

PROFFORMANCE+

T&L in Georgia: Strategies, Challenges and building the Future for Teaching and Learning

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Coordinators:



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European Higher Education Area (EHEA) - Initiative to support the implementation
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Full Partners:

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Structure of the Presentation

- + National T&L Strategy: Overview and Priorities (DIGI, INTL, INCL, SUST)
- + Challenges
- + Good Practices & Success Stories
- + Assessment & Support Systems
- + Discussion Points / Takeways



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National T&L Strategy: Overview and Priorities

- + **Unified National Strategy of Education and Science 2022–2030** - *(Adopted by Government Decree N446, 31 August 2022):*
 - + Anchored in three pillars - **Quality, Equity, and Good Governance** across all education levels – from preschool to research and innovation. | Guiding Principles & Values - Education, research, and innovation as drivers of an **inclusive society** and a **sustainable, green economy**
- + Priority Areas of the **Unified National Strategy of Education and Science 2022–2030** (linked to DIGI, INTL, INCL, SUST)
 - + **DIGI** – Modernize digital infrastructure, introduce hybrid learning, digital management systems, and resources; close digital divides
 - + **INTL** – Align with **SDGs and European Higher Education Area**; promote international cooperation (EU, UNESCO, OECD, etc.) and global partnerships.
 - + **INCL** – Ensure equitable access for all learners, including vulnerable groups, ethnic minorities, IDPs, and refugees; develop inclusive curricula and teacher competencies.
 - + **SUST** – Integrate **Education for Sustainable Development (ESD)** and the **Third Mission of Universities** to support social, economic, and cultural development.



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National T&L Strategy: Overview and Priorities

+ Strategic Engagement in AI and Education Governance

- + Engagement in Council of Europe conference in Strasbourg on *“The Compass for AI and Education.”*
- + Next steps
 - Development of a **common policy framework for AI use in education and research**, adaptable to the national context.
 - Focus on **AI for quality improvement**, while safeguarding **human rights and fundamental values**.
 - Georgia’s inclusion in the **Council of Europe Expert Working Group on AI and Qualifications Recognition (CDEDU)** from July 2025.



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Challenges

System-Level Challenges

- + **Fragmented governance and weak coordination** across education, research, and innovation sectors.
- + **Underfunding and low investment** in education and science (≈4% of GDP vs EU average 5% for 2019);
- + **Language barriers and low virtual mobility capacity** for staff and students.

Shared Global challenge

- + **Challenges at the Intersection of AI & Digitalisation in Higher Education**
 - + Absence of a unified framework for AI use in education and research
 - + There is a need to ensure that AI serves **quality improvement and inclusion** without undermining **human oversight, fairness, or data protection**.



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Good Practices in Enhancing T&L

Digital Transformation and Pedagogical Innovation (PRODIGE Project, 2024–2027)

- + EU-funded initiative “*Promoting High-Quality Digital Education in Georgia*” (PRODIGE).
- + Builds **digital capacity** in 10 Georgian HEIs through:
 - + Staff training on **digital pedagogy and inclusivity** (e.g., TalTech–GSU seminar, Batumi 2025).
 - + Creation of **Digital Education Resource Centres** and institutional **Digital Education Plans**.
 - + QA and legal framework reforms led by **MoESYGE** and **NCEQE**.



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Good Practices in Enhancing T&L

Research Integrity and Ethics (ETHICS Project)

“Responsible Conduct of Research – Research Integrity and Ethics in Georgian Universities.”

- + Aims to embed research ethics and integrity into doctoral program accreditation and university governance.
- + Key actions:
 - + Development of a national Research Integrity Training Module (MOOC) for PhD candidates and supervisors.
 - + Establishment of Integrity Governance Committees and university research integrity policies.
 - + Support for responsible science communication and anti-plagiarism culture.



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Actors in HE & their Roles

Ministry of Education and Science of Georgia (MoES)

- + Sets **national education policy** and strategic direction for HE.

National Center for Educational Quality Enhancement (NCEQE)

- + Ensures **external quality assurance** through accreditation and authorization of institutions and programs.
- + Supports institutions in developing **internal quality assurance systems** aligned with ESG-2015.

International and Development Partners (EU, EFMD, UNESCO, World Bank, etc.)

- + Support capacity building, policy alignment, and project-based innovation; Provide technical expertise, funding, and platforms for knowledge exchange.

Academic Staff & Students

- + **Core agents of quality and transformation** in teaching and research.
- + Students emerging as **co-creators of learning quality**



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Assessment & Support Systems at National Level

ASSESSMENT MECHANISMS

External quality assurance (NCEQE)

- + Academic staff performance indirectly assessed through **program and institutional accreditation**, focusing on *teaching quality, research output, and academic integrity*
- + National legislation requires mechanisms for **evaluating research and teaching activities**, yet **criteria and incentives remain underdeveloped** across HEIs.
- + **Doctoral supervision quality** and **research integrity** are increasingly part of accreditation criteria (ETHICS Project).

SUPPORT & DEVELOPMENT SYSTEMS

- + National policy direction - The **Unified National Strategy (2022–2030)** calls for strengthening **continuous professional development (CPD)** systems for academics, integrating **digital, ethical, and pedagogical competencies**.



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Discussion Points

- + Sustaining the Impact of PROFFORMANCE+
 - + How can partner countries **embed the PROFFORMANCE+ toolkit and assessment tools** into their national and institutional quality systems?
- + Integrating Teaching Assessment into Institutional Strategies
 - + How can **teaching performance and innovation** be more systematically recognized and rewarded in academic career frameworks?
 - + How can **national systems support HE teachers** in lifelong professional learning aligned with EHEA priorities?
 - + What **joint initiatives or peer-learning mechanisms** could extend the PROFFORMANCE+ network beyond the project cycle?



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Thank You!

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