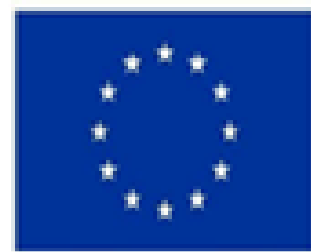




ANALYSIS OF QUESTIONNAIRE ON THE CURRENT PRACTICES OF MICRO-CREDENTIAL SYSTEMS AT HIGHER EDUCATION SECTOR IN GEORGIA, AIMED AT STUDYING THE VIEWPOINTS OF POTENTIAL IMPLEMENTERS



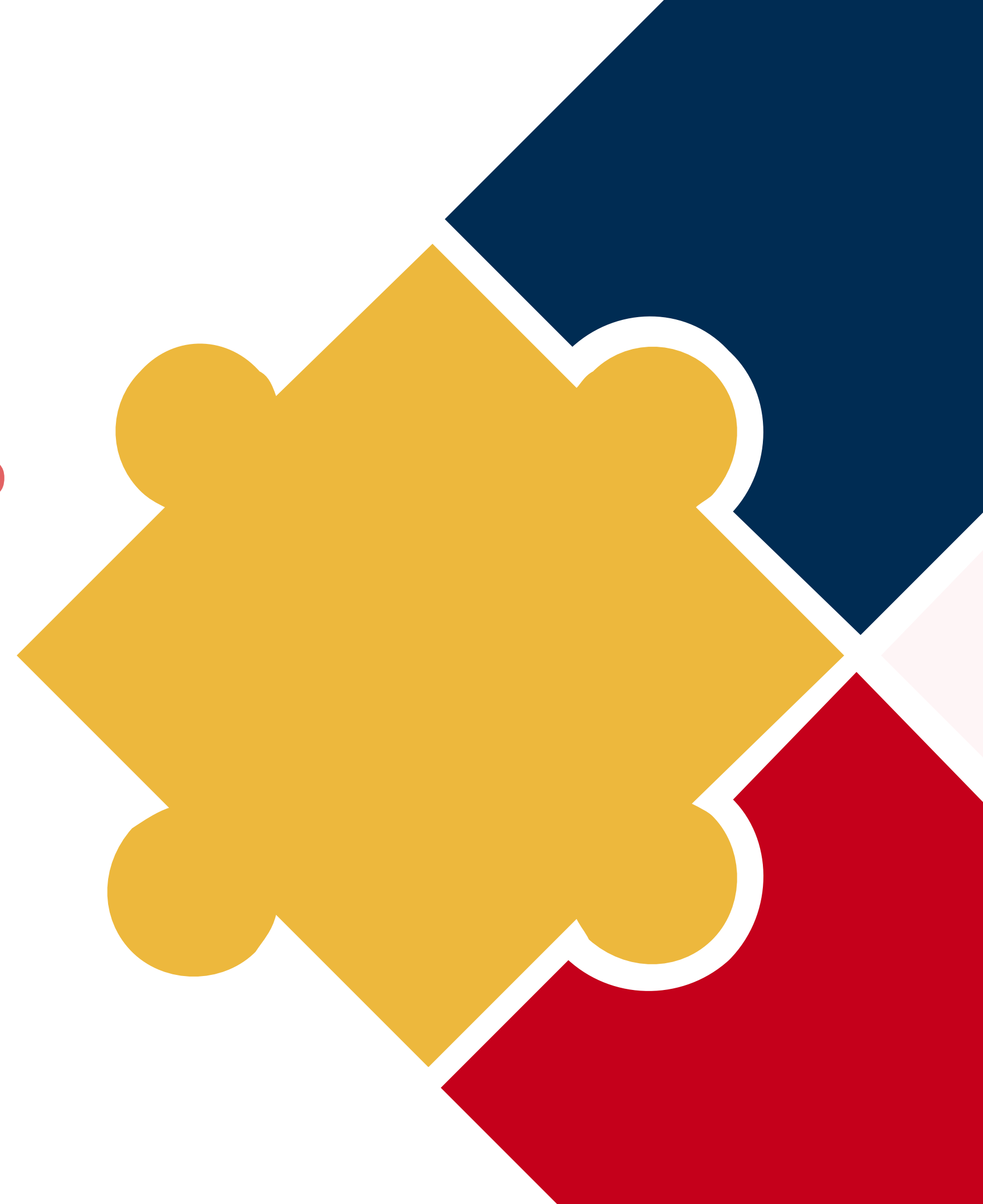
Co-funded by
the European Union



Micro-GEAR

Micro-credentials for Higher Education systems
of Georgia and Armenia: South Caucasus
Lighthouse Project (Micro-GEAR)

2024



PRESENTATION TOPICS

- Activities on development of Micro-Credentials in Higher education system of Georgia
- Research Focus
- Methodology
- Sample
- Data collection
- Analysis & Results
- Findings

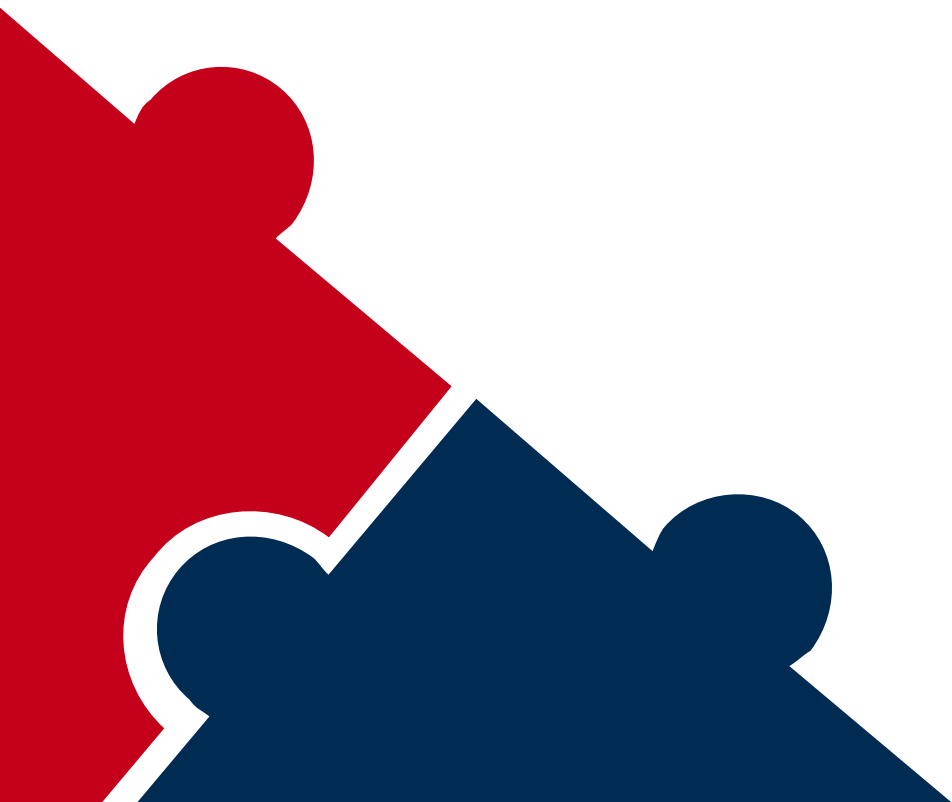
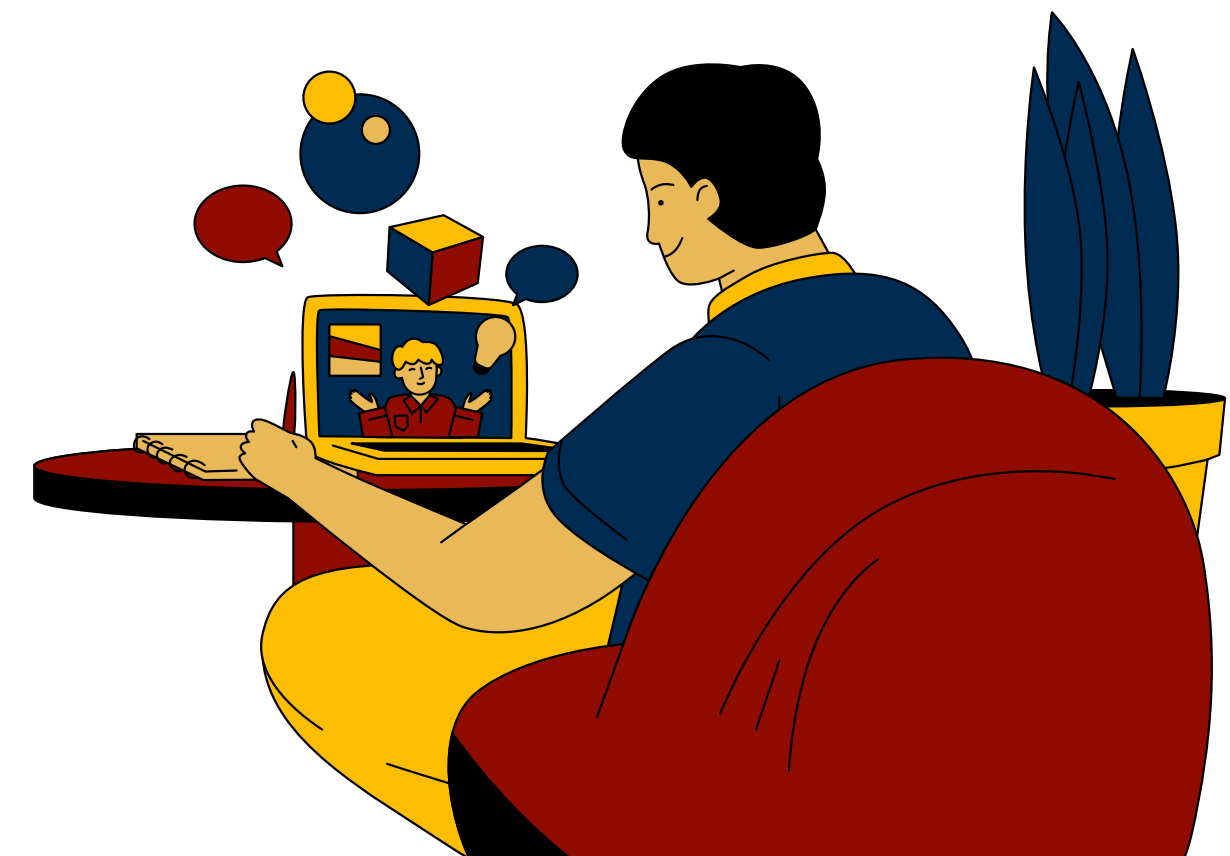


ACTIVITIES OF NATIONAL CENTER FOR EDUCATIONAL QUALITY ENHANCEMENT ON DEVELOPMENT OF MICRO-CREDENTIALS IN HIGHER EDUCATION SYSTEM OF GEORGIA

- **2019** - In NQF of Georgia has included Training and retraining programs in vocational level which are similar to Micro-Credentials;
- **2020** - issues related to the development of micro-credentials are actively on the agenda of the Thematic Peer Group A on Qualifications Framework (TPG A on QF);
- **2021** - NCEQE become a member of the project of the Bologna Process Implementation Group's (BICG) Thematic Peer Group A on Qualifications Framework (TPG C on QA) - "MICROBOL - credentials linked to the Bologna Key Commitments";
- **2021** - Georgia became Co chairing country of the Thematic Peer Group A on Qualifications Framework (TPG A on QF);
- **2022** - NCEQE has also been involved in the work of the Micro-credentials quality assurance working group, which was initiated within the framework of the project "Implementation and innovation in quality assurance through peer learning" (IMINQA) implemented in partnership with the European Association for Quality Assurance in Higher Education (ENQA);
- **2021** - NCEQE conducted a survey aimed at assessing the collective expectations and attitudes of the target audience regarding the introduction of micro-credentials, as well as gathering information about existing practices which is mentioned in Micro-GEAR project
- **2023** - NCEQE has prepared a Thematic Analysis of the Best International Practices and National Legal Framework for the Introduction of Micro-Credentials in the Higher Education System of Georgia

RESEARCH FOCUS

The research report aims to integrate Micro-credentials into the higher education system of Georgia, focusing on development, implementation, and assessment practices, as well as analyzing the existing practices in Georgia regarding recognition, identification of challenges, and prospects for development. Additionally, it provides a comparison analysis based on the results of similar research conducted in 2021.



METHODOLOGY

- **The purpose of the survey** - To study practices and perspectives within the higher education system of Georgia regarding the integration of Micro-credentials, focusing on higher education institutions, training centers, and accredited professional associations;
- **Research instrument** - Semi structured electronic survey;
- **Selection type** - Through targeted selection;
- **Duration** - From may 2nd - to may 18th, 2024.



SELECTION OF RESPONDENTS

- Authorized all higher education institutions in Georgia (63 in total);
- Non-formal education provider organizations operating on the basis of higher education institutions (4 organizations);
- Non-formal education providers with various profiles (17 organizations);
- Professional unions and associations (9 professional associations).

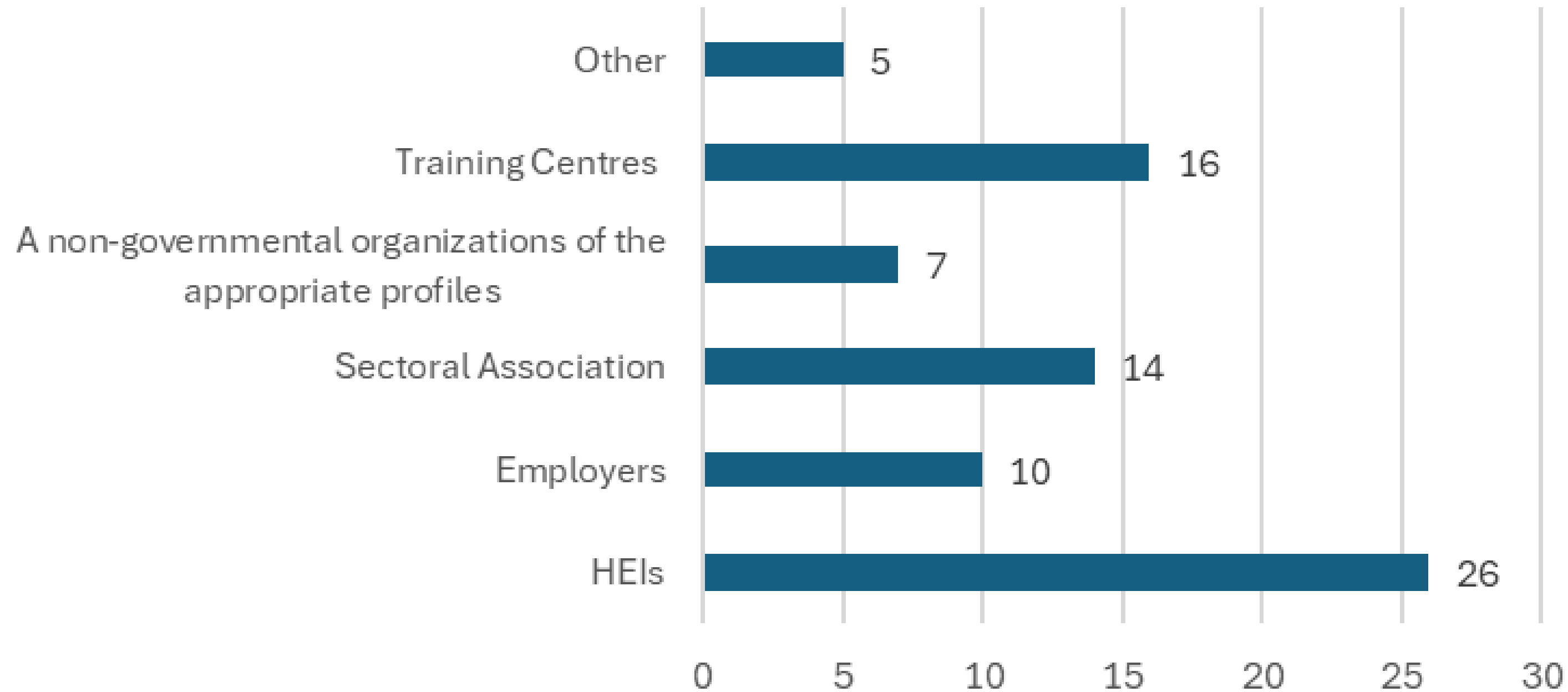


Results

- Response in the survey was obtained from 27 respondents, including 18 higher education institutions/universities, six Teaching Universities , one college, and two professional associations;
- During the survey, respondents were asked to identify the definition of Micro-Credentials that resonated most with them. The definition added by the MICROBOL project in 2020 was chosen by 18 respondents out of 27;
- It is noteworthy that in survey conducted by NCEQE in 2021 the same definition of Micro-Credentials was emerged as the favorite;
- Among the respondents, the majority did not have formal or informal education in the context of implementing Micro-credentials. However, 30% of the respondents had such type of experience;
- The majority of respondents (26 out of 27 surveyed) agree to implement Micro-credential courses, provided that national legislation permits the provision and implementation of Micro-credentials at the level of higher education;

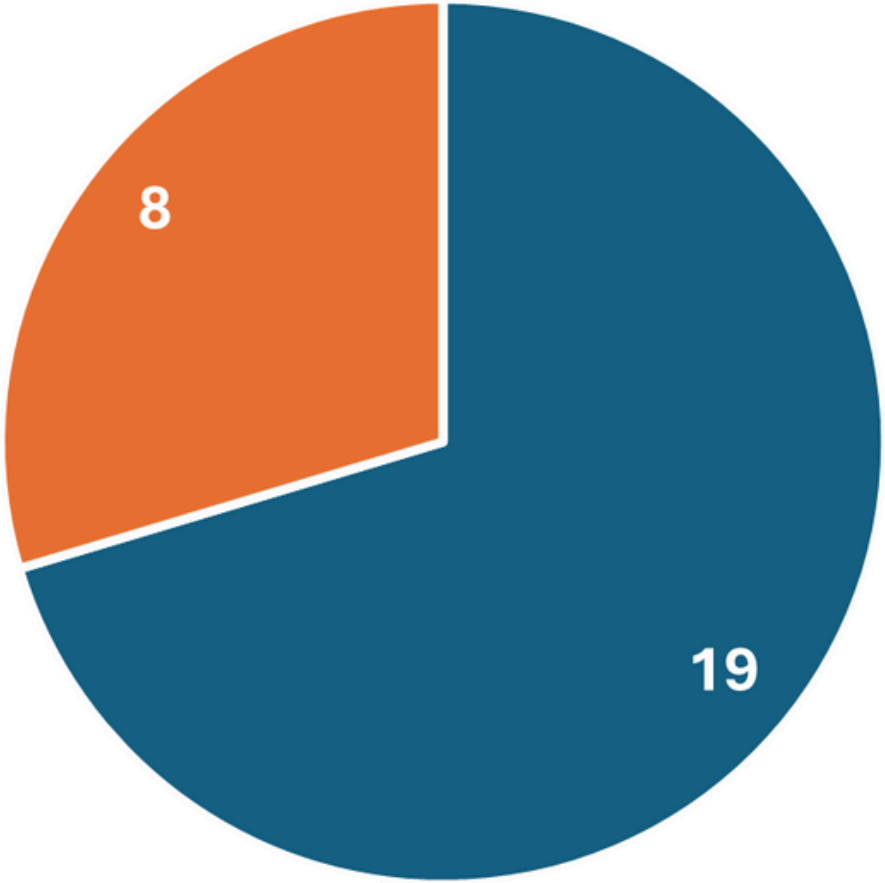
Results

What type of organization can implement Micro-credentials



Findings

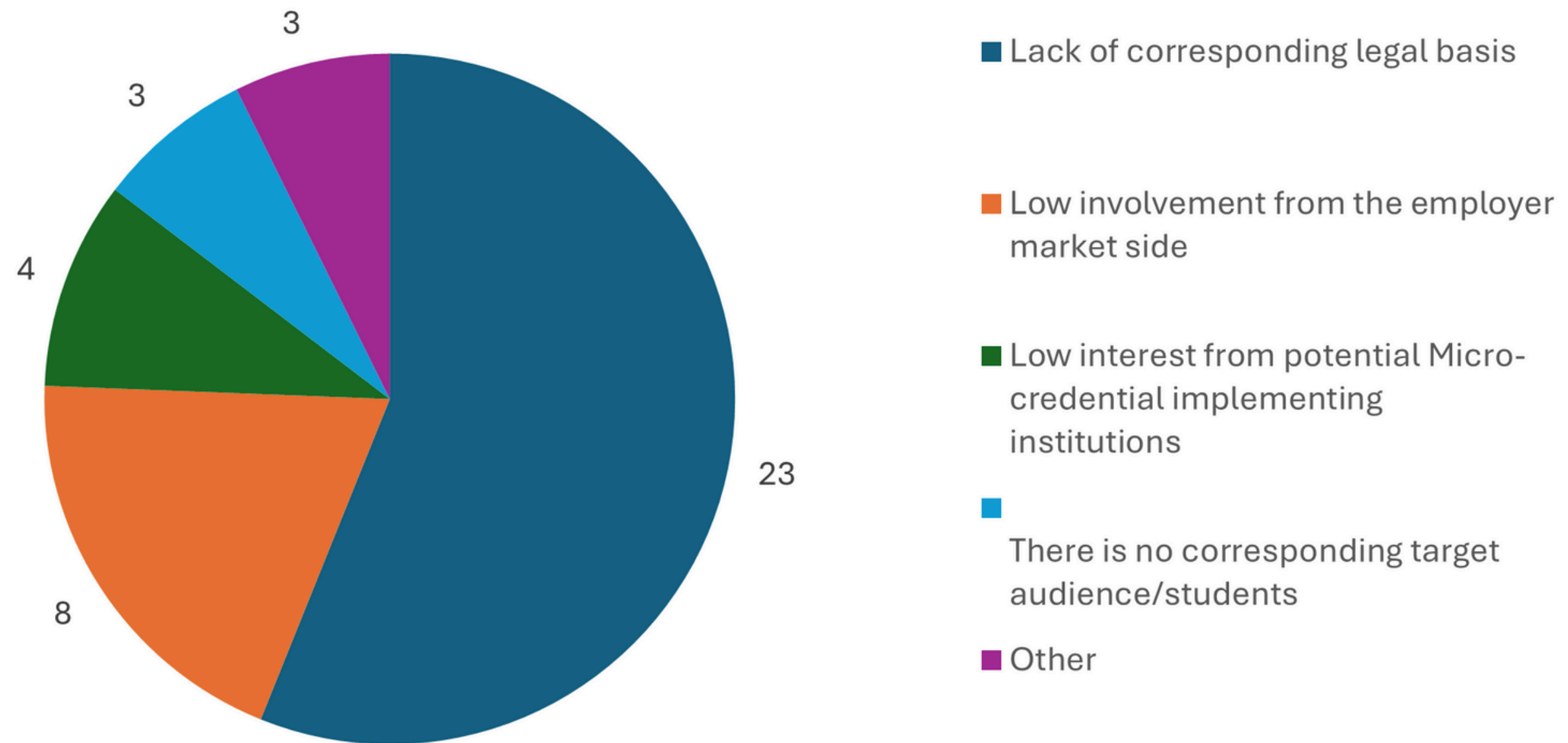
Experience in implementing Micro-credential definition corresponding courses



■ Yes ■ No

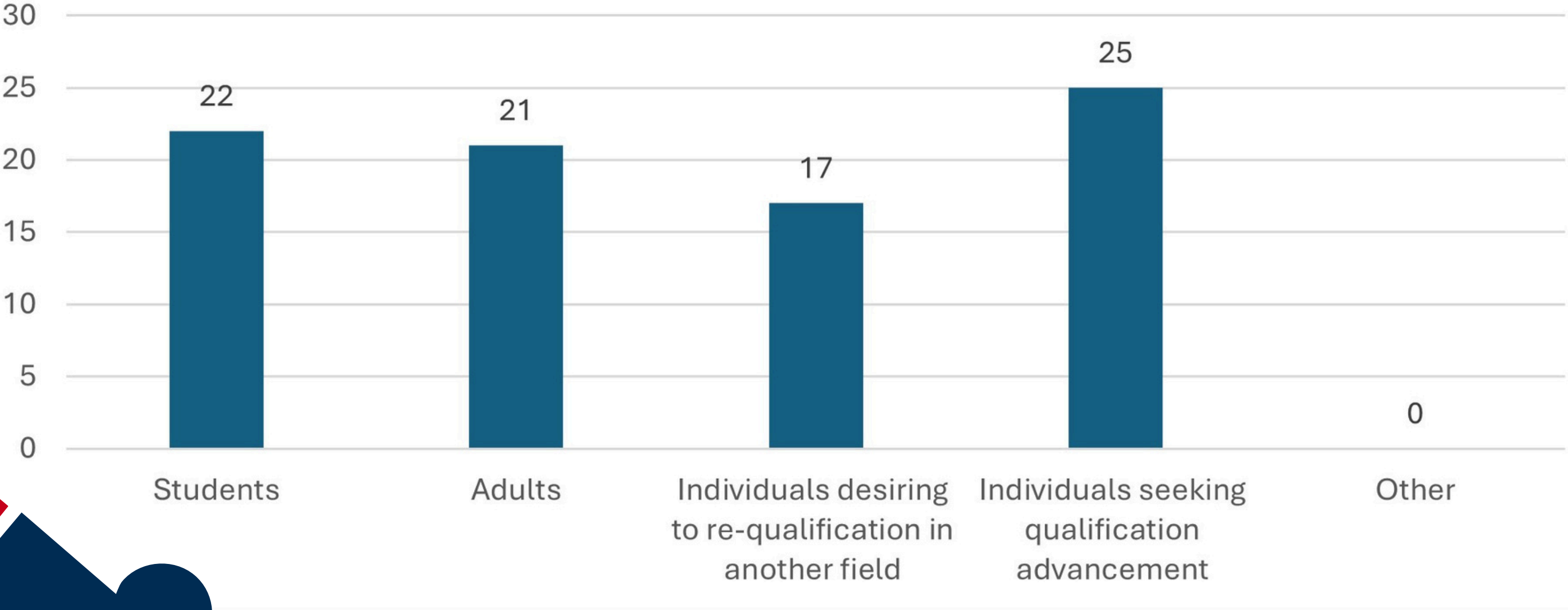
Findings

The main challenges for higher education institutions in implementing Micro-credential programs



Findings

Who could be the potential target audience/students for Micro-credentials offered by the surveyed institutions?



Findings

In the case of legislative approval for the implementation of Micro-credential programs at the higher education level, the following fields have been identified as the most appropriate for the implementation of Micro-credential programs:

- Modern digital, information, and communication technologies;
- Law;
- Social and behavioral sciences;
- Education administration;
- Business administration, management, marketing, tourism;
- Finance and banking;
- Engineering and technical sciences;
- Philology, foreign languages;
- Journalism and information;
- Agriculture and food processing, ichthyology - aquaculture; animal husbandry;
- Healthcare;
- Arts and related fields.

Findings

a. Authorized institutions for the implementation of Micro-credential programs

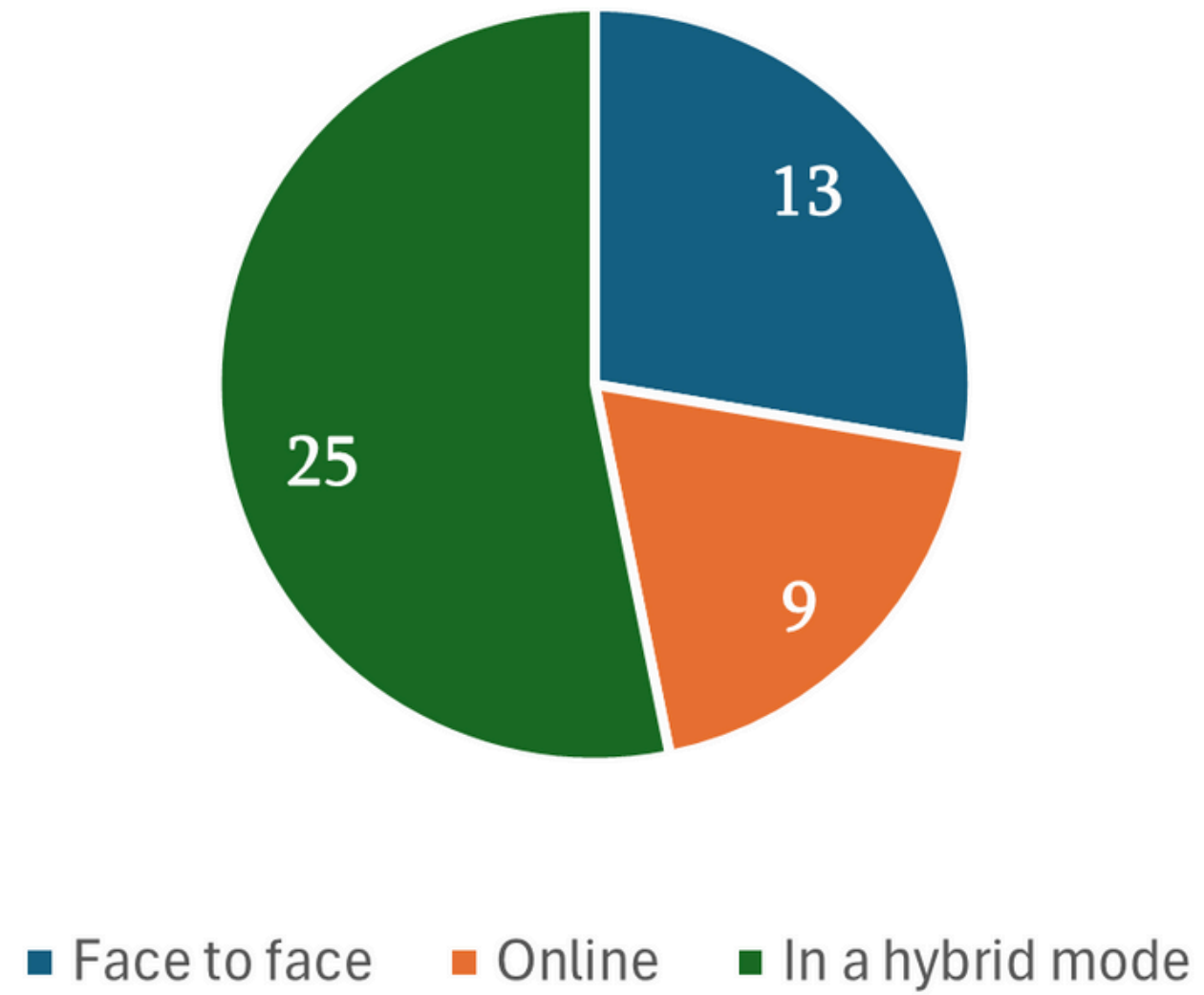
The majority of respondents believe that the institutions authorized to implement Micro-credential programs should be higher education institutions, training centers, or sectoral associations. There was less support for employers, relevant non-governmental organizations, or other types of institutions.

b. Preference for hybrid learning

The data shows that the majority of respondents support hybrid learning, which includes both in-person and online components. This indicates a high preference for hybrid learning, necessitating the allocation of resources and the provision of flexible learning options.

Findings

The optimal form for the implementation of micro-credentials



Findings

c. ECTS credit priorities

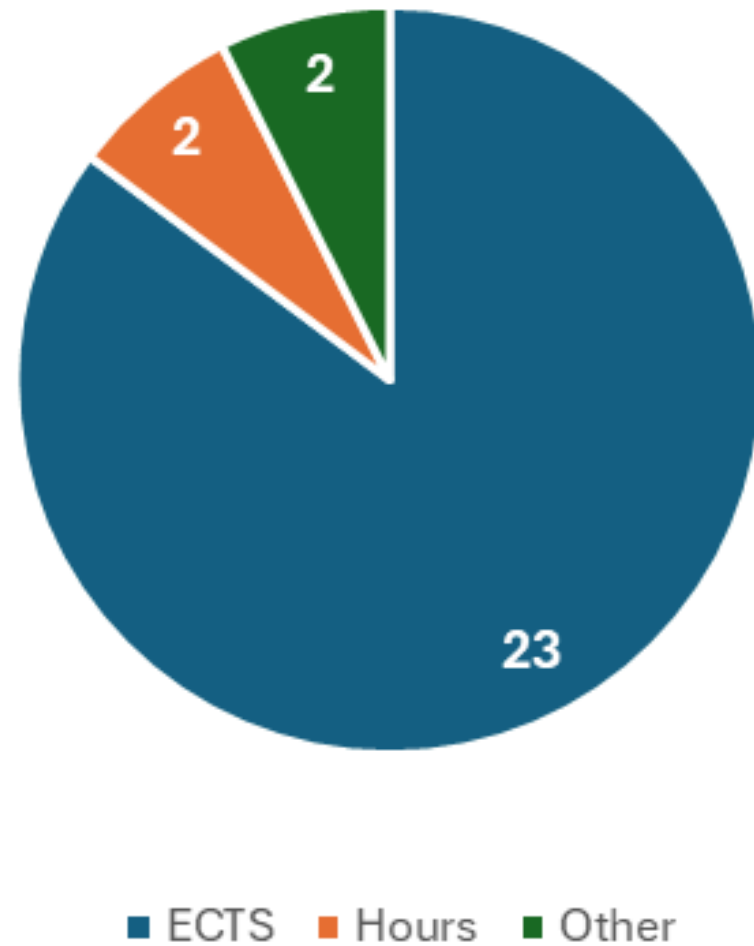
The data indicates that the majority of respondents support the inclusion of Micro-credential activities in ECTS credits for recognition. This method ensures standardization and compatibility with the practices of higher education in Europe.

d. Internal and External Quality Assurance

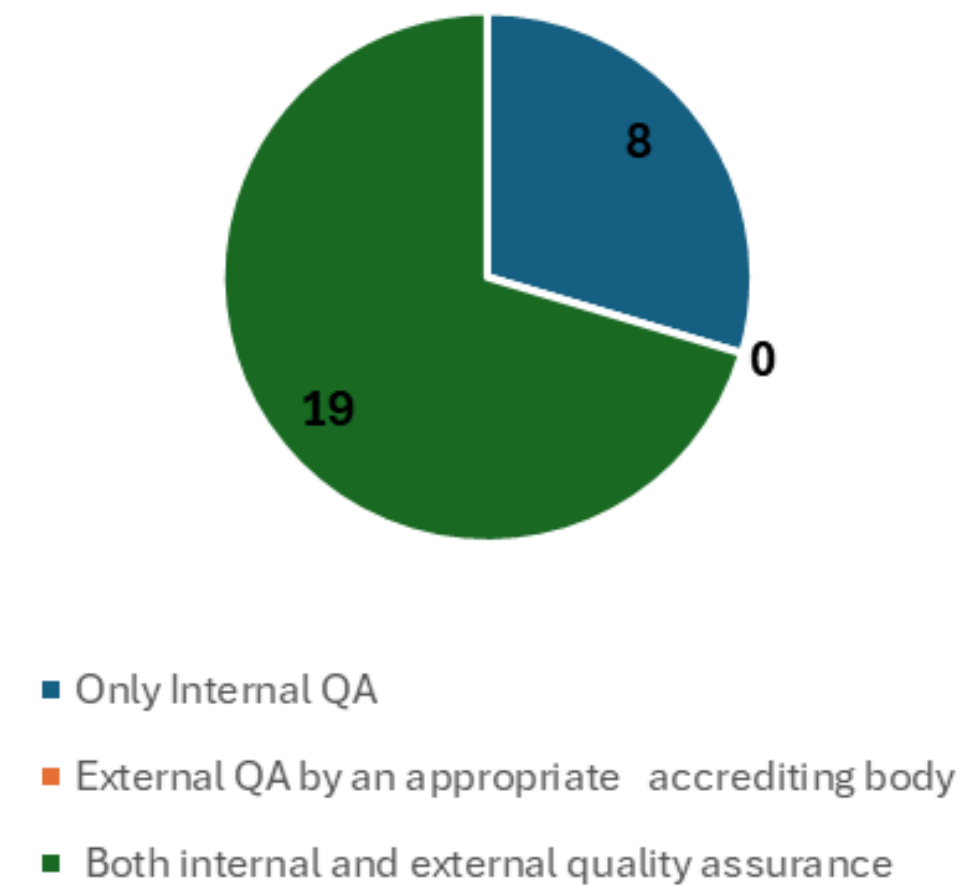
The majority of respondents believe that Micro-credential programs should adhere to both internal and external quality assurance mechanisms. Only a small portion focuses solely on internal quality assurance, while none of the respondents exclusively emphasized external mechanisms.

Findings

How should the volume of microcredits be measured?



According to your institution's view, microcredits should be subject to:



Findings

e. Duration of the programs

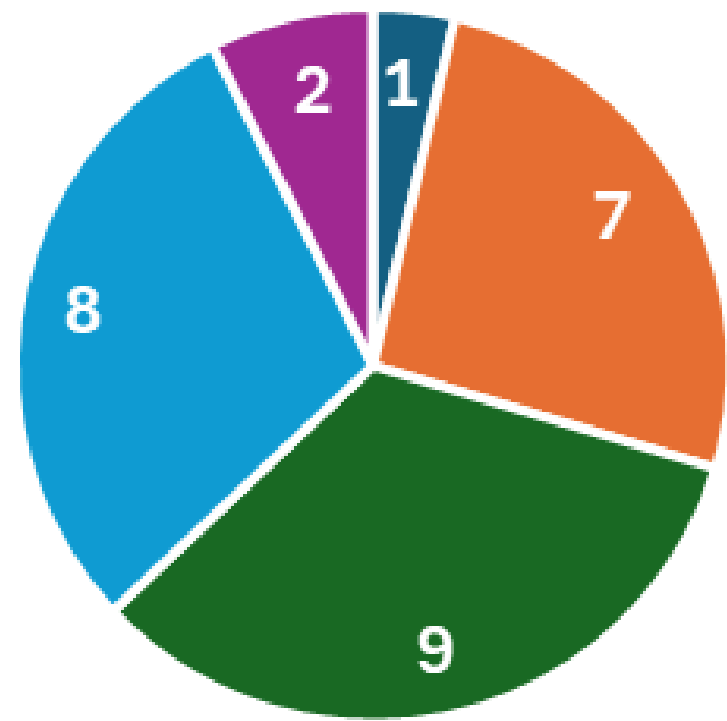
The majority of respondents prioritize to obtain the right of implementing Micro-credential programs with long durations (5 and 7 years). This indicates a desire for stability and long-term planning. Additionally, there is support for a five-year period, which is considered both average and optimal.

f. Authorized body for recognition of Micro-credentials

The data shows that the authorized organization for Micro-credential issuance mainly reflects the quality of education at the national level. However, it is also crucial to highlight the significant support provided by Micro-credential providers towards educational institutions, indicating a need for autonomy and capacity-building.

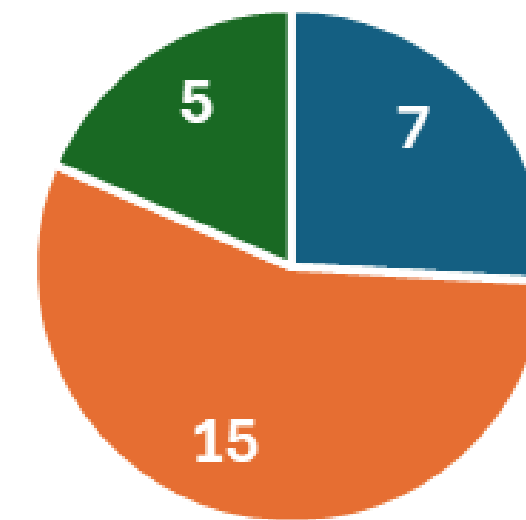
Findings

Please describe the optimal version for you to obtain the right of implementing Micro-credentials



■ 1 year ■ 3 years ■ 5 years ■ 7 years ■ Other

In your opinion, which authority/agency/institution should be empowered to recognize Micro-credits, including those obtained abroad?



■ Institution implementing Micro-credentials
■ (LEPL) National Center for Educational Quality Enhancement
■ Other

Findings

g. Main challenges

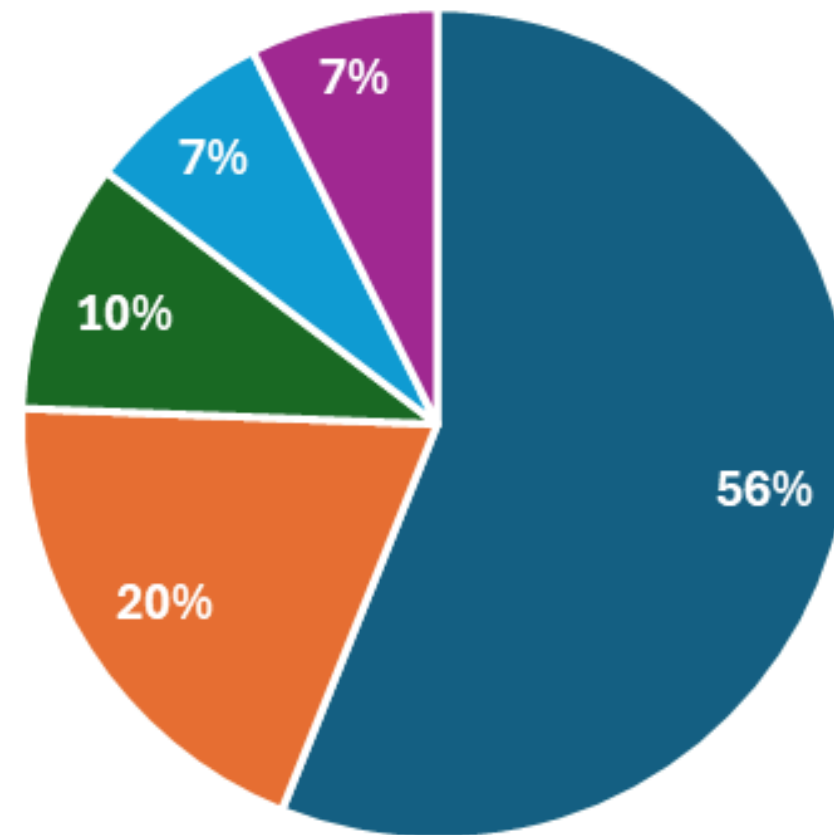
The data shows that the main challenge in implementing Micro-credential programs is the absence of an appropriate legal framework. The second major challenge is the low involvement of employment market representatives, while minor challenges include a lack of institutional interest and a limited target audience.

h. Obtaining broad qualifications through consolidation

The majority of respondents support obtaining broad qualifications through the consolidation of micro-credits. However, a significant minority either opposes this idea or has an unclear position on the matter.

Findings

Please indicate what are the main challenges facing your institution for the implementation of Micro-credential programs? (You may select more than one answer)



- Absence of relevant legal framework
- Low involvement of labor market representatives
- Low interest from the side of potential implementing institutions of Micro-credentials
- Absence of adequate target audience/students
- Other

Findings

a. Unified database/register of Micro-credentials

The majority of respondents support the existence of the unified database/registry for Micro-credentials, which would improve the transparency and recognition of Micro-credential programs.

The survey results indicate a great potential for the implementation of Micro-credential programs if appropriate legal foundations will be established by Georgian legislation for the implementation of such programs at the higher education level. Additionally, the development of internal and external quality assurance mechanisms, as well as active collaboration between implementing institutions and employment market representatives, is crucial. It is also important that Micro-credential programs will be flexible and standardized to facilitate their broad recognition and use.

Thank you!

