

GEORGIA

National Action Plan 2024-2027

Please identify here for your country the current situation and challenges (if relevant) in the respective key commitments. In addition, you may list other commitments of the Tirana or previous Communiqués and your priorities in their implementation.

| Key Commitments | Current situation | Key challenges |
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| <p>ECTS and Qualifications Frameworks</p> | <p>The first National Qualifications Framework (NQF) in Georgia was approved in 2010. In 2013, an analysis of the existing national qualifications framework began, which concluded in 2019 with the approval of the revised National Qualifications Framework.</p> <p>The developed documents ensured the continuity of the educational subsystems (general, vocational, and higher education) and improved the quality of their interconnection. The updated framework considered the requirements and guidelines of the European Qualifications Framework for Lifelong Learning (EQF LLL) and the Qualifications Framework of the European Higher Education Area (QF-EHEA).</p> <p>The next stage in the development of the National Qualifications Framework involves its referencing to the European Qualifications Framework for Lifelong Learning (EQF LLL) and its self-certification with the Qualifications Framework of the European Higher Education Area (QF-EHEA).</p> | <p>For the first time in Georgia, the process of referencing and self-certification is being conducted. Consequently, a major challenge is the successful implementation of this process and the submission of the selfassessment report to the EQF Advisory Board (EQF AB).</p> <p>The lack of an appropriate legislative framework for the implementation of microcredentials is the challenge.</p> <p>The development of the electronic register of qualifications by 2025 within the legally prescribed timeframe.</p> <p>The absence of mechanisms for recognizing fifth-level qualifications at the sixth level of the National Qualifications Framework.</p> |

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| | <p>In 2024, the process of referencing and selfcertification of Georgia’s National Qualifications Framework and the classification of study fields with the European Qualifications Framework began and is ongoing. Additionally, in 2024, a national-level monitoring process was conducted for the National Qualifications Framework and the classification of study fields, serving as a crucial tool for the effective planning of the referencing and self-certification process.</p> <p>The referencing and self-certification process is planned to be completed by 2026. This process is being implemented based on a grant agreement between the European Education and Culture Executive Agency (EACEA) and the National Center for Educational Quality Enhancement under the Erasmus+ program.</p> <p>At this stage, active work is underway in order to develop an electronic register of qualifications. The estimated completion date for the electronic register platform is December 2025.</p> <p>For the structuring of educational programs, awarding qualifications, recognition of education, and student mobility, Georgia’s higher education system is based on the European Credit Transfer and Accumulation System (ECTS). A credit represents the volume of student workload, determined by the requirements for achieving learning outcomes. The Minister of Education and Science of Georgia’s Order No. 3 of January 5, 2007, "On the Approval of the Rules for the Calculation of Credits in Higher Education Programs," defines the allocation of credits, student workload regulations, and assessment rules for educational and research components, among other matters. The regulatory framework of this order is based on the principles and approaches developed by the European Higher Education Area (EHEA).</p> | |
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| <p>Recognition</p> | <p>Currently, the National Center of Educational Quality Enhancement is the only authorized body in Georgia responsible for implementing the recognition process at all levels of education. In 2024, the Center participated in the TST2 - Supporting the ENIC-NARICs project, undergoing a self-evaluation and peer review process for the ENIC-NARIC Networks. As part of the peer review, one of the key recommendations was to strengthen the role of educational institutions in the recognition process. In response, it is planned to gradually increase the involvement of educational institutions in recognition procedures and, eventually, fully transfer to them the authority to implement the recognition process for education received during the period of study.</p> <p>Currently, submission of a material application (hardcopy) on recognition of foreign education is possible only in one office of the LEPL National Center of Educational Quality Enhancement (located in Tbilisi). Whereas, COVID 19 pandemic revealed that the development of new, prompt, and effective instruments is essential to make the services more accessible and effective. The National Center of Educational Quality Enhancement is in the process of negotiating with the LEPL - House of Justice to transfer Center's 16 services to more than 160 of their branches, making them more accessible to the public.</p> | <p>The provisions of the Lisbon Recognition Convention are outlined at the legislative level in Georgia. The recognition procedure and relevant criteria are detailed thoroughly. Given emerging challenges, it is appropriate to review the current legislative framework and align it with ongoing developments to enhance compatibility with international practices.</p> |
| <p>Quality Assurance</p> | <p>The quality assurance system in Georgia has been operating since 2005. Quality assurance mechanisms have been consistently developed since 2010, when the National Centre for Educational Quality Enhancement (NCEQE) was established. During 2015-2018 the policy reform of the higher education quality assurance system towards a more compliance and development-oriented, student-centred, and outcome-based evaluation approach was done to ensure its alignment with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015). From 2018, the implementation of the revised QA system and subsequent procedures started. based on the analysis of best international practices and a commitment to continuously improving quality assurance in Georgia, a cluster</p> | <p>Enhance participation of students and other stakeholders in the quality assurance procedures.</p> <p>Developing the capacity building and research environment of institutions to effectively implement quality assurance mechanisms for doctoral programs.</p> <p>Due to changing educational delivery modes in global world (e.g., micro</p> |

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| | <p>accreditation system for programs has been implemented in the country since 2022. This system allows either accreditation of individual higher education programs, or programs grouped in clusters. In 2024, the system adopted an updated Doctoral Education Framework document, which establishes specific criteria and indicators for the quality assessment of doctoral programs, thereby ensuring the development of the scientific and research component and research environment in universities.</p> <p>Georgia has a commitment to share European values and considers the ENQA review as an opportunity for self-reflection on its external QA activities, which confirms compliance with ESG 2015.</p> | <p>credentials, elearning and other flexible and non-traditional models) require adaptation of QA processes and more flexibility of QA policies.</p> <p>Higher education institutions need more support to encourage self-reflection and the implementation of improvement. Beyond meeting formal quality assurance requirements, more development of a quality culture in institutions.</p> |
| <p>Social Dimension of HE</p> | <p>Georgia is in the process of implementation the social dimension in its national education strategy in alignment with the Principles and Guidelines on the Social Dimension of the Bologna Process. There are no specific targets and respectively there no evidence to monitor the progress and outcomes.</p> <p>There are state grants (financial assistance) on the basis of financial hardship/social-economic background or special needs of the students. There are international and regional mobilities, but it is not considered the diverse background and disparities in participation.</p> <p>State funding for Higher Education is secured through merit-based and needs-based education grants, as well funds allocated to the state universities for financing priority fields.</p> <p>State education grants, awarded to the best scoring students in the UNE entrance exam, provide secondary school graduates with an opportunity to continue their education at higher education level both at public and private universities.</p> <p>Foreign citizens passing unified national exams are funded under special program designed purposefully for them.</p> | <p>Lack of Social Dimension Policy and Monitoring Mechanisms in HE in Georgia.</p> <p>Lack of regular collection of the data about the HEIs (age, gender, disability, special education needs etc.).</p> <p>Ensuring equal access to quality education for all citizens, including those from ethnic minority backgrounds and those with special educational needs, is a persistent challenge</p> |

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| | <p>20% of state education grants are annually allocated for the social grants program. Needsbased grants are awarded to students with different social background: students from highland areas; graduates from minority schools (Azerbaijani and Armenian); students of the KIA and MIA military families; repatriates; orphans and students from large families, students under the state care; students impacted by Russian aggression; students from occupied territories; students with special education needs/disabilities; socially vulnerable students.</p> <p>In addition, state scholarships for the best performing students are awarded annually, under the special support program.</p> <p>The government is working to increase access to higher education.</p> | |
| <p>Other Bologna Process Commitments</p> | <p>Georgia has made significant steps in the internationalization of its higher education system, with increasing student mobility, expanding international partnerships, and alignment with European quality assurance standards. Georgia has actively participated in initiatives such as Erasmus+ and has seen a growing number of international students choosing Georgian universities, particularly in fields like medicine. Georgia remains committed to strengthening its quality assurance mechanisms. The National Center for Educational Quality Enhancement (NCEQE) is actively working on aligning its accreditation processes with European standards, ensuring that Georgian diplomas retain their international recognition. These efforts support broader goals of enhancing student mobility, fostering joint degree programs, and making Georgian higher education institutions more attractive to international students. Georgia continues to prioritize international collaborations.</p> | <p>In Georgia's higher education system, development student participation in mobility programs remains a challenge. Many students and institutions lack sufficient knowledge of recognition procedures, making it difficult to navigate international opportunities. Financial limits also remain a significant barrier, while some programs, such as Erasmus+, offer funding, many students remain excluded due to limited financial aid opportunities.</p> |

Please summarise here (in a few bullet points) the main progress to be achieved by 2027 in your country, based on the detailed action plans below, including issues such as key regulatory changes or significant new policies foreseen to support the implementation of the Bologna Process commitments.

Based on the action plan below the following progress will be achieved by 2027 in Georgia:

- Self-Certification and Referencing of the National Qualifications Framework will be done.
- An electronic register of qualifications will be developed.
- Micro-credentials will be introduced in HE system.
- Legislative amendments will ensure recognition of prior learning.
- Legislative changes will ensure that the principles of the Lisbon Recognition Convention are taken into account to the full extent.
- Online education and relevant external quality mechanisms will be implemented.
- The social dimension of higher education will be strengthened and more equitable, inclusive, and socially responsible higher education systems are established.

1) ECTS and Qualifications frameworks

| Action | Contribution of the action to the implementation of the commitment | Expected outcome(s) | Timeline | Achieved in 2027 (Yes/No/Partially) [to be filled in 2027] | Provide short explanation [to be filled in 2027] |
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| Preparation of the Draft Document for the Self-Certification and Referencing of the National Qualifications Framework | The synchronization of the National Qualifications Framework with European meta-frameworks plays a crucial role in fulfilling international commitments. | At the national level, the compatibility of the National Qualifications Framework with the European Qualifications Framework for Lifelong Learning (EQF LLL) and the Qualifications Framework of the European Higher Education Area (QF-EHEA) is ensured. | 2026 | | |

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| Ensuring the promotion of the digitalization of qualifications | The alignment of Georgia's education quality assurance system with European and International standards, as well as the enhancement of the transparency and accessibility of qualifications, is a crucial process. | An electronic register of qualifications has been developed. | 2026 | | |
| The development of recommendations for promoting the implementation of micro-credentials. | One of the key compliance with the Bologna Process requirements with the aim of promoting lifelong learning system is the implementation of micro-credentials. | At the national level, mechanisms for the development, implementation, and execution of micro-credentials have been established. | 2027 | | |
| The development of recommendations for the implementation and recognition of fifth-level qualifications (so-called "bridge programs") within the National Qualifications Framework. | A key aspect of promoting the principles of lifelong learning is the development and recognition of flexible learning pathways and qualifications. | Recommendations for the implementation and recognition of fifth-level qualifications (so-called "bridge programs") within the National Qualifications Framework have been developed. Mechanisms for the recognition of fifth-level qualifications at the sixth level of the National Qualifications Framework have not been established. | 2025 | | |

2) Recognition

| Action | Contribution of the action to the implementation of the commitment | Expected outcome(s) | Timeline | Achieved in 2027 (Yes/No/Partially) [to be filled in 2027] | Provide short explanation [to be filled in 2027] |
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| Submission of the applications on the recognition of foreign education and issuance of complete documents will be possible in the offices of the Public Service Hall throughout the whole territory of Georgia | Advocate the full implementation of LRC | Broadly accessible educational services | 2026 | | |
| Establishing the distribution of work and responsibilities among the relevant institutions that have the right knowledge and capacity to carry out recognition procedures | Advocate the full implementation of LRC | The role and functions of educational institutions have increased through the process of recognition | 2027 | | |
| Review the legislative framework and initiate appropriate changes that will enable the full implementation of the LRC | Advocate the full implementation of LRC | The principles of the Lisbon Recognition Convention are taken into account in legislative norms to the full extent | 2027 | | |

3) Quality assurance

| Action | Contribution of the action to the implementation of the commitment | Expected outcome(s) | Timeline | Achieved in 2027 (Yes/No/Partially) [to be filled in 2027] | Provide short explanation [to be filled in 2027] |
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| Elaboration of e- learning external quality assurance mechanisms | Aligning the legal framework with the ESG. Considerations for quality assurance of e-learning provision - ENQA's publication | Developed quality assurance mechanisms to ensure e-learning evaluation | 2025 - 2027 | | |
| Support for the implementation of quality assurance in doctoral education (Peer Learning Activities, conference, workshop etc.) | Association agreement between the EU and Georgia (key commitment). | The HEI PhD programme coordinators, academic personnel and doctoral students received best-practices on the effective criteria for evaluating research activities at HEIs and the specificity of teaching, learning and research in doctoral programmes. | 2025 - 2027 | | |
| Creation of practical tools for QA of micro-credentials | Tirana Communiqué | Developed pilot mechanisms for integration of micro-credentials in the higher education system | 2026-2027 | | |

4) Social dimension

| Action | Contribution of the action to the implementation of the commitment | Expected outcome(s) | Timeline | Achieved in 2027 (Yes/No/Partially) [to be filled in 2027] | Provide short explanation [to be filled in 2027] |
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| Elaboration of online university concept and external quality mechanisms | It is important to develop quality assurance mechanisms for innovative models of electronic and hybrid learning. Develop the experience and capabilities of institutions to offer a quality product to the system. It is crucial to develop mechanisms for ensuring the quality of e-learning offerings so that it is clear to universities themselves what e-learning quality assurance mechanisms mean and what requirements they impose on them at the national level. | Increased accessibility and flexibility of higher education system. Advancements in educational technology. | 2025-2027 | | |
| The development of mechanisms for recognizing prior learning. | Recognizing skills acquired through non-formal and informal learning is crucial for promoting lifelong learning and ensuring that individuals can adapt to new technologies and demands, reducing the risk of social exclusion. | At the national level, mechanisms for the development, implementation, and execution of prior learning started. Increased Equity and Inclusion. Enhanced Lifelong Learning and Upskilling. | 2027 | | |
| International knowledge exchange in social dimension in higher education | International knowledge exchange, participation in several PLAs and workshops. Active engagement should deepen the knowledge and effectively implement and evaluate the | Strengthening the social dimension of higher education. Creating more equitable, inclusive, and socially responsible higher education systems. | 2025-2027 | | |

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| | policies to enhance the social dimension in higher education. | | | | |
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6) Other Bologna commitments

| Action | Contribution of the action to the Implementation of the (key) commitment | Expected outcome(s) | Timeline | Achieved by 2027(Yes/No /Partially) [to be filled in 2027] | Provide short explanation [to be filled in 2027] |
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| Encouraging international partnerships to support internationalisation and mobility and improve the quality assurance and recognition procedures of the higher education system | As a member of the ENQA, Georgia is committed to aligning its quality assurance frameworks with the best practices. International collaborations will further help ensure that educational institutions meet international standards, boosting the credibility of their programs. Update/revise recognition procedures, ensuring that its degrees are recognized and addressing key challenges in international mobility; Strengthening Global Recognition and Competitiveness These international partnerships will enhance the reputation of Georgian higher education system improving their global recognition and competitiveness. As a result, Georgian institutions will attract more international students and increase the quality of the educational offerings | Enhanced Quality Assurance Standards; Updated and Streamlined Recognition Procedures Improved Global Recognition and Competitiveness; Stronger International Partnerships | 2025-2027 | | |
| Supporting higher education institutions in adopting online programs | Developing external Quality Assurance mechanisms for online univeristy in order to maintain high academic standards and flexibility | Elaborated online university concept, relevant standards and procedures. | 2025-2027 | | |

