



ERASMUS+

National Erasmus+ Office in Georgia

The Georgian Landscape on Micro Credentials, Opportunities and Challenges

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Overall Objective

To enhance understanding of micro-credentials within Georgia's higher education sector, focusing on recognition, quality assurance, alignment with EU practices, and relevance to industry needs.

The event aims to strengthen institutional capacity and foster collaboration between HEIs, industry, and national authorities.

SESSION OBJECTIVE:

TO SHARE THOUGHTS, APPROACHES, EXPERIENCES and QUESTIONS FOR FURTHER DISCUSSIONS

Topics to be covered

Why Micro-Credentials Matter Now

What Micro-Credentials Are (EU Definitions 2022)

Micro-credentials in Georgia:

- Georgian Context on Micro-Credentials: EQE 2021, 2024 & HERE 2025 Surveys Policy
- Thoughts and Insights, Action Plans with KPIs for shaping Georgian Landscape on Micro-Credentials

Why Micro-Credentials?

*“Strategically, it is believed that in the long-term micro-credentials will become a major pillar of **university service**, alongside teaching of **degrees and research**”*
(University of Amsterdam)

!! Purpose: *designed to provide learners with specific knowledge, skills, and competencies that respond to social, personal, cultural and **market needs in short period of time***

!! Usage: *Credits accumulated by the learner **are portable and can be combined** into larger credits or qualifications.*

*New way to validate previously acquired competencies;
They can be accumulated **before, during, or after** studying in higher education programs*

1. What Micro-Credentials mean?

*the record of the learning outcomes that a learner has acquired following a **small volume of learning**.
These learning outcomes will have been assessed against transparent and clearly defined criteria*

2. Who are provides?

- *education and training institutions/organizations,*
- *social partners (i.e. organizations representing workers and employers),*
- *employers and industry,*
- *civil society organizations,*
- *public employment services (PES)*
- *regional and national authorities,*
- *and others*

3. What 'Formal learning' means?

*Learning which takes place in an **organized and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a **certificate or a diploma**;***

It includes systems of general education, initial, continuing and tertiary vocational education and training and higher education

4. What "Non-formal learning" means ?

*Learning which **takes place outside formal education and training** through planned activities in terms of learning objectives and learning time and where some form of learning support is present*

5. What “Portability” means?

*The ability for a credential-holder **to store** their micro-credentials in a system of their choice, **to share** the credential with a party of their choice (whether national or transnational) and for all parties in the exchange to be able to understand the content and verify the authenticity of the credentials.*

6. What ‘Stackability’ means?

*The **possibility**, where relevant, **to combine** different micro-credentials and **build logically upon each other**.*

Decisions to ‘stack’ or combine credentials lie with the receiving organization (e.g. education and training institutions, employers, etc.) in line with their practices and should support the goals and needs of the learner.

5. What “Assessment” means?

*The **process or method used to evaluate, measure and eventually describe** the **learning outcomes** acquired by individuals through formal, non-formal or informal settings. Assessment is performed by the provider or other recognized assessment providers.*

Survey Participation:

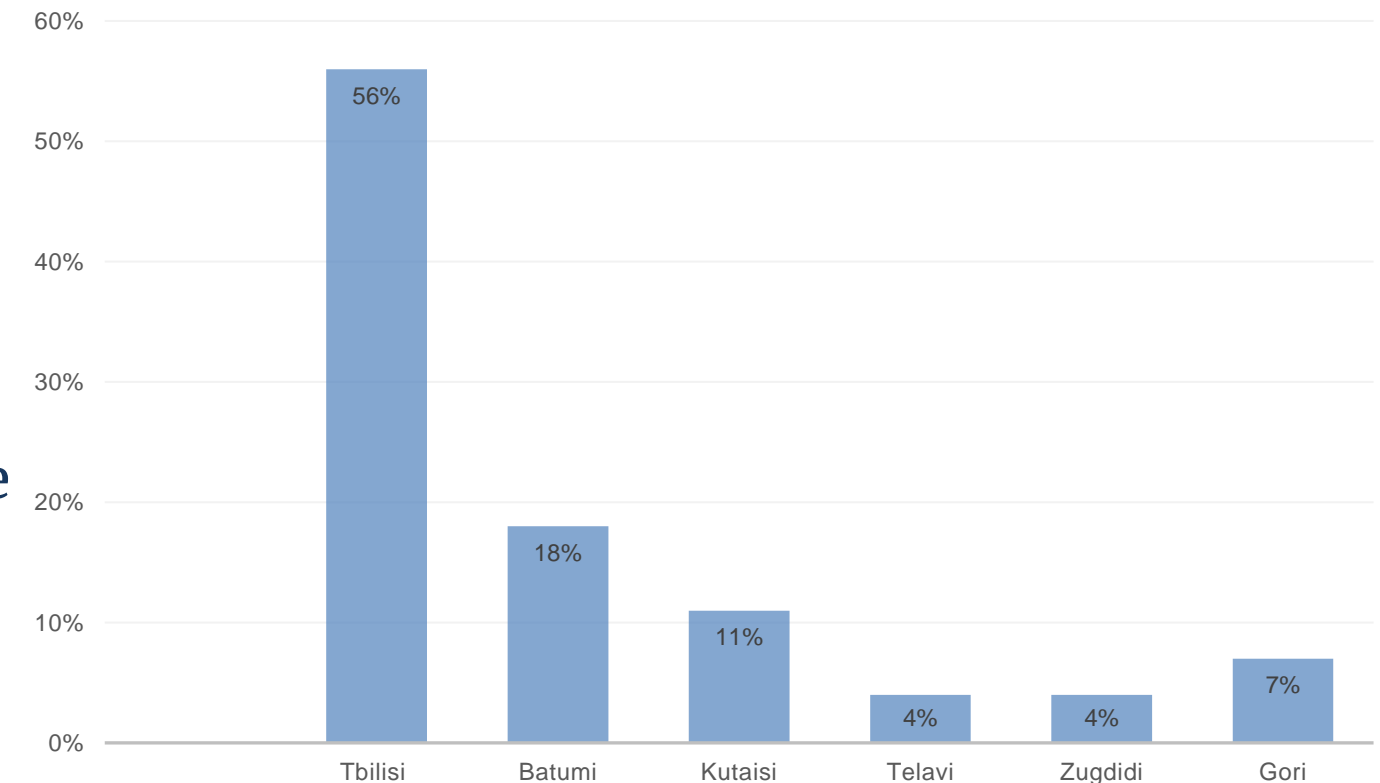
- 64 HEIs contacted, 27 responded → 42% response rate

Attitudes Toward Micro-Credentials:

- 89% agree: Introducing micro-credentials will make Georgian HE more flexible
- 96% agree: The topic must be regulated and formalized legally
- 89% agree: The National Center should support implementation

Quality Assurance Preferences

- 52% – External QA Mechanisms
- 44% – Internal QA mechanisms
- 4% – No QA needed



Overall Conclusions

- Micro-credentials are highly welcomed by Georgian HEIs
- The sector anticipates strong growth in micro-credential demand
- Institutions need legal frameworks, QA standards, and guidance
- Recognition and integration with formal programs remain key challenges
- Stakeholders expect active leadership from the National Center
- There is strong interest (96%) in consultations and involvement in next steps

Guidelines for Micro-Credentials

The End of Degrees? Micro-Credentials, Skills and Employability

- 15 respondents
- 7 countries (*Morocco, Montenegro, Tajikistan, Kyrgyzstan, Croatia, Kazakhstan, Palestine*)
- 67% HERE experts
- 20% National Erasmus+ Office representatives
- 73% from HEIs (mostly universities)
- Majority administrative or academic staff

Awareness & Understanding

>80% had good/very good understanding of Micro-Credentials

BUT:

- Low awareness of national legislation
- Early stage of policy development outside EU
- Same situation in Georgia

Institutional Engagement

< 30% of institutions currently offer Micro-Credentials

Most are pilots or experimental programs

Hesitation due to:

- Lack of regulation
- Credit transfer limitations
- No external validation

Barriers Identified:

1. No national policy or legal framework
2. Lack of QA standards
3. Limited institutional funding
4. Insufficient staff training
5. Unclear recognition processes
6. Limited employer awareness

Future Priorities:

1. Integrating Micro-Credentials into NQFs
2. Establishing recognition systems
3. Developing digital credentialing platforms
4. Stronger HEI–employer collaboration
5. Systematic capacity building

Quick Survey



The purpose of this questionnaire is to gather participants' views on the awareness, readiness, and future development of **micro-credentials in Georgia's higher education system**.

The survey is anonymous, **takes 2–3 minutes**, and your input is highly appreciated.

https://docs.google.com/forms/d/e/1FAIpQLSeCRBbJfcAwqf-aIC-cKTWFqO9AQ9zDpakRPhA9Ivw_qCtLcg/viewform?usp=header.

EU Commission – 10 Principles

1. Quality (Internal, External QA)
2. Transparency
3. Relevance
4. Valid assessment
5. Learning Pathways
6. Recognition
7. Portability
8. Learner-centered
9. Authentic
10. Information and guidance

EU Commission – 10 Principles

1. **Quality (Internal, External QA)** – *External quality assurance is based primarily on the **assessment of providers** (rather than individual courses) and the effectiveness of their internal quality assurance procedures.*
2. **Transparency** – *Micro-credentials are **measurable, comparable and understandable** with clear information on learning outcomes, workload, content, level, and the learning offer, as relevant.*
3. **Relevance** – *meet identified learning needs, cooperation with industry and **relevance to labor market***
4. **Valid assessment** – *Micro-credential learning outcomes are assessed against transparent standards.*
5. **Learning Pathways** – *designed to support flexible learning pathways, including the possibility to stack, validate, and recognize micro-credentials from across different systems.*
6. **Recognition** – *signaling value of learning outcomes and paves the way*
7. **Portability** – *credits can be **stored and shared***
8. **Learner-centered** – *meet the needs of the target group of learners.*
9. **Authentic** – *contain sufficient information **to check the identity of the credential-holder (learner), the legal identity of the issuer, and the date and location of issuance of the micro credential.***
10. **Information and guidance** – *should be incorporated in lifelong learning guidance services*

WORK in GROUP

TASK: PLEASE CHOOSE 3 PRINCIPLES and according to each one define/list:

- Challenges in existing landscape
- Opportunities
- Recommendations, Actions and KPIs for Principles Execution in Georgian higher education landscape / framework

1. What to do?
2. Why to do?
3. How to do?
4. When to do?
5. What to measure?

Questions for Discussions & Thoughts

Q1. What is the biggest challenge for your institution regarding micro-credentials?

Q8. Which industry sectors should be prioritized for micro-credential development?

Sourced for Micro-Credentials:

<https://microgear.org/deliverables/en/>

https://microgear.org/files/MICRO-GEAR_D5.2_Project%20Website%2019-04-24.pdf

National Action Plan 2024-2027

**Source: Fall 2025 Conference, Key Topics in Higher Education and Science since
Joining the Bologna Process**



**MINISTRY OF EDUCATION,
SCIENCE AND YOUTH OF GEORGIA**

The following progress will be achieved by 2027 in Georgia:

- Self-Certification and Referencing of the National Qualifications Framework
- An electronic register of qualifications
- Micro-credentials introduced in HE system
- Legislative amendments ensure recognition of prior learning
- Online education and relevant external quality mechanisms are implemented
- The social dimension of higher education strengthened
- More equitable, inclusive, and socially responsible higher education systems are established.



- Professional training and professional retraining programs may be implemented **by any legal entity**.
- A legal entity that obtains the right to provide professional training/retraining is allowed to implement any program at its own discretion.
- Without obtaining this right, educational institutions registered in the electronic system may only implement professional training or retraining programs that are developed on the basis of an authorized vocational education program.
- A professional training program prepares an individual to perform specific tasks and duties related to a particular profession.
- A professional retraining program aims to help individuals acquire and/or further develop competencies needed to continue professional activities within the same field.
- The learning outcomes of professional training/retraining programs may correspond to Level 2, 3, 4, or 5 of the National Qualifications Framework.

- Micro-credentials **could help certify the outcomes** of small, tailored learning experiences.
- They make possible the targeted, **flexible acquisition of knowledge, skills and competences** to meet new and emerging needs in society and the labor market and make it possible for individuals to fill the skill gaps they need to succeed in a fast-changing environment, while not replacing traditional qualifications.
- They can, where appropriate, **complement** existing qualifications, providing added value while not undermining the core principle of full degree programs in initial education and training.
- Micro-credentials **could be designed and issued by a variety of providers** in different learning settings (formal, non-formal and informal learning settings).
- Micro-credentials can play a role in delivering on the **EU's headline targets to be achieved by 2030**, including a target of 60 % of all adults participating in training every year and an employment rate of at least 78 %.

3 Bologna Key Commitments

- A Three-Cycle System compatible with the QF-EHEA (*Qualifications Framework of the European Higher Education Area*),
- Compliance with the Lisbon Recognition Convention,
- Quality Assurance in compliance with the ESG (*Standards and Guidelines for Quality Assurance in the European Higher Education Area*).

Erasmus+ Programme Guide 2026



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