

GEORGIA PROGRAM ON AGRICULTURAL EDUCATION

September 1, 2005 – September 30, 2007

Texas Agricultural Experiment Station at
Texas A&M University



Preface

Georgia Program on Agricultural Education – 2005-2007

Submitted by the Department of Agricultural Economics, Texas A&M University

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Since 1991, agricultural education in Georgia has been in decline. Although the number of students studying increased, the quality of education decreased. Because the need for a good agricultural education system is essential for agricultural development, the new government of Georgia promoted education as one of its key reform areas and started to make changes in this sector. There are several institutions of higher agricultural education in Georgia; however, the main state institution is the Georgian State Agricultural University (GSAU) in Tbilisi with about 8,000 students. Another institution where progress is being made is the Batumi Institute for Tropical and Subtropical Agriculture (BITSA).

Texas A&M University has been actively involved since 1999 in collaborative agribusiness education projects in Armenia, and more recently in the Republic of Georgia. The primary accomplishment has been the establishment of the Agribusiness Teaching Center (ATC) at what was once the Armenian Agricultural Academy (AAA) in Yerevan and is now known as the Armenian State Agrarian University (ASAU).

The agricultural education project in Georgia had several parts: a needs assessment, an English language component, a faculty training component, student field trips, and a student internship program. Funding for the project started in October 2005 and ended in September 2006 with an extension to 2007.

All parts of the project were successful and highly regarded by the Rectors of the universities that participated. They noted that the project worked closely with them, that they always were a part of the planning, and that they were kept aware of what progress was being made. They were pleased that faculty and students were both included, and they anticipated that the project will have a lasting impact on their institutions.

There were no weak components of those objectives whose activities were funded. A continuation of the program would provide additional impact on agricultural development in Georgia.

It is our hope that those who read these words can share in the excitement the participants have had in making the discoveries that were involved. We are pleased to submit this final report.

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STRENGTHENING HIGHER AGRIBUSINESS EDUCATION IN THE REPUBLIC OF GEORGIA

Introduction and Background

Georgia, situated at the dividing line of Asia and Europe, is an ancient country of rugged mountains and very determined people. Annexed by Russia in 1801, it regained its sovereignty in 1918 and then suffered through 70 years of Communist rule and suppression, finally declaring its independence from Russia in 1991. During the Soviet period the Georgian economy was modernized and diversified; however, the 1990s were a period of instability and civil unrest in Georgia. The people here say they "*Never Gave Up*," and they now have their long-desired freedom. Traditionally an agricultural land - quite famous for its wines - tourism is on the front-burner in Georgia as international travel has increased - especially along the Black Sea coastal areas.



Native vineyard in Georgia



U.S. Pres. Bush and Georgian Pres. Saakashvili



Since 1999, Texas A&M University has been an active partner with the largest agricultural university in Armenia. Through a USDA-funded agribusiness education project, a complete upper-division agribusiness curriculum was developed with 139 students having graduated since 2002. In collaboration with the Armenian State Agrarian University, Texas A&M developed a strong teaching program with graduates competing for entry level positions in the food and agricultural sector of Armenia; others have successfully entered and completed graduate studies in the United States, Europe and Armenia. In the fall of 2007, 90 students were enrolled. Texas A&M University is a leading agricultural university and has been involved extensively in international programs for over 75 years. The agribusiness programs established at the ATC are based directly on the B.S. in Agribusiness offered by the Department of Agricultural Economics and the Mays School of Business at Texas A&M University.

In 2005, with the phasing out of the USDA-Marketing Assistance Program in Armenia, the ATC, with Texas A&M University, formed two NGOs, the International Center for Agribusiness Research and Education (ICARE) to handle its Armenian project, and the Georgian Center for Agribusiness Development (GCAD) for its Georgian project. Both organizations have the Texas Agricultural Experiment Station (an agency of the Texas A&M University System) as its founder. Thus Texas A&M, together with its local NGOs and ATC faculty, created the capability to operate in each country and manage significant projects related to agribusiness education and other aspects of agricultural education and development.



The purpose of the *Georgia Program on Agricultural Education* project was to develop a higher education project for Georgia that would build on the existing relations with these universities and to promote an understanding of agribusiness in a global economy. It would be funded through the USDA/FAS Caucuses Agricultural Development Initiative (CADI) to Texas A&M University through the ICARE Foundation.

The project had several components and was based on several key ideas regarding the current situation in Georgia and the Caucasus:

- Georgia has a significant **agrarian sector** which could be improved in efficiency and competitiveness with enhanced understanding of market economic forces and managerial methods.
- Higher education in Georgia is **undergoing reform** which provides the opportunity to introduce new curricula and teaching methods for educating future leaders in the agribusiness professions and policy and leadership development.
- The agribusiness curricula, educational methods, and faculty expertise at the ATC and at Texas A&M University **provide a resource** to assist the Georgian Higher Education institutions in Agriculture.
- Among its interests in the Caucasus, the USDA would like to assist in the **development of the institutions** and people of the food and agribusiness sector as a means to enhance rural economic development.
- A **“needs assessment”** to be conducted early in the project to assist in planning the detailed work in future phases of the project in concert with many objectives previously discussed that could be initiated on a demonstration basis and in preparation for full development later in the year.



Overview of Project

Much of the project's success was due to the resources and graduates of the Agribusiness Teaching Center. For several years, USDA had sponsored Georgian students to study agribusiness at ATC. Many of these current and former Georgian ATC students worked on this project. Demna Dzirkvadze coordinated the project in Batumi with the Batumi Agricultural Institute, Arsen Somkhishvili coordinated the project in Tbilisi with the Georgian State Agricultural University, and former ATC student Irakli Khakhva taught



computer classes and assisted with the internship program. Also, current Georgian students at the ATC worked as translators and hosts to the Georgian faculty during training sessions at the ATC. Faculty members of the ATC gave freely of their time, class notes, and teaching materials to their Georgian peers.

Meeting with the Vice Rector of the State Agricultural University of Armenia, Dr. Yuri Marmaryan, gave opportunity to share ideas on further collaboration between colleagues from Georgia and the SAUA.

The parts of the project that are forecast to have the most long range impacts are the teacher training component and the English program. The instructor training in specific subjects enables the teachers to pass on knowledge to students for many years. English language, among other things, enables students to access the internet to discover and use knowledge from many different sources. Very few technical websites are available in Georgian. English and computer classes for teachers enabled faculty to search the internet for new materials and develop PowerPoint slides for classroom teaching.

Field trips enabled students, many for the first time, to visit Georgian factories and farms. Many students were amazed at how organized and how much planning went into food

manufacturing. But most exciting to the participants was the internship program. Many students considered it their first job. They were eager to go to work every day for six weeks and learn the practical side of business. Overall, the program had a huge impact on the education of these young people.

Objectives and Project Activities

Objective 1: Needs Assessment

Texas A&M University was scheduled to provide an agribusiness education expert to travel to Georgia during the last two weeks of October 2005 to participate in a coordinated needs assessment in the Republic of Georgia with USDA and other cooperating US-based agricultural universities. They were to provide contacts and introductions to agribusiness and educational contacts and engage in meetings, discussions and assessments needed to provide strategy for USDA and the cooperating U.S. and Georgian institutions.

From October 15-26, 2005, Dr. John Nichols and Dr. Dan Dunn traveled to Tbilisi to participate in a comprehensive assessment conference. Members of the team included representatives from the USDA/Foreign Agriculture Service/International Cooperation and Development (ICD) team and selected Georgian ministers, agriculture university rectors, administrators and faculty. Part of the schedule involved on site visitations with universities, technical schools, and with a secondary village school since one main focus of this assessment was to discuss work in the regions and agricultural technical education. Working with this agricultural higher education project gave a challenge that it would feed back to the regional sites in the future.

Objective 2: Course Materials and Faculty Preparation

With the use of ATC faculty and ATC graduates, modern and applicable basic courses in management, marketing, and finance were developed for the Batumi institute and in Tbilisi at the agricultural institute. The goal of this objective was to introduce modern subject matter to the Georgian schools.

The faculty development component of the program was divided into two parts. The first part was a classroom observatory trip to the ATC in Yerevan for faculty members from both institutions, and the second was specific training of faculty members at the ATC in management, marketing and finance.

Observation Trip To ATC:

Six professors from the Georgian State Agrarian University and three professors from GSAU/Batumi Agricultural Institute visited the Agribusiness Teaching Center during November 21-24, 2005 for an educational workshop initiated by Dr. Dunn, the ICARE Director within the Georgian Higher Educational Program. The group was led by Arsen Somkhishvili and Demna Dzirkvadze, Project Coordinators at the GSAU and GSAU/Batumi.



The Georgian professors spent three intensive days actively participating in the courses provided by the ATC faculty and visiting with the staff and administration. A Western type practical approach to agribusiness education was the core specialization that attracted the guests. They stated that seeing this process was quite helpful to them. They were pleased with the level of knowledge of the students, in particular the Georgian students, as well as with the relationship between students and teachers. The

Georgian colleagues were also impressed by the holistic and practical approaches in the teaching process as well as the importance of independent work by students.

In addition to the classes attended, the group of Georgian professors was given presentations by Dr. Dunn, ATC faculty, Georgian students and by a mixed group of students. The presentations were informative, motivational, and covered the structure and curriculum of the ATC, research and internships activities, and social life of the students. “These modern approaches and the young faculty with a new mentality shape the success of ATC in teaching agribusiness,” said Shota Kharazishvili, Head of Studying Methodology, Batumi. “Being a part of this process even for a short period is helpful to us.” She was pleased with the level of knowledge of the students, in particular, the Georgian students, as well as with the relationship between students and teachers. She summarized, “We witnessed that ATC is truly a big family.”

Lango Kamkia was impressed by the holistic and practical approach in the teaching process with the student and his/her knowledge being the basic interest in this system. Mr. Kamkia as well as Dr. Avtandil Lapachi also mentioned the importance of independent work the ATC students were accustomed to doing in their everyday learning process.

Agreements were made to publish research articles by Georgian professors in the international research magazine of the Armenian State Agrarian University. According to the Georgian professors participating in the workshop, they ascertained no need to go to the U.S. to learn these modern teaching practices since the U.S. system was functioning soundly there in the Caucasus at a program like the ATC.

Upon their return, the Georgian professors shared their experiences with colleagues in their Tbilisi and Batumi universities by giving seminars. At these seminars, the professors



described to the other members of the faculties the structure, methodologies, and activities at the ATC. The professors later reported that they were trying to implement some of the techniques they learned in their classes.

Faculty Training:

Another activity for the project included translation of marketing, finance and management courses into Georgian. The lecture materials, class notes and PowerPoint slides were provided by ATC instructors. Demna Dzirkvadze and Arsen Somkhishvili spent a month at ICARE in Yerevan gathering information from the ATC faculty and working with them on the content of the materials. In total, 250 pages of lecture notes and 500 PowerPoint slides in marketing, 550 pages in management and 720 pages in finance were translated and provided to the professors during the Faculty Development Workshops.

The teacher training phase involved bringing 12 faculty members from the Georgian institutions for intense workshops on materials. Four management specialists took part in management training, four in marketing and four in finance. The duration of each training session was one week.

Every day, Georgian professors worked with ATC faculty members for six-seven hours. They jointly went through the slides and other course materials translated into Georgian, and additional explanations were provided to them. Also, contemporary management, marketing and finance books in both English and Russian were provided for them.



All of the ATC faculty members were able to communicate in Russian with the Georgian faculty, which made the training easier and more convenient. Many of the slides were edited as a result of discussions during the workshops. The Georgian faculty stressed the need for more modern books and materials. They all were very pleased with having updated materials to be used in their classes next fall, and they expressed the need for translations and workshops for additional classes.

The training given the faculties at both institutions presented the opportunity to implement the goals of the program as they planned to teach finance, management and marketing classes starting from September 2006 using contemporary techniques and materials provided by ATC and this program.

Objective 3: English Language Training

Georgian students were recruited and trained in the English language in preparation for attending the ATC in the future. English language courses were also organized for faculty to enable them to participate in international sponsored training programs. This program was initiated in the fall with the idea that it would run throughout the school year.

English Language and Computer Classes for Students and Faculty Members in the Batumi Agricultural Institute

English language classes in the Batumi Agricultural Institute started on October 3, 2005. Three teachers of English, Lia Davitadze, who simultaneously worked in Batumi State University (BSU) with foreign languages and as a staff member in BSU; Tamar Nikuradze, who was a lecturer at BSU and with a translating organization; and Milada Kharashvili, who worked as a teacher in the Lyceum of Foreign Languages, were selected from the local area by interviews. Every student and faculty member of Batumi Agricultural Institute who wanted to participate in this program had a chance to do so. At the beginning, 72 students and 11 faculty members were taking intermediate, starter and elementary English classes. There were 24 persons in each class.

A teacher of English, Ms. Lia Davitadze divided students into two groups and they are competing in telling more words with a selected letter. They often have such games in order to improve their knowledge of English.



The Institute renovated three classrooms for English classes in one of their buildings and one for a language lab; 45 single desks with chairs and modern blackboards for each class were purchased. Also purchased were heaters for the English classrooms. The Institute also established a language lab with 12 tape recorders and headphones where students could improve their levels of English on their own. They were able to work in the lab from 10:00 am until 6:00 pm each evening. The tape recorders were also used by English teachers for their classes. Each group had four hours of classroom English per week.

During the second semester, starting January 26th, five computer classes were organized for 49 students and 11 teachers. The Batumi Institute received a local grant for computers and Internet service. They renovated a computer classroom, bought computer desks, and purchased chairs which immediately gave students space and equipment for learning about computers and the Internet. A former ATC student, Irakli Khakhva, taught the computer classes with the help of a laptop and a projector. He taught the basics of computers, Microsoft Word, Excel, PowerPoint and how to use the Internet.



Computer classes the Batumi State Agricultural Institute; Mr. Irakli Khakhva explains important basics of computers to individuals and to the group.

Learning English as well as some computer knowledge gave the faculty members and students access to up-to-date professional information on the Internet. Faculty began to use contemporary textbooks for their everyday learning and teaching processes, and students found a myriad of new examples worldwide which became very useful in their learning. The faculty members involved in the language classes were also able to participate in different Faculty Exchange Programs and conferences in other parts of the world.

English Language Classes for Students and Faculty Members at Tbilisi State Agricultural University.

Classes of English were divided into two semesters: during the first semester (October, November, December) 60 students (40 from the Ag School and 20 from the Vet School) took part in English Language classes at the Intermediate Level. Tbilisi students that took part in the program already had knowledge of beginning English.



English language teaching class at State Agrarian University. Students are in the process of writing a quiz.

During the second semester, a second selection was conducted, and 42 students (24 from the Ag School and 18 from the Vet School) were selected taking into consideration their English language knowledge, success during the first part of the program, and aspiration. The difficulty level of teaching was raised to upper Intermediate. These students continued

participating in the program until the end of the school year (February - May). Twenty-two of them took the entrance exam and three were selected for the Summer Program at ATC.

During the first part of the program, three teachers were teaching the class: Rusudan Absnadze, Chris Koym, Ketevan Absandze. During the second semester, the teachers changed to Nino and Giorgi Nachkebia because of other commitments with the original instructors. Only two teachers were hired as the number of students decreased. Rector Urushadze of Georgian State Agricultural University decided that English classes should be taught in both the Agricultural and Veterinary Schools with the following schedule: 1-1.5 hour classes three times a week at the Agrarian School and 2-2.5 hour classes two times a week at the Veterinary School.

In addition, eight faculty members took an English course. By the end of May, most of the participating teachers could read and translate materials and books of their specialty in English. This program was successful because the students were encouraged to study not only the English language but also to study their primary subjects in English.

Objective 4: Organized Agribusiness Field Trip

The agribusiness field trip activity was planned to be within Georgia for students and selected faculty of the NAU and Batumi Institute. Many students had never visited an actual agribusiness and did not have an understanding of the more progressive firms, their business models and how they operated. In addition to focusing on management, marketing and food safety requirements, students and faculty explored the possibilities of careers in agribusiness. These trips also allowed students to get to know their own countries better, initiate contacts, and allowed businesses to know that there would be trained employees available in the future. These field trips were led by ATC faculty and Georgian graduates of the ATC who were employed as assistants.

Field Trips

Field trips were significant visual experiences for agribusiness students at successful agribusiness companies in Georgia. The concept of organized field trips was a learning activity for students to see how businesses had been founded, organized and managed. During these trips, students had the opportunity to observe how theoretical education was used in practice. In addition, another benefit of the visits was to create friendly relationships between students of different faculties in order to participate effectively in working activities among groups.

The first field trip for students of the Batumi Agricultural Institute was to the neighboring Imereti Region. Overall, 54 students and three professors participated. The first place visited was the Mkinvari LTD canning factory located in Samtredia. It produced traditional products like jams, tkemali, tomato cans and pickles. The students learned that the target markets of the firm were Russia and Ukraine, because approximately all Georgian families produced these products at home for their own use. This firm also produced ice-cream known as "Samtredia Ice Creame," famous in Georgia. The firm had achieved great

success in the local market. As is the case with most Georgian agribusiness firms, this company lacked financial investment which did not allow it to expand its business.

A second visit in Samtredia was to “LUKS” LTD where students observed that it was possible for one company to operate in two or more industries. This firm had two directions of operation: manufacturing and importing. For example, it imported fertilizers from abroad. The manufacturing activities consisted of a bakery, and it also produced fiber products for poultry and animals. All activities inside and outside the company were done by contracts, so the company had a steady supply of suppliers and buyers. The company had its stable market share in the industry. It supplied its products mainly to Western Georgia and the regions of Imereti, Adjara and Guria. One of its branch bakeries produced bread and related products just for the city of Samtredia.

During the first field trip, students also visited the firm “Megvineoba Khareba” LTD in Terjola region, which was a modern agricultural firm. It was founded in 2004, and was based on modern technology bought from Italy. Currently, the factory produced approximately sixty different types of red and white wines. The company emphasized innovation and quality, not quantity. The target markets were post-soviet countries.

In late November, a second field trip for students of the Batumi Agricultural Institute was organized within Batumi, because most of the students did not have enough information about the firms operating in their own town. Visits were made to the Batumi Wine Factory, which was in poor condition because of very old technologies and lack of financial investments; to the Batumi Milk Factory which produced sour cream, cottage cheese and yogurts just for the Adjara region; and to the “Tirifi” poultry farm, which was using modern technologies.

The third field trip was organized in Tbilisi for 51 students and for two lecturers to visit two large entities, “Askaneli Brothers” Winery and “Samepo” Champaign Company. The students were amazed at seeing these contrasting places because: “Askaneli Brothers” was a new company with modern technology and equipment producing one of the best Georgian wines and selling only abroad; and “Samepo” was an old Georgian Champaign Company with a strong brand name and rich traditions and history. The students had the good fortune to compare these two extremely new and extremely old factories with each other and find differences and similarities between them.

Field trips were organized to visit successful agricultural farms and firms to help students understand how to apply knowledge they were receiving in their classes to organizations like they observed. It was planned that these experiences would give them more incentive to study and become professionals in the area. Field trips, indeed, had a meaningful influence on students in helping them to envision real business activities and to expect to use this knowledge in their own endeavors in the near future.

This new generation began relating the course materials in a new way, especially after the field trips to dairy factories, poultry farms, wineries, canning factories and bakeries as they gained understanding as to the meaning of agribusiness. During the trips, the students saw

how they could use their knowledge. It was observed that during the field trips they were asking many questions related to their general study and other specific activities.

Vice Manager of the company is explaining to students how to cooperate with suppliers, costumers and part-time contractors. The students got experience about the business operation, management, marketing, and transportation.



Internships

Providing an internship program for agricultural university students is beneficial to understanding how theoretical education is used in real businesses and how companies and farms are managed. Twenty students of the Batumi Agricultural Institute and five ATC students (among them two Armenian students) participated in internships in different regions of west Georgia. Students were involved in working and managing activities in order to use their theoretical background. During these learning experiences, some of the students received their first salaries and first certificates stating they were specialists.

The SME Support Project in Georgia collaborated with ICARE in Yerevan, Armenia and the Georgian State Agricultural University (GSAU) in the implementation of the *Strengthening Higher Agribusiness Education in the Republic of Georgia* project. The SME Support Project utilized its network of five business support organizations (BSOs) located in Tbilisi, Telavi, Kutaisi, Zugdidi and Batumi to market the potential benefits of the internship program to clients and contacts. As a result, internships were organized for 27 students; six of them were students of Agribusiness Teaching Center (Armenia). Another 26 students were placed on internships with other contacts that ICARE has in Georgia.



Interns are fully involved in the production process and they are able to make ice-cream by themselves. ICARE Director Dr. Daniel Dunn and the Project Coordinator Mr. Demna Dzirkvadze are monitoring the students. They are satisfied that during their 6-week internship in Kutaisi, interns were able to understand the company's internal and external environment, marketing and management activities and, not less importantly, they learned how to make ice-cream.



The goal of the internship program was to offer students practical experience in agribusinesses. Students worked for a specific period (depending on the company and its environment) in each of the departments: marketing, management, finance, production, etc. The internship started on June 12, 2006 and continued for six weeks for GSAU students and for eight weeks for ATC students. Internships were designed to provide the students with firsthand practical experience in working for Georgian businesses in various industries and sub-sectors. In addition, many of the host business organizations exposed the students to all facets of their operations including the targeted areas of marketing, finance, production, sales and operations management.

Objective 5: Continued Cooperation with the Caucasus School of Business

Because of previous successful work in establishing a distance education program with the Caucasus School of Business, plans were made to continue to assist the CSB in the development of an agribusiness track in the MBA degree program. As the CSB administration identified and assigned a faculty leader for agribusiness, further progress was planned for the design and teaching of additional courses in the planned curriculum. Funding, however, was not appropriated for this objective.

STUDENTS and FACULTY PARTICIPATING IN THE PROJECT

Batumi Agricultural Institute English Students

Makharadze Tea	Chkhaidze Shorena	Abashidze Giorgi
Jincharadze Elza	Chogadze Darina	Jincharadze Ekaterine
Mamuladze Sopho	Tarieladze Tengo	Turmanidze Mamuka
Makharadze Koba	Khalvashi Davit	Tarieladze Tengo
Jincharadze Eliso	Gvinjilia Natia	Khalvashi Davit
Chkhaidze Lela	Bezhanidze Avto	Gvinjilia Natia
Diakonidze Beso	Janelidze Ana	Bezhanidze Avto
Gorgiladze Eteri	Kekelia Giorgi	Janelidze Ana
Katamadze Irakli	Bolkvadze Medea	Kekelia Giorgi
Makharadze Aleko	Abuseridze Tea	Bolkvadze Medea
Shainidze Gelodi	Surmanidze Beka	Abuseridze Tea
Shubitidze Jaba	Mamedova Inga	Surmanidze Beka
Shainidze Guranda	Tugushi Irakli	Mamedova Inga
Khonelia Mzia	Kochadze Izabela	Bazgunashvili Nestan
Gorgiladze Miranda	Bazgunashvili Nestan	Melikjiani Giorgi
Diakonidze Spartak	Kamashidze Nino	Davitadze Sopho
Basilashvili Gia	Melikjiani Giorgi	Khozrevanidze Roberti
Kveselava Levani	Davitadze Sopho	Lomaia Sopho
Dolidze Sopho	Khozrevanidze Roberti	Sharadze Teona
Mamuladze Manuchari	Lomaia Sopho	Khecutsuriani Shalva
Shavishvili Beso	Sharadze Teona	Jincharadze Ekaterine
Beridze Nona	Khecutsuriani Shalva	

Tbilisi Agricultural University English Students

Michael Mirianashvili	Nato Brekashvili	Lilly Ovakimiani
Nino Khizanishvili	Levan Iosebashvili	Andro Khetereli
Tamar Ambroladze	Ann Kikolashvili	Giorgi Lomidze
Natia Butkhuzi	Mariam Chubinashvili	Nino Samchkuashvili
Irakli Ubilava	David Kareli	Nino Kozhoridze
Giorgi Airapetyan	Sopho Petriashvili	Keti Dvali
Levan Sharashenidze	Ann Khukhunashvili	Temo Gusharashvili
Giorgi Berianidze	Beka Tsakadze	Ilia Gogichaishvili
Giorgi Dzaganishvili	Amiran Gvichia	Giorgi Monasalidze

Vet School English Students

Tsignadze Zura	Tamar Chagelishvili	Shalva Janashvili
Zakareishvili Zakaria	Inga Dokhnadze	Otar Parkadze
Sandro Tsigroshvili	David Oragvelidze	Tea Gejadze
Keti Kvirkvelia	Nino Giorgadze	Teona Julakidze
Lasha Avaliani	Omar Mradi	Tatia Magedani
Ivane Janiashvili	Bakhva Murusidze	David Dushko
Marika Ramishvili	Denis Piuntkovski	Nino Adeishvili

Instructors English Group from Batumi and Tbilisi

Leila Ebralidze	Dato Gvianidze	Giorgadze Kartlos
Rusudan Mujiri	Gvaramadze Kate	Tabatadze Naira
Tamila Bagrationi	Bujiashvili Vano	Tamazi Chiragadze
Eduard Mikeladze	Kobakhidze Nato	Medea Kardava
Ramazi Shainidze	Badalashvili Nino	Irodi Zoidze
Guram Chkhubadze	Alpaidze Lali	
Iango Kamkia	Mchedlishvili Manana	

Professors Participating in the Observation Trip 11/21/2005 – 11/25/2005

- Manana Mchedlishvili**, PhD, Georgian State Agricultural University,
Department of Finance and Audit
- Naira Tabatadze**, PhD, Georgian State Agricultural University,
Department of Finance and Audit
- Avtandil Lapachi**, PhD, Georgian State Agricultural University,
Department of Organization and Management
- Khatuna Barbakadze**, PhD, Georgian State Agricultural University,
Department of Finance and Audit
- Akaki Chiburdanidze**, Assistant Professor, PhD, Georgian State Agricultural University,
Department of Finance and Audit
- Guram Rogava**, PhD, Georgian State Agricultural University,
Department of Economics
- Shota Kharazishvili**, Head of Studying Methodology, Georgian State Agricultural
University/Batumi Agricultural Institute
- Rusudan Mujiri**, Acting Head of Economic Theory and General Economics Department,
Georgian State Agricultural University/Batumi Agricultural Institute
Department of Economic Theory and General Economics
- Iango Kamkia**, Assistant Professor, Georgian State Agricultural University/Batumi
Agricultural Institute, Department of Economic Theory and General Economics

Professors Participating in Training 04/10/2006 – 04/28/2006

- Manana Mchedlishvili**, PhD, Georgian State Agricultural University,
Department of Finance and Audit
- Naira Tabatadze**, PhD, Georgian State Agricultural University,
Department of Finance and Audit
- Avtandil Lapachi**, PhD, Georgian State Agricultural University,
Department of Organization and Management
- Givi Duchidze**, PhD, Georgian State Agricultural University, Vice Dean of Economics
Faculty
- Rusudan Mujiri**, Acting Head of Economic Theory and General Economics Department,
Georgian State Agricultural University/Batumi Agricultural Institute Department of
Economic Theory and General Economics

Iango Kamkia, Assistant Professor, Georgian State Agricultural University/Batumi Agricultural Institute Department of Economic Theory and General Economics
Nana Goglichadze PhD, Georgian State Agricultural University/Batumi Agricultural Institute Department of Economic Theory and General Economics
Asie Tsintsadze, PhD, Georgian State Agricultural University/Batumi Agricultural Institute, Department of Economic Theory and General Economics
Aleksandre Turmanidze, PhD, Georgian State Agricultural University/Batumi Agricultural, Institute Department of Economic Theory and General Economics
Nato Jabnidze, PhD, Georgian State Agricultural University/Batumi Agricultural Institute Department of Economic Theory and General Economics

Georgian State Agricultural University, Batumi Agricultural Institute and Agribusiness Teaching Center (Yerevan) Internship Students

#	Name	Location/Company
1	Zurabi Machxaneli	Kutaisi, Imereti, "Kutaisi Dairy Factory"
2	Irakli Beradze Kutaisi	Imereti, "Kutaisi Dairy Factory"
3	Nino Chavchavadze Kutaisi	Imereti, "Imteki"
4	Natia Kakauridze Kutaisi	Imereti, "Imteki"
5	Amirani Gvichia Zugdidi	"JSC Zugdidi AgTechnics"
6	Temuri Gusharashvili Zugdidi	"JSC Zugdidi AgTechnics"
7	Nino Abuladze Sagarejo	Kakheti, "Manavi"
8	Veriko Khomeriki Sagarejo	Kakheti, "Manavi"
9	Shorena Odishvili Sagarejo	Kakheti, "Manavi"
10	Tea Zabakhidze Sagarejo	Kakheti, "Manavi"
11	Marika Ramishvili Mtskheta	Mukhrani, Mtianeti
12	Elguja Nozadze-Gantiadi	"Mukhrani Poultry"
13	Giorgi Odishvili Mtskheta	Mukhrani Mtianeti
14	Elguja Nozadze-Gantiadi	"Mukhrani Poultry"
15	Otar Parkadze Mtskheta	Mukhrani Mtianeti
16	Elguja Nozadze-Gantiadi	"Mukhrani Poultry"
17	Nana Kechkhuashvili	Tbilisi, "Aldi"
18	Nino Meladze	Tbilisi, "Interauditi"
19	Sofio Giorgadze	Tbilisi, "Ziari"
20	Ann Khomeriki	Tbilisi, "Ziari"
21	Shorena Bedenashvili	Tbilisi, "Peoples Bank"
22	David Rusia	Tbilisi, Water Regulation Company
23	Sofio Gelashvili Khashuri	Shida Kartli, "Peoples Bank"
24	Natia Samxaraze Khashuri	Shida Kartli, "Peoples Bank"
25	Gvanca Gelashvili Khashuri	Shida Kartli, "Peoples Bank"
26	Liana Samkurashvili Khashuri	Shida Kartli, "Peoples Bank"
27	Koba Makharadze	Joint stock company Kutaisi milk kombinat

28	Eliso Jincharadze	Joint stock company Kutaisi milk kombinat
29	Tea Makharadze	L.T.D. "Varazi" bakery, Kutaisi
30	Sopho Mamuladze	L.T.D. "Varazi" bakery, Kutais
31	Spartaki Diakonidze Anaseuli	Tea Factory, Ozurgeti region
32	Levani Kveselava Anaseuli	Tea Factory, Ozurgeti region
33	Miranda Gorgiladze	LTD "Temi" coffee firm, Khelvachauri District
34	Nona Beridze	LTD "Temi" coffee firm, Khelvachauri District
35	Jaba Shubitidze	Joint Stock Company Ozurgeti brewery
36	Manuchar Mamuladze	Joint Stock Company Ozurgeti brewery
37	Tengo Tarieladze	Joint Stock Company "Tskali Margebeli" nabeglavi, Chokhatauri
38	Levan Chaava	Joint Stock Company "Tskali Margebeli" nabeglavi, Chokhatauri
39	Nana Gvinjilia	Batumi milk factory
40	Keti Jincharadze	Batumi milk factory
41	Sopho Dolidze	LTD "Bakury" batumi trading Center
42	Darina Chogadze	LTD "Bakury" batumi trading Center
43	Shorena Chkheidze	LTD "Bakury" batumi trading Center
44	Ana Janelidze	Bread-products Ltd, Khelvachauri District Batumi Agrarian Biotechnological and Business Institute
45	Mzia Khonelia	Bread-products Ltd, Khelvachauri District; Batumi Agrarian Biotechnological and Business Institute
46	Nana Sulamanidze	Tbilisi, "Begeli
47	Mirian Bazali	Tbilisi, "Begeli
48	Aleksandre Maisashvili	Tbilisi, Georgian Federation of Professional Accountants and Auditors
49	Gaga Nikanadze	Tbilisi, Georgian Federation of Professional Accountants and Auditors
50	Parulava David Khobi	Samegrelo Upper Svanetia, "Peoples Bank"
51	Ann Bejanishvili	Tbilisi, "United Beorgian Bank"
52	Gocha Shainidze	Batumi Agrarian Biotechnological and Business Institute; Batumi milk factory
53	Nana Olgesashvili	Batumi Sea Trading Port; Brewery "Batumuri"; Custom check point "SARFI"
54	Guladi Tkhilaishvili	Batumi Sea Trading Port; Brewery "Batumuri"; Custom check point "SARFI"
55	Maria Poghosyan	Batumi Sea Trading Port; Brewery "Batumuri"; Custom check point "SARFI"
56	Martiros Yeghazaryan	Batumi Sea Trading Port; Brewery "Batumuri"; Custom check point "SARFI"

Outcomes of Project

- Faculty Training
Six professors from Georgian State Agrarian University and three from Batumi Agricultural Institute spent four days at ATC for an educational workshop.
Ten faculty from Georgian institutions spent a week in intense teaching training at the ATC with translated materials.
- Curricula and Course Development Translations
250 pages of lecture notes and 500 PowerPoint slides in marketing
550 pages in management
720 pages in finance
- English Training of Instructors and Students
60 students from Tbilisi in first semester; 42 students in second semester
8 faculty members from Tbilisi
72 students from Batumi took intermediate, starter and elementary English
11 faculty from Batumi
- Field Trips
51 students and 2 lecturers from Tbilisi visited two large entities
54 students and 3 professors from Batumi visited six companies
- Internships
56 students participated in 24 different entities throughout Georgia

Georgian and Armenian professors expressed the hope that the education reforms underway in the higher education systems of both countries would gradually create a favorable environment for all universities to adopt the approaches that the ATC in Armenia used with great success. Through the Georgia Program on Agricultural Education, faculty training and interaction took place, curricula materials were translated, teaching helps were offered, English training for instructors and for students was effected, field trips gave visual experiences, and internships presented new perspectives for all who participated. In the final analysis, it was agreed by all involved that the project positioned the two Georgian universities to independently pursue further development of their agribusiness programs.