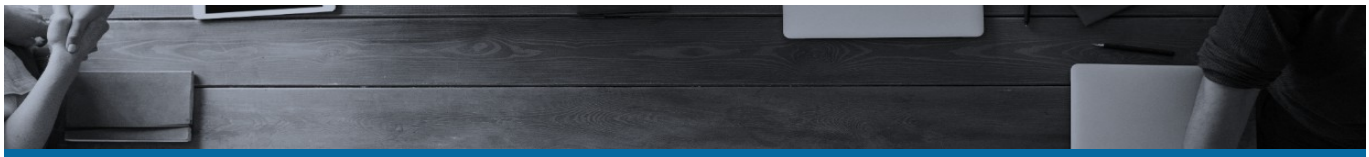
RiHEI



RiHEI POLICY BRIEFING 1 | EXECUTIVE SUMMARY

Making higher education in Georgia more entrepreneurial

KEY MESSAGES

- **Georgia needs more from its universities.** About 38% of tertiary-educated workers are in semi-skilled jobs, and Georgia ranks 97th of 139 economies for business-financed research and development.
- **The policy window is open.** The 2025–2026 higher education reform and the performance-based funding model of July 2026 create, for the first time, a direct link between what universities do for the economy and society and what they receive from the state.
- **The instruments exist, the links do not.** GITA programmes, applied research grants of the Shota Rustaveli National Science Foundation and tax incentives for start-ups are in place, but universities lack the capacity and incentives to use them.
- **RiHEI evidence from TSU, KIU and GSU** shows that the main gaps are leadership for change, incentives for staff, entrepreneurial teaching, professional technology transfer and impact measurement.

Seven national and seven institutional measures would make entrepreneurship a mainstream function of Georgian universities by 2030.

RECOMMENDATIONS

For the Ministry and its agencies	For university leadership
N1 Reward entrepreneurship and knowledge exchange through defined indicators in the performance component of the funding model.	**U1** Adopt an entrepreneurship and engagement strategy with a named vice-rector.
N2 Make the third mission an explicit criterion in authorisation and accreditation, and pursue international recognition of Georgian quality assurance.	**U2** Professionalise technology transfer and adopt an institutional IP policy.
N3 Adopt a national micro-credentials framework aligned with the 2022 Council Recommendation.	**U3** Embed EntreComp-based entrepreneurial learning in every study programme.
N4 Issue national guidance and a model policy on intellectual property, revenue sharing and spin-offs.	**U4** Establish public-private impact advisory boards.
N5 Recognise knowledge exchange and entrepreneurial teaching in academic careers.	**U5** Build a student venture pathway, with targeted support for women and rural youth.
N6 Create joint instruments with GITA, the Rustaveli Foundation and Enterprise Georgia.	**U6** Offer micro-credentials and lifelong learning to employers.
N7 Build a national evidence base, using HEInnovate as a common self-assessment tool.	**U7** Measure progress every year and use the evidence in performance funding reporting.

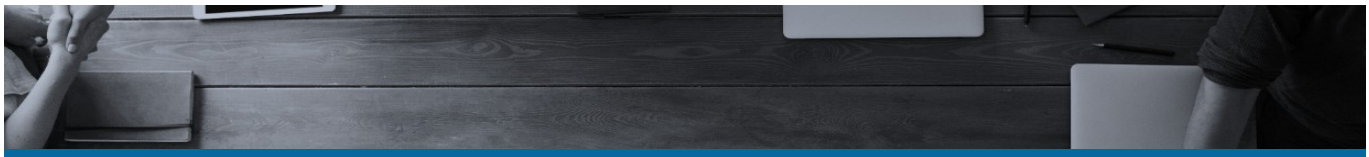
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RiHEI POLICY BRIEFING 2 | EXECUTIVE SUMMARY

Demonstrating the wider impact of Georgian universities: adopting SDG metrics

KEY MESSAGES

- **A contribution that stays invisible.** Georgian universities serve society through access for disadvantaged students, regional development, public health, green campuses and partnerships – but little of this is measured or reported.
- **The SDGs offer a common language.** Georgia has nationalised all 17 SDGs with 93 targets, and the Unified Strategy for Education and Science 2022–2030 refers to SDGs 4, 8, 9, 16 and 17. Yet universities are almost invisible in national SDG reporting.
- **Little reporting so far.** Of RiHEI's three Georgian partners, only TSU appears in the THE SDG ratings, and none publishes an SDG report. The THE ratings now cost GBP 3,500 a year for Georgian universities.
- **Management first, rankings second.** A small national core set of indicators, aligned with the nationalised SDG targets and the 2026 funding criteria, would give comparable evidence at low cost.

This briefing proposes 18 core indicators, a five-level maturity path and recommendations to be phased in between 2026 and 2030.

RECOMMENDATIONS

For the Ministry and its agencies	For university leadership
M1 Adopt a national core set of university SDG indicators, co-designed with universities, NCEQE, Geostat and the SDG coordination structures.	**H1** Make a vice-rector responsible for SDG reporting, supported by a small office.
M2 Use a subset in performance funding and in the third mission part of authorisation.	**H2** Select priority SDGs that fit the university's profile.
M3 Build shared data infrastructure so that data are collected once and used many times.	**H3** Complete a baseline mapping within twelve months.
M4 Involve universities in national SDG governance and the next Voluntary National Review.	**H4** Publish an annual SDG impact report based on the national core set.
M5 Issue national guidance on education for sustainable development.	**H5** Integrate SDG indicators into strategy, budgets and analytics.
M6 Support green campus investment tied to monitoring, and do not fund on ranking positions.	**H6** Engage students and staff as co-producers of the SDG agenda.
	H7 Enter international ratings selectively, after two reporting cycles.

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