RiHEI



Responsible and Impactful Universities as Sustainable Growth and Enterprise Catalysts in Georgia

Accessing EU resources to improve HEI operational and content quality

Toolkit 1

Martin-Luther-Universitat Halle-Wittenberg

September

2024

Co-funded by the European Union

Project Number: 101125355 (ERASMUS-EDU-2023-CBHE)

CC BY NC SA

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

FACULTY OF MANAGEMENT University of Lodz

TUM int TUM International GmbH The University Company

MARTIN-LUTHER-UNIVERSITÄT HALLE-WITTENBERG

KUTAISI INTERNATIONAL UNIVERSITY

Content

Introduction 3
Unit 1. Accessing EU Resources to Enhance HEIs 5
1.1 Key EU Resources for Improving HEIs 6
1.2 The Strategic Role of HEIs in Georgia's Global Integration 9
1.2.1 Alignment with European Educational Standards 10
1.2.2 HEIs as Catalysts for Economic Development 10
1.2.3 Bridging East and West: A Strategic Geopolitical Role 10
1.2.4 Fostering Global Citizenship and Cultural Diplomacy 11
1.3 Importance of International Collaboration for HEIs' Growth 11
1.3.1 Enhancing Research Capabilities through International Collaboration 11
1.3.2 Curriculum Development and Academic Innovation 12
1.3.3 Professional Development and Training for Staff 12
1.3.4 Expanding Global Networks and Opportunities 13
1.4 The Status Current of the Georgian HEI System 13
1.5 Learning from Successful EU Models 14
Unit 2. Enhancing Operational Quality through EU Standards 15
2.1 Adoption of EU Quality Standards 17
2.2 Tools for Digital Transformation 18
2.3 Training and Certification 19
2.4 EU Quality Standards and Their Impact on Accreditation 20
2.4.1 Understanding the EU Accreditation Framework 20
2.4.2 Accreditation Process for Georgian HEIs 20
2.4.3 Implications for International Competitiveness 21
2.4.4 Local Adaptations for Georgian HEIs 21
2.5 Modern Governance: Institutional Reforms Through EU Support 22
Unit 3. Digital Transformation and Technological Integration in Georgian HEIs 23
3.1 Remote Learning: Opportunities and Challenges 24
3.2 Data Analytics and AI for Academic Management 25

3.3 The Role of Virtual Labs and Digital Assessments 26
3.4 Blockchain for Credentialing and Academic Transparency 27
Unit 4. Improving Curriculum Quality with EU-Funded Projects 28
4.1 Access to High-Quality Educational Materials 28
4.2 Adapting EU Materials for Georgian HEIs 29
4.3 Enhancing Interdisciplinary Approaches in Georgian HEIs 30
4.4 Developing Competency-Based Curricula 30
4.5 Bridging Skills Gaps: Preparing Students for 21st Century Careers 31
Unit 5. Capacity Building and Staff Development 32
5.1 The Role of Erasmus+ in Staff Mobility and Collaboration 32
5.2 Lifelong Learning and Professional Development 33
5.3 EU Contributions to Leadership in HEIs 34
Unit 6. Use of EU-Funded Projects for Content Quality 35
6.1 Customization for Local Use 36
6.2 The Role of the EU Resource Identification Hub 36
6.3 Integration into Existing Curricula 37
6.4 Impact on Content Quality and Student Outcomes 37
Unit 7. Case Study: Successful Utilization of Erasmus+ by HEIs in Georgia 38
Conclusion 39
References: 40

Introduction

The toolkit is a comprehensive guide supporting the processes of internationalization in higher education institutions (HEIs). Internationalization is presented as a key element for institutional growth in the global educational environment, requiring a balance between global trends and local needs. The booklet consists of five main units, detailing various aspects of internationalization: institutional strategies, academic cooperation, project management, and university branding.

The aim of the toolkit is to provide comprehensive guidance on accessing and utilizing EU resources, fostering strategic partnerships, aligning with European standards, and implementing innovative practices to enhance institutional operations, curriculum quality, and global competitiveness in key areas such as:

- Accessing EU resources to strengthen academic and operational capacities of Georgian HEIs.
- Aligning with European educational standards to improve institutional quality and international competitiveness.
- Leveraging EU-funded projects to improve institutional content quality and student outcomes.

The first unit presents an introduction to accessing EU resources to enhance the capabilities of Higher Education Institutions (HEIs). This unit discusses key EU resources available for improving HEIs, highlighting the strategic role that Georgian HEIs play in global integration. It covers how these institutions can align with European educational standards, serve as catalysts for economic development, bridge East and West geopolitically, and foster global citizenship and cultural diplomacy.

The second unit focuses on enhancing operational quality through the adoption of EU quality standards. This unit explores the tools for digital transformation and the training and certification processes that are essential for meeting these standards. It covers the EU accreditation framework and its impact on Georgian HEIs, including the accreditation process and its implications for international competitiveness. The unit also discusses modern governance practices and institutional reforms supported by the EU, guiding Georgian HEIs toward sustainable growth.

The third addresses digital transformation and technological integration in Georgian HEIs. It presents opportunities and challenges related to remote learning, and examines the role of data analytics and AI in academic management. The unit also explores the use of virtual labs and digital assessments, as well as the potential of blockchain for credentialing and enhancing academic transparency in Georgian institutions.

The fourth discusses how EU-funded projects can be used to improve curriculum quality. This unit highlights access to high-quality educational materials, their adaptation for Georgian HEIs, and the importance of interdisciplinary approaches in curriculum development. It also covers the development of competency-based curricula and addresses how HEIs can bridge skills gaps to better prepare students for 21st-century careers.

The fifth unit focuses on capacity building and staff development. It examines the role of Erasmus+ in promoting staff mobility and collaboration and emphasizes the importance of lifelong learning and professional development. The unit also discusses EU contributions to leadership development in HEIs, equipping staff with the necessary skills and experiences to drive institutional success.

The sixth covers the use of EU-funded projects for enhancing content quality in HEIs. It highlights the customization of EU resources for local use and the role of the EU Resource Identification Hub. The unit discusses the integration of EU-funded materials into existing curricula and their positive impact on content quality and student outcomes.

The final unit presents a case study of successful utilization of Erasmus+ by Georgian HEIs. This unit offers practical insights from institutions that have effectively used the program to drive institutional growth and development, providing actionable strategies that can be applied to other HEIs in Georgia.

By attending the course, participants will:

- Understand the role of HEIs as sustainable growth and enterprise catalysts in Georgia.
- Learn how to access and utilize EU resources to enhance operational quality and academic content.
- Align institutional goals with EU quality standards and international best practices.
- Explore strategies for digital transformation and technological integration in higher education.
- Foster curriculum innovation to meet 21st-century workforce demands and promote interdisciplinary learning.
- Build institutional capacity through international collaboration, professional development, and leadership training.
- Analyze and apply lessons from successful EU-supported initiatives to achieve impactful outcomes in Georgian HEIs.

The publication offers not only theoretical insights but also practical solutions and recommendations for HEIs to EU resources to improve HEI operational and content quality. It highlights the need to balance global and local priorities, creating a more inclusive, sustainable, and effective model for international engagement.

Unit 1. Accessing EU Resources to Enhance HEIs

In the contemporary world of higher education, competition for livelihood and overall national standing is fundamental to Higher Education Institutions (HEIs) (Hazelkorn, 2018). In other words, the European Union (EU) is a specific source of financial resources and instruments for Higher Education Institutions in Georgia, which could enable them to replenish their capacities and to make themselves more competitive. These are the resources that provide resources for structural changes in core work fields (e.g. quality assurance, international mobility, digitalization (Ilyasov et al., 2023). Georgia higher education institutions with the help of financial resources of EU are able to start modernization to catch up and develop innovation and excellence culture according to the European standards (Iosava, 2019).

The EU's supportive perspective towards higher education becomes visible in a range of programs and initiatives to strengthen the educational sector (Alexiadou and Rambla, 2023). One of these is the Erasmus+ program, a flagship EU initiative that provides major financial support to student and staff exchanges, joint academic programs, and related collaborative projects. This not only enhances the international outlook to academic experience but also provides global networking, which is crucial for the long-term success of HEIs (Bakar et al., 2024). Furthermore, the emphasis on digital transformation by the EU is highly relevant for Georgian HEIs. Access to EU core assets can support the implementation of advanced technology, including learning management systems, virtual labs, and online assessment tools, in an era of increasingly digitized educational processes. This digital backbone is crucial in expanding the accessibility and flexibility of education, making education both more accessible and responsive to the needs of contemporary learners (Kikutadze, V and Lekishvili, T, 2022).

European support can also have a significant impact on quality assurance. Participation in EU-funded quality assurance frameworks and accreditation processes enables Georgian higher education institutions to benchmark themselves against international best practices. This increases their credibility and credibility and also ensures that the university offers only high-quality work to its students (Staring, F and Bacsich, P, 2022). Georgian institutions will be able to update their academic programs across a range of disciplines and implement a multidisciplinary bottom-up orientation forward, therefore equipping students for the labor market of the twenty-first century, by using shared approaches and funding for curriculum modification (Medicine et al., 2020).

In conclusion, by focusing on the strategic use of resources available in the European Union, Georgian HEIs can take advantage of their status, adhere to European standards, and achieve global heights in higher education. It enables universities to embark on a transformative journey to foster a culture of excellence, innovation and global collaboration that will benefit students, faculty and society at large in the long term.

1.1 Key EU Resources for Improving HEIs

The EU has put in place a complete toolkit to lift up HEIs by increasing their effectiveness, educational output, and research possibilities. Such resources enable cross-border collaboration, stimulate innovation and set a standard for aligning institutional processes at par with global standards creating amazing opportunities for HEIs to transform themselves. The tools, particularly in Georgian case are beneficial as the country's HEIs can use their EU funding and programs for educational modernization to catch up with global expectations. This is followed by a more detailed analysis of the most important EU resources vital for better HEIs (European Commission, 2018).

Erasmus+ Program[1]

One of the EU's flagship initiatives is Erasmus+, which promotes educational excellence by creating mobility- and cooperation-related opportunities for everyone. Funding of the program has a very important function since Erasmus+ is providing necessary financing for student and staff movements as well as funding support for academic programs established not by an individual institute, but on the international institutional level, in case they help to strengthen educational capacities (Commission Implementing Decision, 2021). The Key benefits for HEIs are include:

- **Student Mobility:** Erasmus+ grants financial aid to study and train abroad experience different educational systems, cultures, languages for Georgian students. Exposure to such things not only raises the academic level of students, but also helps to make students global citizens, a characteristic especially for the modern interdependent world (European Commission, 2021).
- **Staff Mobility:** Erasmus+ program encourages exchange of academic staff between Georgian and European universities. This mobility supports staff to generate new teaching approaches, disseminate expertise worldwide and strengthen research links. It also encourages an institutional networking, continuity of programmes that benefit both Georgian and European universities (European Commission, 2024a).
- **Capacity-Building Projects:** The program funds capacity-building projects working to reform and upgrade institutional governance, curricula and educational delivery. These projects are to provide Georgia with the opportunity for studying and adopting best practices from European institutions, especially in the field of using modern technologies in higher education, sustainable management of higher education and research (European Commission, 2023).

Impact on Institutional Operations:

Erasmus+ program goes well beyond student and staff mobility. The program then promotes international cooperation by raising standards of operational efficiency in HEIs, and expects

[1] https://erasmus-plus.ec.europa.eu

institutions to adopt their administrative processes to international standards. This makes Georgian HEIs more attractive to international students, staff and researchers, thereby increasing internal efficiency and global competitiveness. Erasmus+ has a demonstrated record of success in modernising teaching and learning, including innovative pedagogy; managing curricula and making them more diverse and inter-disciplinary; improving governance of the institutions to raise their overall quality (European Commission, 2024b).

Horizon Europe[2]

Horizon Europe is the EU's biggest research and innovation programme, making available more than €95 billion (in current prices) over 5 years to boost R&D in a wide range of fields. The program is also designed to contribute to the EU achieving a 'scientific excellence that drives technological advancement and global competitiveness'(Iosava, 2019).

Opportunities for Georgian HEIs:

- **Collaborative Research Projects:** Through Horizon Europe, Georgian HEIs can now participate in cutting-edge research projects with their European partners, resulting in interdisciplinary initiatives that reinforce the research capacity of the institutions involved. Georgian universities could collaborate with top European research institutions in responding these days mainstream global challenges such as climate change, digital transformation as well health crises (Lekashvili, 2019).
- **Innovation and Technology Transfer:** The programme is not only supporting academic research, but also promoting commercialising the research outputs. Develop stronger links to industry (across academia and industry) and create innovation ecosystems that foster startup business environments based on research, from which Georgian HEIs could benefit (Kvirkvaia et al., 2022).
- **Strengthening Research Infrastructures:** Horizon Europe provides funding to develop and improve research infrastructures in HEIs, such as laboratories, data centers or digital platforms. This investment supports research excellence in Georgian HEIs and helps them grow to become more research active, competitive and able to attract high quality researchers and create valuable international networks and partnerships (Toti and Cina, 2024).

Strategic Benefits:

Through Horizon Europe, HEIs in Georgia can create a successful research environment and raise their profile in the international scientific community. Collaboration in research helps institutions gain access to new knowledge or technologies that they may not be able to develop alone. In addition, its emphasis on interdisciplinary research is in line with current academic trends worldwide, which can allow Georgian universities to remain competitive in a global knowledge economy that innovates faster than any other phenomenon.

[2] https://research-and-innovation.ec.europa.eu

European Institute of Innovation & Technology (EIT)[3]

The EIT is a key EU initiative that endeavors on driving innovation in education and industry (Leceta and Könnölä, 2021). Knowledge and Innovation Communities (KICs) organizations aggregating companies, universities, and research institutions in creative hotspots are the principal means of achieving these goals via the EIT (B. Zhang, 2022).

Enhancing HEI Curricula and Entrepreneurship:

- **EIT Label Certification:** The EIT offers various types of official certifications, such as the EIT Label, which recognizes HEI programs that have the highest educational principles for teaching innovation and entrepreneurship. This standard proves that institutions provide industry-related training programs, latest technological updates, and do not develop entrepreneurial skills (Šoštarić et al., 2023).
- **Developing Entrepreneurial Skills:** Georgian higher education institutions that implement EIT innovation-based policies in their curricula then expand entrepreneurship as part of their course offerings. It provides future graduates the tools to generate ideas, build companies and make inputs towards national economic growth (Rosienkiewicz et al., 2024).
- **Cross-Sector Collaboration:** Georgians universities may partner with industry leaders and research organizations through the EIT, allowing for an environment where academic research is directly related to what the market demands. This power industrial edge provides a new phase on the part of HEIs to oversee and manage economic growth, enabling students and researchers with genuine challenges option to practice his or her learning in real-world conditions.

Impact on Educational Quality:

EIT has an impact on the process of delivery of educational content, which helps Georgian HEIs to stay up-to-date not only in terms of academic knowledge, but also with respect to changing requirements for employment. Due to encouraging innovation and creativity among students and faculty, EIT contributes to a more flexiblen learning space which responds directly to the requirements of the present job market, hence increasing graduates employability (Tabatadze and Dundua, 2023).

Europass Digital Credentials Framework[4]

The Europass Digital Credentials Framework provides an easy way to issue, store, and verify academic qualifications and skills in Europe. The framework allows for the awarding of digital

[3] https://eit.europa.eu

[4] https://europass.europa.eu

credentials, such that qualifications can be easily transferred and recognised throughout the Europe Higher Education Area (EHEA) (Gottlieb and Bacharach, 2024).

Key Features and Benefits:

- **Micro-Credentials and Lifelong Learning:** Europass supports cumulative micro-certificates, short and modular courses to update knowledge or acquire work-related skills, developed to meet the needs of the labor market. Particularly useful for lifelong learning initiatives, this may be valuable for students or professionals who want to improve their skills without completing full academic courses.
- **Transparency and Mobility:** As Europass documents are digital, they can be shared more easily across borders so that students or professionals can have their documents recognized in different European countries. It helps promote academic mobility and improves employability by validating student skills in a trusted framework.
- **Blockchain-Enabled Verification:** For security and to guarantee the authenticity of competences, Europass incorporates modern technologies like blockchain. It increases trust in the Georgian HEIs degrees and makes them reliable and easily transferable throughout Europe or abroad.

Impact on HEI Administration and Student Outcomes:

The Europass framework can reduce accreditation administrative costs and simplify document processing for institutions in Georgia. Digital credentials also make it easier for students to transfer their qualifications when they seek work or continue their education elsewhere in Europe. In addition, increased transparency by sending academic qualifications through Europass will give Georgian quality labels more confidence in European standards, thereby raising the international credibility of Georgian HEIs.

1.2 The Strategic Role of HEIs in Georgia's Global Integration

The role of HEIs in Georgia is not only strategically important in terms of emphasizing the connection with the European educational framework and the global economy, but also irreversibly. HEIs are where knowledge production, innovation and human capital development take place, making them essential for driving economic growth and social progress, as universities not only create the human beings of tomorrow, but also embody integrity. For Georgia, the strategic positioning of its colleges and universities is strategically aligned with its ambitions as a powerful member of the global educational and economic establishment. In other words, HEIs of Georgia contribute to the global integration of the country by coordinating with EU standards and participating in international cooperation.

1.2.1 Alignment with European Educational Standards

The European Qualifications Framework (EQF), also known as the European Credit Transfer and Accumulation System (ECTS), links Georgian institutions with those of the other countries in the EU, increasing student and faculty mobility. The harmonization of Georgian qualifications with the standards of EU, where Georgians are culturally present, also means that certificates gained at contemporary programs and in higher education institutions that survive through these kinds of interchange agreements have a chance to be recognized within all of Europe, providing mobility opportunities for graduates as well as researchers (Ana Papiashvili, 2024; Wagenaar, 202AD).

In this regard, they not only live up to international education standards in Georgia but also make Georgian graduates more competitive for further education or the workforce abroad. This is very important for Georgian students as it significantly improves their employability and effectively means their qualifications are globally comparable and competitive. Moreover, such standardization favors the entire value chain of Georgian education for global recognition and enrollment of faculty and students.

1.2.2 HEIs as Catalysts for Economic Development

HEIs act as incubators for innovation and technology transfer, driving economic development in Georgia by preparing a skilled workforce and fostering entrepreneurship (Wadee, 2017). By cooperating with European research institutions and industries, Georgian universities have become centers of applied research and innovation in local problems, as well as contributing to global knowledge. This is evident, for example, in sectors such as digital technologies, environmental sustainability and agriculture, all of which have benefited from results obtained through EU-funded research projects under Horizon Europe.

These partnerships have allowed Georgian HEIs to strengthen the knowledge-based sectors worldwide. Many of these skills are in areas that are high in demand, pointing to top jobs for graduates with those skills like digitalization, engineering, or sustainable development. In addition, HEIs also contribute to entrepreneurship by creating the basic elements in the innovation ecosystems (business incubator for undergraduate entrepreneurs; business accelerator for postgraduate entrepreneurs/faculty inventors/university start-ups) where students and researchers can establish new ventures and transfer their ideas into practice.

1.2.3 Bridging East and West: A Strategic Geopolitical Role

Georgia's geopolitical position at the intersection of Europe and Asia gives the country's universities a unique opportunity to become a bridge between countries with different educational and economic approaches. Therefore, cooperation between Georgian HEIs and with their counterparts in Europe and Asia provides an opportunity for a diverse dialogue of ideas, cultures and research methods. By effectively engaging both regions with best

practices, Georgia's education system will be more versatile and adaptable (Chankseliani and Qoraboyev, 2021).

Georgia's European HEIs, as well as other international offerings in the country, are gateways to the Caucasus and Central Asia for those seeking new opportunities in the region. Georgia's partner universities and research institutes significantly connect European educational projects and research initiatives with new markets and also enable Georgian scholars and students to participate in wider and more diverse scientific-economic networks.

1.2.4 Fostering Global Citizenship and Cultural Diplomacy

Georgia's HEIs not only fulfill their economic and geopolitical functions but are also responsible for the consequences of global citizenship and cultural diplomacy. International conferences, research collaborations, and the like are some of the most effective approaches for universities to promote intercultural understanding among students and faculty while fostering global perspectives. It not only contributes to the personal and professional development of students but also enriches the relationship between Georgia and the global community (Jibladze and Glonti, 2020).

In this way, the Erasmus+ program and other initiatives of the European Union expose Georgian students and academic staff to different academic traditions, methods and cultures. Through this exchange of knowledge, we can create a new generation of global professionals who can work in domestic and international affairs. The HEI then serves as a center for cultural diplomacy, where Georgia is positioned as an active actor in global scientific and political dialogue (Bobotsi, 2021).

1.3 Importance of International Collaboration for HEIs' Growth

International cooperation has become an integral part of the global higher education environment, and the partnership between Georgian HEIs and EU institutions is very important for the development of Georgian HEIs. The university is well-managed to provide the best integration of research and development in the delivery of science and technology content curricula with practical impact, but also to create opportunities for teachers or other professionals. Such partnerships allow higher education institutions to not only keep pace with an ever-changing world, but also contribute significantly to local and global knowledge economies.

1.3.1 Enhancing Research Capabilities through International Collaboration

Increased research capacities in Georgian HEIs (major benefit) Programs like Horizon Europe and Erasmus+ are vital for Georgian universities due to the involvement of funding from the European Union to support joint research projects, also along with other EU-ranking universities. These partnerships allow to open new ways of access to the most modern

research and technology infrastructure and methods that Georgian HEIs might not be able to develop by themselves (Bich Khuyen Dinh et al., 2023).

Collaboration and collaborative research to support global challenges helps Georgian researchers participate in impactful projects in climate change, public health or digital transformation. The sharing of ideas, data and knowledge contributes to the higher quality of research outputs resulting from academic staff, but also ensures that Georgian HEIs are more visible in the global research community. These collaborations will also help Georgian researchers to strengthen their ability to learn and network, which is necessary to lead future research.

1.3.2 Curriculum Development and Academic Innovation

International collaboration in modernizing curricula of Georgian HEIs is significant. The EU institutions can help the Georgian universities implement new academic trends, technologies and interdisciplinary approaches into their programmes. In this way, the educational material would keep syncing with changes in needs at local regional and global labor markets.

This can be through the joint curriculum development, as in projects under Erasmus+ which see Georgian and European institutions co-creating courses that maintain international standards but are relevant to local conditions. This academic exchange has allows Georgian HEIs to implement modern teaching methods, including problem-based learning and digitally-integrated educational resources. This, in turn, enhances the overall education system and contributes to developing better-educated students who are effectively all set for the 21st-century workforce (Fumasoli and Rossi, 2021).

In addition, they generally end up leading to the creation of joint academic provides in entire new avenues for courses like Artificial Intelligence, Renewable Energies, and Sustainable Development (Korzeb et al., 2024). These innovative programs bring in international students and faculty, making Georgian HEIs even more visible to the world.

1.3.3 Professional Development and Training for Staff

A strengthening of contacts with the world outside, not only for research and curricula but also as an excellent opportunity to improve the professional projection of academic and administrative personnel. Many of the EU programs allow staff mobility through, for example, exchange programs, training workshops or collaborative teaching initiatives in various destinations throughout Europe (Leotta and Tutino, 2022; Soulé and Kakoulli Constantinou, 2024).

It gives Georgian educators the opportunity to visit their European colleagues and learn about new approaches to education, student recruitment, as well as organizational development. Employees can be engaged in training related to digital transformation, quality assurance and internationalization, the three main components needed for the modernization of Georgian HEIs, for example. Georgian staff will also learn about best practices from their European

counterparts and will be able to implement innovative ideas in their institutions and improve the standard of teaching, administrative work, and student services.

Additionally, international collaborations lead to mentoring opportunities and give Georgian staff hands-on experience working with seasoned European academics on research and educational programs. This mentorship encourages long-term networking, transfers knowledge and supports a future pipeline of highly skilled higher-education professionals in Georgia.

1.3.4 Expanding Global Networks and Opportunities

The expansion of global academic networks possibly limits one of the far-reaching advantages of international collaboration (Şahin et al., 2024). They will be able to connect with the larger academic world more effectively and that results in increased visibility of Georgian HEIs through cooperation with the HEIs from EU. These networks are vital not just for moving know-how and expertise, but also a means to share resources like research budgets, learning tools and technology.

International collaborations also provide opportunities for Georgian students and faculty to attend various global academic events like conferences, workshops, research symposia etc. This exposure serves to enhance and consolidate the visibility of Georgian HEIs as leading academic experiences, innovation poles and further encourages international mobility of students, faculty and research funding.

Finally, cooperation with EU institutions help to engage Georgian HEIs in global challenges and enable them to have a voice in addressing critical issues. From working together on research about climate change to initiatives across both states aimed at social inclusion, here is a look at some of the many ways in which universities in Georgia are taking on problems that stretch from their own communities to well beyond. Through global engagement, Georgian academia benefits but also the benefits for Georgia as a forward-thinking and globally integrated country.

1.4 The Status Current of the Georgian HEI System

Over the past 20 years, Georgia's higher education system has seen significant upgrading in an effort to improve its competitiveness internationally and bring it into line with European standards. Key reforms have focused on implementing the EQF and ESG for quality assurance. These frameworks have guided the review of the National Qualifications Framework and introduced updated accreditation mechanisms, ensuring transparency and a focus on learning outcomes, employability and research outputs. Adopting a revised framework in 2019 was an important milestone that strengthened institutional accountability and increased the credibility of Georgia's higher institutions on the world stage.

EU-supported programs such as Erasmus+ and Horizon Europe have been effective in enhancing the operational and academic capacities of Georgian HEIs. These initiatives enable Georgian institutions to enhance curricula, adopt innovative teaching methods, and integrate advanced digital technologies, including distance learning platforms, virtual labs, and

blockchain-based accreditation systems. In addition to promoting academic and administrative excellence, these programs have facilitated the mobility of students and staff, interdisciplinary research collaborations, and governance reforms, positioning Georgian universities as competitive players in the European higher education area. Despite these advances, challenges remain, and gaps in digital infrastructure, particularly in rural areas, limit equitable access to modern educational tools. Adapting the EU framework to the specific requirements of Georgian institutions also needs continuous endeavors to ensure local relevance and effect. However, Georgian HEIs are responsible for their excellence and are using international partnerships and EU resources to fill these gaps. By strengthening innovation, improving quality assurance, and expanding global networks, Georgian HEIs are taking important steps towards becoming sustainable and impactful catalysts for national development.

1.5 Learning from Successful EU Models

Technical University of Munich (TUM), Germany

TUM has successfully leveraged EU resources to become a leading institution in research and innovation. One of their notable projects is the EU-funded Graphene Flagship, which is the world's largest research initiative on graphene and related materials. This project has significantly advanced TUM's research capabilities and has led to numerous breakthroughs in materials science and technology. By participating in such high-impact EU projects, TUM has not only enhanced its research output but also strengthened its international collaborations and reputation. This success story showcases how EU resources can help universities achieve excellence and drive innovation.

University of Udine, Italy

The University of Udine has been part of the European Institute of Innovation and Technology (EIT) HEI Initiative. This university received funding and support to develop and implement action plans that improve their entrepreneurial and innovation capacity. This has allowed them to build local innovation ecosystems, foster collaboration between academia, industry, and research institutions, and achieve real institutional change. The success of the University of Udine showcases how EU resources can significantly contribute to the growth and development of higher education institutions, ultimately benefiting both the institutions and the broader community.

Eindhoven University of Technology (TU/e), The Netherlands

TU/e has been involved in various EU-funded projects, including those under the European Institute of Innovation and Technology (EIT) HEI Initiative. Through the EIT HEI Initiative, TU/e has received funding and support to enhance its innovation and entrepreneurial capacity. This has enabled the university to develop strong partnerships with industry, research institutions, and other stakeholders, fostering a vibrant innovation ecosystem. The university has also

implemented action plans to promote entrepreneurship among students and staff, leading to the creation of numerous start-ups and spin-offs.

Lund University.

Lund University has been involved in numerous EU-funded projects, including the Horizon 2020 framework and the European Regional Development Fund (ERDF). Through these EU resources, Lund University has developed and strengthened its research capabilities and innovation initiatives. The university has also fostered collaborations with various industry partners, research organizations, and other universities across Europe. This has led to the development of cutting-edge technologies and innovative solutions, enhancing the university's reputation and impact.

Technical University of Denmark (DTU)

DTU has been highly successful in securing EU research and innovation funding, particularly through the Horizon Europe program. Since 2022, DTU has applied for EU funding for 314 projects, with a significant portion of the funding going towards projects addressing global climate and energy supply challenges. For instance, the TURBO project at DTU focuses on researching more sustainable wind turbine blade manufacturing.

DTU's success in securing EU funding highlights the institution's strong research capabilities and its commitment to addressing critical global issues. This support has enabled DTU to enhance its research infrastructure, foster international collaborations, and contribute to scientific advancements.

Unit 2. Enhancing Operational Quality through EU Standards

In order to be internationally competitive and corresponded with the EU standards of educational system, there is great necessity for increase the operational quality of Georgian HEIs by taking into consideration correspondingreadings exchange and research process from EuropeanHigher Education Space. The structure of the EU publishes a number of frameworks, tools and training programs to improve the quality of institutions for more openness, mobility or digital integration in higher education. They will be used to aid Georgian HEIs in reforming their administrative and educational structures, strengthening the professional and institutional capacities of faculty and staff members, guaranteeing the quality of student qualifications for national labour markets as well European region wide or even broader recognition (Manatos et al., 2017). Table 1 indicates the essence of EU frameworks, digital tools, and training programs that can help Georgian HEIs improve their operational quality and international competitiveness.

Table 1. The components of enhancing operational quality through EU standards for Georgian HEIs

Key Areas	Description	Benefits for Georgian HEIs
Adoption of EU Quality Standards	Georgian HEIs can integrate frameworks such as EQAR, ECTS, and EQF to align with European standards, ensuring international competitiveness and recognition of qualifications.	• **EQAR**: Ensures quality assurance in line with European standards. **ECTS**: Promotes academic mobility and credit transfer. **EQF**: Enhances comparability of qualifications.
European Quality Assurance Register (EQAR)	EQAR is a register that ensures Georgian HEIs adhere to quality assurance processes recognized across the European Higher Education Area (EHEA), promoting trust and transparency.	Facilitates cross-border collaborations and reassures international students of education quality in Georgia.
European Credit Transfer and Accumulation System (ECTS)	ECTS standardizes credit transfers, allowing Georgian HEIs to make their programs compatible with European institutions. This supports student mobility and academic flexibility.	Seamless credit transfer between Georgian and European institutions, enhancing student experience and attractiveness for international students.
European Framework of Qualifications (EQF)	EQF standardizes qualifications across Europe, making it easier to compare and recognize academic and vocational credentials.	Greater transparency and recognition of qualifications, enhancing graduate employability and international mobility.
Tools for Digital Transformation	EU-funded programs like Erasmus+ and Horizon Europe provide access to digital tools that enhance remote learning, online assessments, and data analytics, improving both academic and administrative functions.	• Remote Learning: Expands learning access, reduces costs, and ensures continuity during disruptions. • Data Analytics: Improves decision-making and operational efficiency.
Remote Learning and Online Assessments	Digital platforms supported by Erasmus+ and Horizon Europe allow Georgian HEIs to implement remote lectures, virtual classrooms, and online assessments, making education more accessible and flexible.	Improves accessibility and inclusivity while reducing physical facility costs and enhancing the global reach of Georgian HEIs.

Data Analytics for Administrative Efficiency	Horizon Europe funding allows HEIs to use data analytics for enrollment management, student tracking, and resource allocation, streamlining operations and supporting data-driven decisions.	Enables evidence-based decisions, optimizes student services, and enhances operational transparency.
Training and Certification	Staff development programs, such as DigCompEdu and EntreComp, enhance digital and entrepreneurial competencies, ensuring Georgian educators are equipped for modern education demands.	• DigCompEdu: Builds digital teaching skills. • EntreComp: Fosters entrepreneurship and innovation on campus, preparing students for global workforce challenges.
DigCompEdu (Digital Competence of Educators)	This EU framework enhances the digital competence of educators, promoting the integration of technology in teaching and learning environments to better engage students and foster online collaboration.	Ensures staff can effectively use digital tools to enhance student learning experiences, keeping Georgian HEIs competitive in the digital education landscape.
EntreComp (Entrepreneurial Competence)	EntreComp develops entrepreneurial skills among both educators and students, encouraging creativity, innovation, and problem-solving as essential 21st-century skills.	Cultivates a culture of entrepreneurship, positioning Georgian HEIs as leaders in innovation and problem-solving.

2.1 Adoption of EU Quality Standards

To enhance operational quality, Georgian HEIs can integrate several key EU frameworks into their systems. Notable among these are the European Quality Assurance Register (EQAR), the European Credit Transfer and Accumulation System (ECTS), and the European Framework of Qualifications (EQF).

- **European Quality Assurance Register (EQAR)**: EQAR serves as a register of quality assurance agencies operating within the EHEA, promoting trust and transparency in higher education (Hauptman Komotar, M, 2018; Veiga, 2023). By participating in EQAR, Georgian HEIs ensure that their internal and external quality assurance processes meet the standards recognized across Europe. This facilitates cross-border academic collaborations and reassures international students and institutions that the quality of education in Georgia aligns with European norms.

- **European Credit Transfer and Accumulation System (ECTS)**: ECTS is a standard designed to ensure that academic qualifications are recognized throughout Europe, promoting student mobility and academic flexibility (Gleeson et al., 2021). By adopting ECTS, Georgian HEIs can make their programs more compatible with European institutions, enabling students to transfer credits seamlessly between universities across the EU. This system not only enhances the student experience but also positions Georgian institutions as more attractive destinations for international students seeking exchange opportunities.
- **European Framework of Qualifications (EQF)**: The EQF is a tool designed to standardize qualifications across Europe, enabling learners and employers to compare and understand academic and vocational qualifications more easily (Andrea et al., 2024). By adopting the EQF, Georgian HEIs ensure that their qualifications are more transparent and comparable with those of other European institutions, thus enhancing graduates' employability across the continent. Additionally, EQF adoption supports the recognition of Georgian qualifications in EU member states, thus facilitating the international mobility of graduates.

Overall, these frameworks create a more integrated and cohesive higher education landscape in Georgia, making it easier for institutions to participate in European academic exchanges and research collaborations. They also assure students and employers that the education offered in Georgian HEIs is held to rigorous, internationally recognized standards.

2.2 Tools for Digital Transformation

The integration of digital tools is another key area where Georgian HEIs can improve their operational quality by leveraging EU resources. Through EU funding initiatives like Erasmus+ and Horizon Europe, Georgian institutions can access advanced digital tools that revolutionize both academic and administrative functions.

- **Remote Learning and Online Assessments**: The COVID-19 pandemic highlighted the necessity of remote learning infrastructure in higher education (Mercy et al., 2023). With support from Erasmus+ and Horizon Europe, Georgian HEIs can implement cutting-edge platforms for online education, enabling remote lectures, interactive virtual classrooms, and online assessments. These tools not only enhance accessibility and inclusivity but also reduce operational costs associated with physical facilities. Such platforms ensure continuity of education during disruptions and expand learning opportunities to a global audience.
- **Data Analytics for Administrative Efficiency**: Beyond teaching and learning, EU programs also offer tools for improving administrative operations through data analytics. Horizon Europe funding can help HEIs deploy systems that streamline operations such as enrollment management, student progress tracking, and resource allocation. Data analytics enables institutions to make evidence-based decisions,

optimize student support services, and improve operational transparency (Qing and Wang, 2021). By adopting digital transformation tools, Georgian institutions can operate more efficiently, provide better student services, and remain competitive in a rapidly evolving global education market.

The adoption of these digital tools fosters a more flexible and adaptive educational environment, allowing Georgian HEIs to embrace modern methods of education delivery and administration that are becoming increasingly common across Europe.

2.3 Training and Certification

In addition to adopting quality assurance frameworks and digital tools, Georgian HEIs can significantly enhance operational quality by engaging their academic and administrative staff in training programs that build digital competencies and entrepreneurial skills. The EU offers several relevant training programs that can be directly applied to the Georgian higher education context.

- **DigCompEdu (Digital Competence of Educators)**: DigCompEdu is a framework developed by the EU to support the digital competence of educators (Haşlaman et al., 2024). By participating in DigCompEdu training, Georgian academic staff can improve their proficiency with digital tools used in teaching and learning environments. This includes effective integration of technology into curricula, using digital resources for student engagement, and fostering collaborative online learning experiences. Building digital competence is crucial for ensuring that Georgian HEIs can provide modern, high-quality education that meets the expectations of digitally savvy students.
- **EntreComp (Entrepreneurial Competence)**: EntreComp is another EU framework aimed at developing entrepreneurial skills among educators and students alike. The framework emphasizes creativity, innovation, and problem-solving competencies that are increasingly important in the 21st-century workforce (Ferreras-Garcia et al., 2021). By incorporating EntreComp training into staff development programs, Georgian HEIs can foster a culture of entrepreneurship and innovation on campus. This not only benefits students by preparing them for the challenges of the global economy but also positions HEIs as incubators of new ideas and solutions that can drive societal progress.

By equipping educators with the skills outlined in DigCompEdu and EntreComp, Georgian HEIs can ensure that their teaching staff are prepared to deliver high-quality, future-focused education. These training programs contribute to an institutional culture that prioritizes continuous improvement, ensuring that both staff and students can thrive in a rapidly changing academic and professional landscape.

By adopting EU standards, embracing digital transformation tools, and investing in staff training and certification, Georgian HEIs can significantly enhance their operational quality. These efforts not only align Georgian institutions with European standards but also position them to be more competitive on a global scale. Enhanced operational quality will ultimately

lead to greater academic success, improved student outcomes, and stronger international collaborations, making Georgian higher education a key player in the European Higher Education Area.

2.4 EU Quality Standards and Their Impact on Accreditation

The adoption of EU quality standards has a profound impact on the accreditation process of HEIs in Georgia. Accreditation under EU guidelines ensures that educational programs meet internationally recognized benchmarks of excellence, improving the credibility, recognition, and overall competitiveness of Georgian universities on the global stage. This section explores the accreditation process under EU standards, its role in boosting international competitiveness, and the necessary adaptations Georgian institutions must make to align with these guidelines (Degn et al., 2023).

2.4.1 Understanding the EU Accreditation Framework

Accreditation within the European Union is grounded in the European Standards and Guidelines (ESG) for Quality Assurance, which were developed as part of the Bologna Process. The ESG is a set of criteria designed to ensure that HEIs across Europe provide high-quality education, uphold transparency, and foster continuous improvement (Kohoutek et al., 2018). The framework is implemented through various national and international quality assurance agencies, many of which are registered under the EQAR (Sánchez-Chaparro et al., 2022).

2.4.2 Accreditation Process for Georgian HEIs

For Georgian HEIs, the accreditation process under EU quality standards begins with aligning their educational programs and administrative practices with the ESG framework. This typically involves several steps:

1. **Self-Assessment:** Institutions undertake a comprehensive self-assessment of their internal processes, including teaching methods, learning outcomes, research activities, and governance structures. This self-study identifies areas that meet EU standards and those requiring improvement.
2. **Submission of Accreditation Application:** After the self-assessment, institutions submit an application to a recognized quality assurance agency (often an EQAR-registered agency) for accreditation. The application includes detailed reports on institutional processes, curricula, faculty qualifications, student outcomes, and governance practices.
3. **External Evaluation:** An external review panel, often comprising international experts, visits the institution to conduct an on-site evaluation. The panel examines whether the institution adheres to ESG standards and assesses the institution's ability to provide high-quality education and conduct internationally recognized research.

4. **Accreditation Decision:** Based on the evaluation, the quality assurance agency makes a decision on accreditation. Institutions that meet the standards receive accreditation, while those that fall short may be granted provisional accreditation with conditions for improvement.
5. **Continuous Monitoring and Re-Accreditation:** Accreditation is not a one-time process; institutions must regularly undergo re-accreditation to ensure they continue to meet quality standards. Continuous improvement is a key principle, requiring Georgian HEIs to maintain rigorous internal quality assurance mechanisms.

2.4.3 Implications for International Competitiveness

Achieving accreditation under EU standards significantly enhances the international standing of Georgian HEIs. Accreditation assures prospective students, faculty, and international partners that the institution meets high standards of academic and operational quality (Kumar et al., 2020). This has several implications for international competitiveness:

- **Increased Student Mobility:** Accredited institutions become more attractive to international students who seek globally recognized qualifications. Accreditation also simplifies the process of credit transfers, allowing students to move between institutions within the EHEA more easily.
- **Improved Faculty Recruitment:** Accreditation attracts highly qualified international faculty, who are drawn to institutions that offer high standards of education and research infrastructure.
- **Enhanced Research Collaboration:** Accredited institutions are more likely to form partnerships with leading universities and research centers across Europe, fostering collaborative research projects that contribute to global knowledge and innovation.
- **Greater Access to Funding:** Accredited institutions are eligible for more EU grants and funding opportunities, such as Horizon Europe and Erasmus+, which prioritize high-quality institutions with a proven track record of excellence.

2.4.4 Local Adaptations for Georgian HEIs

To successfully align with EU accreditation standards, Georgian HEIs must adapt certain local practices to meet the ESG requirements. Key adaptations include:

- **Curriculum Modernization:** HEIs must ensure that curricula are designed to meet both local and international demands. This often requires incorporating interdisciplinary approaches, problem-based learning, and updated methodologies to stay relevant in a globalized world.

- **Governance Reforms:** EU accreditation places a strong emphasis on institutional governance. Georgian HEIs may need to reform their leadership and administrative structures to increase transparency, accountability, and strategic planning.
- **Enhancing Research Capacity:** Georgian universities must invest in research infrastructure and foster a culture of research excellence. This includes securing research funding, improving publication output, and encouraging international collaborations.
- **Student-Centered Learning:** EU standards emphasize the importance of student learning outcomes. Institutions need to shift from teacher-centered models to more flexible, student-centered approaches that focus on competencies, critical thinking, and problem-solving skills.

By making these adaptations, Georgian HEIs can meet the rigorous requirements of EU accreditation and position themselves as globally competitive institutions.

2.5 Modern Governance: Institutional Reforms Through EU Support

In recent years, Georgian HEIs have undergone significant institutional reforms, many of which have been driven by EU frameworks and funding programs. Modern governance, characterized by transparency, accountability, and strategic leadership, is essential for creating robust and internationally competitive educational institutions. This section focuses on the governance reforms in Georgian universities, highlighting the impact of EU support on administrative modernization and leadership training (Bora and Schramm, 2023). Table 2 shows the areas where EU support has enabled governance reforms, the specific EU programs involved, and the expected outcomes for Georgian Higher Education Institutions.

Table 2 Key Areas of Institutional Reforms in Georgian HEIs through EU Support

Key Areas of Reform	**Description**	**EU Support Programs**	**Expected Impact on Georgian HEIs**
Decentralized Decision-Making	Shift from centralized governance to greater participation from faculties, departments, and stakeholders.	Erasmus+, Horizon Europe	Fosters a more democratic and flexible governance model, improving responsiveness.
Strategic Leadership & Vision	Development of long-term strategic plans aligned with national goals and European educational standards.	European Institute of Innovation & Technology (EIT), Erasmus+	Ensures alignment with global education markets and enhances institutional growth.
Financial Transparency & Efficiency	Implementation of best practices in budgeting, financial reporting, and resource allocation.	Erasmus+ Capacity Building Initiatives	Increases financial sustainability, optimizes resource use, and attracts investments.
Human Resource Management	Modernization of recruitment, performance evaluation, and professional development for staff.	Erasmus+, EIT, Leadership Training Programs	Enhances workforce motivation, improves recruitment, and fosters faculty development.
Leadership Training Programs	Training in strategic thinking, change management, and global leadership skills for university leaders.	Erasmus+, EIT	Prepares leaders to navigate institutional challenges and drive innovation.
Accountability & Quality Assurance	Adoption of internal and external quality assurance systems aligned with EU standards.	European Standards and Guidelines (ESG), EQAR	Promotes continuous improvement, maintains high academic standards, and ensures accountability.

Unit 3. Digital Transformation and Technological Integration in Georgian HEIs

In the wake of global disruptions like the COVID-19 pandemic, digital transformation in HEIs has emerged as an imperative modernization enabler (A Papiashvili, 2024). There is a growing use of technology in Georgian HEIs, often with the support of EU programs, to promote efficiency in academic activities and quality improvement, methodological problems related

to teaching and access to world online learning resources. The new direction of higher education in Georgia reveals remote learning, virtual laboratories and blockchain technology.

3.1 Remote Learning: Opportunities and Challenges

In the recent decade, remote learning has been one of the cornerstones of modern education and has brought with it many positives due to which students lacking traditional on-campus resources can benefit as well. For many Georgian HEIs, the development of remote learning infrastructures was underpinned by EU programs (e.g., Erasmus+ and Horizon Europe), which have created both opportunities and challenges (Verulava et al., 2023).

Opportunities in Remote Learning:

- **Increased Accessibility and Inclusivity:** Remote learning improves availability so that students from deep-remote areas of Georgia, or even people from other countries can get an education. This support is used to develop digital platforms teaching online courses, lectures with demonstrations, or virtual classrooms for joint interaction. Erasmus+ has, for instance, funded capacity-building projects to help develop Georgian university curricula by including new online educational materials, thus making the education system more comprehensive.
- **Flexible Learning Environments:** Remote learning offers the flexibility to students, in particular when or how they dictate their own course of study. The option suits non-traditional students, such as working professionals and part-time learners, better suited to learn at their own time of convenience. Flexibility has been taken to a next step with the possibility of offers of joint EU-funded degrees replicating existing programmes online**,** such as bilateral partnerships between Georgian universities and European counterparts.

Challenges in Remote Learning:

- **Digital Infrastructure and Connectivity Issues:** One of the greatest problems for Georgian HEIs is related to digital infrastructure and connectivity issues, which leads to barriers across countries. However, many in rural regions are often not able to connect with their students online which makes it essentially impossible for them verge on a fair share at the educational process. That lack of investment has left millions without access to either although many EU-supported projects have made progress in dealing with this, providing funding for new infrastructure (Kosgei et al., 2023).
- **Student Engagement and Interaction:** It is not easy to keep students engaged in a virtual environment. Generally, remote learning, as compared to in-class situations, does not provide nearly the equivalent of live student-teacher interaction. To curb this problem, for example, Georgian universities are utilizing EU-funded digital solutions like interactive learning platforms and virtual coming together. However, keeping students so interested, particularly in programs where hands-on practice is required

(for example, in laboratory-based subjects), appears to be a serious challenge (Krzyżak and Walas-Trębacz, 2024).

Case Study: Erasmus+ and Remote Learning at Ilia State University[5]

Ilia State University in Tbilisi as a case of remote learning embraced by Georgian HEIs with the support from the EU. In the COVID-19 pandemic era, the university was predominantly operated on a blended learning model (with a mix of online and offline classes) through Erasmus +. The program went on to create digital assets for more than 100 courses and split students into online assessments and group projects in order to improve the online Feedback loop. This initiative held promise for the future of remote learning, and showed that technology can deliver educational continuity beyond physical and logistical obstacles.

3.2 Data Analytics and AI for Academic Management

Data analytics and artificial intelligence (AI) are being deployed into the management of academics at an advance rate. Georgian HEIs use these tools for making better decisions, resource distribution, and student support systems with the help of EU programs such as Horizon Europe.

Applications of Data Analytics in HEIs:

- **Enrollment Management and Predictive Analytics:** Universities can optimize their processes in enrollment, retention rate predictions for students and create targeted interventions for students at risk by using data analytics. Horizon Europe funding for Georgian universities to monitor student progress in real time and offer tailored learning paths through advanced data analysis tools (Krzyżak and Walas-Trębacz, 2024).
- **Resource Optimization:** Data-driven approaches help institutions to better allocate their resourcesю from classroom scheduling, faculty workloads, etc. AI algorithms analyze massive datasets and allow managers to allocate resources where they are required the most. Supported by the EU, Georgian universities have begun employing AI to streamline functional operations so that resources are utilized effectively and students get timely help (Gaftandzhieva and Doneva, 2021).

AI for Academic Performance Monitoring:

- **Automated Feedback Systems:** AI-based tools can offer instant feedback about students' performance, informing instructors where learners might need more assistance. This feedback after each question type has to lead to a timely fixation of problems and ultimately favor progress. In Georgia, there have been several EU-funded projects that facilitated the implementation of such AI systems in HEIs (mainly for large-scale courses where manual assessment is difficult) (Hooda et al., 2022).

[5] https://iliauni.edu.ge/en/iliauni/units/foreignrelations/gacvliti-programebi/erasmus23

- **Personalized Learning Paths:** AI powered learning platforms can identify the needs of a student and accordingly structure its educational content. Using data on how students behave and perform, an AI system could determine bespoke study plans for each student to keep them engaged and appropriately challenged. By now, the personal destination of each person is to be discovered more accurately by professors in Georgian HEIs with the transition towards STEM schools ongoing under the patronage of Horizon Europe (Shoaib et al., 2024).

Case Study: Horizon Europe and Data Analytics at Tbilisi State University

Using data analytics to increase student retention and success rates at Tbilisi State University (Georgia), is being supported by a project funded through Horizon Europe[6]. The university installed a predictive analytics platform, which mines student data on grades and attendance as well as how engaged they are with the school in order to determine which students are most likely to fail. This capability could enable administrators to offer tutoring, counseling or any other support service needed that is applicable for student success. This data-centered methodology is making strides in terms of student retention.

3.3 The Role of Virtual Labs and Digital Assessments

STEM education, virtual laboratories, and digital assessments have completely transformed the phase of schooling following global crises like the COVID-19 pandemic. Activities carried out through several EU programmes, including Erasmus + and Horizon Europe have paved the way for the establishment of virtual laboratory environments at universities in Georgia to support practical training of students online.

- **Virtual Laboratories:** The Virtual labs work on a similar principle that for students who are learning online can use to practice experiments without needing access to physical lab space or chemicals Museums, exhibitions and libraries have been virtualized, as well as many other projects such as various virtual labs in chemistry or biology, physics creation by colleges in Georgia with EU funding. These labs offer real environments where students can change variables and see the effect of it too, therefore offering a similar educational experience like a physical lab (Hamed and Aljanazrah, 2020).
- **Collaborative Learning With Virtual Labs**: Online virtual labs provide collaborative learning through group experiments and peer help without the need for physical presence (Bower et al., 2017). Students in Georgia were also able to collaborate with their European counterparts on research projects, using EU-funded platforms. This program culminates with a worldwide perspective and has paramount field experiences in STEM.

[6] https://www.tsu.ge/en/scientific-relations/page/HORIZON-Europe-DSRD

Digital Assessments:

- **Remote and Real-Time Assessments:** Digital assessments, with support from EU programs, enable universities to evaluate the performance of the students by reducing actual time constraints (Deniz et al., 2022). Morecovelms provides assessment via online quizzes, interactive problem-solving sessions and even live proctored exams. Use of these tools has been widespread among Georgian HEIs that ensures academic continuity during times when it is not possible to do in-person assessment.
- **Automated Grading and Feedback:** Automated grading systems, as in those driven by AI, grade all work submitted immediately upon submission with almost no delay between when a student hands in the assignment. This has been most useful in large courses where manual grading would take a long time (Ramesh and Sanampudi, 2022). Georgian universities have been successfully scaling their assessments through digital assessment solutions, financed by EU programs, while retaining academic integrity.

Case Study: Virtual Labs in STEM at Georgian Technical University

Georgian Technical University (GTU) has been a leader in adopting virtual laboratories with the support of Erasmus+[7]. During the pandemic, GTU developed a virtual lab for engineering students, allowing them to conduct experiments related to thermodynamics and fluid mechanics entirely online. This project ensured that students could continue their practical education without disruption, while also providing them with skills in using digital tools for experimentation—a critical competency in the modern engineering workforce.

3.4 Blockchain for Credentialing and Academic Transparency

The role of blockchain technology is slowly increasing in higher education to validate all the academic credentials are both transparent and secure. The EU is leading this charge with programs like the Europass Digital Credentials Framework, which will push for all academic certificates, diplomas and transcripts to be formed and verified through a blockchain system (Kabashi et al., 2024).

Blockchain for Credential Security:

- **Immutable and Verifiable Records:** Academic records are immutable or tamper-proof on the Blockchain (once a credential is issued, it cannot be changed). It reduces the danger of fraud and enables employers, colleges, and other third parties to swiftly confirm that a candidate's certificates are legitimate (Arenas and Fernandez, 2018). EU projects are sponsored Georgia's higher education institutions began issuing digital diplomas and certificates using blockchain technology .
- **Simple and Quick Verification of Credentials:** It's also easier to verify credentials with blockchain, as credentials can be checked instantly without long background checks.

[7] https://help.ece.gatech.edu/labs/virtual

When a student graduates their education history can be verified with one-click for employers and universities. This is especially useful in global settings, where learners are required to demonstrate their knowledge internationally and for the purpose of illustrating their qualifications across borders a system enabled by the Europass Digital Credentials Framework (Baldi et al., 2019).

Blockchain for Academic Transparency:

- **Micro-Credentials and Lifelong Learning:** Blockchain can be used to further enable micro-credentials that are similar to lifelong learning and can be tracked if a nano-certificate is issued (Sabuncu et al., 2022). Through EU-supported blockchain platforms, Georgian universities have been able to issue these credentials, allowing their students to present a range of skill sets to future employers.
- **Transparency in Academic Achievements:** With blockchain system every student, institution and an employer can see the academic achievements. This verifies their credentials and gives students the confidence to share them as they have a degree of reassurance that such data conforms to EU standards (El Koshiry et al., 2023).

Unit 4. Improving Curriculum Quality with EU-Funded Projects

A major impact of EU-funded projects has been transforming curricula at Georgian HEIs. This work also strives to improve access to high-quality educational resources, promote cross-disciplinary collaboration and support the development of competency-based approaches to curricular design that better respond to the needs of a global workforce. Georgian universities have also successfully navigated their way out of socialist stagnation, and through programs such as Erasmus+ (student exchange) and Horizon Europe (scientific excellence) have updated their academic portfolio in order to offer a competitive education targeted at 21st-century challenges (Lezhava, 2024).

4.1 Access to High-Quality Educational Materials

One of the most important advantages of EU-funded projects is that they make state-of-art educational materials available to you. European HEIs provide state-of-the-art content while developing relationships with Georgian universities that otherwise would not be exposed to such material outside of the Erasmus framework.

Key Resources Provided by EU Projects:

- **Open Educational Resources (OER):** Open educational resources EU programs to support development and dissemination of OERs (textbooks, presentations, video tutorials and other materials that can be used for teaching free). They are managed by

top European institutions and can be used in the Georgian education system (Nipa and Kermanshachi, 2020).

- **Collaborative Course Development:** EU-funded projects enable Georgian universities to co-create courses with European ones. Our collaboration results in curricula of the highest quality informed by #chin pedagogy and postsecondary learning trends.
- **Digital Learning Platforms:** Erasmus+ and other EU programs contribute to the development of digital learning platforms that include a variety of educational content. Students may quickly access interactive information such as simulations, virtual laboratories, and multimedia resources via these platforms, improving their experience of learning.

Impact on Georgian HEIs:

A significant improvement in the standard of education in Georgian universities is attributed to access to these high-quality materials. By integration of EU-funded content, institutions can provide students with a more thorough curriculum covering global trends and the latest technologies. Georgia is also interested in the academic benefits and enhancing the quality of their HEIs — many of which then aspire to having graduates who can compete on an international level.

4.2 Adapting EU Materials for Georgian HEIs

By including local case studies, reflecting the specific socio-economic landscape of the country, Georgian universities could make EU funded educational material more relevant. Thus, business and economics courses may incorporate cases from the Georgian firms to help students understand better how material is relevant and applicable. Converting this EU material, frequently published in English or another European language, should also open up those resources to a larger audience through translation into Georgian; students may be disadvantaged by being unable to read a foreign language yet still in need of these resources. If these materials are to be as useful as possible Georgian universities will need to connect them with national education policies and accreditation standards, harmonizing with local laws and regulations while incorporating best practices from around the world (Oleksiyenko, 2023).

Effects on the Quality of Local Curriculum:

The conversion of EU-funded materials to local application maintains such quality which is available within the context of European learning and makes it tailor made in more suitable way for students in Georgian HEIs. By doing this, it provides a fulfilling and useful educational experience that will make students ready for their local and global challenges.

4.3 Enhancing Interdisciplinary Approaches in Georgian HEIs

As the education system comes to increasingly understand and recognize that silos are counterproductive in preparing students for our complex, dynamic, real-world challenges, so too do businesses. EU-funded activities also support integrated curricula development by linking social, natural and humanities-driven knowledge and offering more transdisciplinary approaches to learning providing graduates who are better prepared to face the challenges of the workforce (Popkhadze, 2021).

The Role of Interdisciplinary Education:

- **Cross-disciplinary studies:** A traditional education system insists on putting each field into its box, however, interdisciplinary kills the boundaries between fields and to combine them together. For example, a field of study like sustainable development may blend together aspects of environmental science, economics and public policy so students can learn about different facets of the subject (Ryberg, 2020).
- **Fostering Innovation through Collaboration:** Interdisciplinary learning encourages creativity and innovation by promoting collaboration between students from different disciplines as well as faculty from different departments. EU-funded projects frequently promote interdisciplinary research and teaching that makes it easier for Georgian HEIs to offer integrated programs that capture the best of several disciplines (Moirano et al., 2020).
- **Preparing Future-Ready Graduates:** Graduates of this program will be prepared for future careers, including jobs that do not yet exist. Interdisciplinary education gives students the ability to think critically and solve complex problems. Graduates who can translate across disciplines are those most likely to be able tackle the big issues facing our planet, from climate change through to technological disruption and growing social inequality (De Villiers, 2021).

Support for Interdisciplinary Curricula in the EU:

Funding from EU-funded projects (e.g. Horizon Europe) supports interdisciplinarity, providing the means and resources for course design at various universities in collaboration efforts. Joint degree programs such as those supported by Erasmus+ frequently blend social sciences with technical disciplines, which helps students to develop a combination that can address the integrated nature of modern problems across fields (Kosmützky and Wöhlert, 2021).

4.4 Developing Competency-Based Curricula

Competency-based education (CBE) is generally a model where students move through their courses not dependent on credits based on time spent in class but instead mastery over specific skills and learning outcomes. This is an increasingly common trait of initiatives funded by the EU, which embeds curricula clarifying workers with appropriate competences for specific vocational outcomes.

Characteristics of Competency-Based Curricula:

- **Focus on Skills and Competencies:** CBE centers on the acquisition of immediate, market-relevant skills, instead of aiming for a broad education like many traditional college programs seek to achieve. The students were then assessed as to whether they could exhibit their capacity in these areas and on graduation, employers ensured that the graduates are market ready.
- **Flexible Learning Paths:** CBE allows students to work at their own pace, transitioning from one competency to the next once they complete the first one. This mode of personalized learning enables students to address areas where they are struggling, and progress faster in subjects where they excel.
- **Real-World Application:** Competency-based programs involve lab courses, internships, and other hands-on experiences where a student can apply theoretical knowledge. The university works with industry on EU projects which makes it possible when relevant to students be trained practically.
-

EU Support for CBE in Georgian HEIs:

EU programmes like Erasmus+ and Horizon Europe have played a key role in supporting Georgian higher education institutions to develop competence-based programmes. These projects will offer assistance for designing curriculum, faculty development and evaluation in alignment with CBE principles.

4.5 Bridging Skills Gaps: Preparing Students for 21st Century Careers

Technology is advancing at breakneck speed, and the global labor market is changing drastically, creating wide skill gaps for much-needed skills, such as digital literacy, green technology, or even entrepreneurship. EU-funded initiatives at Georgian universities were created to address these differences and develop new programs reflecting future labor market demands (Riga, 2024).

Key Areas of Focus:

- **Digital Skills:** This is a world where the digital revolution has fundamentally turned much of the industry upside down, creating a global skills shortage in computer-literate graduates.
- **Sustainable Development:** The EU is focusing a lot on sustainability, and Georgian universities are making their programs fit this priority. In terms of course development, the university is using EU funding to develop a pathway in environmental science, as well sustainable business and green technologies pathways, helping ensure that our graduates are fully equipped to support the global move towards a more sustainable economy.

- **Entrepreneurship and Innovation:** HEIs in Georgia are increasingly concentrating on entrepreneurship, where EU funding has helped the creation of innovation hubs, business incubators and startup accelerators. This fosters a spirit of innovation and enterprise through which students learn skills to create their own companies sustaining economic development.

Unit 5. Capacity Building and Staff Development

HEIs are facing many challenges in the field of sustainability and acceptance of the global education platform in a way that is in line with its development, diversity and growth, which makes capacity building a means for HEI progress. Continuous professional development of academic and administrative staff in Georgian HEIs is a key element for the competitiveness operation, and provision surface that promise quality delivery education. The EU has been central to extending staffing support through programmes like Erasmus+ and Horizon Europe, which facilitate international networks, career advancement pathways and executive training interventions (Tabatadze and Chachkhiani, 2022).

5.1 The Role of Erasmus+ in Staff Mobility and Collaboration

The Erasmus+ program is a cornerstone of the EU's efforts to promote staff mobility and foster collaboration across European HEIs. This initiative offers Georgian university staff both academic and administrative the opportunity to participate in exchange programs, collaborate with international counterparts, and engage in professional development activities. These exchanges are vital for enhancing the competencies of staff, improving teaching quality, and building long-lasting international networks (Isaeva et al., 2021).

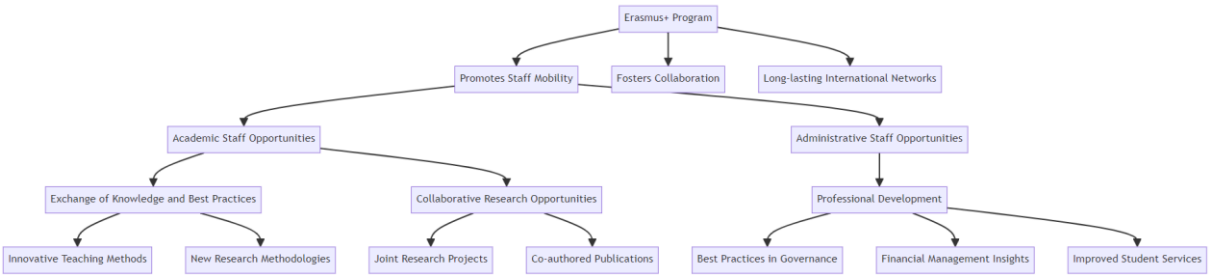


Figure 1 The role of the Erasmus+ program in promoting staff mobility and collaboration among Georgian university staff

Staff mobility within the framework of Erasmus+ provides opportunities for Georgian universities to transfer knowledge, conduct joint research and promote professional development. Through faculty mobility, staff members may observe different teaching styles and approach research in a European higher education institution which might introduce them to new ways of thinking that they can implement when they return home. These international

research collaborations enable researchers in Georgia and Europe to jointly take up their common challenges, allowing for co-authored publications and enhanced research capacity. Administrators also get to see what it looks like to do governance and management well, which can help support better and more transparent operations for the university (Figure 1).

5.2 Lifelong Learning and Professional Development

In today's ever-changing educational landscape (which sees the advent of new teaching technologies, research methodologies and administrative practices on a regular basis) continuous staff development is crucial. The EU has a whole studiously encourages continuous professional development and lifelong learning opportunities towards university staff through various schemes of exchanges, online platforms for collaborative work or even certifications frameworks (Moonasar, 2024).

EU Support for Continuous Professional Development:

- **EU Online Platforms and MOOCs (Massive Open Online Courses):** The European Schools Network has a range of online platforms including eTwinning, the European School Education Platform, and OpenLearn -- all with extensive offers on professional development courses. Georgian HEI staff can sign up for courses covering digital education, pedagogical innovation or leadership. This allows staff to access these courses remotely, at their own pace, which means they can upgrade themselves constantly without having to take long breaks from work (Voudoukis and Pagiatakis, 2022).
- **Digital Teaching Competency Certification Frameworks:** Programs such as DigCompEdu (the European Digital Competence Framework for Educators), provide guided professional development pathways to equipped staff in digital pedagogies (“Analysis of Frameworks for Digital Skills Training for Secondary School Teachers,” 2024). The issue applies very pointedly as cash-strapped universities use more and more digital tools to educate and administrate. With DigCompEdu certification, educators in Georgia are utilizing technology to make a real-world impact on teaching and learning.
- **Workshops, Conferences, and Webinars:** The EU brings together to address emerging trends in higher education through workshops, conferences and webinars. Such a platform gives direct access to georgian staff from higher education institutions to hear the newest updates about the digital transformation, the inclusive education, and the sustainable development. Staff attending these events at both overseas and home locales are able to network, learn best practice and implement new things within their institutions (Meyer et al., 2021).

- **Impact of Lifelong Learning on Georgian HEIs:** Creating a culture of lifelong learning, the EU helps Georgian HEIs continue to provide quality education and management. The system of vertical advancement constantly develops faculty expertise, and it enables new operating practices for service efficiency to be introduced by administrative staff. As a result, students have a better situation and Georgian universities benefit from better recognition abroad (Erguvan, 2024).

5.3 EU Contributions to Leadership in HEIs

Strong leadership is critical to the success of any organization, and HEIs are no different. EU also provided significant support in terms of leadership development by offering various instruments which promoting the training or managers, managerial competency development and colleague mentorship programmes to Georgian universities. The programs are designed to norm leadership behaviors that aspire towards innovation, strategic planning, and good governance at the university level.

Leadership Training Programs:

- **Development of Strategic Leadership:** EU-supported strategic leadership development has been surpassed by such things as the Erasmus/project 2020 for joint scholarships centres, FF and Horizon Europe to develop thinking, skills with university system leaders. They are aimed at assisting HEI administrators in creating multi-source planning processes to advance long-term institutional goals and match resources to strategic directions, while attending to issues surrounding resource constraints, student diversity, and technology. In Georgia, the country that has signed an association and security agreement with the EU, rectors and deans of Georgian universities can benefit from attending workshops sponsored by the EU where they learn how to develop strategic plans that are compliant with both national education policies, as well as global trends in higher education.
- **Development of Managerial Competency:** Effective leadership also needs strong managerial skills which means good planning, execution, and follow-up. Training Financial and Human Management Program: experiences on Quality assurance in higher education aimed at university/Private training Center you! The goal of these programs is to help those pursuing higher education leadership roles develop the competencies required to manage finances, oversee faculty and staff, and ensure that their institutions comply with international quality regulations. Initiatives supported by the EU, such as the European Institute of Innovation & Technology (EIT), have assisted Georgian university leaders in creating innovation-driven governance models, to ensure that institutes can remain competitive in a growing knowledge-based economy.

Mentorship Opportunities and Peer Learning:

- **Peer Learning Platforms:** The EU further facilitates peer learning among HEI administrators through projects such as the Leadership Development Programme (LDP), sharing best case examples in university governance. Georgian university leaders, for example, would be able to link up not only with European peers but also learn from much longer-established institutions information on the best governance practices (including models that allow universities to maintain their unique cultures while enhancing overall efficiency), internationalization strategies and student support systems.
- **Mentorship for Emerging Leaders:** Senior mentors in established European institutions are matched to emerging leaders in Georgian universities under this specific measure led by EU projects that develop mentoring programs for Emerging Leaders. They provide leadership support, give advice on leading through the maze of academia, and assist their mentees in defining a leadership direction for themselves. Such mentorship supports the next wave of leaders who will be empowered to innovate and better convert our HEIs for greater impact.

Unit 6. Use of EU-Funded Projects for Content Quality

The integration of EU-funded projects, such as Erasmus+ and Horizon Europe, into the academic strategies of Georgian HEIs represents a transformative opportunity for elevating the quality of educational content. These funding mechanisms provide access to ready-made educational materials that can be customized to meet local needs while aligning with international standards. Using the extensive resources available through EU initiatives, Georgian HEIs can ensure that their curricula are modern, globally relevant and can prepare students for the demands of the 21st century workforce (Kropp and Larsen, 2023).

One of the primary benefits of EU-funded projects is the direct access to a wealth of peer-reviewed educational content produced by leading European institutions. Erasmus+ and Horizon Europe, in particular, support collaborative partnerships between institutions across Europe and beyond, fostering the development and sharing of high-quality academic resources. Through these collaborations, Georgian HEIs can access a range of educational materials, including:

Teaching Modules: Ready-made, structured educational modules that can be integrated into existing curricula. These modules often come with lesson plans, assessments, and multimedia resources that enhance the learning experience (Abdulrahaman et al., 2020).

Digital Learning Materials: In an era where digital literacy is increasingly critical, EU-funded projects provide access to digital textbooks, interactive platforms, and virtual learning environments. These resources not only modernize the delivery of content but also expand the accessibility of education, allowing students to engage with materials in new and dynamic ways (Mokhtari, 2023).

Evaluation Methods: Effective assessment strategies are key to measuring student success and ensuring academic quality. EU-funded projects include cutting-edge evaluation tools that help instructors assess learning outcomes more effectively, using both traditional methods (exams, essays) and modern techniques (online assessments, real-time feedback systems) (Meylani, 2024).

These resources, developed through extensive research and collaboration, are peer-reviewed and subject to rigorous quality control processes, ensuring that they meet high academic standards. Georgian HEIs can take advantage of this by incorporating these materials into their curricula, thereby elevating the quality and consistency of the education they offer.

6.1 Customization for Local Use

While EU-funded projects provide ready-made materials, the true strength of these resources lies in their flexibility and adaptability. Georgian HEIs are not limited to using these materials in their original form; instead, they can customize them to reflect local contexts, cultural nuances, and the specific needs of their student populations.

EU educational materials can be adapted to incorporate Georgian examples, case studies, and historical contexts, ensuring that students can relate to the content while still benefiting from international perspectives. For instance, a European business case study can be supplemented with examples from Georgian industries, making the content more relevant and engaging for students. Many EU-funded educational materials are available in multiple languages, and institutions are often encouraged to translate them into their native languages. For Georgian HEIs, this means that they can offer high-quality, internationally recognized content in Georgian, thereby enhancing accessibility and inclusivity for students who may not be fluent in other languages. While EU standards provide a framework for academic quality, Georgian HEIs can adjust these resources to meet national educational policies and goals. For instance, teaching modules can be aligned with the priorities of the Georgian Ministry of Education and Science, ensuring that graduates are well-prepared to contribute to the national economy and workforce. By customizing these materials, Georgian HEIs can ensure that they not only meet international standards but also remain relevant and responsive to local needs. This approach fosters a more integrated and comprehensive educational experience for students, combining global knowledge with local insight.

6.2 The Role of the EU Resource Identification Hub

The EU Resource Identification Hub, an online platform that allows institutions to easily identify, access, and integrate educational materials created by EU-funded projects, is a critical enabler of this content availability (Cetl, 2020; Meylani, 2024). The hub serves as a centralized repository of resources, offering a streamlined process for Georgian HEIs to discover relevant content. The hub ensures that Georgian HEIs can quickly find and access high-quality, peer-reviewed teaching modules, digital resources, and evaluation methods. By

filtering content based on subject, language, or level of study, institutions can efficiently integrate the most relevant materials into their curricula.

In addition to providing content, the hub also facilitates partnerships and collaborations between Georgian and European HEIs. By participating in collaborative projects, Georgian institutions can contribute to the development of new educational materials, ensuring that their needs and perspectives are included in future resources. The platform is regularly updated with new materials and innovations, ensuring that the resources remain current and reflective of the latest trends in education and research. This continuous flow of up-to-date content allows Georgian HEIs to keep their curricula aligned with international advancements, enhancing their global competitiveness.

6.3 Integration into Existing Curricula

The integration of EU-funded educational materials into existing curricula represents a significant step toward enhancing content quality at Georgian HEIs. The materials provided through Erasmus+ and Horizon Europe projects can complement and enhance current course offerings, providing students with access to globally recognized content while maintaining the integrity of the institution's academic goals (T. Zhang, 2022).

For foundational courses such as economics, engineering, or political science, EU-funded resources can introduce new perspectives and methodologies. By integrating these materials, instructors can offer students a more comprehensive understanding of their subjects, blending local and international perspectives. For more specialized elective courses, EU resources can provide access to cutting-edge research and niche topics that may not have been previously available in Georgian institutions. For example, materials on sustainable development or digital transformation can offer students insights into emerging fields, preparing them for future careers. Many of the teaching modules and digital resources available through EU-funded projects incorporate innovative pedagogical methods, such as problem-based learning, flipped classrooms, and collaborative online learning environments. By adopting these approaches, Georgian HEIs can enhance student engagement, improve learning outcomes, and foster a more dynamic and interactive educational environment.

6.4 Impact on Content Quality and Student Outcomes

By incorporating EU-funded projects into their curricula, Georgian HEIs can significantly improve the overall quality of their educational content. This, in turn, has a direct impact on student outcomes, as students benefit from exposure to internationally recognized standards and cutting-edge knowledge. With access to high-quality, peer-reviewed materials, students are more likely to perform well academically (Isaeva et al., 2021). The integration of diverse perspectives and up-to-date research helps students develop a deeper understanding of their subjects, leading to improved grades and learning outcomes. Exposure to globally relevant content ensures that students graduate with the skills and knowledge necessary to compete

in the international job market. Whether students choose to remain in Georgia or pursue opportunities abroad, their education will be recognized and valued by employers around the world (Bunescu and Gaebel, 2018). By aligning their curricula with EU standards, Georgian HEIs enhance their reputation and competitiveness in the global higher education landscape. This can lead to increased enrollment of international students, stronger partnerships with European institutions, and greater participation in global academic exchanges.

Unit 7. Case Study: Successful Utilization of Erasmus+ by HEIs in Georgia

One of the key benefits of Erasmus+ for Georgian HEIs has been the development of curricula aligned with European educational standards. Erasmus+ has facilitated numerous partnerships between Georgian universities and European counterparts, enabling the transfer of knowledge and best practices.

Table 2. Successful Erasmus+ Projects in Georgian Higher Education Institutions: Key Achievements and Outcomes

Institution	Project Name	Focus Area	Key Outcomes
Tbilisi State University (TSU)	Development of European Studies Curriculum	Curriculum Development, Academic Collaboration	Developed a European Studies program aligned with EU standards, credit recognition for student mobility.
Georgian Agricultural University	Modernization of Agricultural Science Curricula in Georgia	Curriculum Modernization, Agriculture	Introduced modules on sustainable farming and precision agriculture, increased student employability.
Ilia State University (ISU)	Promoting Student and Staff Mobility Between ISU and EU Partners	Student & Staff Mobility	Enabled hundreds of students to study abroad, improved staff teaching methods through exchange programs.
Akaki Tsereteli State University (ATSU)	Fostering International Mobility in Georgian Universities	Internationalization, Student & Staff Mobility	Established bilateral agreements with European universities, enhancing global academic exposure.

Batumi Shota Rustaveli State University (BSRSU)	University Governance Reform and Modernization	Institutional Governance, Administrative Modernization	Implemented modern governance structures, improved financial management and student services.
Ivane Javakhishvili Tbilisi State University (TSU)	Digitalization of University Administrative Services	Digital Transformation, Administrative Modernization	Digitalized administrative processes, improving efficiency and transparency.
Georgian Technical University (GTU)	Research Capacity Building in Engineering and Technology Fields	Research Development, Technology	Strengthened research in renewable energy and smart technologies, joined Horizon Europe projects.
Caucasus University	Developing Entrepreneurship and Innovation Skills	Entrepreneurship, Innovation	Integrated entrepreneurial skills into curricula, fostering student start-ups and innovation culture.

Conclusion

The "CBT1 - Accessing EU Resources to Improve HEI Operational and Content Quality" indicates the considerable opportunities that the resources of EU provide HEIs, especially in Georgia. Through the mutual support programs of the European Union Erasmus +, Horizon Europe, as well as tools such as Europass - the digital credit framework, Georgian HEIs can adapt their work, modernize the educational content and bring it into line with international standards. These resources have focused on areas such as digital transformation, international mobility, quality assurance and curriculum development etc. The EU frameworks: EQAR, ECTS and the EQF also help to guarantee quality, credibility and international recognition of qualifications. This ensures that these resources are used strategically, and finally, supports the modernization and innovation of Georgian HEIs and their increased competitiveness on global education scene who receive EU support.

References:

Abdulrahaman, M.D., Faruk, N., Oloyede, A.A., Surajudeen-Bakinde, N.T., Olawoyin, L.A., Mejabi, O.V., Imam-Fulani, Y.O., Fahm, A.O., Azeez, A.L., 2020. Multimedia tools in the teaching and learning processes: A systematic review: Heliyon [WWW Document]. URL https://www.cell.com/heliyon/fulltext/S2405-8440(20)32155-1 (accessed 9.15.24).

Alexiadou, N., Rambla, X., 2023. Education policy governance and the power of ideas in constructing the new European Education Area. Eur. Educ. Res. J. 22, 852–869. https://doi.org/10.1177/14749041221121388

Analysis of Frameworks for Digital Skills Training for Secondary School Teachers: A Systematic Review, 2024. . TEM J. 13, 1038–1050.

Andrea, T., Caforio, A., Romano, E., Lamponi, E., Pollini, A., 2024. The development of a Competence Framework for Environmental Education complying with the European Qualifications Framework and the European Green Deal [WWW Document]. URL https://www.tandfonline.com/doi/full/10.1080/00958964.2023.2259846 (accessed 9.15.24).

Arenas, R., Fernandez, P., 2018. CredenceLedger: A Permissioned Blockchain for Verifiable Academic Credentials | IEEE Conference Publication | IEEE Xplore [WWW Document]. URL https://ieeexplore.ieee.org/abstract/document/8436324 (accessed 9.23.24).

Bakar, A.N., Mahmud, M.B., Mokhtar, R., Ibrahim, K., 2024. Being Mega And Becoming International: Opportunities and challenges for Universiti Teknologi MARA (UiTM). Environ.-Behav. Proc. J. 9, 77–82. https://doi.org/10.21834/e-bpj.v9iSI22.5814

Baldi, M., Chiaraluce, F., Kodra, M., Spalazzi, L., 2019. [1910.04622] Security analysis of a blockchain-based protocol for the certification of academic credentials [WWW Document]. URL https://arxiv.org/abs/1910.04622 (accessed 9.23.24).

Bich Khuyen Dinh, N., Zhu, C., Caliskan, A., 2023. Academic Leadership Development: An Exploratory Study on the Impacts at the Institutional Level Based on an Erasmus+ Capacity Building Project - Ngoc Bich Khuyen Dinh, Chang Zhu, Aysun Caliskan, Zhao Cheng, 2023 [WWW Document]. URL https://journals.sagepub.com/doi/full/10.1177/21582440231205128 (accessed 9.21.24).

Bobotsi, C., 2021. EU Education Diplomacy: Embeddedness of Erasmus+ in the EU's Neighbourhood and Enlargement Policies. College of Europe EU Diplomacy Paper 3/2021. (Working Paper).

Bora, S.I., Schramm, L., 2023. Toward a more 'sovereign' Europe? Domestic, bilateral, and European factors to explain France's (growing) influence on EU politics, 2017–2022 | French Politics [WWW Document]. URL https://link.springer.com/article/10.1057/s41253-022-00203-y (accessed 9.23.24).

Bower, M., Lee, M.J., Dalgarno, B., 2017. Collaborative learning across physical and virtual worlds: Factors supporting and constraining learners in a blended reality environment - Bower - 2017 - British Journal of Educational Technology - Wiley

Online Library [WWW Document]. URL https://bera-journals.onlinelibrary.wiley.com/doi/full/10.1111/bjet.12435?casa_token=GkMpWfD3C7gAAAAA%3AxtYL5T6RfAJ5vP_z1PPzTsNYPAUDIC6hXvLkCxft3U6rvcBlt11ojYzQINXxVaYABj0Hbna_9-GvlYM (accessed 9.23.24).

Bunescu, L., Gaebel, M., 2018. National initiatives in learning and teaching in Europe. In A report from the European Forum for Enhanced Collaboration in Teaching (EFFECT) project. Bruss. Eur. Univ. Assoc. Recuperado De.

Cetl, V., 2020. Digitally-enabled Development for a Sustainable Future in Eastern Europe.

Chakhaia, L., Bregvadze, T., 2018. Georgia: Higher Education System Dynamics and Institutional Diversity, in: Huisman, J., Smolentseva, A., Froumin, I. (Eds.), 25 Years of Transformations of Higher Education Systems in Post-Soviet Countries, Palgrave Studies in Global Higher Education. Springer International Publishing, Cham, pp. 175–197. https://doi.org/10.1007/978-3-319-52980-6_7

Chankseliani, M., Qoraboyev, I., 2021. Higher education contributing to local, national, and global development: new empirical and conceptual insights | Higher Education [WWW Document]. URL https://link.springer.com/article/10.1007/s10734-020-00565-8 (accessed 9.21.24).

Commission Implementing Decision, 2021. framework of inclusion measures of Erasmus+ and European Solidarity Corps 2021-27.

De Villiers, R., 2021. Seven principles to ensure future-ready accounting graduates – a model for future research and practice. Meditari Account. Res. 29, 1354–1380. https://doi.org/10.1108/MEDAR-04-2020-0867

Degn, L., Madsen, M., Brøgger, K., 2023. Translating quality criteria in university accreditation. J. Account. Organ. Change 19, 588–602. https://doi.org/10.1108/JAOC-02-2022-0030

Deniz, S., Müller, U.C., Steiner, I., Sergi, T., 2022. Online (Remote) Teaching for Laboratory Based Courses Using “Digital Twins” of the Experiments | J. Eng. Gas Turbines Power | ASME Digital Collection [WWW Document]. URL https://asmedigitalcollection.asme.org/gasturbinespower/article-abstract/144/5/051016/1130858/Online-Remote-Teaching-for-Laboratory-Based (accessed 9.23.24).

El Koshiry, A., Eliwa, E., Abd El-Hafeez, T., Shams, M.Y., 2023. Unlocking the power of blockchain in education: An overview of innovations and outcomes - ScienceDirect [WWW Document]. URL https://www.sciencedirect.com/science/article/pii/S2096720923000404 (accessed 9.23.24).

Erguvan, E.B., 2024. From Classroom to Career: Quantifying the Role of Lifelong Learning in Job Market Success for Georgian University Graduates. J. Educ. Black Sea Reg. 9, 72–90. https://doi.org/10.31578/jebs.v9i2.319

European Commission, 2024a. “Higher Education (Teaching Staff).” Erasmus+ Programme, https://erasmus-plus.ec.europa.eu/opportunities/opportunities-for-individuals/teaching-opportunities-for-staff/higher-education-teaching-staff. Accessed 19 Sept. 2024.

European Commission, 2024b. Implementation Guidelines: Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy, https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy.

European Commission, 2023. Erasmus+ International Credit Mobility, Handbook for Participating Organisations.

European Commission, 2021. Erasmus+ : over € 28 billion to support mobility and learning for all , across the European Union and beyond For More Information (Issue March).

European Commission, 2018. Proposal for a COUNCIL RECOMMENDATION on Key Competences for Lifelong Learning. --— Retrieved: https://ec.europa.eu/transparency/regdoc/rep/1/2018/EN/COM-2018-24-F1-EN-MAIN-PART-1.PDF.

Ferreras-Garcia, R., Sales-Zaguirre, J., Serradell-López, E., 2021. Developing entrepreneurial competencies in higher education: a structural model approach. Educ. Train. 63, 720–743. https://doi.org/10.1108/ET-09-2020-0257

Fumasoli, T., Rossi, F., 2021. The role of higher education institutions in transnational networks for teaching and learning innovation: The case of the Erasmus+ programme - Fumasoli - 2021 - European Journal of Education - Wiley Online Library [WWW Document]. URL https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12454 (accessed 9.21.24).

Gaftandzhieva, S., Doneva, R., 2021. DATA ANALYTICS TO IMPROVE AND OPTIMIZE UNIVERSITY PROCESSES. ICERI2021 Proc. 6236–6245. https://doi.org/10.21125/iceri.2021.1404

Gleeson, J., Lynch, R., McCormack, O., 2021. The European Credit Transfer System (ECTS) from the perspective of Irish teacher educators - Jim Gleeson, Raymond Lynch, Orla McCormack, 2021 [WWW Document]. URL https://journals.sagepub.com/doi/full/10.1177/1474904120987101 (accessed 9.15.24).

Gottlieb, M., Bacharach, G., 2024. Cleaning Up: Interplay Between European Standards and Verifiable Credentials for Higher Education Institutions | SpringerLink [WWW Document]. URL https://link.springer.com/unit/10.1007/978-3-031-26190-9_81 (accessed 9.21.24).

Hamed, G., Aljanazrah, A., 2020. The effectiveness if using virtual experiments on students' learning in the general physics lab | FADA ::Birzeit University Institutional Repository [WWW Document]. URL https://fada.birzeit.edu/handle/20.500.11889/6731 (accessed 9.23.24).

Haşlaman, T., Atman Uslu, N., Mumcu, F., 2024. Development and in-depth investigation of pre-service teachers' digital competencies based on DigCompEdu: a case study. Qual. Quant. 58, 961–986. https://doi.org/10.1007/s11135-023-01674-z

Hauptman Komotar, M, 2018. Quality assurance of internationalisation and internationalisation of quality assurance in Slovenian and Dutch higher education: European Journal of Higher Education: Vol 8, No 4 [WWW Document]. URL

https://www.tandfonline.com/doi/abs/10.1080/21568235.2018.1458635 (accessed 9.15.24).

Hazelkorn, E., 2018. Reshaping the world order of higher education: the role and impact of rankings on national and global systems*. Policy Rev. High. Educ. 2, 4–31. https://doi.org/10.1080/23322969.2018.1424562

Hooda, M., Rana, C., Dahiya, O., Rizwan, A., Hossain, M.S., 2022. Artificial Intelligence for Assessment and Feedback to Enhance Student Success in Higher Education - Hooda - 2022 - Mathematical Problems in Engineering - Wiley Online Library [WWW Document]. URL https://onlinelibrary.wiley.com/doi/full/10.1155/2022/5215722 (accessed 9.23.24).

Ilyasov, A., Imanova, S., Mushtagov, A., Sadigova, Z., 2023. Modernization of quality assurance system in higher education of Azerbaijan. Qual. High. Educ. 29, 23–41. https://doi.org/10.1080/13538322.2022.2100606

Iosava, L., 2019. Internationalization and Academic Mobility: Trends and Prospects in Georgian Higher Education, in: Wiseman, A.W. (Ed.), Annual Review of Comparative and International Education 2018, International Perspectives on Education and Society. Emerald Publishing Limited, pp. 255–267. https://doi.org/10.1108/S1479-367920190000037019

Isaeva, R., Gurbanova, V., Baghirov, P., 2021. National Impact Study on Capacity Building in Higher Education Action Projects in Azerbaijan Funded by the EU Erasmus+ programme implemented in the period of 2015-2020 (Working Paper).

Jibladze, E., Glonti, L., 2020. Higher Education Systems and Institutions, Georgia, in: Teixeira, P.N., Shin, J.C. (Eds.), The International Encyclopedia of Higher Education Systems and Institutions. Springer Netherlands, Dordrecht, pp. 1055–1063. https://doi.org/10.1007/978-94-017-8905-9_393

Kabashi, F., Snopçe, H., Luma, A., Neziri, V., 2024. [2406.15482] Blockchain for Academic Integrity: Developing the Blockchain Academic Credential Interoperability Protocol (BACIP) [WWW Document]. URL https://arxiv.org/abs/2406.15482 (accessed 9.23.24).

Kikutadze, V, S., D., Lekishvili, T, 2022. Peculiarities of Digital Transformation of Higher Educational Institutions in Georgia | SpringerLink [WWW Document]. URL https://link.springer.com/unit/10.1007/978-3-031-45601-5_21 (accessed 9.14.24).

Kohoutek, J., Veiga, A., Rosa, M.J., Sarrico, C.S., 2018. The European Standards and Guidelines for Quality Assurance in the European Higher Education Area in Portugal and the Czech Republic: Between the Worlds of Neglect and Dead Letters? | Higher Education Policy [WWW Document]. URL https://link.springer.com/article/10.1057/s41307-017-0050-z (accessed 9.21.24).

Korzeb, Z., Alonso-Fariñas, B., Irimia-Diéguez, A.I., Naharro, F.J., Kobylińska, U., Pietro, F.D., Sanchez, M.J.P., Rollnik-Sadowska, E., Szpilko, D., Szydło, J., Gallegos, A.D.L.T., 2024. Sciendo. Eng. Manag. Prod. Serv. 16, 68–89. https://doi.org/10.2478/emj-2024-0014

Kosgei, A.J., Kipkoech, L., Limo, A., 2023. The Availability of Infrastructure to Support Digital Learning in Public Universities During the Post COVID-19 Era in Uasin Gishu County, Kenya | Journal of Research in Education and Technology [WWW Document]. URL

https://blueprintacademicpublishers.com/index.php/JORET/article/view/7 (accessed 9.23.24).

Kosmützky, A., Wöhlert, R., 2021. Varieties of collaboration: On the influence of funding schemes on forms and characteristics of international collaborative research projects (ICRPs) - Kosmützky - 2021 - European Journal of Education - Wiley Online Library [WWW Document]. URL https://onlinelibrary.wiley.com/doi/full/10.1111/ejed.12452 (accessed 9.23.24).

Kropp, K., Larsen, A.G., 2023. Changing the topics: the social sciences in EU-funded research projects | Comparative European Politics [WWW Document]. URL https://link.springer.com/article/10.1057/s41295-022-00313-5 (accessed 9.23.24).

Krzyżak, J., Walas-Trębacz, J., 2024. Challenges in remote education: analysis of social interaction, motivation and engagement. E-Mentor 104, 44–53. https://doi.org/10.15219/em104.1654

Kumar, P., Shukla, B., Passey, D., 2020. IMPACT OF ACCREDITATION ON QUALITY AND EXCELLENCE OF HIGHER EDUCATION INSTITUTIONS.

Kvirkvaia, M., Kikutadze, V., Dagelishvili, N., Gujaraidze, G., Tavkhelidze, T., 2022. THE STUDY OF COOPERATION BETWEEN HIGHER EDUCATION INSTITUTIONS AND EMPLOYERS IN GEORGIA 2.

Leceta, J.M., Könnölä, T., 2021. Fostering entrepreneurial innovation ecosystems: lessons learned from the European Institute of Innovation and Technology: Innovation: The European Journal of Social Science Research: Vol 34, No 4 [WWW Document]. URL https://www.tandfonline.com/doi/abs/10.1080/13511610.2019.1612737 (accessed 9.21.24).

Lekashvili, E., 2019. Management on innovations in Georgian higher educational institutions key problems with teaching economic science.

Leotta, P.C., Tutino, V., 2022. A Simple User Guide for Erasmus+ Teaching and Training. The Case of the University of Catania, in: Gude Prego, J.J., de la Puerta, J.G., García Bringas, P., Quintián, H., Corchado, E. (Eds.), 14th International Conference on Computational Intelligence in Security for Information Systems and 12th International Conference on European Transnational Educational (CISIS 2021 and ICEUTE 2021). Springer International Publishing, Cham, pp. 245–253. https://doi.org/10.1007/978-3-030-87872-6_24

Lezhava, D., 2024. Sciendo. TalTech J. Eur. Stud. 14, 71–89. https://doi.org/10.2478/bjes-2024-0004

Manatos, M.J., Sarrico, C.S., Rosa, M.J., 2017. The European standards and guidelines for internal quality assurance. TQM J. 29, 342–356. https://doi.org/10.1108/TQM-01-2016-0009

Medicine, N.A. of S., Engineering, and, Affairs, P. and G., Workforce, B. on H.E. and, Program, S. and T. for S., Levels, C. on S.S.P. and C. at the U. and G., 2020. Strengthening Sustainability Programs and Curricula at the Undergraduate and Graduate Levels. National Academies Press.

Mercy, D., Masengu, R., Sibanda, S., Mandongwe, L., 2023. Assessment: higher education institutions' innovative online assessment methods beyond the era of the COVID-19

pandemic - ScienceDirect [WWW Document]. URL https://www.sciencedirect.com/science/article/abs/pii/B9780323955003000109 (accessed 9.15.24).

Meyer, M.F., Ladwig, R., Dugan, H.A., Anderson, A., Bah, A., Boehrer, B., Weathers, K.C., 2021. Virtual Growing Pains: Initial Lessons Learned from Organizing Virtual Workshops, Summits, Conferences, and Networking Events during a Global Pandemic - Meyer - 2021 - Limnology and Oceanography Bulletin - Wiley Online Library [WWW Document]. URL https://aslopubs.onlinelibrary.wiley.com/doi/full/10.1002/lob.10431 (accessed 9.23.24).

Meylani, R., 2024. A Comparative Analysis of Traditional and Modern Approaches to Assessment and Evaluation in Education. Batı Anadolu Eğitim Bilim. Derg. 15, 520–555. https://doi.org/10.51460/baebd.1386737

Moirano, R., Sánchez, M.A., Štěpánek, L., 2020. Creative interdisciplinary collaboration: A systematic literature review - ScienceDirect [WWW Document]. URL https://www.sciencedirect.com/science/article/pii/S187118711930219 6?casa_token=q-E_7PG0gk4AAAAA:quuXgc-OnqCELXeM7cTYlWMzFQdZG4jJuqL_ZMjrVrpgzblS3U6yXTOjDptzR3fiJjtTX701OA (accessed 9.23.24).

Mokhtari, F., 2023. Fostering Digital Literacy in Higher Education: Benefits, Challenges and Implications | International Journal of Linguistics, Literature and Translation [WWW Document]. URL https://al-kindipublisher.com/index.php/ijllt/article/view/6233 (accessed 9.15.24).

Moonasar, A., 2024. Continuing professional development and the changing landscape of academic libraries. Libr. Manag. 45, 226–242. https://doi.org/10.1108/LM-09-2023-0100

Nipa, T.J., Kermanshachi, S., 2020. Assessment of open educational resources (OER) developed in interactive learning environments | Education and Information Technologies [WWW Document]. URL https://link.springer.com/article/10.1007/S10639-019-10081-7 (accessed 9.23.24).

Oleksiyenko, A.V., 2023. De-Sovietisation of Georgian higher education: deconstructing unfreedom: Quality in Higher Education: Vol 29, No 1 [WWW Document]. URL https://www.tandfonline.com/doi/abs/10.1080/13538322.2022.2100599 (accessed 9.23.24).

Papiashvili, Ana, 2024. The Bologna Process and Georgian Higher Education: Advances in Academic Social Responsibility. Eur. Educ. 56, 1–17. https://doi.org/10.1080/10564934.2023.2299444

Papiashvili, A, 2024. The Bologna Process and Georgian Higher Education: Advances in Academic Social Responsibility: European Education: Vol 56, No 1 [WWW Document]. URL https://www.tandfonline.com/doi/abs/10.1080/10564934.2023.2299444 (accessed 9.23.24).

Popkhadze, N., 2021. Exploring Pathways To Innovation and Entrepreneurship in Georgian Higher Education Context - Trepo [WWW Document]. URL https://trepo.tuni.fi/handle/10024/125020 (accessed 9.23.24).

Qing, G., Wang, Y., 2021. Factors Affecting the Efficiency of University Administration Based on Big Data Analysis | 2021 2nd International Conference on Computers, Information Processing and Advanced Education [WWW Document]. URL https://dl.acm.org/doi/abs/10.1145/3456887.3457109 (accessed 9.15.24).

Ramesh, D., Sanampudi, S.K., 2022. An automated essay scoring systems: a systematic literature review. Artif. Intell. Rev. 55, 2495–2527. https://doi.org/10.1007/s10462-021-10068-2

Riga, Z., 2024. Exploring the Skills Gap: Evaluating the Alignment Between Post-Secondary Education and Employment Skills [WWW Document]. URL https://repository.ihu.edu.gr/xmlui/handle/11544/30427 (accessed 9.23.24).

Rosienkiewicz, M., Helman, J., Cholewa, M., Molasy, M., Górecka, A., Kohen-Vacs, D., Winokur, M., Amador Nelke, S., Levi, A., Gómez-González, J.F., Bourgain, M., Sagar, A., Berselli, G., Benis, A., 2024. Enhancing Technology-Focused Entrepreneurship in Higher Education Institutions Ecosystem: Implementing Innovation Models in International Projects. Educ. Sci. 14, 797. https://doi.org/10.3390/educsci14070797

Ryberg, M., 2020. Governing Interdisciplinarity: Stakes and Translations of Interdisciplinarity in Danish High School education. Copenhagen Business School [Phd].

Sabuncu, F.H., Çukurbaşı Çalışır, E., Kisla, T., 2022. Eğitim 4.0 Sürecinde Öğretmenlerin Teknoloji Yeterliği Öz Değerlendirmelerinin İncelenmesi.

Şahin, S.Z., Şahin, B.B., Söylemez, E., 2024. Research in Educational Administration and Leadership » Submission » An Evaluation of the Spatial Repercussions of Student Mobility Policy in European Higher Education Area Using Network Analysis [WWW Document]. URL https://dergipark.org.tr/en/pub/real/issue/83953/1392301 (accessed 9.21.24).

Sánchez-Chaparro, T., Remaud, B., Gómez-Frías, V., Duykaerts, C., Jolly, A.M., 2022. Benefits and challenges of cross-border quality assurance in higher education. A case study in engineering education in Europe: Quality in Higher Education: Vol 28, No 3 [WWW Document]. URL https://www.tandfonline.com/doi/abs/10.1080/13538322.2021.2004984 (accessed 9.21.24).

Shoaib, M., Sayed, N., Singh, J., Shafi, J., Khan, S., Ali, F., 2024. AI student success predictor: Enhancing personalized learning in campus management systems - ScienceDirect [WWW Document]. URL https://www.sciencedirect.com/science/article/pii/S0747563224001699?casa_token=accsomfiDiwAAAAA:R2Yz61DM0_1NC-brmm7878qsnSUhQRyeIgpdVfOhrADls01lCg5J56IV2ABqCyvguOlZFAsidQ (accessed 9.23.24).

Šoštarić, S.B., Paszkowska, G., Jansson, N., Lopes, L., Miravalles, A.S., Maričić, A., 2023. Curriculum Development for Improving Mineral Exploration-Related Master

Programs towards Innovation, Entrepreneurship and Social Responsibility [WWW Document]. URL https://www.mdpi.com/2673-4605/15/1/8 (accessed 9.21.24).

Soulé, M.V., Kakoulli Constantinou, E., 2024. Digital Pedagogies for Higher Education: The Design of an Online Training Programme for Academic Staff, in: Zaphiris, P., Ioannou, A. (Eds.), Learning and Collaboration Technologies. Springer Nature Switzerland, Cham, pp. 91–102. https://doi.org/10.1007/978-3-031-61672-3_7

Staring, F, B., M., Bacsich, P, I., D., 2022. Digital higher education : Emerging quality standards, practices and supports | OECD Education Working Papers | OECD iLibrary [WWW Document]. URL https://www.oecd-ilibrary.org/education/digital-higher-education_f622f257-en (accessed 9.14.24).

Tabatadze, S., Chachkhiani, K., 2022. University-Based Research and Development in Georgia, in: Chankseliani, M., Fedyukin, I., Frumin, I. (Eds.), Building Research Capacity at Universities: Insights from Post-Soviet Countries. Springer International Publishing, Cham, pp. 201–221. https://doi.org/10.1007/978-3-031-12141-8_11

Tabatadze, S., Dundua, S., 2023. Research in Educational Administration and Leadership » Submission » Education Policy Transfer and Policy Change: Examining the Case of the National Assessment and Examination Center of Georgia [WWW Document]. URL https://dergipark.org.tr/en/pub/real/article/1156035 (accessed 9.21.24).

Toti, L., Cina, E., 2024. SUSTAINABLE DEVELOPMENT OF SCIENTIFIC RESEARCH INFRASTRUCTURE FOR QUALITY AND INNOVATIVE HIGHER EDUCATION IN THE FIELD OF INFORMATION TECHNOLOGY. . Vol.

Veiga, A., 2023. Unthinking the European Higher Education Area: differentiated integration and Bologna's different configurations, in: Globalizing Higher Education and Strengthening the European Spirit. Routledge.

Verulava, T., Shengelia, K., Makharashvili, G., 2023. ERIC - EJ1383227 - Challenges of Distance Learning at Universities during the COVID-19 Pandemic in Georgia, Journal of Learning for Development, 2023 [WWW Document]. URL https://eric.ed.gov/?id=EJ1383227 (accessed 9.23.24).

Voudoukis, N., Pagiatakis, G., 2022. Massive Open Online Courses (MOOCs): Practices, Trends, and Challenges for the Higher Education. Eur. J. Educ. Pedagogy 3, 288–295. https://doi.org/10.24018/ejedu.2022.3.3.365

Wadee, A.A., 2017. Higher Education: Catalysts for the Development of an Entrepreneurial Ecosystem, or … Are We the Weakest Link? - Ahmed A. Wadee, Anshu Padayachee, 2017 [WWW Document]. URL https://journals.sagepub.com/doi/10.1177/0971721817702290 (accessed 9.21.24).

Wagenaar, R., 202AD. 6 International Student Mobility Based on Learning Outcomes and Workload: The European Credit Transfer and Accumulation System [WWW Document]. URL https://www.degruyter.com/document/doi/10.1515/9781553395560-008/pdf?licenseType=restricted (accessed 9.21.24).

Zhang, B., 2022. The alliance effects of technological innovation strategic alliance: A comparative analysis between EIT KICs and ITISAs: Innovation: The European Journal of Social Science Research: Vol 0, No 0 [WWW Document]. URL https://www.tandfonline.com/doi/abs/10.1080/13511610.2022.2121266 (accessed 9.21.24).

Zhang, T., 2022. National developments in learning and teaching in Europe. Bruss. EUA Eur. Univ. Assoc.

RiHEI

FACULTY OF MANAGEMENT University of Lodz

TUM int TUM International GmbH The University Company

MARTIN-LUTHER-UNIVERSITÄT HALLE-WITTENBERG

KUTAISI INTERNATIONAL UNIVERSITY



Co-funded by the European Union **Project Number: 101125355 (ERASMUS-EDU-2023-CBHE)**

CC BY NC SA

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.