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EUROPEAN INVENTORY OF NQFs 2024 **GEORGIA**

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1. Introduction

Georgia's NQF (GNQF) is an 8-level, comprehensive, lifelong learning qualifications framework ⁽¹⁾.

The National Centre for Education Quality Enhancement (NCEQE) coordinates NQF implementation.

Georgia acquired EU candidate country status in 2023 and therefore participates in the European Qualifications Framework (EQF) process and is a member of the EQF Advisory Group (EQF AG). It joined the Bologna Process for cooperation in the European Higher Education Area in 2005.

Implementation structures such as governance arrangements are established, instruments including digital databases are under preparation, and a quality assurance system is functioning. Georgia has therefore reached the activation stage of NQF development.

2. National context

2.1 Policy context

Georgia is a candidate for accession to the EU. However, due to the political situation at the time of writing, the accession negotiations have been in practice suspended.

The EU-Georgia Association Agreement provides for the GNQF to establish a relationship with the EQF.

Only 3.4 % of the eligible cohort of young people are enrolled in initial VET, even allowing for small increases in 2021 and 2022. By contrast the EU average is 12.4 % ⁽²⁾ VET is not only unpopular but disappointing to those who do enter it – across all programmes, completion rates are only 56 %.

There are several reasons for low VET enrolment. A recent ETF study found that there is low awareness of VET provision, in turn exacerbated by limited career guidance. Additionally, only a few colleges offer labour market-relevant programmes. For less well-off students, access is impeded by insufficient financial or material support.

(1) The [National Qualifications Framework and Learning Fields Classifier](#), Georgia

(2) VET developments in Georgia, Key indicators, Skills agency 2023 (unpublished but made available to ETF)

By contrast, higher education enjoys more prestige and correspondingly achieves high enrolment rates.

Participation in lifelong learning remains very low, at 1.6 % in 2022, despite government efforts to upskill and reskill Georgia's workforce.

At the same time, employment agencies (both private and public) reported a significant increase in the number of vacancies published by employers ⁽³⁾. Youth and women remain among the most disadvantaged compared to other groups of workers on the labour market. For example, youth unemployment rate in Georgia in 2023, according to the Eurostat, stands at 34.5 %, over twice as high as the average across the EU.

Skills mismatches remains a concern in the Georgian labour market. ETF's cross-country study (ETF, 2022) found that there is both over-qualification and under-qualification, as people frequently work in jobs that do not correspond to their educational level.

Education and training system reform

Education and training reform in Georgia is guided by the [Single \(or Unified\) National Strategy of Education and Science. 2022 to 2030](#). It sets three main priorities to address the country's challenges in the sector:

- (a) quality and relevance: focussing on improving teachers' skills, enhancing access to quality resources; investing in educational infrastructure; and strengthening cooperation between schools and key stakeholders.
- (b) equality, inclusion, and diversity: ensuring equal access to education regardless of socio-economic status, place of residence, ethnicity/language, special educational needs, and disabilities.
- (c) governance, financing, and accountability: concentrates on creating a preschool education system, development of monitoring and evaluation practices, strengthening system of monitoring of the situation of graduates, optimisation of the school system, combined with strengthening the autonomy of schools and increasing their capacity, enhancing external quality assurance mechanisms.

Further, the new national VET Strategy seeks to address this sector's shortcomings identified above. It seeks to enhance inclusiveness, raise quality of provision and teaching, grant more autonomy to schools and colleges, and offer the private sector a bigger role, defining the respective responsibilities and functions of the public and private sectors.

(3) [Country Fiche_Georgia_2024_EN_web.pdf](#)

The VET Strategy refers to the use of the NQF in standardising vocational qualifications and its role in quality assurance, namely setting criteria for development of VET qualifications and their inclusion in the framework.

NQF development is embedded in the NCEQE's Strategic Plan, notably measures to align national systems and tools to international structures and classifiers.

These include:

- (a) aligning the national Fields of Study Classifier to the International Standard Classification of Education (ISCED).
- (b) self-certification of the GNQF to the QF-EQHEA and its referencing to the EQF.

2.2 NQF legal basis

Georgia's current, revised NQF, was authorised in law by a Ministerial Order in 2019. Its first version had been established by the Law on Development of Quality of Education, N49, approved by the Georgian Parliament in 2010.

In 2020, a series of legal acts were adopted as key background documents for the management, development and monitoring of the Georgian National Qualifications Framework, including the establishment of the Electronic Qualifications Register. These are:

- (a) The revised National Qualifications Framework and Learning Fields Classifier, approved by Order of the Minister of Education, Science, Culture and Sport of Georgia in 2019 (order N69/n), 2019. The qualification of special teacher was included in the GNQF. The higher education programme benchmark for special teacher was developed in prior to this change.
- (b) Other important adopted legislative orders include the following legal documents: (1) Order of the Minister of Education, Science, Culture and Sport of Georgia 'the Rule for the Management, Development and Monitoring of the National Qualifications Framework, and for the Creation and Administration of an Electronic Qualifications Register' (order N 103/n) available only in Georgian, 2020.
- (c) This legal act designated the NCEQE as the main governing body, responsible for managing, developing, and monitoring the GNQF, while the GNQF Advisory Group is tasked with providing recommendations to the director of the NCEQE on key developmental matters. The vocational qualifications development function was delegated to the newly-established Skills Agency, which is responsible for vocational training policy implementation. The Skills Agency requests the NCEQE to include revised or new qualifications in the GNQF.

- (d) Order of the director of the National Center for Educational Quality Enhancement 'The rule of the Advisory Board set up for implementation and development of the National Qualifications Framework and the Classifier of Fields of study' (order N163567), available only in Georgian. 2020.
- (e) Order of the director of the National Center for Educational Quality Enhancement 'On the approval of an Advisory Board set up for implementation and development of the National Qualifications Framework and the Classifier of Fields of study' (order N321010), available only in Georgian. 2020.
- (f) Order N666 of the director of the National Center for Educational Quality Enhancement on [Study Fields Classifier Management, Development and Monitoring](#), (N666/). One of the key changes is related to the joint higher education programmes. Where there is a joint programme with an HEI from a second country, the qualification recognized by the other country co-implementing the programme is automatically added to the Study Fields Classifier without prior development of the necessary higher education benchmark. Since 2022, 11 changes have been implemented in Study Fields Classifier.

3. NQF objectives and functions

National authorities intend that the ongoing reform of the GNQF contribute to reform of the education and training system, enhance transparency and evidence-based decision-making on the NQF's implementation, support inclusion of quality-assured qualifications for lifelong learning awarded outside of the formal education sector and support recognition abroad of Georgian qualifications.

The law, 'On development of Quality of Education', sets the following goals for the NQF:

- (a) classification of qualifications in accordance with the basic principles of the National Qualifications Framework - compliance with learning outcomes, quality assurance, access to information related to qualifications.
- (b) interconnection, management and development of general, vocational and higher education.
- (c) promoting lifelong learning.
- (d) supporting a quality assurance system for qualifications.
- (e) ensuring compatibility, comparability and transparency of qualifications at the international level.
- (f) facilitating mobility.
- (g) promoting the recognition of formal education received during study.

- (h) promoting the recognition of non-formal education.
- (i) informing the public about existing qualifications.
- (j) catering to the changing needs of society in the education system and stimulating the description of relevant qualifications.

The main functions of the NQF in the national context can be described from different users' perspective:

- (a) for learners, the NQF supports planning of life-long learning, via identifying pathways.
- (b) for education providers, the NQF supports future development of qualifications across all study fields.
- (c) employers have cooperated with HEIs in benchmarking HE programmes, using the NQF.

4. Levels, learning outcomes and qualifications

4.1 NQF structure and level descriptors

The Georgian NQF comprises a unified eight-level structure whose level descriptor categories are Knowledge and Understanding, Skills, and Responsibility and Autonomy, designed for compatibility with those of the European Qualifications Framework (EQF).

4.2 NQF scope and coverage

The NQF is a comprehensive framework, including all types of qualifications from general education, initial VET, higher education, and qualifications awarded as the result of completion of short-term vocational training/retraining programmes - CVET qualifications.

General education qualifications are placed at NQF levels 2 and 4, VET qualifications at NQF levels 3-5, while higher education qualifications are allocated to levels 6-8. CVET qualifications are placed at NQF levels 2-5. They are regarded as part of formal education, so can be levelled in the NQF, and can be awarded by any legal entity, including those outside the formal education system such as private companies, training centres, associations, etc., authorised to provide short-term training/retraining programme independently or in collaboration with the education institution.

The following table presents qualification types classified within the GNQF.

Types of Qualifications

NQF levels	Qualifications
Level 1	Georgian language training certificate
Level 2	The second level of certificate of vocational retraining The second level certificate of vocational training Georgian language training certificate State document confirming basic level of general education
Level 3	The third level certificate of vocational retraining The third level certificate of vocational training Georgian language training certificate Diploma confirming basic vocational education
Level 4	The fourth level certificate of vocational retraining The fourth level certificate of vocational training Georgian language training certificate Diploma confirming secondary vocational education State document certifying full general education
Level 5	The fifth level certificate of vocational retraining The fifth level certificate of vocational training Diploma confirming higher vocational education Diploma confirming an associated qualification
Level 6	Teacher Training Certificate Special Education Teacher Training Certificate Bachelor's diploma
Level 7	Veterinarian training certificate Executive Master of Business Administration/EMBA Diploma Master's of Veterinary Science (MVSC) Diploma Master's of Education (M.Ed.) Diploma of certified dentist Diploma of certified medical worker Master's diploma
Level 8	PhD Diploma

Source: NCEQE.

While the GNQF does not include partial qualifications, it is open to micro-credentials, units of learning outcomes and international qualifications. Providers of such qualifications can be public colleges etc., while employers may request accreditation to develop their own programmes that lead to micro-credentials.

The development of micro-credentials in higher education has been intensively discussed. NCEQE is a member of several Erasmus + projects ([Micro-GEAR](#)) on micro-credentials. In 2023, NCEQE conducted a survey on this topic and developed recommendations for necessary legal changes to implement micro credentials.

In joint higher education programmes, international qualifications recognized and included in the partner country's qualifications framework can be automatically added to the Georgia NQF. Since 2022, 11 such qualifications have been thus included.

Vocational training and retraining programmes are defined in units of learning outcomes, placed at GNQF levels, 2-5.

The [Georgian NQF handbook](#) stipulates the procedure for including qualifications in the NQF. Standards which support development of higher education and vocational education qualifications are assigned to specific study fields as determined by the Study Field Classifier.

Programme accreditation is mandatory for higher education providers offering programmes that lead to qualifications included in the NQF. Accreditation is valid for 7 years, and all accredited programs will be listed in the digital registry of national qualifications.

Program accreditation is an integral part of the institutional authorization for vocational education providers, which is a mandatory requirement. This authorization remains valid for six years. Additionally, vocational education institutions offering programmes that lead to vocational qualifications have the right to introduce new programmes at any time, following the legal procedure for adding new vocational programmes. All vocational qualifications, along with short-term training and retraining courses that result in state-recognized certifications, will be recorded in the forthcoming digital registry of I qualifications.

Since 2022 around 40 new qualifications have been developed and included in the GNQF. In 2023, the first 60-credit MA level qualification in business administration was added to the NQF. This qualification is at level 7 but does not lead to level 8.

Qualifications in the regulated professions of special teacher, nurse and midwife were added to the NQF.

4.3 Use and renewal of learning outcomes and standards General Education

The application of the learning outcomes approach is stipulated as mandatory in the legislation on quality assurance of education. Authorisation and accreditation standards require clearly defined learning outcomes aligned with the NQF level descriptors.

In general education, the National Curriculum comprises subject standards for primary, basic and upper general secondary education which define the list of subject-specific learning outcomes in skill and knowledge, to be achieved by the student at each grade.

Outcomes are used to promote access and progression. To eliminate the dead ends that have traditionally prevented VET students from accessing higher VET and higher education, general secondary education learning outcomes defined in the National Curriculum have been integrated into VET programmes, so

that VET students can now access higher VET colleges and higher education institutions.

Georgia has gradually replaced vocational courses based on subjects with modular, competency- based programmes, so that since 2019, any new student entering vocational education follows a modular programme. Modular programmes focus not only on the development of vocational/professional skills but also on basic skills e.g. literacy, mathematical skills, etc. and key skills, such as entrepreneurship, communication in foreign languages, digital competencies, etc. The VET programmes integrated with general secondary education reflect the requirements of the National Curriculum in the integrated general modules.

Short-cycle study programmes leading to an associate degree at the GNQF level 5 are developed by VET or higher education institutions based on the VET standard. Some of these programmes are stand-alone courses, while others are designed to lead to first or second-cycle higher education programmes. For those learners graduating from Level 5 short cycle programmes and advancing to first or second cycle programmes, the receiving higher education institution can recognise their credits acquired.

In higher education, the programme accreditation has among its main functions the assessment of feasibility of the programme's learning outcomes, their relevance and correspondence to the NQF.

In the new modular VET programmes, a competence-based assessment is used. Each module is based on learning outcomes and includes performance/assessment criteria and evidence requirements. Assessment should meet the requirements of the assessment standard, based on the respective occupational standard.

4.4 Quality assurance arrangements

NCEQE is the sole national institution responsible for external quality assurance of pre-school, general, vocational and higher education.

The National Qualifications System Analysis lays the foundation for quality assurance of all qualifications and in the various subsystems of education i.e., general, VET and HE, in Georgia.

Subject standards are developed for elementary, basic, and secondary levels of general education in all subjects outlined by the national curriculum. This process involves expert groups in each subject and is coordinated by the Preschool and General Education Development Department of the Ministry of Education, Science, and Youth of Georgia. The school community, educational regional resource centres, and other key stakeholders play vital roles in the subjects' standards validation process.

For vocational education qualifications, occupational and educational standards are developed by sector skills organisations (SSOs) in all major economic sectors of the country, under the coordination of the Vocational Skills Agency.

Higher Education qualifications are based on sectorial benchmarks, which are developed by sectoral councils. These benchmarks establish the key minimal requirements for each higher education qualification, including learning outcomes, qualification name, NQF level, employment areas for qualification holders, and more. The development process is coordinated by the LEPL – NCEQE

5. Institutional arrangements and stakeholder involvement

5.1 Governance and institutional arrangements for the NQF

The Ministry of Education, Science and Youth of Georgia is the primary policy-making body for the Georgian National Qualifications Framework (GNQF) and approves the associated by-laws through Ministerial Orders.

NCEQE is the national implementing agency for the GNQF, answerable to the NQF Advisory Group.

The NCEQE:

- (a) carries out authorization of educational institutions and accreditation of educational programmes.
- (b) monitors implementation of authorization and accreditation standards.
- (c) supports providers in designing and developing educational programmes.
- (d) maintains the Registry of Educational Institutions.
- (e) administers student mobility processes.
- (f) conducts recognition of foreign qualifications and other educational documents.
- (g) cooperates with international organizations, and individual countries and is involved in international projects.

NCEQE is answerable to the NQF Advisory Group. While NCEQE's experts conduct the technical development, monitoring and updating of the framework, the GNQF Advisory Group is a broad stakeholder body. Set up in 2021, it acts as a governing board, comprising representatives of education providers, employers, international organizations, students, line ministries and chambers of commerce. The Advisory Group is tasked with providing recommendations to the director of the NCEQE on key developmental matters.

The Group ensures the relevance and coherence of the GNQF with broader education and training and labour market policies; advises the Education Ministry; ensures alignment with international standards and best practices; oversees quality assurance processes, setting standards, monitoring compliance, and ensuring educational institutions meet these standards.

The group coordinates with various stakeholders, including educational institutions, government agencies, and industry representatives, to ensure the framework is comprehensive and meets the needs of all stakeholders. They also monitor and evaluate the implementation of the framework, assessing its effectiveness and making necessary adjustments to improve its impact. Furthermore, the advisory group is involved in capacity-building activities, training, and supporting educational institutions and other stakeholders to effectively implement the framework ⁽⁴⁾.

5.2 Roles and functions of actors and stakeholders

In the past, NCEQE used to coordinate the work of sectoral organisations in developing occupational standards, but this function has now been transferred to the new Vocational Skills Agency (VSA).

VSA was established by the Ministry of Education and Science and the Georgian Chambers of Commerce and Industry. It has been operational since March 2022 ⁽⁵⁾. It aims to facilitate the introduction of new vocational programmes adapted to labour market needs, to support innovative training initiatives and promote employability.

Further, it supports the development of sectoral skills organisations that will develop sectoral maps of competences and pilot a new methodology for revising vocational qualifications. Their role will focus on coordinating the development of dual and cooperative programmes within the sector, the participation of sector representatives in vocational training, and evaluation of learning outcomes.

VSA has replaced the previous ad hoc sector skills councils, by establishing new longer-term bodies. By late 2022, nine Sector Skills organisations (SSOs) had been set up. Their composition is formally approved by the Board of the Vocational Skills Agency.

⁽⁴⁾ Order of the director of the National Center for Educational Quality Enhancement 'On the approval of Advisory Board set up for implementation and development of the National Qualification Framework and the Classifier of Fields of study' ([order N321010](#)) available only in Georgian.

⁽⁵⁾ ETF, VET key policy developments in education, training and employment, Georgia 2023.

6. Recognition and validation of prior learning

6.1 Recognising and validating non-formal and informal learning and learning pathways

The VET law and framework documents for the recognition of informal education ⁽⁶⁾ have created a legal basis for the implementation of the validation of non-formal and informal learning and learning pathways (VNIFL) in Georgia. Procedures and rules for VNIFL were renewed in 2019 to align with the EU Recommendation on Validation of Non-Formal and Informal Learning (2012) and to allow the recognition of non-formal and informal learning for VET qualifications at all NQF levels.

The VNIFL process includes four stages, corresponding to those of the 2012 European recommendation, namely identification, documentation, assessment and certification.

For the purposes of VNIFL, the VET educational standards are used. The assessment process should meet the requirements for the assessment of learning outcomes of the relevant VET standard or module. Following the VNIFL process, the candidate may be awarded the VET qualification or part of it.

VNIFL may be conducted by the VET institution or legal entity authorised to deliver the state- recognised vocational training/retraining programmes and only within its authorised programmes. To obtain the right to offer validation, which is granted by NCEQE, applicants must meet the rules and conditions established by the government ⁽⁷⁾.

In order to conduct the VNIFL process, the institution must establish a commission of at least 3 members: an employer representative in the relevant field; a VET teacher in the relevant field and a representative of the institution. This commission decides on the admission to and organisation of the assessment, the establishment of the examination commission and its personal composition, validation of the results of the assessment, and recognition via award of a qualification or part qualification.

In general education, extra-mural study is allowed, and it is possible to obtain a document certifying completion of general education based only on the assessment of achieved learning outcomes ⁽⁸⁾.

⁽⁶⁾ [Article 9 of the Law on General Education](#)

Validation is available for award of vocational qualifications, partial or full, at levels 3, 4 and 5 of the framework, and for access to programmes eventually leading to a qualification.

For the moment, there are nine VET institutions authorized to offer validation services in the country. Out of those, only two have implemented the validation procedure, in engineering and personal services, but only a very limited number of people have obtained partial recognition with a state-recognised certificate (ETF, 2023).

NCEQE represents Georgia in the ENIC-NARIC Network and is responsible for the recognition of national and international diplomas according to national regulations and international conventions or agreements on recognition of learning and qualifications.

6.2 Credit systems

In higher education, the European Credit Transfer and Accumulation System (ECTS) is used⁹. One ECTS credit equals 25-30 hours of student workload. One academic year is 60 ECTS credits, with a maximum of 75 ECTS for individual programmes. Higher education programmes of the first cycle shall have at least 240 ECTS; those of the second cycle should have no fewer than 120 ECTS.

However, it is possible for higher education institutions to develop the first cycle programme of 180 ECTS or the second cycle programme of 60 ECTS to promote students' international mobility and develop joint programmes at international level. The taught component of the third cycle cannot be less than 60 ECTS. Credits awarded within one higher education programme (qualification) can be recognised for another higher education qualification at the same level, based on the comparison of learning outcomes (¹⁰).

The use of credits for VET is also foreseen. As in higher education, one credit equals 25-30 hours of student workload. Credits are allocated to modules and VET programmes in accordance with the VET educational standards

6.3 Promoting lifelong learning

The GNQF is open for qualifications from outside formal education. Qualifications awarded outside formal education and training can be included in the GNQF through recognition of non-formal and informal learning. According to the existing state legal framework, this is applicable for qualifications at general and vocational education, so at levels 2-5 of the GNQF.

(⁹) Order of the Ministry of Education and Science of Georgia '[On approval of the rules of calculation of credits for higher education programmes](#)' No. 3 as of 5.01.2007

(¹⁰) [Law on Higher Education, art. 50-1](#).

The planned national digital registry will include all qualifications outside of the formal system obtained through recognition of non-formal learning.

7. NQF implementation and impact

7.1 Stage of implementation

The GNQF has reached the operational stage. Some employers use the NQF to describe the requested qualifications in online job advertisements. Labour market stakeholders contribute to development of new qualifications through their membership of working groups and sector skills organizations.

Higher education institutions use the framework to set and revise standards or benchmarks, for the development of programme learning outcomes and accreditation of national and joint (international) programmes.

7.2 Indicating NQF /RQF levels.

NQF levels are not yet indicated on certificates, however the Europass certificate supplement issued with national VET documents, and the Diploma Supplement issued for HE qualifications, carry NQF levels.

7.3 NQF dissemination

There have been handbooks and other documents developed, and events organised to support operationalisation of, or to publicise, the framework. These include the [GNQF Handbook](#); the National Qualifications System Analysis; regular information meetings/thematic workshops; the [NCEQE web page and social media pages](#). Target group(s) are, variously, learners, education providers, employers, education experts, and international partners.

The GNQF handbook is available in Georgian and English. It describes the framework's general principles, objectives and the types of qualifications at all levels. The National Qualifications System Analysis is a comprehensive document providing information on all qualifications and quality assurance measures at all subsystems of education spanning general, VET and HE.

Regular meetings and thematic workshops are conducted for education providers and employers, including the working meetings on development of new qualifications or revision of the existing ones.

News on development of the framework is regularly updated on the NCEQE web page and social media tools or services.

7.4 Qualifications databases and registers

The national digital registry of qualifications, the Georgian Qualifications Electronic Registry, is currently under development and will be operational in 2026. Its concept and technical specifications were informed by Annex VI of the EQF Recommendation; the data model chosen should be interoperable with the [European Learning Model](#).

It will include all qualifications, including those outside the formal system, and will be linked to the national data management systems for general, vocational and higher education, and to the Europass platform. Short descriptions of learning outcomes will be used in the Registry. Data will be readable in both Georgian and English.

Since 2022 circa 40 new qualifications have been developed and included in the GNQF. In recent years new qualification types added to the framework include the 60-credit MA qualifications in business administration at level 7, and regulated qualifications in special education teaching, nursing and midwifery.

7.5 Use of NQF in recognition of foreign qualifications

The recognition of foreign higher education and vocational education qualifications, or periods of study (credits), is based on a comparison of qualifications, examining the learning outcomes. Foreign higher education qualifications can be recognised regardless of the difference in the period of study ⁽¹¹⁾.

In 2024 the government introduced a new reform in higher education, aimed at regulating e-learning provision, allowing for delivery of new programmes entirely online in fields that do not require practical training. Similar arrangements are being considered for conducting professional programmes.

In addition, the reform also allows for the recognition of degrees obtained abroad by citizens residing in Georgia. It focuses on educational programmes that do not include practical or workplace components. Initially, this recognition will apply to universities in EU member states, the United Kingdom, and the USA, taking into account specific accreditation criteria such as being accredited by a registered organization authorized by the law of the respective country¹².

7.6 Career guidance and counselling

The website <https://vet.emis.ge> serves as the digital registry for VET programs. The Labour Market Information System (LMIS) portal (www.lmis.gov.ge) is a one-stop-shop public web portal with up-to-date information on labour market trends,

⁽¹¹⁾ [Article 50 of the Law on Higher Education](#).

⁽¹²⁾ [Ministry of Education and Science of Georgia \(mes.gov.ge\)](http://mes.gov.ge)

career guidance and occupational profiles. It is linked to the www.vet.ge portal focused on VET.

7.7 Awareness and use of the NQF

The NQF has been gradually achieved recognition among employers. They have contributed, for example, to the development of approximately 60 higher education programme benchmarks.

Labour market stakeholders' awareness of the NQF is increasing. Via membership of working groups, and sector skills councils they participate in groups developing new, or revising existing, qualifications.

Learners and students' awareness on GNQF can be evaluated as moderate.

Usually, job advertisements include information on the type and level of qualifications. Workers and particularly job seekers are usually well-informed about the GNQF.

Education and training providers' awareness of GNQF is high. They use the NQF as a reference to develop programme learning outcomes.

7.8 Monitoring and evaluating the NQF

By law, the national authorities are required to undertake an evaluation of the NQF every 5 years. NCEQE's Director set up a group in 2024 to begin the next evaluation, which will conclude with a monitoring report containing key findings and development recommendations.

7.9 Impact of the NQF

For training providers, the NQF is an important tool that guides the future development of qualifications across all study fields and presents a snapshot of the existing status quo.

8. Referencing to the EQF

8.1 Referencing to the EQF

As a candidate for EU accession, Georgia is a member of the EQF Advisory Group (EQF AG) and so eligible to start referencing the Georgian NQF to the EQF ⁽¹³⁾. Accordingly, in 2025 NCEQE set up a working group to steer the technical work and consultation processes necessary to prepare a report which will cover both referencing of Georgia's NQF to the EQF and its simultaneous self-certification to

⁽¹³⁾ [National Center for Educational Quality Enhancement \(NCEQE\) Became a Member of the European Qualifications Framework \(EQF\) Advisory Group](#)

the Qualifications Framework for the European Higher Education Area (QF-EHEA).

8.2 International cooperation

Georgia is a member of the EHEA, or Bologna Process. It has adopted the EHEA's European Standards and Guidelines for quality assurance in higher education. Since 2019, the NCEQE has been a full member of the European Association for Quality Assurance in Higher Education (ENQA) and registered in the European Quality Assurance Register for Higher Education (EQAR).

NCEQE is also a member of the Central and Eastern European Network of Quality Assurance Agencies (CEENQA).

NCEQE cooperates as a full or affiliate partner in EU-funded projects aiming at enhancing the quality of higher education in the EHEA.

To support the implementation of the framework, the EU Twinning project 'Strengthening Capacities for Quality Assurance of Education and Governance of Qualifications' was launched in 2019. Its objective is to support NCEQE in further developing the key elements of the quality assurance framework for education and training and the new NQF. The project reviewed legal and regulatory bases of quality assurance and the NQF, developed methodology packages, reinforced institutional capacity and developed technical specifications for the new NQF online register and portal (to be published in 2026).

In recognition, NCEQE also hosts the Georgian ENIC Centre, which is a member of the ENIC-NARIC Network. Georgia ratified the Lisbon Recognition Convention in 1999.

Georgia participates in several Erasmus + projects on micro-credentials such as [Micro-Gear](#), which allows the stakeholders to learn from best international practices on micro credentials that also aligns with the European Council's Recommendation on micro-credentials for lifelong learning and employability. In 2023, NCEQE prepared the thematic analysis on this topic and developed recommendations for necessary legal changes to implement micro-credentials in the country.

9. Reflections and plans

Implementation of the GNQF is enabled by the NCEQE as an expertise centre and dedicated authority. VSA's initiatives to establish sector skills councils supports the labour market relevance of VET qualifications.

Education and training providers increasingly use the GNQF to inform programme development.

However, overall awareness among learners is perhaps still moderate. It is important to improve and implement effective communication mechanisms and tools to make NQF operational and more visible for end-users. More efforts are needed to raise awareness about the use of the NQF for learners and jobseekers, as well as employers and guidance and counselling practitioners. Implementation of the national registry of qualifications will support, and hopefully engage, these stakeholders.

Eventual referencing of the GNQF to the EQF will enhance transparency and recognition of qualifications.

Acronyms

CEENQA	Central and Eastern European Network of Quality Assurance Agencies
EHEA	European Higher Education Area
ENIC-NARIC	European Network of Information Centres and National Academic Recognition Information Centres in the European Union
EQF	European Qualifications Framework
HE	higher education
ISCED	International Standard Classification of Education
GNQF	Georgian National Qualifications Framework
NCEQE	National Centre for Education Quality Enhancement
NQF	National Qualifications Framework
SSC	Sector Skills Councils
VET	vocational education and training
VNFIL	validation of nonformal and informal learning
VSA	Vocational Skills Agency

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