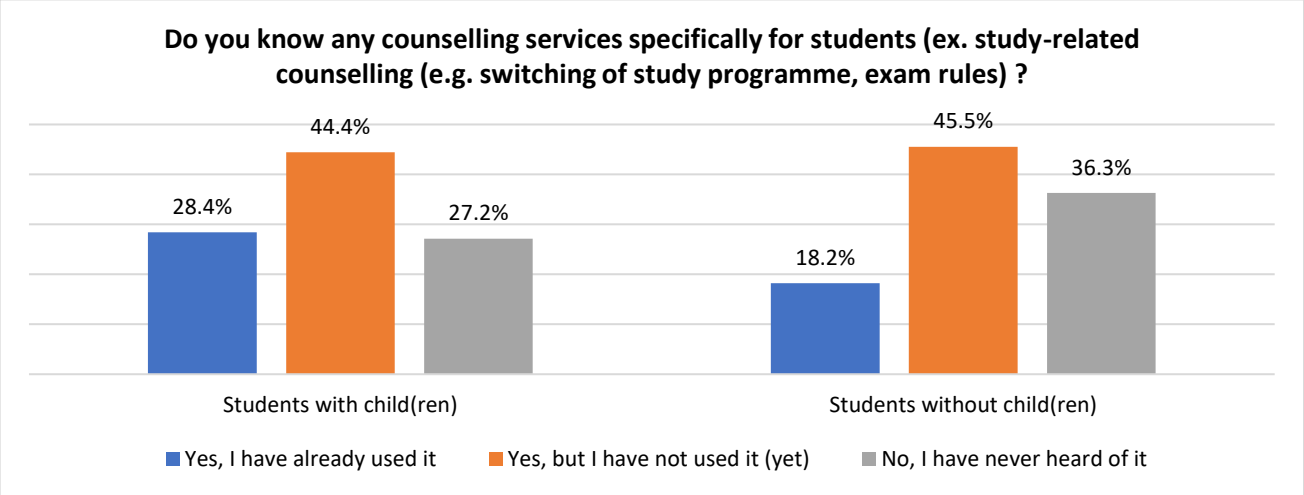
Table #12.3.1

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on … (N=4493) (Having children)		Students with Children	Students without Children
		%	
the quality of teaching? (χ^2=37,741; p<0.05)	Very positive impact	14.9	9.3
	2	10.2	13.4
	No impact	39.9	28.9
	4	20.4	32.1
	Very negative impact	14.6	16.3

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on … (N=4493) (Having children)		Students with Children	Students without Children
		%	
your professional skills? (χ^2=23,983; p<0.05)	Very positive impact	13	9.7
	2	10.5	12.9
	No impact	45.8	35.7
	4	17.3	27
	Very negative impact	13.3	14.7
the duration of your studies? (χ^2=39,414; p<0.05)	Very positive impact	13	6
	2	11.1	12.3
	No impact	40.6	39.6
	4	15.5	26.2
	Very negative impact	19.8	15.9

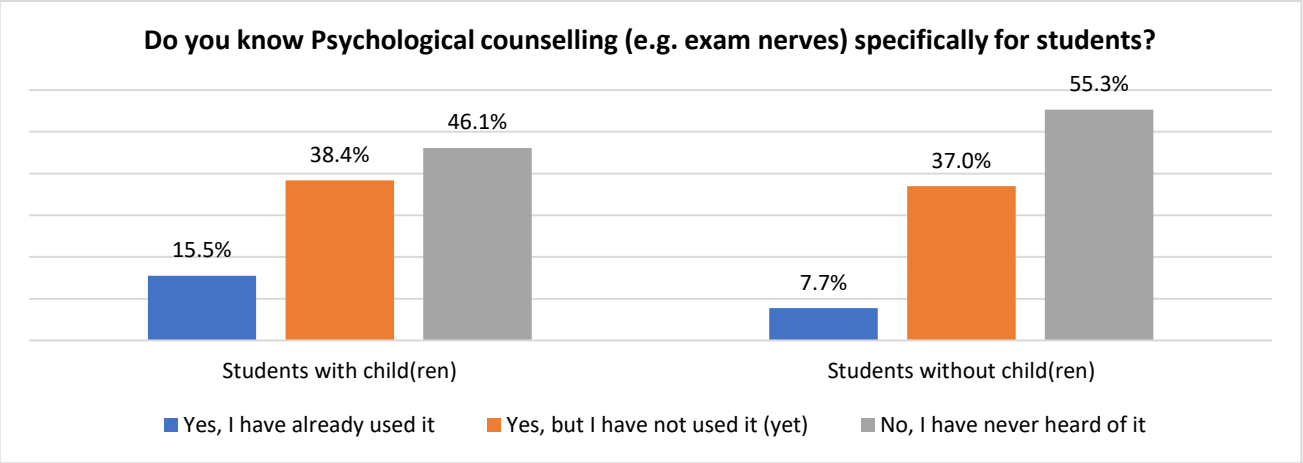
Examining the level of awareness about the counseling services specifically for students reveals a 10% difference in the share of students with (28.4%) and without (18.2%) children who have **heard and used** this service. The share of students in both target groups who have **heard of but have not yet used** the service is higher than 40%. The rate of students who **have not heard** about the service is 36.3% among those who do not have children and 27.2% among those who have. (Data are statistically reliable: χ^2=23.596; p<0.05) (see Diagram #12.3.4).

Diagram #12.3.4



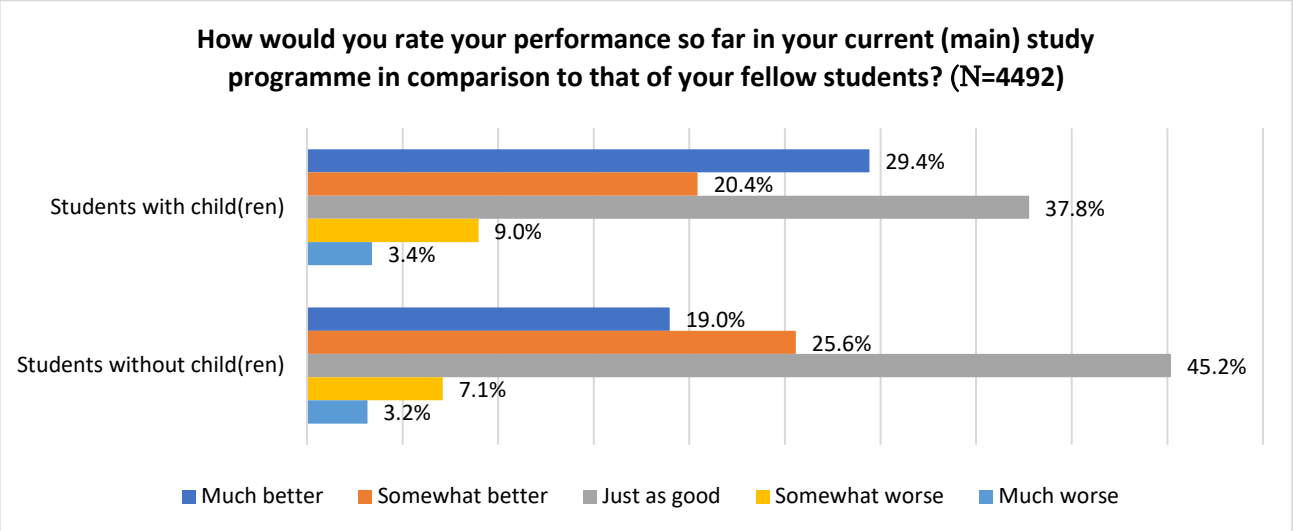
There is a certain variation in the shares of students with and without children who have heard of and used the psychological counseling service designated for students. Namely, 15.5% of students with children have used the service, which is twice as high as the share of students without children (7.7%). Conversely, almost equal numbers of respondents from both target groups have heard of but have not yet used the psychological counseling service. It is also worth noting that in the cohort of those who are not parents, students are less likely to have information about the availability of psychological counseling services (have not heard - 55.3%) than their counterparts without children (have not heard - 46.1%). (Data are statistically reliable: χ^2=26.379; p<0.05) (see Diagram #12.3.5).

Diagram #12.3.5



Respondents were asked to rate their performance in the current (main) study programme in comparison with that of their fellow students. Based on the results, it appears that students with children (29.4%) are more likely to use the positive end of the scale (Much better) to rate their performance than their counterparts without children (19%). It should also be noted that among those who rate their and others' performance as 'equally good', the share of students without children (45.2%) is relatively higher than that of those with children (37.8%). (Data are statistically reliable: χ^2=24,910; p<0.05) (see Diagram #12.3.6).

Diagram #12.3.6



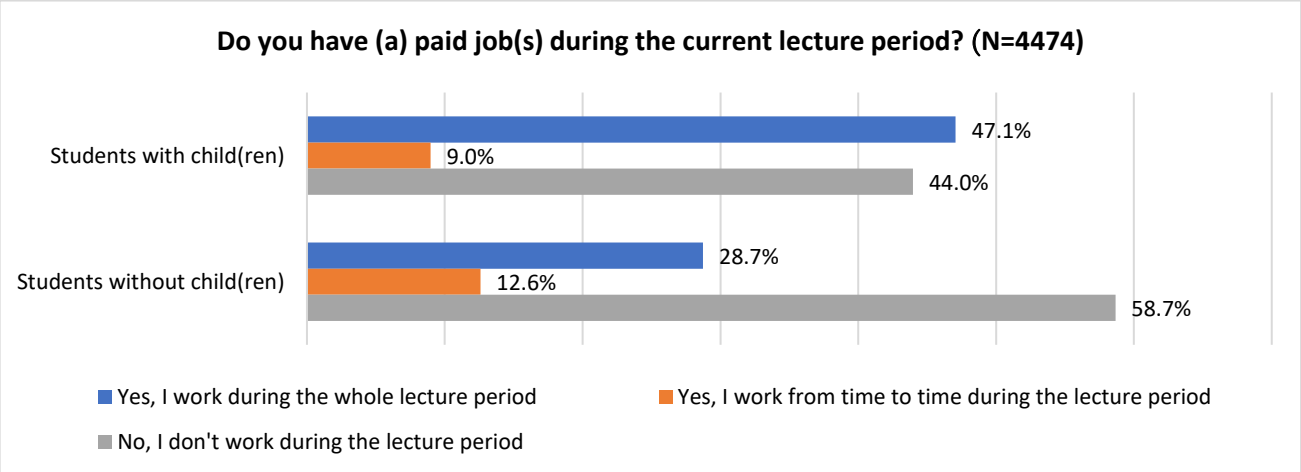
As for the number of hours spent on study-related activities, on average, students without children allocate more time every day of the week to studying (the mean number of hours per week varies between 2.72 and 5.58) than their peers with children (the mean number of hours per week varies between 1.68 and 4.78). Furthermore, it should also be noted that respondents from both groups spend more time studying from Monday to Friday than they do on weekends (see Table #12.3.2).

Table #12.3.2

How many hours do you spend on personal study time in a typical week (including the weekend) during the current lecture period? (Having a child(ren))	Yes, I have children (N=191)					No, I don't have children (N=2970)				
	Mean	Standard Deviation	Median	Minimum	Maximum	Mean	Standard Deviation	Median	Minimum	Maximum
Monday	4.78	3.19	4.43	-	16	5.52	3.12	5	-	18.25
Tuesday	4.45	3.04	4	-	12	5.58	3.08	5.29	-	20
Wednesday	4.52	2.99	4	-	16	5.63	3.25	5	-	19
Thursday	4.67	2.95	5	-	13	5.53	3.10	5	-	19
Friday	3.96	2.73	4	-	13	5.05	3.11	5	-	21.67
Saturday	2.90	2.85	2	-	12	3.82	3.27	3	-	20
Sunday	1.68	2.08	0.06	-	9	2.72	2.98	2	-	22.25

Based on the data, the share of students with children (47.1%) who have paid jobs during the whole lecture period is higher than that of students without children (28.7%). In addition, it appears that it is not very common for the majority of the latter group (58.7%) to work during the whole semester. Only 12.6% indicate working from time to time. (Data are statistically reliable: χ^2=47.876; p<0.05) (see Diagram #12.3.7).

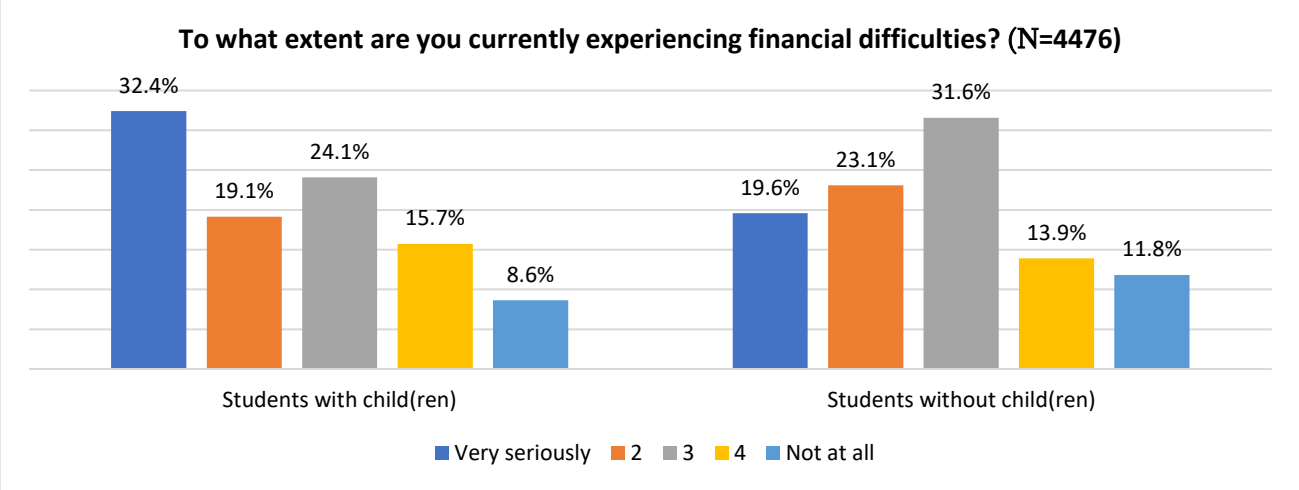
Diagram #12.3.7



Half of the students who are parents (51.5%) face financial difficulties **('Very serious + More likely to be serious than not'),** 32.4% of whom report very serious financial problems. Conversely, 42.7% of students without children indicate having financial challenges, 19.6% of whom identify them as very serious. Almost an equal share, which is not higher than a quarter, of students from both groups either **do not have financial**

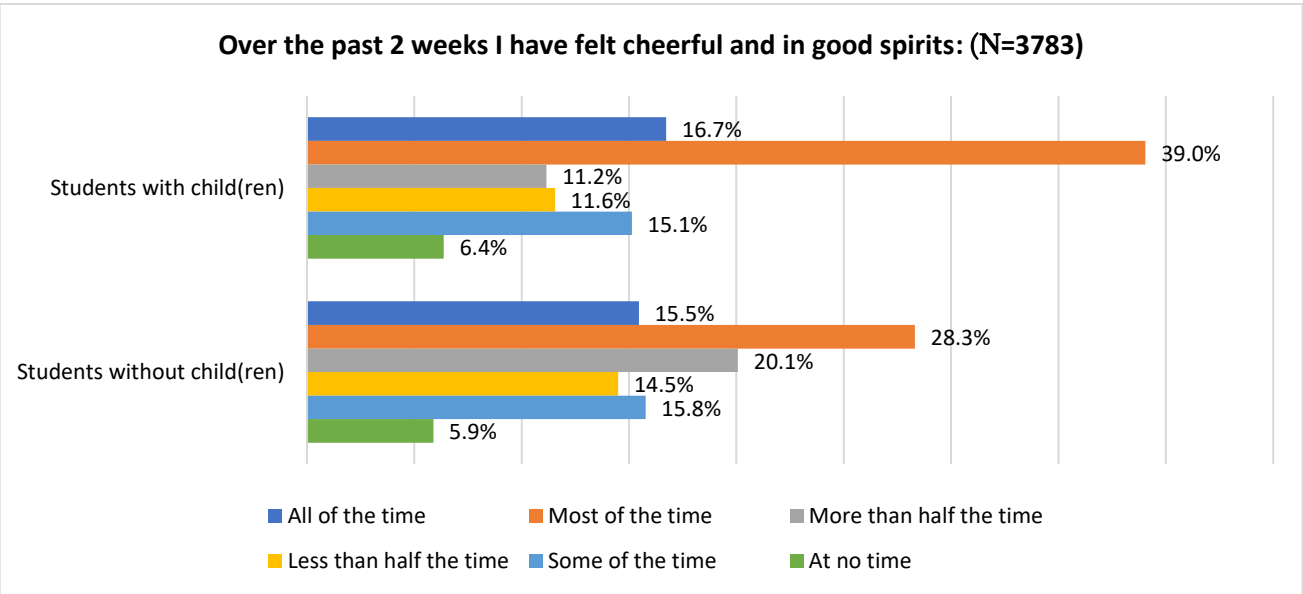
difficulties at all, or if they do, they are not very serious. (Data are statistically reliable: χ^2=34.865; p<0.05) (see Diagram #12.3.8).

Diagram #12.3.8



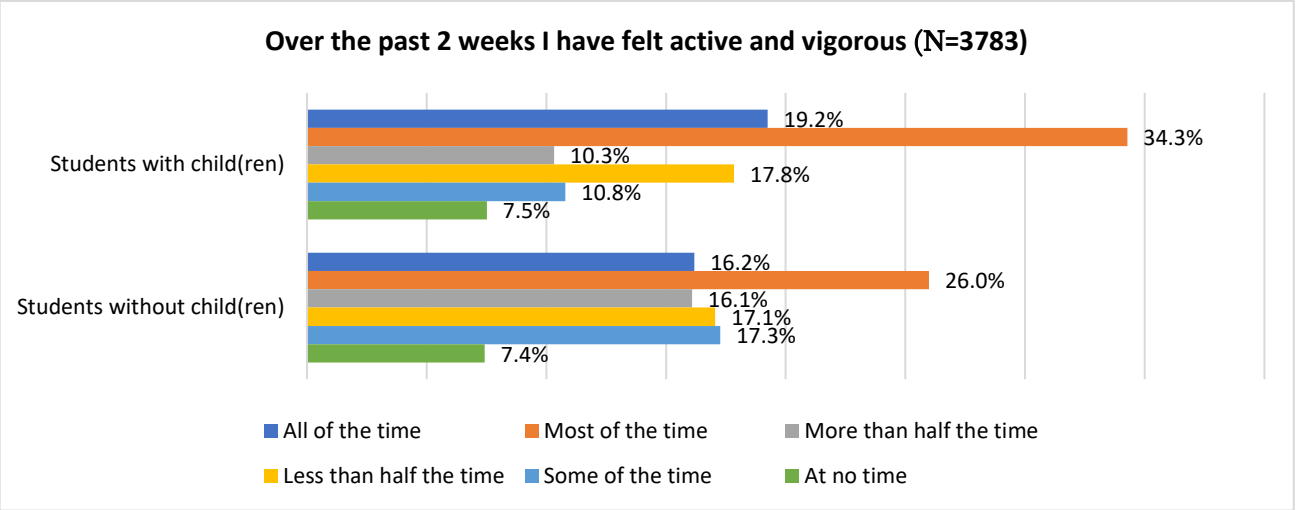
Students who are parents (55.8%) are more likely to feel cheerful and in good spirits **all or most of the time** during the week than those who are not (43.8%). The share of those who report that they are **rarely or never** cheerful or in good spirits is almost equal in both groups. (Data are statistically reliable: χ^2=20.681; p<0.05) (see Diagram #12.3.9).

Diagram #12.3.9



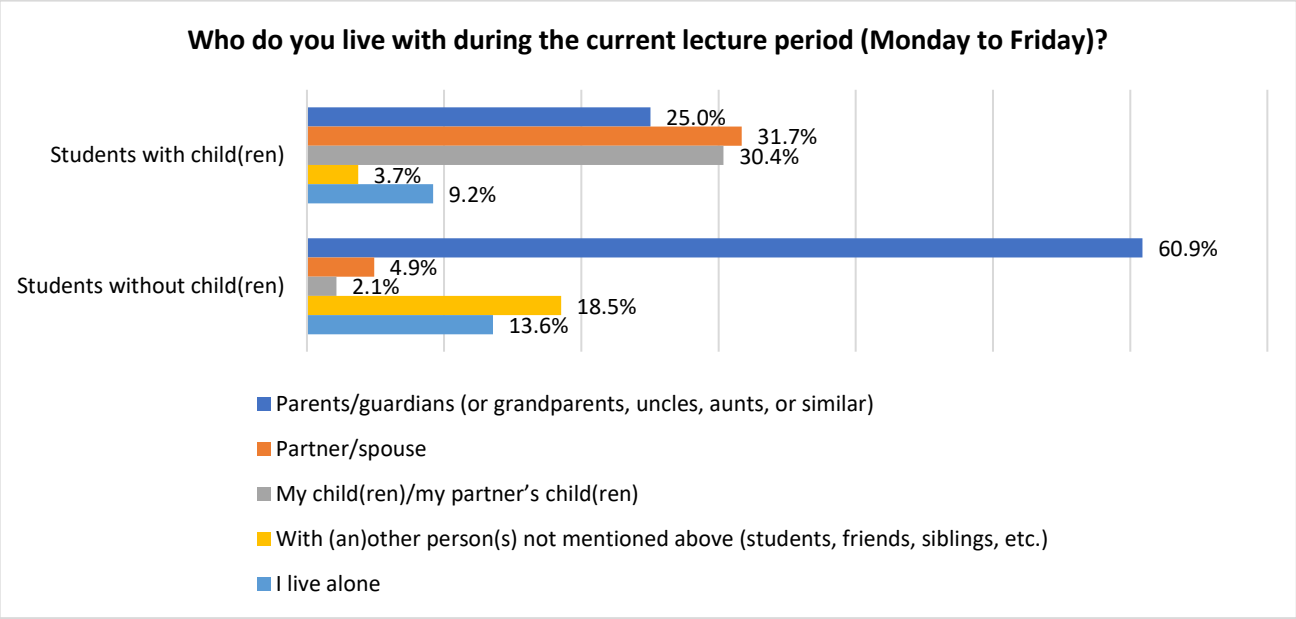
Similarly, the share of those who feel active and vigorous **all or most of the time** is higher among students who have children (53.5%) than those who do not (42.2%). Furthermore, almost a fifth of the latter group indicate they either rarely or never feel active and vigorous during the week, whilst only 18.3% of students who are parents say the same. (Data are statistically reliable: χ^2=15.620; p<0.05) (see Diagram #12.3.10).

Diagram #12.3.10



Survey data suggest that the majority of those students (60.9%) who do not have children live with their parents/guardians during the current lecture period, and only a quarter of those who are parents do so. Almost a third of the respondents from the latter group live with a partner/spouse. 18.5% of students without children live with other people (students, friends, siblings, etc.) and 13.6% - alone. It should be noted that the share of students with children who live alone/independently is not higher than 9.2%. (Data are statistically reliable: χ^2=1475,870; p<0.05) (see Diagram #12.3.11).

Diagram #12.3.11



Differences in the shares of students in terms of what type of financial support they receive occur among the two target groups (students with/without children). Namely, a clear majority of students (68.5%) who are not parents receive regular support from families in cash/bank transfer, whilst only 38.5% of respondents with children indicate being provided with this type of support. 34.6% of the latter group say their families help them cover their bills. Over one-fifth of students, both with and without children, receive transfers in kind

regularly from their families. Furthermore, it should also be noted that 42.6% of students with children regularly receive support in cash/bank transfers from their partners, whilst the share of such students among those who do not have children is 68.5%. (Data are statistically reliable: p<0.05) (see Table #12.3.3).

Table #12.3.3

What kind of financial support do you receive regularly from your family (N=4222) and/or partner (N=4275)?	… regularly provides me with money in cash/bank transfers	… pays bills for me regularly and directly	… regularly provides me with any transfers in kind
Students with children (χ^2=345,886; p<0.05)	**%**		
My parental family (parents, siblings, relatives) …	38.5	34.6	26.8
My current partner (no payments from ex-partner) …	42.6	31.2	26.2
Students without children (χ^2=228,838; p<0.05)	**%**		
My parental family (parents, siblings, relatives) …	68.5	9.1	22.5
My current partner (no payments from ex-partner) …	67	10.9	22.1

While assessing the average monthly amount available from different sources, it appears that students with children receive an average of 118.17 GEL (Mean=118.17) per month from their families and 124.42 GEL (Mean=124.42) from their partners in cash or via bank transfers. Monthly income from other sources, such as public grants, savings from previous jobs, and other public sources, is not higher than 65 GEL for both groups. Namely, it ranges between 43 and 52 GEL (Mean) for students who have children and between 27 and 62 GEL (Mean) for those who do not (see Table #12.3.4).

Table #12.3.4

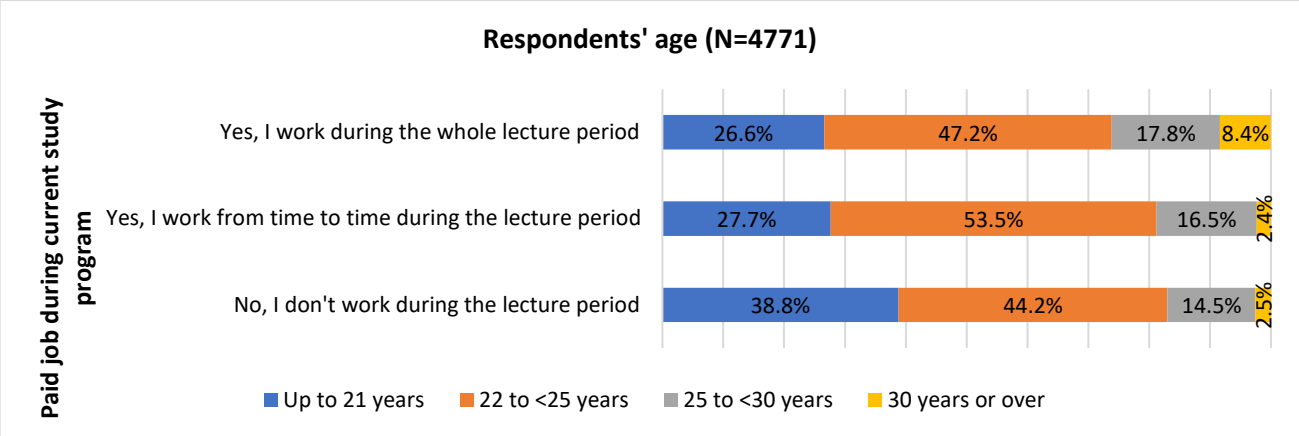
What is the average monthly amount available to you* in cash or via bank transfers from the following sources during the current lecture period?	From parental family: Cash or transfer to my bank account	From partner: Cash or transfer to my bank account	Public grant	Savings from previous jobs used for living/studying during the current lecture period	Other income from public sources (e.g. child benefit, housing benefit, pension, unemployment benefits, support for orphans)
Students with Children					
Mean	118.17	124.42	43.86	52.06	43.18

What is the average monthly amount available to you* in cash or via bank transfers from the following sources during the current lecture period?	From parental family: Cash or transfer to my bank account	From partner: Cash or transfer to my bank account	Public grant	Savings from previous jobs used for living/studying during the current lecture period	Other income from public sources (e.g. child benefit, housing benefit, pension, unemployment benefits, support for orphans)
Standard deviation	236.74	267.27	79.57	211.24	12.,09
Median	-	-	-	-	-
Minimum	-	-	-	-	-
Maximum	1000	2000	225	1500	1000
Students without Children					
Mean	193.36	12.19	62.03	41.21	27.47
Standard deviation	233.35	77.94	84.31	176.13	107.66
Median	100	-	-	-	-
Minimum	-	-	-	-	-
Maximum	1333.20	1959.40	225	2000	1000

4. Students with Work Experience (Students with Experience in the Labour Market)

The data have been analyzed in terms of students with/without work experience during the current lecture period. Students **aged 22-24 years** prevail among those with/without paid jobs: employed during the whole lecture period - 47.2%, employed from time to time - 53.5%, unemployed - 44.2%. On the other hand, compared to other age categories, among those who do not have paid jobs, students aged 21 or younger prevail (38.8%). Such distribution looks logical in the sense that younger students are more likely to have little professional knowledge and work experience, making them less attractive to employers. (Data are statistically reliable: X^2=138026, p<0.05) (see Diagram #12.4.1).

Diagram #12.4.1



The share of Bachelor students prevails among those who are employed/unemployed during the current lecture period: working during the whole lecture period - 72.4%, working from time to time - 79.3%, unemployed - 66.7%. Among the unemployed, students of the One Stage Medical Programme/Teacher Training Integrated Bachelor-Master Programme prevail (23.8%). These results may be related to the specific character of the educational level. Namely, the duration of the latter programmes is long, which may prevent students from holding down a job. 17.3% of those who work during the whole lecture period are Master students. (Data are statistically reliable: X^2=230254, p<0.05) (see Table #12.4.1).

Table #12.4.1

With which degree does your current (main) study programme conclude? (%) (N=4771)	Paid Job(s) during the Current Lecture Period		
	Yes, I work during the whole lecture period	Yes, I work from time to time during the lecture period	No, I don't work during the lecture period
Bachelor's degree	72.4	79.3	66.7
Georgian Language Educational Program diploma/Teacher Training Educational Programme diploma	1.8	1.4	1.9
Master's degree	17.3	9.1	7.6
One Stage Medical Program Diploma/Teacher Training Integrated Bachelor-Master Program Diploma	8.5	10.1	23.8

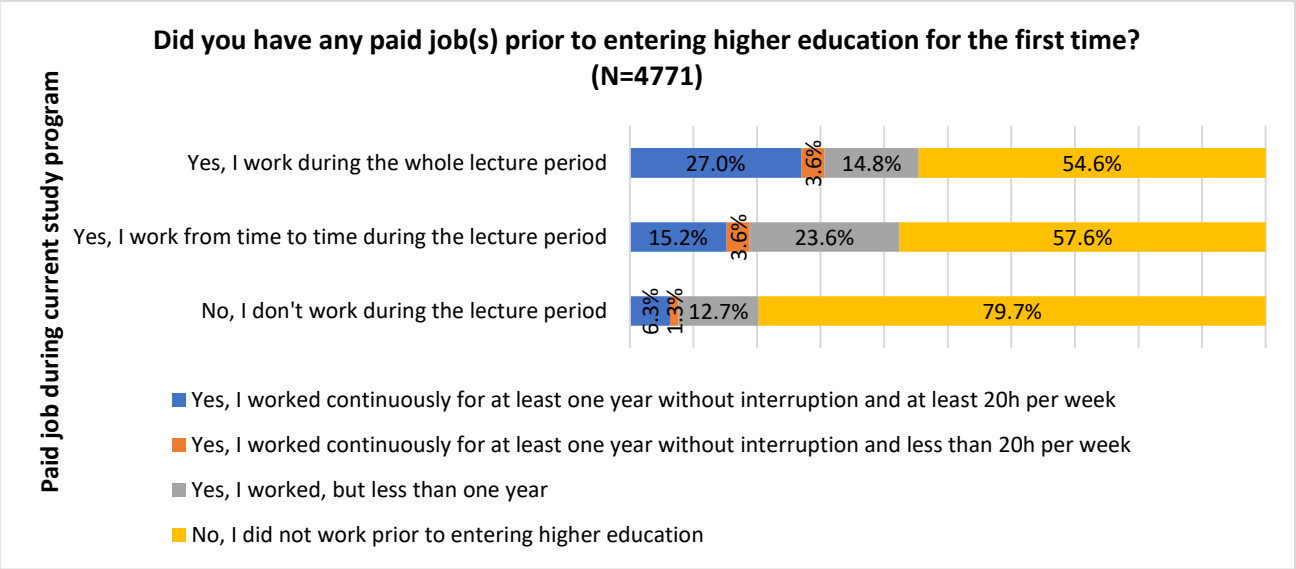
Students of **business administration** (22.4%) and **social sciences** (17.3%) prevail among those employed during the whole lecture period. Students of social sciences make up almost one-fifth (18.3%) of those who work from time to time during the semester. 15.9% of the latter group study engineering. It is worth noting that almost a quarter of students (23.9%) unemployed during the current lecture period are enrolled in subjects in health and welfare. This is a logical result, given the length of these programmes, and working in clinics is usually part of the curriculum and is not, therefore, considered to be a separate paid job. (Data are statistically reliable: X^2=300601, p<0.05) (see Table #12.4.2).

Table #12.4.2

What is your current (main) study programme? (N=4771)	Paid Job(s) during the Current Lecture Period		
	Yes, I work during the whole lecture period	Yes, I work during the whole lecture period	Yes, I work during the whole lecture period
Agricultural sciences	3	2.7	2.8
Business administration	22.4	10.1	10.4
Education studies	4.2	4.5	4
Engineering	12.7	15.9	11.2
Science/Natural sciences	3.3	5.8	4.1
Law	11.6	12.5	10
Social sciences	17.3	18.3	12.5
Arts	1.8	2.9	2.1
Health and welfare	7.8	9.9	23.9
Humanities	7.2	6.1	8.1
Interdisciplinary fields and specializations	6.5	9	8.9
<Not indicated>	2.2	2.2	2.1

79.7% of students who do not have a paid job during the current lecture period **did not work prior to entering higher education for the first time.** The majority of currently employed students report the same: working during the whole lecture period - 54.6%, working from time to time - 57.6%. Over a quarter of those who work during the whole lecture period (27%) had regular paid work experience of at least one year and with more than 20 hours per week prior to their first enrollment in the higher education institution working. This rate is higher than that of respondents in other target groups: working from time to time - 15.2%, not working - 6.3%. (Data are statistically reliable: X^2=434806, p<0.05) (see Diagram #12.4.2).

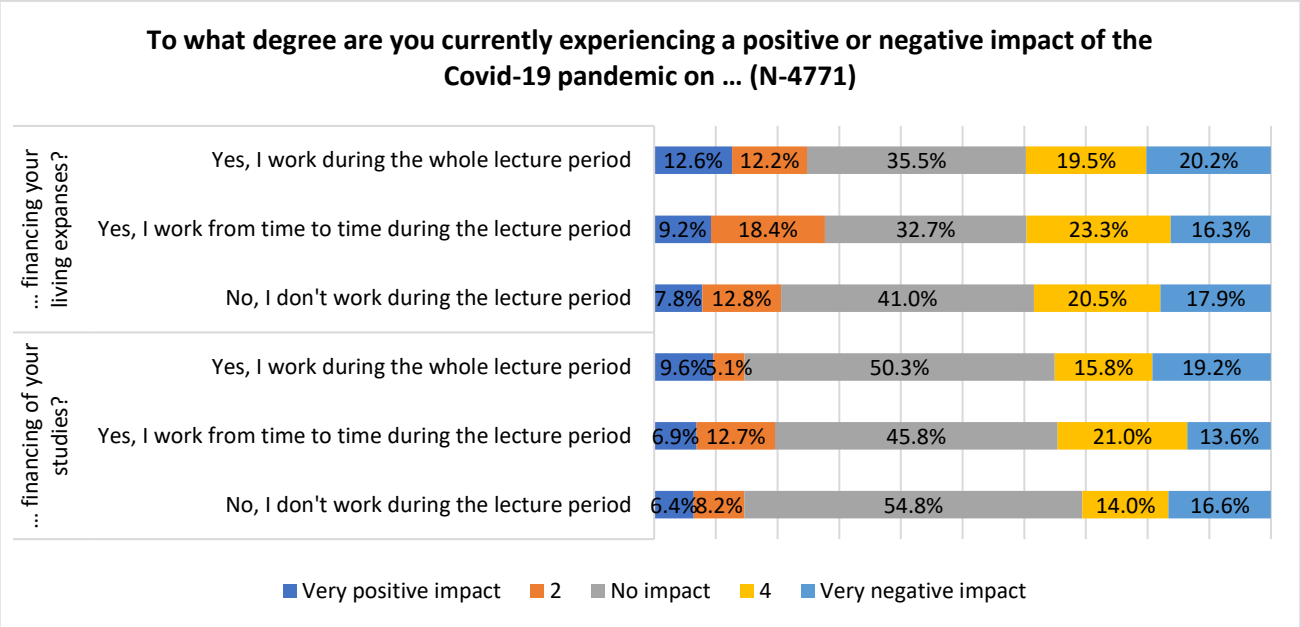
Diagram #12.4.2



41% of students who do not have paid jobs believe the **Covid-19 pandemic has not affected financing their living expenses.**[17] An average of one-third of students with paid jobs share the same position. 27.7% of students with occasional work experience during the lecture period state that Covid-19 had a positive impact (scores 1 and 2). This is a relatively higher rate than that of students with other types of work experience. Such a result may be related to a combination of factors: if students from regions lost their jobs in Tbilisi during the pandemic and had to return home from the capital, it would be a positive outcome for them as it would decrease their living expenses (data are statistically reliable: X^2=53463, p<0.05). For a large number of students, **the Covid-19 pandemic did not have any impact on financing their studies**: employed during the whole lecture period - 50.3%, employed from time to time - 45.8%, unemployed - 54.8%. Perhaps the financial contribution of the primary social group – family – should be emphasized in this case. Students who do not have paid jobs are relatively less likely to indicate the negative impact of the pandemic: while 34% of employed students state they had difficulty financing their studies due to the pandemic, the rate is lower than 30% among unemployed students. This result may be related to the fact that, unlike employed respondents, unemployed students have never depended on the income from paid jobs to cover their tuition fees. (Data are statistically reliable: X^2=74075, p<0.05) (see Diagram #12.4.3.).

[17] For assessment, a five-point scale was used where 1 was 'Very positive impact' and 5 – 'very negative impact'

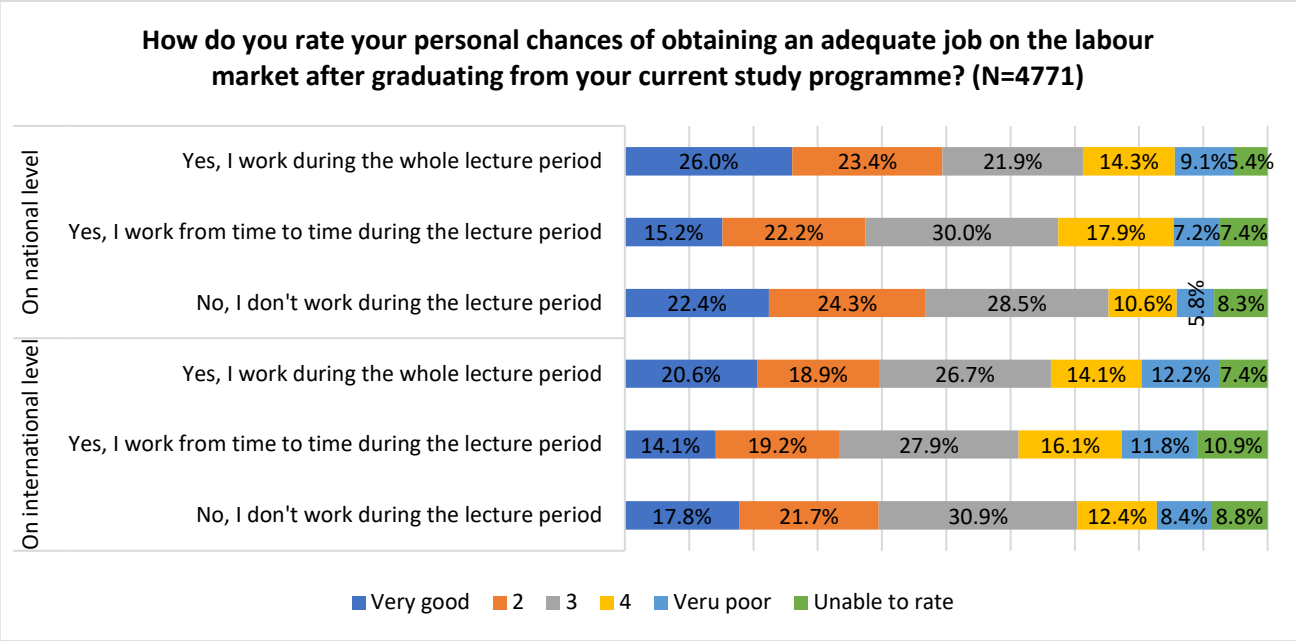
Diagram #12.4.3



A sizeable share of students both employed (an average of 43%) and unemployed (46.7%) during the current lecture period think they have **very good chances of finding adequate employment in the national labour market after graduating from their study programmes (scores 1 and 2).**[18] An average of 24% of employed students say it will be difficult to find an adequate job at the national level (scores 4 and 5). Such a result might be related to the fact that employed students do not usually work in the same field as their study programmes. The rate is down to 16.5% among unemployed students (data are statistically reliable: X^2=85855, p<0.05). **With respect to finding employment in the international labour market**, students who have paid jobs (an average of 26%), during the current lecture period are more likely to feel skeptical than their peers who do not (20.8%). (Data are statistically reliable: X^2=44747, p<0.05) (see Diagram #12.4.4).

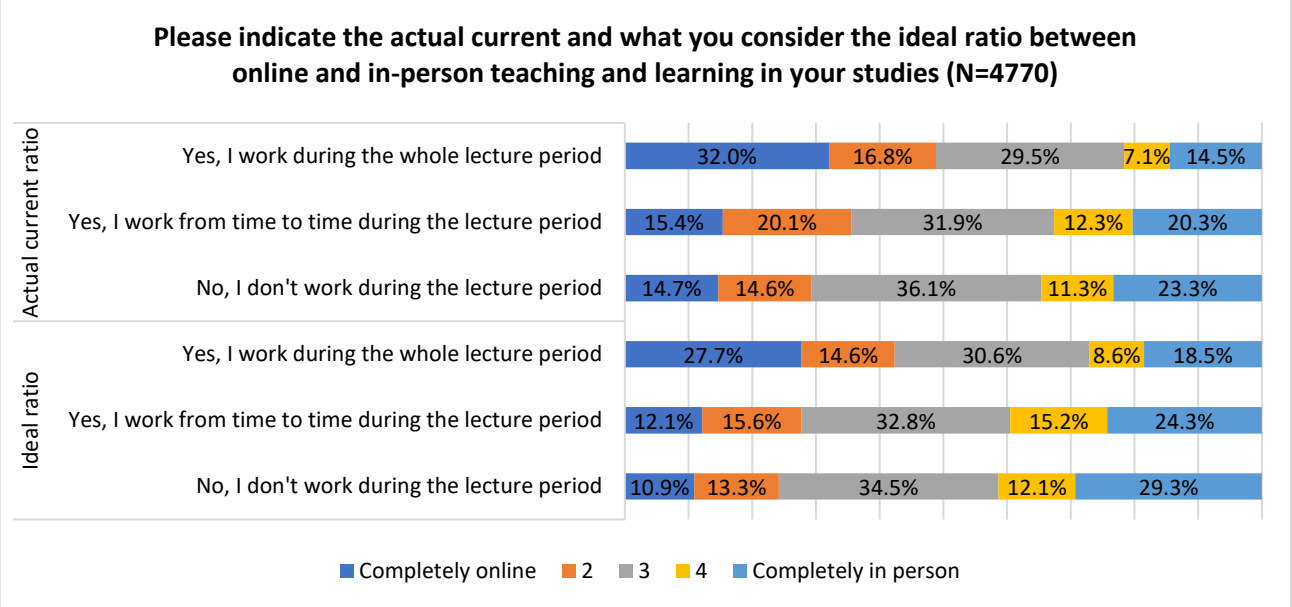
[18] For assessment, a five-point scale was used where 1 was 'Very good' and 5 – 'very poor'. Sixth response option on the scale was 'Unable to rate.'

Diagram #12.4.4



A large share of students who have paid jobs during the lecture period say **the current ratio between online and in-person learning** is more in favour of the former mode of study (scores 1 and 2).[19] On the other hand, according to every third unemployed student (33.6%), in-person learning is more common. It should be noted that when assessing the **ideal ratio**, a sizeable portion of students with regular jobs (42.3%) during the lecture period favour remote learning, whilst those with occasional jobs (39.5%) and without jobs (41.3%) lean towards in-person learning and teaching (scores 4 and 5). These attitudes stem from the workload and effectiveness of the two modes of study. (Data are statistically reliable: X^2=226427, p<0.05) (see Diagram #12.4.5).

Diagram #12.4.5

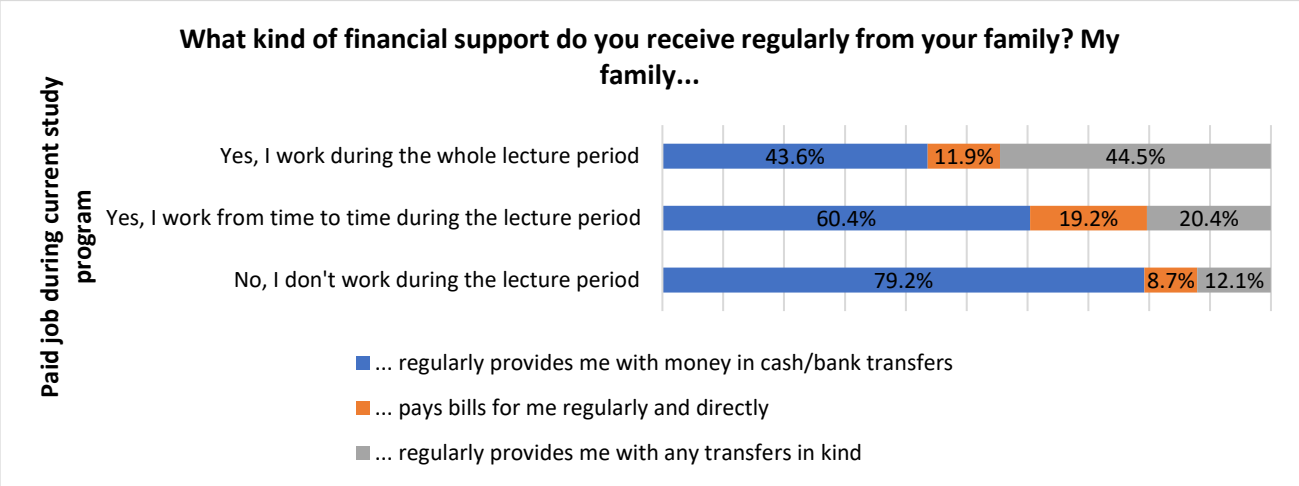


[19] For assessment, a five-point scale was used where 1 was 'Completely online' and 5 – 'Completely in person'.

When assessing the work experience, it appears that the majority of those who work regularly (84.2%) or from time to time (74.5%) during the current lecture period also **had paid jobs even outside the lecture period in the past 12 months**, whilst 78% of currently unemployed respondents did not. (Data are statistically reliable: X^2=1560402, p<0.05).

Assessing the financial situation of respondents reveals that the majority of occasionally employed (60.4%) and unemployed (79.2%) students receive **financial support from families** in cash or via bank transfers. The rate is down to 43.6% among students who work during the whole lecture period. This is a logical result, given that a person who is either occasionally or regularly unemployed requires support from others, especially the primary social group, due to the lack of personal income. In the case of students who have paid jobs during the whole semester, they are more likely to receive transfers in kind from their families (44.5%), such as free accommodation, food, clothes, etc. Such contributions from families are only found among 12.1% of unemployed students. (Data are statistically reliable: X^2=1141601, p<0.05) (see Diagram #12.4.6).

Diagram #12.4.6



Students who have jobs during the whole lecture period spend more money on food **out of their own pockets** (314.59 GEL; employed from time to time - 232.60 GEL, unemployed - 261.12 GEL) than their peers from other target groups do (data are statistically reliable: F=14409, p<0.05). The amount spent on transportation also varies across groups - because employed students commute to work on a daily basis, the amount spent out-of-own pocket is larger than that of others and amounts to 84.14 GEL (employed from time to time - 54.91 GEL, unemployed - 50.94 GEL) (data are statistically reliable: F=40154, p<0,05). With respect to loans, again, students employed throughout the semester are in the lead – they spend 71.49 GEL out-of-own pocket (employed from time to time - 26.31 GEL, unemployed - 13.90 GEL). (Data are statistically reliable: F=139877, p<0.05). Such a result is only logical given that a loan is usually not issued without a stable income.

In the case of students without paid jobs, compared to other groups, the amount **paid by others** towards accommodation is higher amounting to 282.27 GEL (employed throughout the lecture period - 197.33 GEL, employed from time to time - 234.38 GEL) (data are statistically reliable: F=13262, p<0.05). The amount paid by others for living expenses, which also includes accommodation, food, transportation, healthcare, loans, etc. is much higher among students without paid jobs - 754.08 GEL (employed throughout the lecture period - 637.48 GEL, employed from time to time - 651.23 GEL) (data are statistically reliable: F=5508, p<0.05) (see Table #12.4.3).

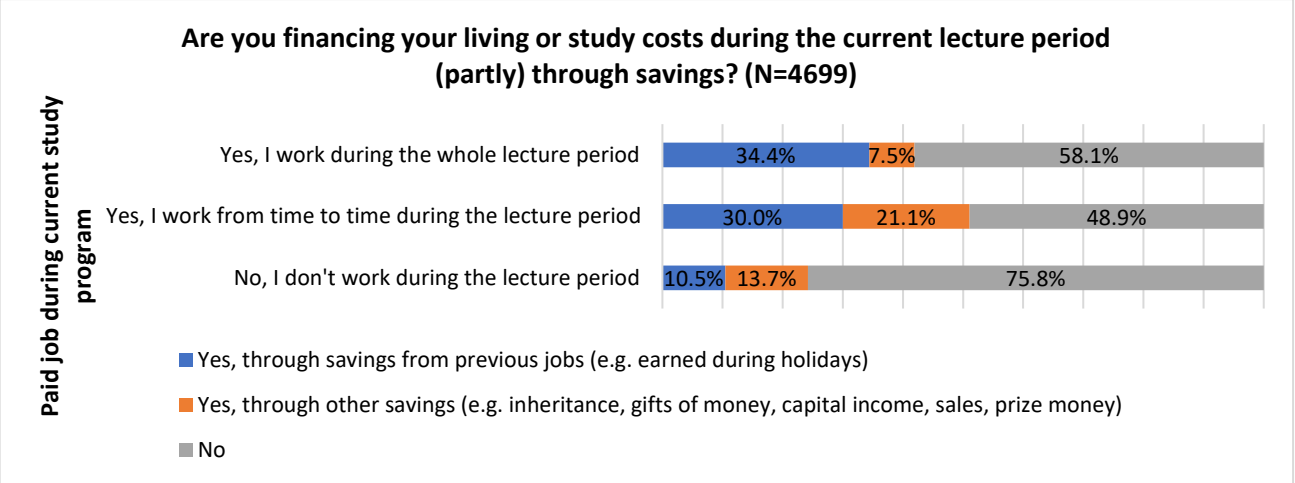
Table #12.4.3

What are your average expenses for the following items during the current lecture period? (At the regional level)			Accommodation costs (N=2077)	Food (N=2882)	Transportation (N=4522)	Communication (telephone, internet, etc.) (N=4618)	Health cost (e.g. medicine, medical insurance) (N=4602)	Childcare (N=366)	Debt payment (except mortgage) (N=4604)	Social and leisure activities (N=4613)	Other regular living costs (N=4555)	University tuition fees (N=4622)	Other university fees (N=4629)	Other study-related costs (N=4626)	**Total regular living costs (N=2032)**	**Total study related costs (N=4630)**
Yes, I work during the whole lecture period	Paid out-of-own pocket	Mean	420.54	314.59	84.14	41.62	37.18	151.90	71.49	55.57	121.58	163.55	15.49	33.59	**1326.76**	**212.57**
		Standard Deviation	430.27	283.98	135.79	51.81	64.59	235.39	148.66	72.18	159.77	169.32	68.05	60.13	**843.67**	**210.32**
	Paid by others	Mean	197.33	173.24	33.23	17.11	18.75	74.90	31.86	6.72	57.65	343.98	6.67	15.65	**637.48**	**366.22**
		Standard Deviation	294.97	266.14	92.80	35.58	47.78	205.00	103.83	26.52	127.75	651.94	45.70	44.15	**798.04**	**655.13**
Yes, I work from time to time during the whole lecture period	Paid out-of-own pocket	Mean	342.80	232.60	54.91	29.52	31.49	128.65	26.31	37.91	89.14	142.13	25.91	40.73	**976.04**	**208.72**
		Standard Deviation	408.22	240.16	110.74	48.89	64.27	193.03	88.52	58.27	148.70	177.46	90.44	64.46	**730.54**	**236.56**
	Paid by others	Mean	234.38	164.98	35.31	17.31	22.07	28.69	27.61	7.06	44.20	327.30	21.37	21.18	**651.23**	**369.77**
		Standard Deviation	385.32	244.28	89.39	33.71	55.10	86.20	93.73	26.10	110.92	608.78	81.95	51.26	**750.08**	**613.36**
No, I don't work during the lecture period	Paid out-of-own pocket	Mean	451.37	261.12	50.94	32.48	28.63	149.80	13.90	36.50	87.47	153.86	30.48	41.07	**1119.76**	**225.13**
		Standard Deviation	467.24	315.29	94.38	49.35	60.83	241.00	70.35	60.86	152.23	197.77	100.92	65.60	**874.88**	**264.20**
	Paid by others	Mean	282.27	199.50	37.43	23.91	22.90	89.05	13.99	11.77	61.34	292.24	18.76	23.44	**754.08**	**333.92**
		Standard Deviation	394.83	281.57	85.38	45.43	55.92	194.04	75.04	38.25	131.87	534.61	78.87	51.84	**821.02**	**548.23**

Statistically insignificant

Most of the students, both employed and unemployed, are not financing, even partly, **their living or study costs through own savings;** however, obviously, the rate is particularly high among unemployed students: employed throughout the lecture period - 58.1%, employed from time to time - 48.9%, unemployed - 75.8%. Covering at least part of the costs from savings from previous gainful jobs is a relatively common practice among regularly employed students (34.4%). The share of respondents employed from time to time who indicate that they finance at least part of their living or study costs through savings from sources other than gainful employment (e.g., inheritance, gifts of money, sales, etc.) is over one-fifth (21.1%), which is more than the share of such respondents in other groups (employed throughout the lecture period - 7.5%, unemployed - 13.7%) (data are statistically reliable: X^2=349504, p<0.05) (see Diagram #12.4.7).

Diagram #12.4.7



As mentioned earlier, unemployed students are more likely to receive financial support from families. With respect to the **amount** of family contribution, the data indicate that while unemployed students receive an average of 245.47 GEL per month, the rate is down to 105.63 GEL in the case of students employed throughout the whole lecture period, and amounts to 152.34 GEL for students employed from time to time (data are statistically reliable: F=128406, p<0.05). Furthermore, it is logical that the amount earned from an unpaid job is 0. There is a major difference between those who are continuously or occasionally employed – while students employed throughout the whole lecture period receive an average of 653.49 GEL per month, the median monthly income of students working from time to time is 354.19 GEL (data are statistically reliable: F=1020201, p<0.05). The amount of savings from previous jobs also varies across the target groups – persons employed continuously throughout the lecture period manage to save 70.92 GEL per month, which is more than what occasionally employed (47.83 GEL) and unemployed (23.81 GEL) students manage to put aside (data are statistically reliable: F=1322, p<0.05). Overall, students who work continuously during the lecture period have the highest income from different sources, with the median monthly income amounting to 1056.70 GEL. The monthly income of students working from time to time is 819.51 GEL, while unemployed students receive an average of 489.52 GEL per month (data are statistically reliable: F=293519, p<0.05) (see Table #12.4.4).

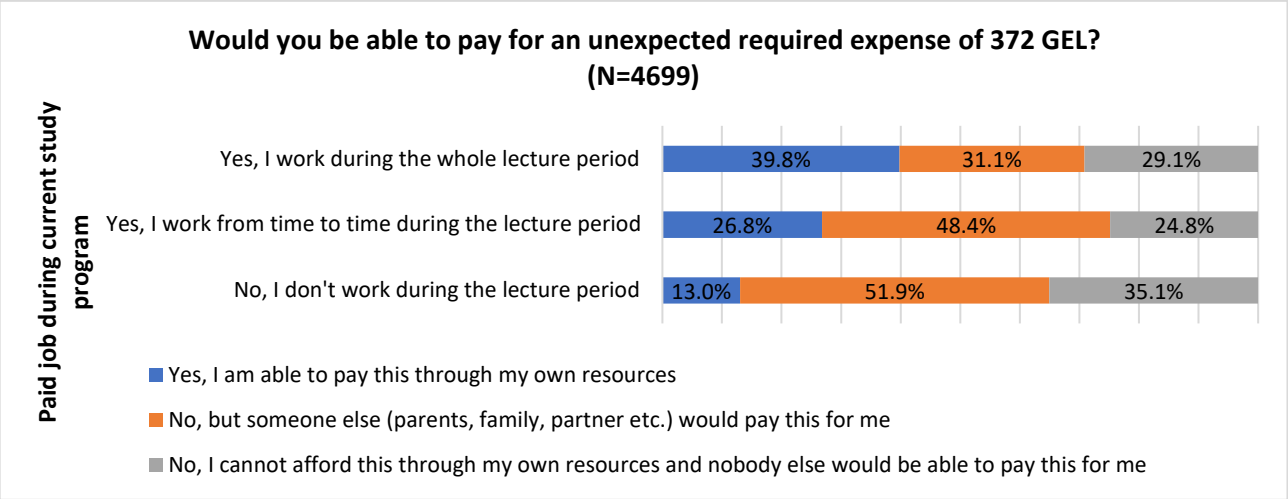
Table #12.4.4

What is the average monthly amount available to you* in cash or via bank transfers from the following sources during the current lecture period?	Paid job(s) during the current lecture period					
	Yes, I work during the whole lecture period		Yes, I work from time to time during the lecture period		No, I don't work during the lecture period	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
From parental family: Cash or transfer to my bank account (N=3129)	105.63	206.62	152.34	205.63	245.47	239.56
From partner: Cash or transfer to my bank account (N=3167)	18.04	93.79	31.84	142.44	18.02	103.08
Public grant (N=3190)	63.50	88.54	54.88	82.85	60.54	81.67
Financial support for studying within the state social programs (N=3190)	7.20	47.54	17.03	94.60	10.51	63.88
Financial support from the local government (City Hall, Municipal Government) (N=3108)	4.38	38.30	5.33	47.35	6.04	63.62
Scholarship from Shota Rustaveli National Scientific Foundation of Georgia (N=3165)	14.07	69.70	30.02	117.51	17.34	88.87
Student loan from the university/bank (N=3190)	2.84	34.22	4.60	47.72	1.53	23.99
Scholarship from university (N=3162)	14.32	81.00	15.85	84.80	22.95	109.08
Public grant/scholarship/loan from another country (N=3138)	16.63	133.64	32.11	280.92	9.14	64.40
Net income from paid job during the current lecture period (N=3142)	653.49	589.31	354.19	450.22	0.00	0.00
Savings from previous jobs used for living/studying during the current lecture period (N=3166)	70.92	235.10	47.83	173.96	23.81	133.99
Savings (not from previous jobs) used for living/studying during the current lecture period (N=3158)	11.67	89.86	18.55	95.07	10.98	75.90
Other income from public sources (e.g. child benefit, housing benefit, pension, unemployment benefits, support for orphans) (N=3096)	29.00	117.83	42.17	122.13	25.10	100.11
Other income (repayable or not) from private sources (e.g. alimony, private scholarship, income from capital, property, occasional income from sales, gifts, loan, private borrowing) (N=3116)	42.37	150.02	35.74	123.36	39.81	146.25
Total (N=2956)	**1056.70**	**748.54**	**819.51**	**690.09**	**489.52**	**422.72**

Statistically insignificant

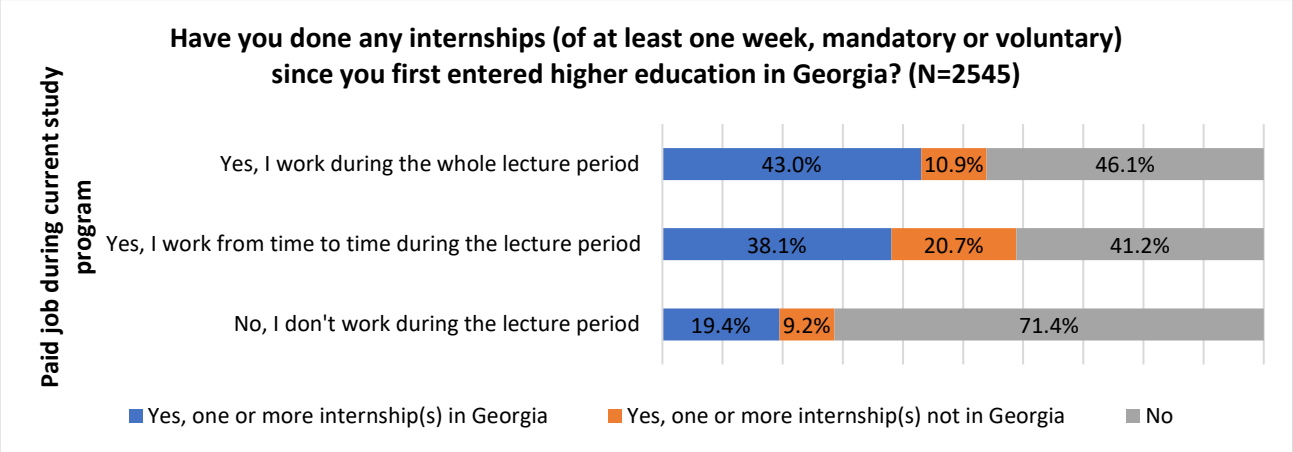
Based on their current financial situation, over one-third of students (39.8%) who work during the lecture period would be able **to pay for an unexpected expense of 372 GEL**. Only 26.8% of those employed from time to time indicate the same, whilst the rate is down to 13% among unemployed respondents. A sizeable share of both occasionally employed (48.4%) and unemployed (51.9%) students would not be able to afford such an expense through their own resources, but someone else (parent, family, partner, etc.) would pay it on their behalf. This result is one more indication that families constitute the main source of financial support for students. (Data are statistically reliable: X^2=388177, p<0.05) (see Diagram #12.4.8).

Diagram #12.4.8



With respect to students' **internship** experience, it appears that the main portion of each group have not done a voluntary or mandatory internship either in Georgia or abroad. The rate is particularly high among students not employed during the current lecture period (71.4%). As for the employed ones, the rate is 43% on average. An average of 40% of students working continuously (43%) or occasionally (38.1%) during the lecture period have completed a voluntary or mandatory internship in Georgia. The share of those with the same experience is only one-fifth (19.6%) among unemployed respondents (data are statistically reliable: X^2=318532, p<0.05) (see Diagram #12.4.9).

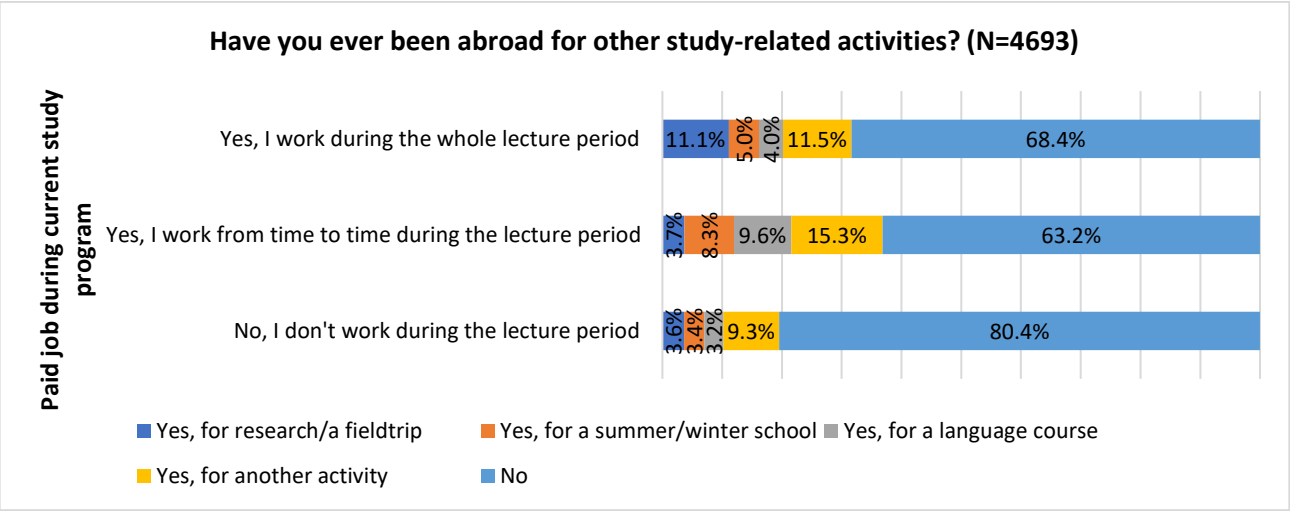
Diagram #12.4.9



Furthermore, it was found that the highest share of those who have never been **abroad for other study-related activities** can be found among currently unemployed students at 80.4% (working continuously during the lecture period - 68.4%, working occasionally - 63.2%). Over one-tenth of students (11.1%) working

continuously during the lecture period have been abroad for research/field trip; the same holds true for 3.7% of occasionally employed respondents. As for students occasionally employed during the semester, the dominant reason for travelling abroad is not research, language courses, or summer/winter schools but other study-related activities (15.3%) (Data are statistically reliable: X^2=296311, p<0.05) (see Diagram #12.4.10).

Diagram #12.4.10

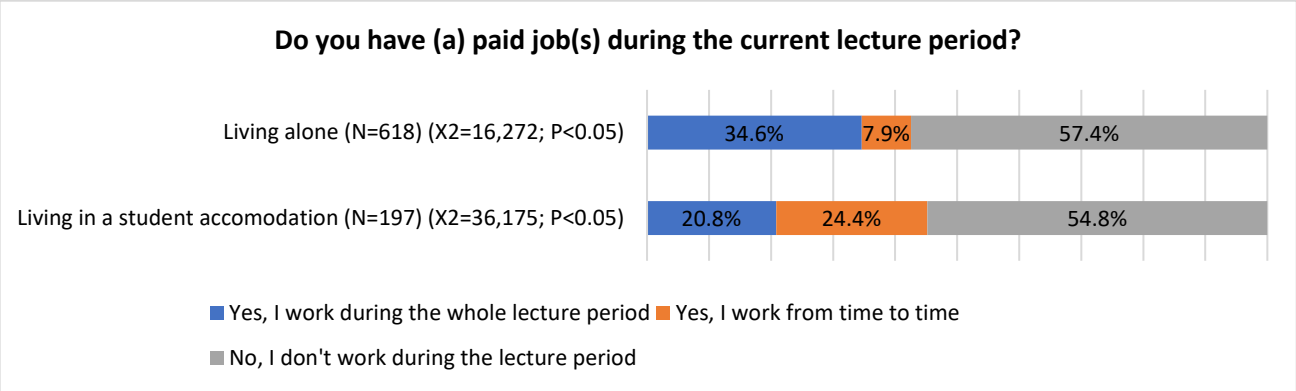


5. Students living with parents, independently/alone and in student accomodation

Three groups are distinguished on the basis of living situations: students living with their parents/guardians; alone; or in university dormitories.

Correlation analysis suggests that students living alone (34.6%) are more likely to work continuously during the lecture period than their peers living in dormitories (20.8%). On the other hand, a quarter of those living in dormitories (24.4%) say they work occasionally during the semester, whilst the rate is relatively low among students living alone (7.9%). (Data are statistically reliable (see Diagram #12.5.1)

Diagram #12.5.1



Students were asked to assess to what extent their educational needs are met in their living spaces. It appears that students living with parents, compared to their peers living alone or in dormitories, are more likely to emphasize access to:

- Computer/laptop/tablet (living with parents - 76.8%; living alone - 65.5%; living in a dormitory - 64.3%);
- Desk (living with parents - 73.5%; living alone - 59.4%; living in a dormitory - 55.4%);
- Good internet connection (living with parents - 73.1%; living alone - 60.2%; living in a dormitory - 52%).

Furthermore, students living alone (59.4%) are more likely to have a quiet place to study compared to their counterparts in dormitories (50%). It should be noted that students living in dormitories tend to indicate relatively limited access to all of the proposed aspects. Data are statistically reliable (see Table #12.5.1).

Table #12.5.1

In your home, when you need it for your studies, do you have access to…?		Living with parents (N=2713)	Living alone (N=618)	Living in student accommodation (N=197)
		%		
Computer/laptop/tablet	**Always**	64.4	57.8	45.9
	2	12.4	7.8	18.4
	3	12.6	18.8	17.9
	4	5.6	6.3	6.6
	Never	3.2	3.2	5.6

In your home, when you need it for your studies, do you have access to…?		Living with parents (N=2713)	Living alone (N=618)	Living in student accommodation (N=197)
		%		
	Not relevant for my studies	1.8	6.1	5.6
		X^2=53.513; P<0.05	X^2=49.151; P<0.05	X^2=20.063; P<0.05
Desk	**Always**	61.3	48.9	39.5
	2	12.2	10.5	15.9
	3	15.4	22.7	22.6
	4	6.0	7.9	6.7
	Never	3.1	2.8	9.7
	Not relevant for my studies	2.0	7.3	5.6
		X^2=60.582; P<0.05	X^2=65.880; P<0.05	X^2=24.415; P<0.05
Sufficient internet connection	**Always**	53.7	45.1	35.7
	2	19.4	15.0	16.3
	3	17.4	23.9	26.5
	4	6.0	8.1	11.2
	Never	2.3	2.9	7.1
	Not relevant for my studies	1.2	4.9	3.1
		X^2=67.460; P<0.05	X^2=42.731; P<0.05	X^2=21.122; P<0.05
Quiet place to study	**Always**	39.5	42.2	31.6
	2	20.6	17.2	18.4
	3	21.6	24.1	28.6
	4	10.8	8.3	8.2
	Never	4.5	2.8	10.2
	Not relevant for my studies	2.9	5.5	3.1
		X^2=9.953; P>0.05	X^2=22.841; P<0.05	X^2=20.471; P<0.05

Those students who work during the lecture period assess the relevance of various situations to their own experiences. It turns out that respondents who live alone (55.9%) are relatively more likely to work in order to cover their living costs as compared to those living with parents (43.5%) or in dormitories (34.8%).

Students living with parents (41.4%) indicate they could not afford to be a student without having a paid job more frequently than those living in dormitories (24.7%).

At the same time, respondents living with parents (48%), compared to those living alone (33.3%), are more likely to indicate that they work to support others.

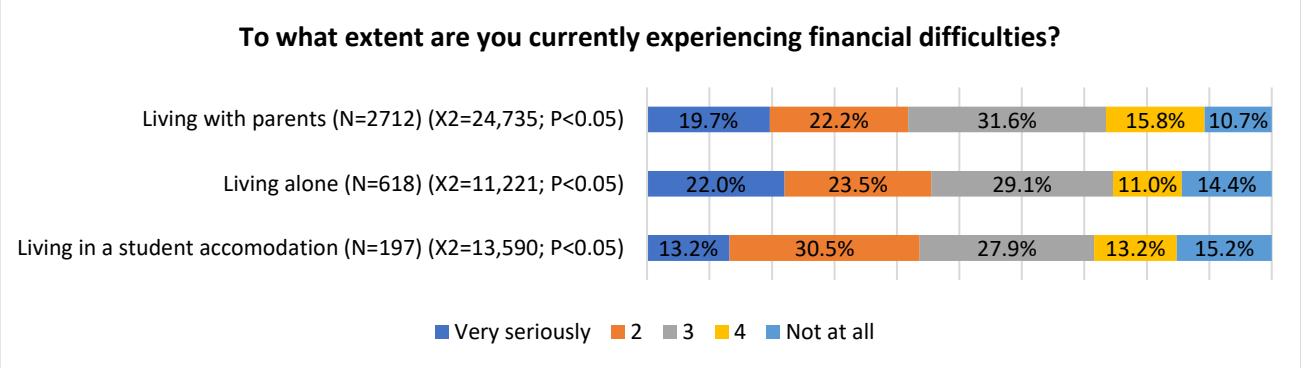
Data suggest that working to have some money to pay for things they usually would not buy is most often cited by respondents living with parents (66.7%), followed by those living alone at 56.4%, and in dormitories at 52.3. Data are statistically reliable (see Table #12.5.2).

Table #12.5.2

To what extent do the following statements apply to your situation?		Living with parents (N=2713)	Living alone (N=618)	Living in student accommodation (N=197)
		%		
I work to cover my living costs	**Applies totally**	25.7	43.7	16.9
	2	17.8	12.2	18.0
	3	18.6	22.8	38.2
	4	12.2	4.9	16.9
	Does not apply at all	25.8	16.3	10.1
		X^2=64.453; P<0.05	X^2=33.557; P<0.05	X^2=48.180; P<0.05
Without my paid job, I could not afford to be a student	**Applies totally**	28.0	30.7	12.4
	2	13.4	12.9	12.4
	3	16.7	24.6	39.3
	4	10.5	6.4	16.9
	Does not apply at all	31.4	25.4	19.1
		X^2=34.290; P<0.05	X^2=7.875; P>0.05	X^2=37.361; P<0.05
I work because I have to support others financially (children, partner, parents etc.)	**Applies totally**	29.7	17.4	14.8
	2	18.3	15.9	18.2
	3	24.8	27.3	35.2
	4	9.6	8.3	11.4
	Does not apply at all	17.6	31.1	20.5
		X^2=25.144; P<0.05	X^2=27.712; P<0.05	X^2=7.683; P>0.05
I work so I can afford things I otherwise would not buy	**Applies totally**	47.8	37.9	18.2
	2	18.9	18.6	34.1
	3	19.2	26.1	30.7
	4	5.4	5.7	11.4
	Does not apply at all	8.7	11.7	5.7
		X^2=18.813; P<0.05	X^2=10.086; P<0.05	X^2=28.323; P<0.05

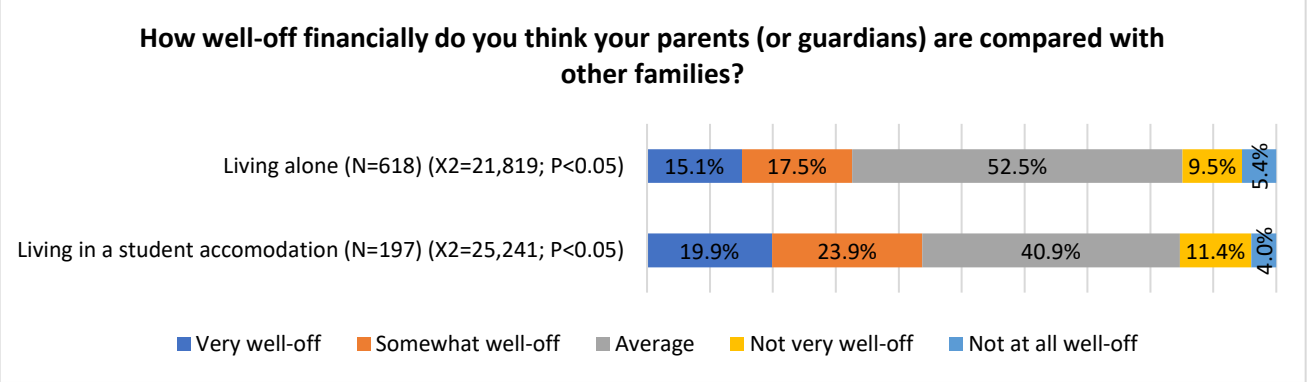
Interestingly enough, students living with parents (41.8%), alone (45.5%), and in dormitories (43.75) almost equally indicate that they are currently facing financial problems. Data are statistically reliable (see Diagram #12.5.2).

Diagram #12.5.2



It appears that students living in dormitories (43.8%) are more likely to think their families are financially well-off in comparison to other families. The share of those who indicate the same is 32.6% among students living alone. Data are statistically reliable (see Diagram #12.5.3).

Diagram #12.5.3



Students assess how often they feel isolated from different social groups. It was found that students living in dormitories report feeling isolated from the following groups most frequently:

- Fellow students in their study programme (living with parents - 15.4%; living alone - 25%; living in a dormitory - 28.2%);
- Family/partner (living with parents - 13.3%; living alone - 21.9%; living in a dormitory - 34.7%);
- Friends (living with parents - 13.3%; living alone - 19.7%; living in a dormitory - 28.1%);
- Others in general (living with parents - 16.7%; living alone - 22.6%; living in a dormitory - 25.5%).

Data are statistically reliable (see Table #12.5.3)

Table #12.5.3

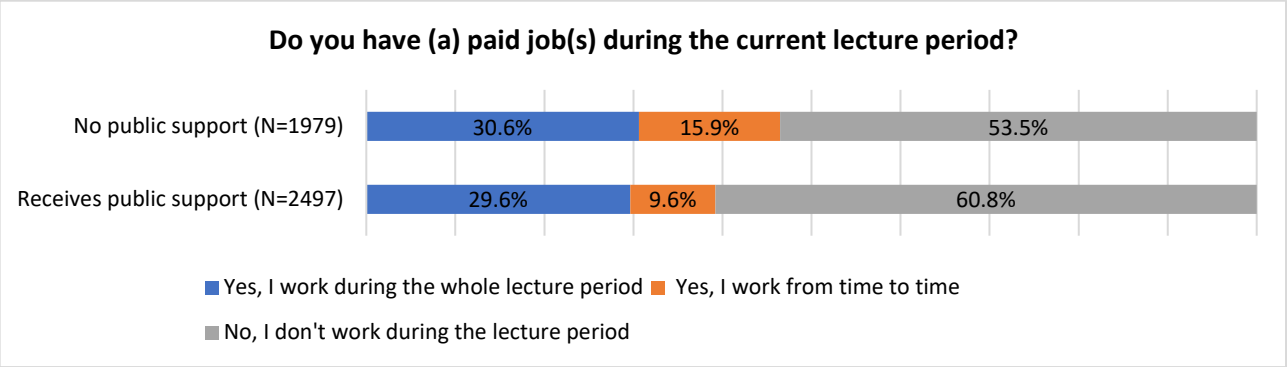
How often do you feel isolated…		Living with parents (N=2713)	Living alone (N=618)	Living in student accommodation (N=197)
		%		
… from fellow students in your study programme?	Always	7.8	9.3	13.6
	2	7.5	15.8	14.7
	3	22.6	22.8	33.3
	4	14.3	12.4	13.6
	Never	47.7	39.7	24.9
		X^2=28672; P<0.05	X^2=34.433; P<0.05	X^2=41.258; P<0.05
… from your family/partner?	Always	5.9	9.4	15.3
	2	7.4	12.5	19.4
	3	16.3	21.9	28.2
	4	11.9	9.4	6.5
	Never	58.5	46.9	30.6
		X^2=33.831; P<0.05	X^2=50.211; P<0.05	X^2=29.291; P<0.05
… from your friends?	Always	6.2	6.9	9.9
	2	7.1	12.8	18.1
	3	19.0	24.9	29.8
	4	13.2	10.0	14.0
	Never	54.5	45.4	28.1
		X^2=30.497; P<0.05	X^2=35.565; P<0.05	X^2=21.857; P<0.05
… from others in general?	Always	7.5	8.6	15.2
	2	9.1	14.0	10.3
	3	25.0	25.7	33.9
	4	15.1	12.7	9.1
	Never	43.3	39.0	31.5
		X^2=25.144; P<0.05	X^2=11.258; P<0.05	X^2=27.016; P<0.05

6. Students Receiving / Not Receiving Public Support

Within the framework of the analysis, two groups were distinguished: students who receive public support and students who do not receive public support. Statistically reliable correlations have been observed in this respect.

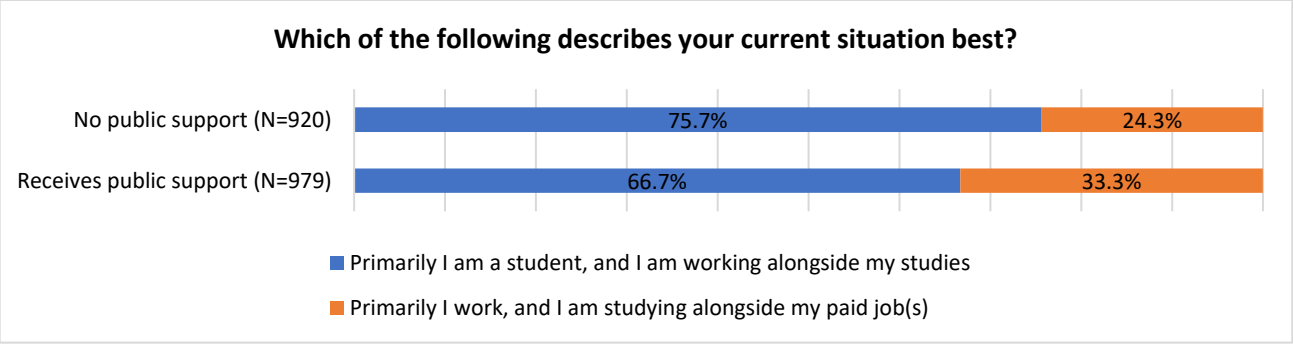
The proportion of those who work during the lecture period continuously or occasionally (46.5%) is higher among students who do not receive public support than those who do (39.2%). Data are statistically reliable (X^2=45934, p<0.05). (see Diagram #12.6.1).

Diagram #12.6.1



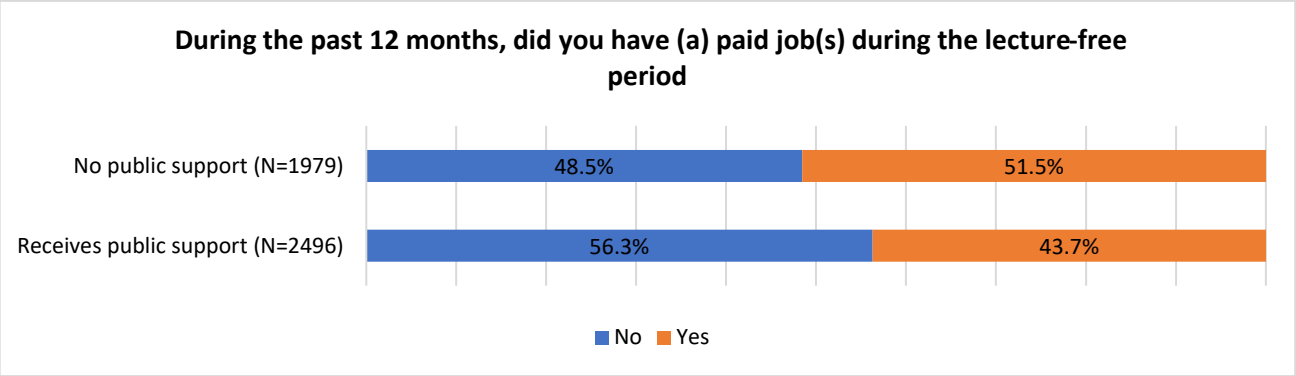
It is also interesting to note that among students who work during the lecture period, those not receiving public support are more likely to state that they are primarily students who work alongside their studies (75.7%) as compared to their peers who receive public support (66.7%). Data are statistically reliable (X^2=18472, p<0.05). (see Diagram #12.6.2)

Diagram #12.6.2



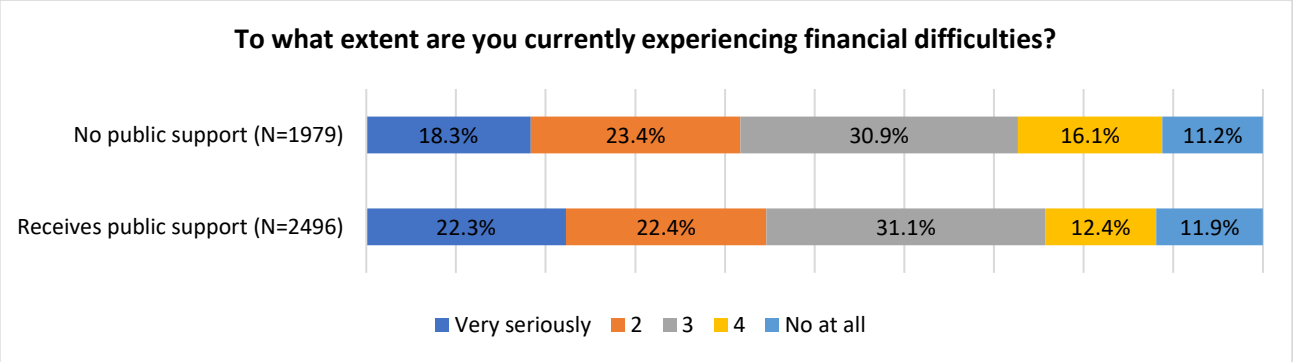
Working outside the lecture period in the past 12 months is relatively more often cited by respondents who receive public support (56.3%) than those who do not (48.5%). Data are statistically reliable (X^2=27154, p<0.05). (see Diagram #12.6.3)

Diagram #12.6.3



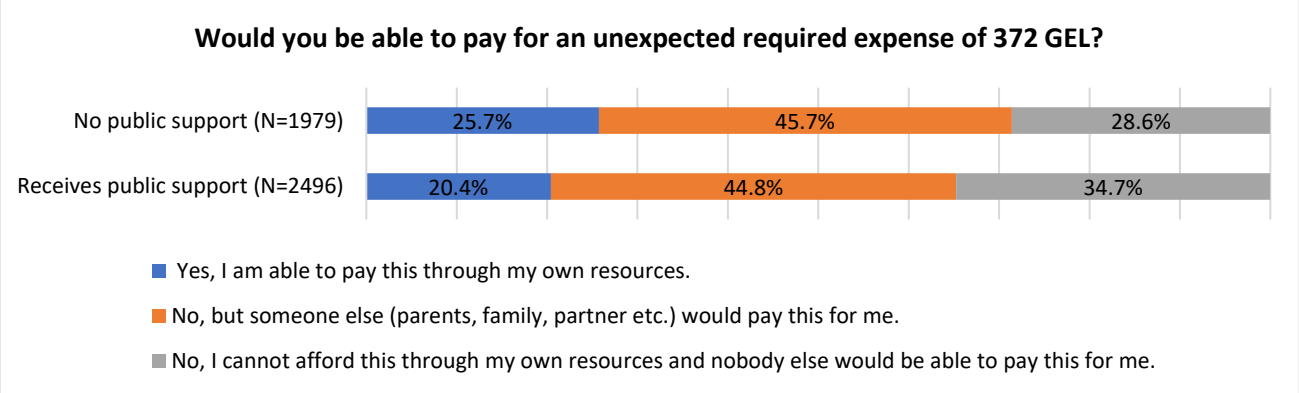
Both students who receive (44.6%) and do not receive (41.7%) public support almost equally report experiencing financial difficulties. Data are statistically reliable (X^2=20288, p<0.05). (see Diagram #12.6.4)

Diagram #12.6.4



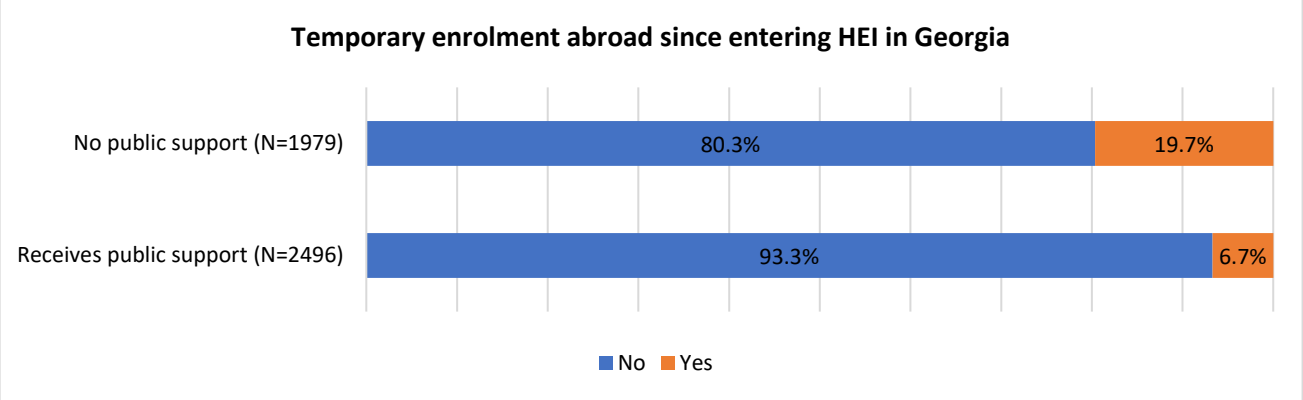
Students indicate whether they would be able to cover an unexpected expense of 372 GEL. An affirmative answer is given by a quarter of students who do not receive public support (25.7%) and one-fifth of those who do (20.4%). On the other hand, a relatively larger share of recipients of public support (34.7%), compared to those who do not receive public support (28.6%), note that they would not be able to afford the unexpected expense and that no one else would be able to pay it on their behalf. Data are statistically reliable (X^2=26702, p<0.05). (see Diagram #12.6.5).

Diagram #12.6.5



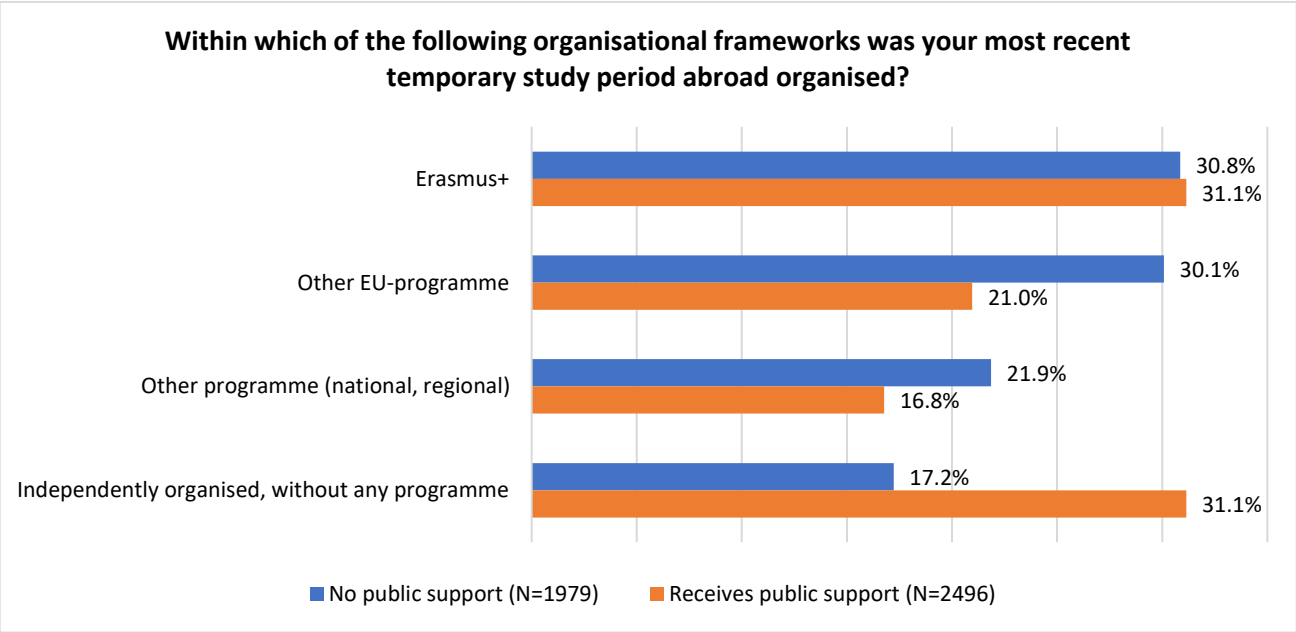
The share of those who have studied abroad temporarily after first entering higher education is about one-fifth (19.7%) among students who do not receive public support; the rate is relatively low (6.7%) among recipients of public support. Data are statistically reliable (X^2=170539, p<0.05). (see Diagram #12.6.6)

Diagram #12.6.6



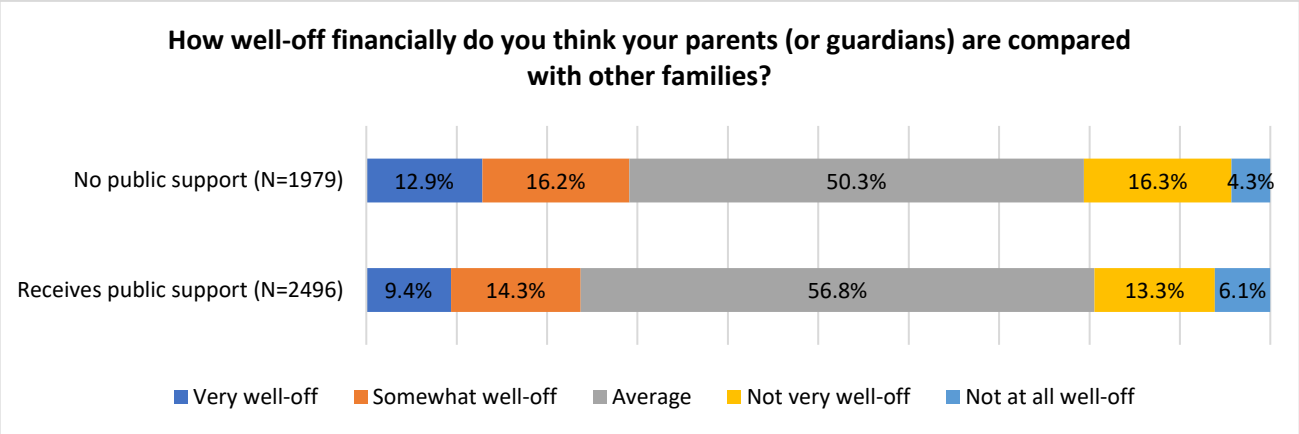
Students who have studied abroad identify the organizational framework within which their enrollment was organized. Almost a third of those who receive public support (31.1%), as well as those who do not (30.8%), indicate using the Erasmus+ programme. On the other hand, students not receiving public support often report their enrollment to be organized via other EU programmes (30.1%). Recipients of public support are relatively more likely to indicate organizing a study period abroad independently (31.1%). Data are statistically reliable (X^2=15612, p<0.05). (see Diagram #12.6.7)

Diagram #12.6.7



Students who receive public support (23.7%) are relatively less likely to indicate that their parents are financially well-off compared to those who do not receive public support (29.1%). It should be noted that a sizable portion of both groups – who receive public support (56.8%) and who do not (50.3%) - rate the financial well-being of their parents/guardians as average. Data are statistically reliable (X^2=34187, p<0.05). (see Diagram #12.6.8).

Diagram #12.6.8



Annex

Annex #1 - Distribution of sampling frame

Group	Number of planned interviews	Number of interviews carried out	Margin of error for a 95 confidence level
By region			
Adjara	375	350	5%
Tbilisi	2673	2952	2%
Imereti	369	315	5%
Kakheti	312	301	5%
Samegrelo	272	269	4%
Samtskhe-Javakheti	316	291	5%
Shida Kartli	314	293	5%
By educational level			
Bachelor program	2964	3257	2%
Master program	376	384	5%
One stage program (medical program, teachers' training integrated bachelor-master program)	700	701	4%
Georgian language educational program/Teachers' training educational program	591	429	4%
By type of a HEI			
College	290	286	5%
Teaching university	600	751	4%
University	3741	3734	2%
By sex			
Male	2100	2046	2%
Female	2531	2725	2%
By age			
Up to 21 years	1401	2505	2%
22 to <25 years	2217	1400	3%
25 to <30 years	653	624	4%
30 years or over	360	242	6%
By citizenship of Georgia			
Citizen of Georgia	4256	4365	1%
Non-resident of Georgia	375	398	5%
By fields of study			
<Not identified>	591	344	5%

Group	Number of planned interviews	Number of interviews carried out	Margin of error for a 95 confidence level
01 Agriculture	346	437	5%
02 Business and administration	371	237	6%
03 Education	340	368	5%
04 Engineering	370	355	5%
05 Natural sciences, mathematics and statistics	355	371	5%
06 Law	370	385	5%
07 Social sciences	373	332	5%
08 Arts	333	560	4%
09 Health	448	388	5%
10 Humanities	367	366	5%
11 Interdisciplinary Specialties	367	628	4%
Total	**4631**	**4771**	**1.4%**

Annex #2 - The full list of HEIs participating in the study

#	HEIs	Number of respondents
1	LEPL - Ivane Javakhishvili Tbilisi State University	667
2	LEPL - Georgian Technical University	415
3	LEPL - Ilia State University	283
4	LEPL - Akaki Tsereteli State University	305
5	LEPL - Tbilisi State Medical University	270
6	N(N)LE - Agricultural University of Georgia	2
7	LEPL - Batumi Shota Rustaveli State University	286
8	LEPL - Sokhumi State University	33
9	LEPL - Iakob Gogebashvili Telavi State University	294
10	LEPL - Gori State Teaching University	293
11	LTD - University of Georgia	65
12	LEPL - Apolon Kutateladze Tbilisi State Academy of Arts	52
13	LTD - Caucasus University	55
14	LEPL - Batumi State Maritime Academy	21
15	LEPL - Shota Rustaveli Theatre and Film Georgian State University	83
16	LTD - International Black Sea University	70
17	LTD - National Teaching University SEU	38
18	LTD - Georgian Aviation University	59
19	LTD - Georgian American University	61
20	LTD - Guram Tavartkiladze Tbilisi Teaching University	13
21	LTD - Alte University	3
22	LTD - David Aghmashenebeli University of Georgia	70
23	LTD - Grigol Robakidze University	21
24	LTD - Caucasus International University	107
25	N(N)LE - Tbel Abuserisdze Teaching University of Georgian Patriarchate	2
26	N(N)LE - St. Andrew the First Georgian University of the Georgian Patriarchy	32
27	LEPL - Vano Sarajishvili Tbilisi State Conservatoire	17
28	LTD - Kutaisi University	4
29	N(N)LE - GIPA – Georgian Institute of Public Affairs	17

#	HEIs	Number of respondents
30	LTD - Petre Shotadze Tbilisi Medical Academy	13
31	LTD - Teaching University GEOMED	6
32	LTD - Tbilisi Humanitarian Teaching University	17
33	LEPL - Shota Meskhia ZugdidiState Teaching University	248
34	LTD - Tbilisi Free Academy	46
35	LTD - Batumi Navigation Teaching University	19
36	LTD - David Tvildiani Medical University	63
37	LTD - Sulkhan-Saba Orbeliani Teaching University	12
38	LEPL - Batumi Art Teaching University	12
39	LTD - Europe University	1
40	N(N)LE - St. King Tamar University of Patriarchate of Georgia	5
41	LTD - East European University	24
42	LEPL - Samtskhe-Javakheti State University	282
43	N(N)LE - Georgian Theological Academy of the Orthodox Autocephalous Orthodox Church Tbilisi Academy and Seminary	12
44	N(N)LE - Orthodox Theological Educational Institution - Giorgi Mtatsmindeli Church Chanting Higher Education	34
45	N(N)LE - Orthodox Theological Educational Institution - Gelati Theological Academy and Seminar of the Apostolic Autocephalous Orthodox Church of Georgia	20
46	N(N)LE - Gremi Theological Seminary of the Patriarchate of Georgia	7
47	LTD - Teaching University Millennium	72
48	LTD - New Higher Education Institute - Newuni	149
49	N(N)LE - New Vision University	9
50	N(N)LE - Batumi St. John the Divine's Theologian Seminary Of Georgian Patriarchate	3
51	LEPL - Georgian State Teaching University of Physical Education and Sport	4
52	LTD - BAU International University, Batumi	6
53	N(N)LE - New Georgian University	21
54	N(N)LE - St. Grigol Khantsteri’s Theological Seminary of the Patriarchate of Georgia in Akhaltsikhe	9
55	LTD - Business and Technology University	24
56	LEPL - Kutaisi international University	6

#	HEIs	Number of respondents
57	LTD - Alterbridge - International University of Management & Communication	6
58	LTD - British University in Georgia	3
Total		**4771**

Annex #3 - Weighting model

Data weighting includes the dimensions of region, type of higher educational institution, educational level, fields of study, sex, age, and Georgian citizenship.

$N_{s,u}$ - u – university size of s - stratum.

$N_{s,q}$ - q – substratum size of s – stratum.

$N_{s,u,q}$ - u – university and q – substratum size of s – stratum.

n_s - number of responses in s – stratum.

$n_{s,u}$ - number of responses in u – university of s – stratum.

$n_{s,u,q}$ - number of responses in u – university and q – substratum of s – stratum.

The probability of sampling a respondent from the q-substratum of the s-stratum is equal to:

$$P(q|s,u) = \frac{n_{s,u,q}}{N_{s,u,q}}$$

The weight of u-university and q-substratum of s-stratum:

$$W_{s,u,q} = \frac{1}{P(s,u,q)} = \frac{N_{s,u,q}}{N_{s,u}}$$

Number of students in a stratum for substrata: $N_{s,q}^{est} = \sum_u W_{s,u,q} \times n_{s,u,q}$

Corrected weight of q-substratum of s-stratum:

$$W_{s,q} = \frac{N_{s,q}}{N_{s,q}^{est}}$$

Consequently, the weight of u-university and q-substratum of s-stratum will be equal to:

$$W_{s,u,q} = \frac{N_{s,u,q}}{N_{s,u}} \times \frac{N_{s,q}}{N_{s,q}^{est}}$$

Annex #4 - ISCED Classification

Fields of study

Fields of study
Agriculture
Business and administration
Education
Engineering
Natural sciences, mathematics and statistics
Law
Social sciences
Arts
Health
Humanities
Interdisciplinary Specialties

Educational level

Educational level
Primary education (ISCED 0, 1,2)
Basic general education (ISCED 0, 1,2)
Secondary general education (ISCED 3)
Basic Vocational education (ISCED 3)
Secondary Vocational Education (ISCED 4)
Higher Vocational Education (ISCED 4)
Bachelor degree (ISCED 6)
Georgian Language Educational Program (ISCED 6)
Teachers' Training Educational Program (ISCED 6)
Master degree (ISCED 7)
One Stage Medical Program (ISCED 7)
Teachers' Training Integrated Bachelor-Master Program (ISCED 7)
PhD (ISCED 8)

Annex #5 - Fields and sub-fields of study

Title	Number of respondents
Agriculture	**344**
0101 Agronomy	180
0102 Veterinary	20
0103 Stockbreeding	2
0104 Food technology	138
0105 Forestry	2
0106 Forest Studies	2
Business and administration	**437**
0201 Accounting	43
0202 Marketing	51
0203 Management	217
0204 Finances	126
Education	**237**
0301 Education Sciences	108
0302 Teacher's Education	129
Engineering	**368**
0401 Computing/Informatics	63
0402 Telecommunication	9
0403 Equipment building, automatization and management systems	5
0404 Engineering physics	4
0405 energetics and electro engineering	18
0406 Construction	137
0407 Transport	12
0408 Mechanical engineering and technology	19
0409 Industrial engineering and technology	11
0410 Chemical and biological engineering	15
0411 Metallurgy	1
0412 Material Sciences	7
0413 Environment engineering and security	6
0414 Mountain geo-engineering	2
0415 Agricultural engineering	2
0416 Aircraft exploitation	36
0417 Engineering geodesy and geoinformatics	1
0418 Computer engineering	9
0419 Marine engineering	4
0420 Marine electrical engineering	1
0421 Civil engineering	6
Natural sciences, mathematics and statistics	**355**
0501 Mathematics	51
0502 Physics	15
0503 Chemistry	19
0504 Biology / Life Sciences / Applied Bioscience	133

Title	Number of respondents
0505 Geography	27
0506 Geology	8
0507 Interdisciplinary Natural Sciences	85
0508 Electric and electronic engineering	17
Law	**371**
0601 Law	249
0602 International Law	10
0603 Private / Business Law	15
0604 Criminal law	52
0605 Public Law	45
Social sciences	**385**
0701 Economics	40
0702 Political Science	39
0703 Mass Communication/Journalism	40
0705 International Relations	124
0706 Sociology	49
0707 Psychology	85
0708 Cultural Heritage	8
Art	**332**
0801 Audio-Visual Art	57
0802 Media Art	38
0803 Design	65
0804 Dramatic Arts	21
0805 Music Art	80
0806 Fine Arts	53
0807 Choreography Art	18
Health	**560**
0901 Medicine	383
0902 Dentistry	90
0903 Pharmacy	56
0904 Public Health Care	13
0905 Nursing	2
0906 Physical Medicine and Rehabilitation	16
Humanities	**388**
1002 Ethnology	3
1003 Theology	1
1004 History	81
1005 Philology	277
1006 Philosophy	15
1007 Art Expert/Theory and History of Art	11
Interdisciplinary Specialties	**366**
1101 Architecture	28
1102 Ecology / Environmental Studies	3
1103 Cultural Studies	4

Title	Number of respondents
1104 Regional studies, including sub-field/specialization modifications	10
1105 Anthropology	10
1107 Social Work	5
1108 Liberal Arts	2
1109 Public Administration	42
1110 Marine studies	4
1113 Defense and Security	1
1114 Army studies, including sub-field/specialization	2
1115 Archeology	1
1118 Orthodox Theological Science	7
1120 Tourism	77
1121 Health Sciences	56
1124 Digital Humanities	11
(without reference to subfield)	103
<Not defined>	**628**
Total	**4771**

Annex #6

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on ... (By fields of study) (N=4771) 1=Very positive impact 3=No impact 5=Very negative impact		Agricultural Sciences	Business administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanities	Interdisciplinary fields and specialties	Not identified
		%											
The duration of your studies (X^2=168.172; P<0.05)	1	8.6	7.5	13.6	7.3	4.9	7.3	3.8	7.4	6.8	3.8	5.6	7.4
	2	18.0	17.1	17.9	8.6	10.3	10.0	9.7	10.6	11.2	15.5	13.2	7.4
	3	38.3	37.0	33.7	38.6	36.4	34.3	41.2	45.7	49.2	29.3	43.3	40.0
	4	18.8	22.3	20.7	27.6	30.4	25.8	29.7	19.1	23.4	30.5	23.1	25.3
	5	16.4	16.1	14.1	17.9	17.9	22.7	15.6	17.0	9.4	20.8	14.8	20.0
your study-related knowledge and skills? (X^2=118.028; P<0.05)	1	15.6	12.1	13.1	10.8	11.4	13.5	8.9	17.0	14.0	13.2	11.3	15.6
	2	20.3	16.1	26.2	12.6	18.5	15.2	15.3	10.6	18.5	11.8	15.6	11.5
	3	37.5	38.5	36.1	37.7	29.9	37.2	46.1	43.6	41.9	42.1	44.6	38.5
	4	18.0	23.3	14.8	25.2	29.9	24.5	20.0	18.1	21.1	20.3	22.6	22.9
	5	8.6	9.9	9.8	13.7	10.3	9.6	9.7	10.6	4.5	12.6	5.9	11.5
the motivation to keep up with your studies? (X^2=111.625; P<0.05)	1	19.0	12.0	12.5	11.3	7.6	11.8	9.8	12.6	14.9	10.6	11.0	11.6
	2	14.3	12.3	15.2	10.0	15.7	8.7	10.3	10.5	13.5	12.3	7.2	8.4
	3	38.9	36.5	32.6	31.0	29.7	30.9	37.4	37.9	36.2	30.2	45.3	35.8
	4	16.7	20.9	20.1	24.5	24.9	24.5	24.4	21.1	20.2	25.2	26.0	23.2
	5	11.1	18.3	19.6	23.2	22.2	24.1	18.2	17.9	15.2	21.7	10.5	21.1
The quality of teaching (X^2=124.172; P<0.05)	1	15.7	12.0	12.0	6.6	7.6	11.2	5.6	10.5	10.0	12.9	9.7	10.5
	2	15.7	10.0	16.9	10.9	14.7	13.5	10.9	9.5	15.0	13.5	18.5	12.6
	3	36.2	28.7	31.1	29.4	19.0	27.8	34.5	35.8	29.0	28.2	29.8	27.4
	4	20.5	30.9	24.6	32.1	35.3	28.8	37.4	28.4	32.1	27.9	29.0	32.6
	5	11.8	18.3	15.3	21.0	23.4	18.7	11.6	15.8	13.8	17.4	13.1	16.8
Contacts with fellow students (X^2=178.122; P<0.05)	1	13.4	9.4	13.5	9.3	10.9	7.9	6.2	10.6	13.9	13.5	9.4	13.7
	2	17.3	7.5	13.5	7.7	8.7	8.3	6.4	9.6	11.4	7.1	10.2	9.5
	3	31.5	24.9	25.9	26.9	25.1	28.6	18.5	36.2	29.8	26.5	36.6	25.3
	4	15.7	25.7	24.3	26.5	27.3	25.9	34.5	16.0	25.4	22.6	18.3	25.3
	5	22.0	32.5	22.7	29.6	27.9	29.3	34.5	27.7	19.5	30.3	25.5	26.3
balancing your studies with other responsibilities? (X^2=130.469; P<0.05)	1	16.5	12.9	13.6	9.7	8.1	14.1	11.3	11.6	12.2	19.1	23.9	14.6
	2	17.3	11.0	14.7	13.9	14.6	11.2	14.2	9.5	15.4	7.6	11.0	11.5
	3	38.6	34.6	39.7	34.2	31.9	37.0	39.5	43.2	38.5	32.1	39.1	37.5
	4	16.5	26.6	22.3	24.7	31.9	23.7	23.6	21.1	24.7	26.2	18.8	22.9
	5	11.0	14.8	9.8	17.6	13.5	13.9	11.3	14.7	9.1	15.0	7.2	13.5
Professional skills (X^2=98.959; P<0.05)	1	14.2	9.7	12.0	9.8	8.7	10.6	5.3	9.6	11.8	13.8	9.1	10.5
	2	14.2	14.2	15.8	9.8	15.2	12.2	10.7	10.6	13.5	12.9	13.7	14.7
	3	38.6	37.3	34.2	35.5	30.4	35.2	35.6	41.5	36.0	31.7	46.6	35.8
	4	21.3	26.0	23.9	28.4	27.2	25.1	33.9	23.4	25.1	22.0	22.0	25.3
	5	11.8	12.8	14.1	16.4	18.5	17.0	14.5	14.9	13.6	19.6	8.6	13.7
Financing your studies (X^2=177.712; P<0.05)	1	13.4	8.3	12.5	6.8	4.9	3.7	5.6	9.6	9.5	5.0	8.3	10.3
	2	14.2	4.3	9.2	10.0	9.8	6.2	5.0	3.2	10.0	12.6	7.3	6.2

To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on ... (By fields of study) (N=4771) 1=Very positive impact 3=No impact 5=Very negative impact		Agricultural Sciences	Business administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanities	Interdisciplinary fields and specialties	Not identified
		%											
	3	53.5	49.8	57.6	55.8	56.5	51.6	53.3	53.2	45.8	50.3	58.3	56.7
	4	7.1	14.0	9.2	11.9	13.6	17.2	19.8	19.1	20.3	11.8	13.7	12.4
	5	11.8	23.6	11.4	15.5	15.2	21.3	16.3	14.9	14.4	20.3	12.4	14.4
your employment/ paid work situation? (X^2=208.314; P<0.05)	1	15.1	13.7	10.9	11.9	10.9	9.5	7.6	10.6	8.6	8.8	13.4	13.5
	2	15.1	12.8	13.6	13.3	12.5	8.9	12.6	7.4	6.0	15.6	7.2	12.5
	3	42.9	35.3	48.4	41.3	46.2	38.8	41.1	48.9	57.7	35.3	55.5	44.8
	4	15.9	22.8	16.8	18.1	16.8	20.1	22.7	14.9	14.4	15.6	12.1	14.6
	5	11.1	15.3	10.3	15.4	13.6	22.6	16.0	18.1	13.2	24.7	11.8	14.6
Financing your living expenses (X^2=142.677; P<0.05)	1	15.0	11.8	12.5	6.6	10.9	6.8	7.4	12.8	7.5	8.5	15.0	12.6
	2	23.6	11.2	16.3	14.6	14.7	18.0	13.9	8.5	11.8	14.4	8.0	10.5
	3	36.2	34.4	30.4	38.0	39.7	36.9	37.6	42.6	38.9	39.1	47.5	41.1
	4	11.8	21.2	22.3	23.6	19.0	18.0	23.0	17.0	26.0	14.4	13.1	17.9
	5	13.4	21.4	18.5	17.2	15.8	20.1	18.1	19.1	15.8	23.5	16.4	17.9

Annex #7

Generally, to what extent do you agree with the following statements regarding your studies? (By fields of study) (N=4771) 1=Strongly agree 5=Do not agree at all		Agricultural Sciences	Business administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanities	Interdisciplinary fields and specialties	Not identified
		%											
The lecturers normally give me helpful feedback on how I am going (X^2=177.159; P<0.05)	1	32.3	38.0	34.2	27.0	27.2	44.5	31.2	40.0	27.9	41.2	32.0	35.4
	2	26.8	20.9	28.3	21.4	22.8	17.7	34.5	18.9	28.9	21.2	25.8	24.0
	3	29.1	21.5	27.7	31.6	27.7	20.6	19.1	24.2	24.0	20.9	31.7	28.1
	4	5.5	11.6	7.6	10.4	11.4	11.2	9.1	10.5	10.5	7.9	4.0	7.3
	5	6.3	8.0	2.2	9.7	10.9	6.0	6.2	6.3	8.6	8.8	6.5	5.2
The lecturers motivate me to do my best work (X^2=139.926; P<0.05)	1	32.3	34.9	34.8	29.6	21.7	38.7	23.5	35.8	30.1	41.2	31.9	32.3
	2	27.6	23.9	25.0	21.4	25.0	21.6	28.9	22.1	24.6	20.3	22.0	21.9
	3	27.6	28.2	22.3	29.3	27.7	18.5	28.2	21.1	21.8	19.7	28.7	25.0
	4	9.4	5.1	11.4	12.2	16.8	13.5	12.4	14.7	11.3	11.2	11.8	12.5
	5	3.1	7.8	6.5	7.5	8.7	7.7	7.0	6.3	12.2	7.6	5.6	8.3
The lecturers are extremely good at explaining things (X^2=191.012; P<0.05)	1	37.5	40.2	40.8	30.5	26.1	46.2	37.4	42.1	26.8	44.2	28.5	34.4
	2	31.3	25.2	25.0	22.3	29.3	22.4	32.4	18.9	26.6	24.6	27.4	26.0
	3	26.6	24.6	21.7	32.5	26.1	19.3	23.3	23.2	26.3	19.6	30.4	29.2
	4	3.1	6.4	8.7	8.8	12.5	8.5	5.0	9.5	12.1	7.9	10.8	7.3
	5	1.6	3.7	3.8	6.0	6.0	3.7	1.8	6.3	8.2	3.8	3.0	3.1
I know a lot of fellow students with whom I can discuss subject related questions (X^2=119.280; P<0.05)	1	36.7	33.0	39.3	28.5	28.8	42.5	26.2	40.0	32.4	39.4	30.1	29.8
	2	22.7	26.8	25.7	19.4	24.5	19.9	25.6	20.0	27.0	17.9	19.9	20.2
	3	29.7	23.6	24.0	27.4	26.1	19.1	26.8	21.1	24.9	25.0	32.0	26.6
	4	7.8	7.8	8.2	14.8	10.3	11.4	12.4	9.5	9.1	9.1	9.9	16.0
	5	3.1	8.9	2.7	9.9	10.3	7.1	9.1	9.5	6.6	8.5	8.1	7.4
I would recommend my current (main) study programme (X^2=154.176; P<0.05)	1	42.5	41.5	47.3	37.3	29.0	46.3	43.1	35.8	32.7	43.5	29.2	40.0
	2	22.0	24.6	24.5	19.4	22.4	22.0	26.6	18.9	27.1	22.6	28.7	23.2
	3	27.6	21.7	17.9	27.1	27.9	16.0	21.2	28.4	25.2	17.1	28.4	23.2
	4	5.5	4.0	4.9	9.0	13.1	9.5	6.1	6.3	7.2	5.6	9.1	7.4
	5	2.4	8.1	5.4	7.3	7.7	6.2	3.0	10.5	7.8	11.2	4.6	6.3
I often have the feeling that I don't really belong in higher education (X^2=101.255; P<0.05)	1	13.4	9.3	12.6	6.9	7.1	11.4	5.3	10.5	8.4	6.8	6.2	10.4
	2	15.7	7.2	10.9	8.6	8.7	5.8	5.9	10.5	8.0	7.9	6.5	8.3
	3	19.7	15.9	13.1	22.1	20.1	14.3	15.6	14.7	15.3	13.5	21.8	16.7
	4	8.7	13.2	12.0	9.7	12.0	12.7	15.6	14.7	10.5	14.1	16.7	11.5
	5	42.5	54.4	51.4	52.7	52.2	55.7	57.6	49.5	57.8	57.6	48.9	53.1
It was always clear I would study in higher education one day (X^2=157.242; P<0.05)	1	59.1	65.8	62.8	53.2	58.2	68.3	72.8	57.4	71.6	67.4	57.9	64.6
	2	18.1	16.1	14.8	12.6	17.9	12.2	12.9	12.8	10.5	15.3	16.4	13.5
	3	16.5	12.3	16.4	21.2	13.6	13.5	11.5	16.0	12.6	11.5	19.3	16.7
	4	3.9	2.9	2.7	6.8	7.1	3.3	2.1	7.4	2.2	3.5	5.1	3.1
	5	2.4	3.0	3.3	6.2	3.3	2.7	0.8	6.4	3.1	2.4	1.3	2.1
I am seriously thinking of completely abandoning my higher education studies (X^2=173.762; P<0.05)	1	14.2	7.0	10.8	6.4	8.2	12.0	3.3	10.5	11.3	4.7	6.5	9.4
	2	9.4	6.4	8.6	9.3	7.1	6.4	4.5	7.4	6.2	5.6	3.5	7.3
	3	21.3	12.7	17.8	17.9	19.6	14.1	11.3	15.8	11.7	8.8	22.0	15.6
	4	6.3	9.2	13.0	10.9	12.0	10.6	11.6	9.5	7.1	17.1	9.7	9.4
	5	48.8	64.6	49.7	55.5	53.3	56.8	69.1	56.8	63.8	63.8	58.3	58.3

Annex #8

Please specify to what extent you agree to the following statements (By fields of study) (N=4771) 1=Strongly agree 5=Do not agree at all		Agricultural Sciences	Business administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanities	Interdisciplinary fields and specialties	Not identified
		%											
My higher education institution cares about my academic success (X^2=109.881; P<0.05)	1	35.2	36.4	37.5	25.4	20.7	31.8	28.0	34.7	27.9	32.4	29.8	32.3
	2	24.2	22.2	22.3	23.0	21.7	18.3	25.6	20.0	24.8	19.2	24.2	24.0
	3	25.0	24.4	26.1	27.2	25.5	28.7	25.7	26.3	23.4	27.4	25.5	27.1
	4	9.4	9.4	2.2	10.6	16.3	13.9	12.4	8.4	12.9	7.7	14.0	9.4
	5	6.3	7.7	12.0	13.7	15.8	7.3	8.3	10.5	11.1	13.3	6.5	7.3
My higher education institution facilitates my non-academic/social involvement (X^2=191.298; P<0.05)	1	28.3	30.3	30.4	16.1	15.2	23.7	20.1	23.4	15.9	25.9	22.3	23.2
	2	21.3	24.4	18.5	20.8	21.2	16.0	21.9	20.2	20.1	22.6	17.7	22.1
	3	30.7	25.8	29.9	36.1	30.4	27.2	23.3	35.1	32.4	23.5	34.9	29.5
	4	8.7	9.1	8.2	11.9	12.5	14.9	20.1	8.5	12.9	8.2	15.8	12.6
	5	11.0	10.4	13.0	15.1	20.7	18.3	14.5	12.8	18.8	19.7	9.4	12.6
Lecturers share additional resources with me as part of the course: (X^2=109.196; P<0.05)	1	35.9	42.4	46.2	30.8	29.0	44.6	40.4	40.4	33.4	40.4	30.8	38.5
	2	29.7	24.6	22.3	25.9	25.7	20.1	28.0	19.1	23.7	26.0	29.8	25.0
	3	24.2	18.2	15.2	26.8	25.7	23.7	17.5	26.6	24.8	18.9	29.2	22.9
	4	5.5	8.1	9.2	8.2	9.3	6.4	8.5	7.4	10.3	7.4	4.8	8.3
	5	4.7	6.7	7.1	8.4	10.4	5.2	5.6	6.4	7.8	7.4	5.4	5.2
University resources enable me to access additional interesting scientific materials/research papers independently (X^2=179.411; P<0.05)	1	38.1	47.4	37.8	29.1	25.4	45.9	43.0	34.0	34.0	44.7	31.7	35.4
	2	27.8	20.6	21.1	24.5	23.2	17.0	29.0	20.2	24.2	22.4	25.8	24.0
	3	24.6	15.6	21.1	26.9	27.6	19.9	15.7	27.7	23.8	17.4	26.9	24.0
	4	4.0	7.3	12.4	9.1	10.8	12.7	8.8	9.6	10.4	7.1	9.7	8.3
	5	5.6	9.1	7.6	10.4	13.0	4.6	3.5	8.5	7.6	8.5	5.9	8.3

Annex #9

To what extent does your curriculum at your higher education institution contribute, directly or indirectly to developing the following skills? (By fields of study) (N=4771) 1=Contributes completely 5=Does not contribute at all 77=Unable to rate		Agricultural Sciences	Business administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanities	Interdisciplinary fields and specialties	Not identified
		%											
Writing in accordance with academic standards (X^2=300.933; P<0.05)	1	31.5	39.7	32.8	25.9	23.9	36.0	47.4	27.7	25.8	38.9	25.4	26.3
	2	22.0	23.6	31.7	16.2	17.9	15.4	26.0	14.9	18.9	18.7	18.4	21.1
	3	25.2	18.5	18.6	25.9	25.0	22.5	17.1	22.3	27.6	20.5	27.5	23.2
	4	7.1	6.9	2.2	9.9	10.3	9.8	3.6	7.4	10.4	6.1	10.4	8.4
	5	3.9	2.9	4.9	4.4	7.6	5.6	2.1	4.3	5.7	4.4	3.2	4.2
	77	10.2	8.5	9.8	17.7	15.2	10.8	3.8	23.4	11.6	11.4	15.0	16.8
Expressing one's opinion clearly and argumentatively (X^2=322.244; P<0.05)	1	41.3	43.2	36.4	27.0	27.7	42.7	49.8	36.2	23.3	43.7	25.6	33.3
	2	19.8	21.4	26.1	25.0	23.4	17.0	22.1	19.1	22.8	21.4	25.6	22.9
	3	27.0	19.1	23.9	22.0	22.3	22.4	18.6	20.2	33.2	20.8	27.5	22.9
	4	4.0	6.9	3.3	12.6	13.0	8.3	3.5	8.5	10.3	3.5	9.2	10.4
	5	1.6	1.8	6.0	3.5	6.0	5.0	2.1	4.3	7.2	3.5	5.7	4.2
	77	6.3	7.7	4.3	10.0	7.6	4.8	3.8	11.7	3.3	7.0	6.5	6.3
Critical and analytical thinking (X^2=249.594; P<0.05)	1	37.8	42.3	37.5	25.5	27.7	41.0	45.5	33.7	27.5	44.4	27.2	32.3
	2	21.3	23.0	27.2	23.4	20.1	22.7	28.3	16.8	27.4	17.1	25.3	25.0
	3	25.2	19.6	22.3	25.7	28.8	16.4	16.5	23.2	26.3	23.5	28.0	21.9
	4	7.1	5.3	7.1	11.7	11.4	11.2	4.8	8.4	9.3	7.4	7.0	8.3
	5	2.4	2.7	3.3	4.4	6.5	5.6	2.7	4.2	4.2	2.1	7.5	5.2
	77	6.3	7.2	2.7	9.3	5.4	3.1	2.1	13.7	5.3	5.6	5.1	7.3
Analyzing statistical information (X^2=248.014; P<0.05)	1	35.4	38.4	37.9	23.2	24.9	33.7	40.2	27.1	22.4	33.1	23.9	30.9
	2	23.6	22.8	21.4	20.1	23.2	17.2	27.1	15.6	23.4	16.4	24.5	19.1
	3	24.4	21.9	25.3	28.5	28.1	27.7	19.5	20.8	31.0	26.4	27.7	25.5
	4	5.5	6.5	7.7	11.5	11.4	5.6	5.7	9.4	13.2	7.0	8.3	10.6
	5	3.9	3.7	5.5	4.4	7.0	4.6	1.7	5.2	3.6	5.6	5.6	3.2
	77	7.1	6.7	2.2	12.4	5.4	11.2	5.7	21.9	6.4	11.4	9.9	10.6
Acquiring knowledge and skills to find employment in the relevant field of study (X^2=139.832; P<0.05)	1	33.3	36.9	41.8	26.1	20.8	33.7	28.4	33.7	25.3	35.0	21.8	30.5
	2	23.0	21.5	20.1	20.7	19.1	22.2	23.3	17.9	22.5	16.8	25.8	24.2
	3	25.4	19.4	19.0	25.6	25.7	22.9	24.8	22.1	25.2	20.6	29.8	23.2
	4	5.6	8.3	9.2	12.6	15.3	9.8	10.9	9.5	13.1	9.4	9.1	8.4
	5	4.8	6.1	6.0	4.4	10.9	7.7	6.4	5.3	6.7	6.2	4.3	5.3
	77	7.9	7.8	3.8	10.6	8.2	3.7	6.2	11.6	7.2	12.1	9.1	8.4
Team work (X^2=175.602; P<0.05)	1	37.3	40.9	45.9	29.4	24.5	36.8	36.8	36.2	29.2	38.2	30.0	34.7
	2	19.0	21.8	19.5	19.2	16.3	19.3	30.0	18.1	24.3	19.7	24.7	22.1
	3	28.6	20.5	18.4	23.8	29.3	22.9	18.2	21.3	25.6	19.4	22.8	22.1
	4	6.3	8.0	7.6	13.3	12.5	9.4	8.2	8.5	10.3	9.1	12.3	10.5
	5	3.2	2.5	5.9	4.6	9.2	6.0	3.5	4.3	6.2	5.0	1.3	5.3
	77	5.6	6.2	2.7	9.7	8.2	5.6	3.3	11.7	4.5	8.5	8.8	5.3

To what extent does your curriculum at your higher education institution contribute, directly or indirectly to developing the following skills? (By fields of study) (N=4771) 1=Contributes completely 5=Does not contribute at all 77=Unable to rate		Agricultural Sciences	Business administration	Education	Engineering	Science/Natural Sciences	Law	Social Sciences	Arts	Healthcare	Humanities	Interdisciplinary fields and specialties	Not identified
		%											
Adhering to academic values and ethics (X^2=233.667; P<0.05)	1	35.2	39.2	41.3	27.2	27.2	39.2	46.7	40.0	30.2	45.7	29.0	32.3
	2	22.7	28.4	25.0	18.5	20.1	22.8	28.4	15.8	26.3	17.3	25.2	24.0
	3	25.8	18.0	20.1	29.4	27.2	23.0	15.9	24.2	25.0	15.5	25.2	20.8
	4	7.8	6.2	8.2	11.2	9.8	6.6	3.9	7.4	8.8	11.1	9.9	10.4
	5	2.3	2.2	3.3	4.2	6.0	3.5	2.7	4.2	4.6	2.1	6.2	4.2
	77	6.3	5.9	2.2	9.5	9.8	4.8	2.3	8.4	5.1	8.2	4.6	8.3
Respecting/understanding the opinions of persons with different social (ethnic, religious, political, etc.) backgrounds (X^2=322.641; P<0.05)	1	40.9	46.9	55.1	31.9	33.0	51.1	58.1	38.9	38.3	50.4	29.2	42.7
	2	22.8	20.7	15.7	21.2	20.0	15.4	17.9	14.7	21.5	12.9	21.4	20.8
	3	22.8	17.9	15.7	22.3	22.7	12.1	14.7	22.1	20.8	17.6	27.6	18.8
	4	5.5	4.0	8.1	10.6	7.6	12.5	2.3	9.5	8.4	7.0	5.9	6.3
	5	1.6	3.0	3.2	2.7	6.5	4.2	0.8	2.1	6.2	3.2	9.1	1.0
	77	6.3	7.5	2.2	11.2	10.3	4.8	6.4	12.6	4.9	8.8	6.7	10.4
Being able to orientate during a crisis (X^2=190.124; P<0.05)	1	34.6	37.8	34.1	22.9	22.7	35.6	30.7	26.3	21.4	32.4	21.3	31.6
	2	22.8	19.1	18.4	17.9	18.4	20.6	26.1	17.9	27.1	15.0	23.7	20.0
	3	27.6	20.9	29.7	30.0	24.3	24.3	19.8	24.2	26.1	20.3	27.2	23.2
	4	6.3	8.0	7.0	10.6	14.1	9.1	7.4	8.4	10.4	12.4	8.1	8.4
	5	2.4	3.3	5.9	5.9	8.1	5.2	5.1	4.2	6.3	7.4	8.9	5.3
	77	6.3	10.8	4.9	12.8	12.4	5.2	10.9	18.9	8.7	12.6	10.8	11.6
Being an informed and active citizen (X^2=192.548; P<0.05)	1	34.6	37.3	32.6	26.5	21.7	38.3	40.7	34.0	26.0	37.6	24.9	31.6
	2	19.7	19.3	25.0	19.2	21.2	22.5	25.0	21.3	23.7	17.9	21.9	25.3
	3	28.3	26.0	21.7	28.1	28.8	24.3	21.0	21.3	23.5	21.5	29.4	22.1
	4	7.1	5.9	11.4	11.5	10.9	4.8	5.7	10.6	12.3	10.6	8.6	7.4
	5	4.7	3.2	3.3	4.0	8.2	7.3	2.1	2.1	7.2	5.3	6.7	5.3
	77	5.5	8.3	6.0	10.8	9.2	2.9	5.4	10.6	7.3	7.1	8.6	8.4

Annex #10

To what extent does your curriculum at your higher education institution contribute to developing the following skills? (By the educational level) (N=4771) (%) 1=Contributes completely 5=Does not contribute at all 6=Unable to rate		Writing in accordance with academic standards (X^2=58.748; P<0.05)	Expressing one's opinion clearly and argumentatively X^2=87.365; P<0.05)	Critical and analytical thinking (X^2=117.713; P<0.05)	Analyzing statistical information (X^2=48.678; P<0.05)	Acquiring knowledge and skills to find employment in the relevant field of study (X^2=84.369; P<0.05)	Team work (X^2=37.010; P<0.05)	Adhering to academic values and ethics (X^2=43.855; P<0.05)	Respecting/understanding the opinions of persons with different social backgrounds (X^2=43.855; P<0.05)	Being able to orientate in a crisis (X^2=44.327; P<0.05)	Being an informed and active citizen (X^2=49.722; P<0.05)
Bachelor Programme	1	35.7	39.2	37.5	33.2	31.5	35.7	38.3	45.8	30.9	34.9
	2	20.7	22.1	23.7	21.6	22.1	23.0	23.4	18.7	20.4	21.3
	3	21.0	21.5	21.0	24.9	23.4	20.8	21.4	17.8	23.3	24.6
	4	7.3	7.1	8.1	7.2	9.6	9.7	7.3	6.8	8.9	7.4
	5	4.1	3.5	3.9	3.8	5.8	4.1	3.4	3.2	5.5	4.4
	6	11.3	6.6	5.9	9.3	7.6	6.7	6.2	7.7	10.9	7.4
Georgian language educational Programme / Teachers' Training Educational Programme	1	32.6	35.6	37.0	29.1	29.1	35.8	34.4	41.2	27.3	28.2
	2	19.4	24.1	24.5	26.2	18.4	18.8	26.9	18.2	20.9	22.3
	3	28.0	24.7	25.9	22.4	26.6	26.4	22.5	21.3	29.2	26.3
	4	7.7	6.1	5.6	11.9	11.9	9.2	9.6	8.2	7.9	12.5
	5	2.7	4.0	4.0	4.6	6.5	4.2	3.5	4.6	6.1	4.6
	6	9.6	5.6	2.9	5.9	7.5	5.6	2.9	6.5	8.6	6.1
Master Programme	1	32.5	33.3	33.3	32.1	28.6	29.8	31.3	34.9	22.6	28.2
	2	18.1	16.7	20.2	14.3	16.7	16.7	20.5	16.9	22.6	17.6
	3	21.7	21.4	19.0	22.6	20.2	21.4	25.3	19.3	22.6	24.7
	4	4.8	11.9	11.9	11.9	13.1	11.9	6.0	13.3	11.9	12.9
	5	9.6	7.1	7.1	9.5	13.1	11.9	8.4	7.2	9.5	9.4
	6	13.3	9.5	8.3	9.5	8.3	8.3	8.4	8.4	10.7	7.1
One stage medical Programme / Teachers' Training integrated bachelor-Master Programme	1	25.3	23.6	27.8	22.9	24.1	29.8	29.9	38.4	22.3	26.5
	2	20.1	22.5	26.7	21.9	22.7	23.1	25.6	21.4	26.5	23.9
	3	26.5	31.7	26.4	31.9	24.5	26.5	24.5	22.4	25.9	24.2
	4	10.8	11.5	9.2	12.0	13.6	10.1	10.1	7.0	11.1	10.9
	5	4.8	6.7	4.7	4.5	6.9	5.7	4.5	5.9	6.2	7.0
	6	12.5	4.0	5.3	6.8	8.2	4.8	5.4	4.9	8.1	7.4