**Attachment # 3**

**Public Consultations**

**Summary Report**

**Description of the public consultation process**

Following the "Rule for the development, monitoring, and evaluation of policy documents" approved by the Resolution N629 of the Government of Georgia on December 20, 2019, the process of public consultations of the drafts of the 2022-2030 Unified National Strategy for Education and Science and the 2022-2024 Sectoral Action Plans was accomplished from December 7, 2021, to January 21, 2022. It is noteworthy that the Ministry of Education and Science ensured active communication with the members of the interdepartmental council - state agencies, and other stakeholders of the mentioned strategy and action plan and integrated their opinions into relevant policy documents before starting public consultations. Thus, local and international organizations and state agencies could submit proposals and/or requests for additional clarifications regarding various strategy components.

The following documents were submitted for consideration within the framework of public consultations:

1. The 2022-2030 Unified National Strategy for Education and Science of Georgia
2. Logical Frame of the 2022-2030 Unified National Strategy for Education and Science of Georgia
3. The 2022-2024 Early and Preschool Education Development Action Plan
4. The 2022-2024 General Education Development Action Plan
5. The 2022-2024 Vocational Education Development Action Plan
6. The 2022-2024 Higher Education Development Action Plan
7. The 2022—2024 Science and Technology Development Action Plan.

The public application, indicating the format of public consultations, deadlines, and contact information of the agency responsible for receiving feedback, was published on the official website of the Ministry of Education and Science, together with the documents under consideration. The Department of International Relations and Strategic Development of the Ministry of Education and Science was determined to be responsible for conducting the public consultation process.

December 27 was the pre-registration deadline for receiving notes and recommendations in electronic form and participating in online consultations.

In order to receive electronic feedback and register for participation in online consultations, the documents in question were sent electronically to educational institutions, local resource centers, partners of the Ministry, and other interested parties.

Taking into account the expressed interest, the Ministry organized, and the Democratic Engagement Centers supported the extension of the online public consultations period; hence the communication with the interested parties took place from December 16 to January 21. All interested persons and organizations could participate in the meetings and express their opinion. If desired, they were also given the opportunity to present suggestions and/or comments regarding the discussed projects. A total of 8 online meetings were held with the participation of 202 representatives (individuals and organizations) from different regions of Georgia. It is essential that not only non-governmental organizations in the capital city but also local initiative groups, representatives of public organizations, students, and social movements participated most actively in the process.

|  |  |  |  |
| --- | --- | --- | --- |
| Individual, teacher, student, parent, interested person | Еducational institution | Nongovernmental organization | Local self-government/territorial body, etc. |
| 20 | 100 | 62 | 20 |
| 202 | | | |

In addition to the above, the Ministry organized a summary online consultation meeting on December 30, 2021. On January 21, 2022, the Ministry provided a public review of the inclusiveness component of the Unified National Strategy for Education and Science and respective Action Plans per the feedback received. The participants expressed important opinions and comments on the issues.

**Analysis of feedback received within the framework of public consultations**

In the process of public consultations, the Ministry of Education and Science received more than 300 technical, methodological, and substantive recommendations from organizations and individuals, specific recommendations for 61 sectors.

**The received recommendations were grouped into the following blocks:**

* General recommendations regarding document style, structure, and factual accuracy of the presented information
* Recommendations and proposals related to each sub-sector's action plan and strategy narrative.

It should be noted that the received feedback was significantly related to the analysis breakdown of the problems described in the strategy or to the general recommendations for the appropriateness and implementation of the highlighted priority directions. Several individuals and organizations also provided thematic studies and other research and analytical papers.

The second sectoral priority of the strategy - improving equality and inclusive policies, caused particular interest. Consequently, many organizations have recommended inclusive language use, access to quality education for non-dominant groups, and lifelong learning and employment opportunities.

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| --- | --- |
| * Specific recommendations for sub-sectors | |
| Total number of received recommendations | **60** |
| Incorporated | 36 |
| Partly incorporated | 5 |
| Not incorporated/or not considered at this stage | 12 |
| Not relevant/not considered within this action plan, but acceptable | 7 |
| * General recommendations that were presented in the format of proposed changes | |
| Comments on the style and structure of the strategy document are considered | over 300 |
| Comments related to the accuracy and relevance of the professional terminology used in the strategy document and the references are considered. | 50 |

For the electronic proposals' registration, an appropriate form was created to register the content of the recommendation and the Ministry's feedback and justification in case the recommendation was considered

The relevant sectoral departments of the Ministry of Education and Science discussed the recommendations for the action plan prepared in the sub-sectoral direction. It should be noted that more representatives of professional groups and interested parties were involved in discussing the individual recommendations.

[See the details of the received recommendations and the Ministry's feedback in the attached table N1.](file:///C:\Users\Marina\Downloads\საჯარო%20კონსულტაციების%20ანგარიშის%20დანართი.xlsx)

To summarise the above, despite the limited timeframe and the epidemiological situation, which led to the conduct of a significant part of the public consultations electronically, the overall process proved an open, inclusive and collaborative environment. At the same time, the opportunities and challenges that will enable the responsible agencies to conduct the strategy implementation process more effectively and in coordination with the target groups have been identified. Alongside this, more intensive and proactive communication with direct and immediate partners, educational institutions, teachers and educators, students, and parents through the preparation of documents tailored to them and the development of flexible review mechanisms are essential.

***Attachment: Table of Recommendations***

a) **General recommendations that were presented in the format of proposed changes**

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| --- | --- | --- | --- |
| **1** | **Recommendations on the style and structure of the strategy document** | Comments submitted in the format of a change recommendation; over 300. | Considered |
| **2** | **Recommendations related to the accuracy and relevance of professional terminology and references used in the strategy document** | Comments submitted in the format of a change recommendation; total 50. | Considered |

**b) Specific recommendations for each sub-sector**

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| --- | --- | --- | --- | --- | --- |
| N | **Sector** | **Person/organization presenting the recommendation** | **Comment/Recommendation** | **Ministry's feedback** | **Comment** |
| 1 | Early and Preschool Education | Center for Democratic Engagement – summarized comments | The plan should reflect the issue of establishing early and preschool education institutions as independent legal entities throughout Georgia, similar to the Tbilisi model. It will facilitate the mobility of kindergartens and make them more flexible in responding to local challenges. | Not considered at this stage | Establishing kindergartens as independent legal entities in municipalities other than Tbilisi and leaving them with the existing model has its advantages and disadvantages.  According to the changes introduced in the law On Early and Preschool Education, the National Center for Education Quality Enhancement will carry out the authorization of the preschool institutions in the transition period. The process identifies strongly justified needs. It is appropriate to return to the discussion of the issue with in-depth arguments and relevant evidence after completing the first wave of authorization. |
| 2 | Early and Preschool Education | Center for Democratic Engagement – summarized comments | Along with the measures described in the plan aimed at raising the teachers' qualifications, it is desirable to include in the action plan the issue of training the members of the advisory councils in early and preschool education institutions so that their activities become more efficient and effective. | Not considered at this stage | In the current model of the legal arrangement of public kindergartens, it is impossible to appoint advisory councils in all institutions. In a large number of kindergartens, only one educator is employed. The formation of the preschool education system is in its initial stage. The primary goal is for all educators to pass the basic training module with the following joining the professional development system and appropriate training. The strategy also covers parent education. Accordingly, the Advisory Council will include persons with minimal knowledge. Municipalities should provide retraining. Considering the burden to be carried out by Municipalities as part of responsibilities to retrain educators, Administration representatives and to arrange an environment that meets educational needs, resources need to be purchased - imposing additional obligations is unrealistic. |
| 3 | Early and Preschool Education | Center for Democratic Engagement – summarized comments | Today, families with preschool children of special educational needs are deprived of the opportunity to use preschool education services due to the lack of teachers trained in inclusive education and specialized support staff in early and preschool education institutions. Therefore, it is necessary to integrate the preparation/retraining of the mentioned personnel in the action plan. | Considered |  |
| 4 | Early and Preschool Education | Center for Democratic Engagement – summarized comments | Since the local government is responsible for carrying out the authorization of the early and preschool educational institutions, the action plan should consider the creation of a special guideline for the municipalities, which will contain detailed recommendations about the said authorization process. It will exclude the possibility of different interpretations, and the authorization will be carried out according to a uniform standard throughout Georgia. | Not relevant | With the amendments made in the Law of Georgia On Early and Preschool Education dated 15/02/2022, the National Center for the Education Quality Enhancement carries out the authorization process until 2030. |
| 5 | Early and Preschool Education | UNICEF | As for Output 2.1.3 - "Improving access to early education and school readiness programs for children at various risks and disadvantaged conditions," it should be noted that improving access should probably be the first output because if the child does not go to kindergarten, there is no sense in improving the educational process. The point is also essential to provide for: the creation and implementation of state policies to improve access to early childhood and preschool education for children at various risks and in disadvantaged conditions throughout the country. | Considered | Evidence regarding access to preschool education services for children from families with low socio-economic status was not presented. Services in all municipalities are entirely free.  Adjusted activities related to access for children with special needs: 2.1.1.3 and 3.1.1.1. |
| 6 | Early and Preschool Education | UNICEF | As for the management and financing of early and preschool education, "it is important to focus on two financing issues:  1. Gradual increase in funding (without this, it will be impossible to achieve other goals and objectives);  2. Introduction of innovative funding models focused on the quality and availability of early and preschool education.  It is important to define specific activities and relevant indicators in the action plan regarding these two issues." | Not considered at this stage | Municipalities increase the financing of preschool education annually. The authorization process will enforce this.  Studying, piloting, and analyzing alternative funding models is necessary to change the existing one.  Since there is no clear vision at this stage, and considering the results of authorization, it will be more justified to make decisions in this direction. |
| 7 | Early and Preschool Education | UNICEF | Output 3.1.1 Modernization and accessibility of the network of early and preschool education and development in all of Georgia - concerning this output, it is crucial to include the following activities:  "1. Establish coordination and close cooperation between the central and local governments to improve the quality and availability of early and preschool education.  2. Introduction of funding models focused on the quality and availability of early and preschool education". | Not relevant | 1. According to the amendments implemented in the Law of Georgia "On Early and Preschool Education" dated 15/02/2022, the National Center for Education Quality Enhancement carries out authorization until 2030. Hence, the cooperation of all branches of the central government and municipalities will be ensured.  2. See the previous comment. |
| 8 | Early and Preschool Education | UNICEF | Output 3.1.3 must use systematic monitoring and self-evaluation mechanisms to increase the quality of the educational process in early and preschool education institutions - including monitoring and evaluating accessibility and management issues. Thus, it will be important to go beyond the institutional level and implement a data collection and analysis system at a higher level. | Not relevant | The amendments implemented in the Law of Georgia "On Early and Preschool Education" dated 15/02/2022 provide a self-assessment platform developed by EMIS, where data will be collected centrally. |
| 9 | General Education | Razmik Badalyan | Create a Georgian language course on the DUALINGO platform to teach and popularize the Georgian language. | Not considered at this stage | Creating the Georgian language course on the platform indicated in the recommendation is not considered at this stage. Since it requires a lot of procedures and resources, it was impossible to initiate this proposal at the project preparation stage. However, it is possible to investigate the required input and relevant services for its creation. |
| 10 | General Education | Razmik Badalyan | Enhancing access to the Internet and technologies through the following initiatives: Memorandum of Cooperation between the Ministry and Internet provider companies on providing preferential Internet packages for socially vulnerable students; The Ministry should provide socially disadvantaged high school students with computers and the Internet. | Considered | The new strategy for education and science fully shares the importance of tackling the digital divide and enhancing access to the internet and technology. At this stage, the Ministry is implementing targeted programs, and the Memorandum of Cooperation between the Ministry and Internet provider companies already exists. |
| 11 | General Education | Razmik Badalyan | To implement a zero-tariff system for educational platforms, such as, for example, the el.ge platform, which is already being worked on, aiming at the distance and hybrid learning approaches introduction. | Not considered at this stage | It is beyond the competence of the Ministry of Education and Science at this stage. At the activity level, the possibility of creating such a course could be discussed with the relevant services. |
| 12 | General Education | Razmik Badalyan | Promoting the idea of Citizen Science to foster interest in research, technology, and innovation from an early stage of education. | Considered | The recommendation was reflected in the strategy document. |
| 13 | General Education | Coalition Education for All Georgia | As for school autonomy strengthening, nothing is mentioned in the strategy document regarding the depoliticization of the school system, which is the main challenge. Regarding the issues of depoliticization, see the detailed recommendations included in the Strategy's Situation Analysis and Overview of Key Goals and Objectives. | Partly considered | The strategy envisages the creation of a new concept of the school leader, a new system of principals' certification, and a new model of financing schools. This priority will be taken into account in the following work process. |
| 14 | General Education | Coalition Education for All Georgia | a) p. 30: "2.6 Challenges in Governance, Accountability, and Funding in the Education and Science Sectors."  Suggested wording: **The use of politicization tools in the education system is a systemic issue.** However, one of the Ministry's priorities since 2012 has been the depoliticization of the education system. (In this regard, a special commission was created on October 30, 2012, based on the order N1375 of the Minister of Education and Science of Georgia. The commission's purpose was to review existing disputes by a collegial body functionally and structurally independent from the Ministry and to strengthen public trust by ensuring a transparent decision-making process. Unfortunately, the use of politicization tools remains a systemic problem. It is not fragmented, and the analysis of existing practice shows that it has been repeated for years. | Not relevant | The presented proposal is not relevant to challenge 2.6 line of the strategy. |
| 15 | General Education | Coalition Education for All Georgia | b) p. 61: 3.4.3 Strategic objective III.  Governance, financing, and accountability  Suggested wording (bold):  [Text from Strategy Paper, p. 61]  "The third main strategic goal of the education and science system is the establishment of strong autonomous educational and science and research institutions and support their development by providing them with adequate resources and funding and facilitating governance and accountability mechanisms. It includes state financial resources  mobilization, efficient and optimal use of limited resources and  management of education or science and research institutions through the balanced support for decentralization and autonomy mechanisms of effective accountability and control."  Most importantly, it also means taking actionable steps toward depoliticizing educational institutions. | Not relevant | The presented recommendation is irrelevant to the given priority of the strategy. |
| 16 | General Education | Coalition Education for All Georgia | **c) General recommendations for consideration in the action plan:** to conduct consultations/working meetings with public organizations,  to take concrete, effective steps in the direction of depoliticization;  • Revision of the rules for the selection and appointment of public schools' principals, including acting ones;  • Review the internal audit mechanism established by order of the Minister of Education so that it does not become a punitive tool for public school principals for their different political views; In this regard, one of our recommendations is to create a permanent independent commission that will work towards the depoliticization of schools, and that will have high legitimacy and authority. | Partly considered | The strategy envisages the creation of a new concept of the school leader and a new system of certification of principals. The concept will take into account the priorities expressed in the recommendations. |
| 17 | General Education | Coalition Education for All Georgia | Regarding the approaches to the professional development of teachers (output 1.2.1), it is important to support prioritized continuous professional development at the school base. It is necessary to diversify and decentralize professional services. Involvement of subject associations, therefore, creating a favorable environment for them. Shared resource: (1) Natalia Edisherashvili,. Margus Pedaste and Äli Leijen The review of existing teacher standards against contemporary international requirementsand their alignment with the current National Curriculum – recommendations for further elaboration of the Teacher Professional Standards in Georgia. Education Coalition, 2021. | Considered | The importance of teachers' continuous professional development is fully shared in the education and science strategy, and the system's refinement and improvement are one of the main tasks of the action plan for 2022-2024. Detailed recommendations can be discussed during the action plan implementation process. |
| 18 | General Education | Coalition Education for All Georgia | As for developing educational resources, it is essential to emphasize supporting the process of working on the students' books in their creation and grading. At the same time, it is important to increase the remuneration of textbook authors and offer them flexible working conditions. The development of the bank of electronic resources and, most importantly, raising the awareness of authors and developing competencies to eliminate all kinds of discrimination and create inclusive educational literature is also essential.  **Shared resources: 1.** Giorgi Chanturia, Mary Kadagidze. Equality Policy in the General Education System. Young Lawyers Association of Georgia. Tbilisi: Tbilisi 2020. 2. Giorgi Chanturia, Mary Kadagidze. School Textbooks Authors' Needs Survey; Key Findings and Recommendations. Young Lawyers Association of Georgia. Tbilisi: 2021. | Considered | All these circumstances will be taken into account in the process of planning and resource development. |
| 19 | General Education | Coalition Education for All Georgia | To create a safe and supportive environment (Output 1.2.5), it is important to develop programs such as mental health, social-emotional skills development, healthy eating, nutritional education, and others.  In addition, in the same context, it is fundamentally essential to prioritize nutrition and food programs. | Partly considered | The problem of nutrition is actively discussed at this stage. Shortly, it will be reflected in the policy documents of the Ministry. |
| 20 | General Education | Coalition Education for All Georgia | Concerning eliminating educational losses (Output 2.2.1), it is welcomed that the strategy document recognizes the existence of educational gaps and the need for interventions to be implemented. We believe it is necessary to complete a "learning gap analysis" and prepare a "recovery plan", which involves specific interventions for specific groups. Furthermore, given the differences between schools, it is appropriate to estimate the loss on a school basis  and develop methodical tools for implementing remediation measures. **Shared Resource**: Education Coalition - Impact of COVID 19 on the School Education System: Assessing Learning Losses Caused by the Pandemic. Education Coalition. Tbilisi, 2021. | Considered | It is important to consider this in parallel with the implementation process of the action plan. Part of the study may be changed by defining an action plan, and this form will reflect the recommendations of the Parliament/UN Children's Fund and others of similar content. |
| 21 | General Education | Coalition Education for All Georgia | It is necessary to decentralize the system in terms of strengthening and participation of local self-government and use a differentiated approach to school management. | Considered | The strategy envisages the approval and implementation of a concept focused on strengthening the school leader and resource centers. The concept will focus on the mentioned circumstance. |
| 22 | General Education | Coalition Education for All Georgia | It is vital to prioritize and present the further increase in education funding. As for the issue of the new school financing model, the participation of public organizations and external specialists in the mentioned processes is fundamentally essential. | Considered | The strategy focuses on participatory governance issues, while the Ministry's institutional strengthening directly aims to identify and strengthen such practices. |
| 23 | General Education | Coalition Education for All Georgia | It is important to implement a comprehensive monitoring and accountability system in schools with appropriate supportive feedback and to initiate the processes in the nearest action cycle (Output  3.2.3). | Considered | It is fully reflected in the strategy, and the respective steps are foreseen in the action plan. |
| 24 | General Education | Coalition Education for All Georgia | In order to diversify the digital resources, the shared resource of the international CK12 platform in Georgia. Currently, the Georgian platform of CK12 (www.ck12.edu.ge) has 15 interactive electronic guides in mathematics, chemistry, physics, and biology. Also, integrated guides. | Not relevant | The action plan considers the need to develop different types of LMS platforms. |
| 25 | General Education | Center for Democratic Engagement – summarized comments | The published action plan reads "to strengthen the education levels and revise the training programs." The meeting participants believe there should be a connection between school and higher education programs because currently, due to its absence, students manage to get enrolled in high education institutions mainly with the help of private tutors. | Considered | This issue is also discussed in the strategy. |
| 26 | General Education | Center for Democratic Engagement – summarized comments | The timelines presented in the action plan are unrealistic. In particular, the infrastructure of many schools still needs to be ready for authorization. Internetization of schools, renovation of equipment, construction works, and inappropriate inventory in many schools need to be completed, which is challenging to implement in such a short period, considering the time and pace of the work already done in this direction.  However, there is no reference in the strategy document to an extraordinary effort that indicates a particular priority for these works. | Not considered at this stage | Authorization of schools is a continuous ongoing process that should be completed by 2026. |
| 27 | General Education | Center for Democratic Engagement – summarized comments | In arranging school infrastructure, first, improving the evaluation system's technical side is necessary to evaluate students. The school infrastructure needs to be organized for daily data to be reflected in the electronic Gradebook. There are only a few computers in each school. The Internet is also unavailable for many schools or is of poor quality. | Considered | The need to strengthen schools with infrastructural and educational resources is clearly outlined in the strategy and is one of the priorities of the strategy's implementation. |
| 28 | General Education | Center for Democratic Engagement – summarized comments | The issue of using the Internet in schools needs to be revised. Many of the necessary sites that contain essential resources for schools are blocked. | Not considered at this stage | The mentioned issue is essential; however, due to the technical nature of the problem, it is not considered in the strategy. |
| 29 | General Education | Center for Democratic Engagement – summarized comments | Standards of initial teacher education programs and continuous professional development should be improved. According to school principals, high education institutions send untrained staff for school teaching internships. Including more practical parts in higher education programs and more complicated graduation exams are necessary. | Considered | The standards of initial teacher education programs and the transformation of the continuous professional development system are a priority of the strategy, as well as defined as one of the important components of the action plan. |
| 30 | General Education | Center for Democratic Engagement – summarized comments | The number of credits justifying teachers' specialization and professional skills to prove the higher status of teachers should be increased. | Not considered at this stage | The mentioned issue goes beyond the level of development/review of the policy document; to be specified in the new concept of teacher's professional development. |
| 31 | General Education | Center for Democratic Engagement – summarized comments | Teachers and school administrators should become familiar with notions of equality and diversity, other people's cultures and values, so that everyone, particularly teachers, demonstrates readiness to live together with ethnic minorities, as well as people of different cultures, religions, and receiving values. | Considered | Equality and diversity issues are the second main sectoral direction of the Education and Science Strategy, and the presented recommendation is entirely consistent with the goals stated in the strategy. |
| 32 | General Education | Center for Democratic Engagement – summarized comments | The financing of inclusive education should be improved. It is crucial to support specialists, speech therapists, psychologists, occupational therapists, and subject teachers with more knowledge and commitment to work with students with special educational needs. | Considered | The strategy covers the named challenge. |
| 33 | General Education | Center for Democratic Engagement – summarized comments | It is necessary to decentralize the school budget management to give it more independence to manage the finances according to local needs. | Considered | The autonomy of school management and proper accountability system, along with the revision of the funding model, is determined by the 2022-2024 action plan for the development of general education. |
| 34 | General Education | Center for Democratic Engagement – summarized comments | The rule of student voucher funding should be revised. Against the backdrop of rising inflation, utility and other costs, and rising staff salaries, the school can no longer afford the purchase and renewal of necessary resources, even though the voucher amount has also increased to some extent. This issue is especially problematic with small contingent schools. | Considered | The autonomy of school management and proper accountability system, along with the revision of the funding model, is determined by the 2022-2024 action plan for the development of general education. |
| 35 | General Education | Center for Democratic Engagement – summarized comments | It is welcomed that the plan focuses on the training of principals and the selection and training of the new stream. It is also essential to pay special attention to directors' appointments based on their professionalism and to exclude political expediency-based decisions. | Considered | The renewal of the principals' standards, their selection, and their professional development system is envisaged by the 2022-2024 action plan for general education development. |
| 36 | General Education | Center for Democratic Engagement – summarized comments | When training directors, it would be desirable to introduce a system of exchange programs and send them not only abroad (as indicated in the plan) but also to study the best practices in Georgia. | Considered | The renewal of the principals' standards, their selection, and their professional development system is envisaged by the 2022-2024 action plan for general education development. |
| 37 | General Education | Center for Democratic Engagement – summarized comments | Insufficient time is designated for school districts' creation. For their smooth and perfect work, there needs to be more than two years (as specified in the 2023 plan). | Not considered at this stage | The mentioned deadlines will be revised based on monitoring the reporting period of the first year and, if necessary, will be reflected in the subsequent action plan. |
| 38 | General Education | UNICEF | Indicator 2.2.2.2 in the general education action plan indicates the number of special education teachers graduating from teacher training programs (bachelor's or master's level).  It is desirable to specify this indicator or to include a separate indicator in connection with the creation of master's programs at the university level, which will be aimed at developing narrow specializations for special teachers. | Considered in the process of programs’ implementation phase | Comment accepted. It will be discussed in the process of cooperation with higher educational institutions. |
| 39 | General Education | UNICEF | Increasing access to psychological services and school psychologists for children, parents, and teachers is vital. There should be a sufficient number of school psychologists in the system who will serve one or more schools. Psychologists will work at the school level, providing psychological counseling for children, parents, and teachers, and support teachers in preventing and managing students with behavioral problems and recognizing and responding to early signs of psycho-social problems, which is essential to prevent complex cases. | Considered | The challenge is shared in the strategy document. Implementing respective activities is one of the priorities for the Ministry and the Mandatory Service. |
| 40 | General Education | UNICEF | Speaking about afterschool, it is important to draw a line that the implementation of the nutrition program will also be ensured. The afterschool will only be attractive for most at-risk students if the nutrition problem is solved. | Partly considered | One of the priorities of the Government of Georgia is to upgrade the infrastructure of early and preschool education institutions and schools, including the arrangement of lunchrooms. |
| 41 | General Education | UNICEF | The issue of migrants and asylum seekers must be included in the strategy. We have a small number of migrants; nevertheless, it is important to ensure the right of these children to quality education. | Considered | The comment is considered and integrated into the strategy. |
| 42 | Professional Education | Center for Democratic Engagement – summarized comments | There is an entry in the action plan, "Promoting the introduction of dual educational programs". This statement is extensive and does not show the activities required to expand these programs. The plan should provide for the respective activities and the shortest but realistic time frame for the completion of the works. | Considered | The Ministry changed the wording of the records. A new record appeared in the form of activity and indicator. Activity: ensuring the development of professional skills through diversified professional programs, as well as in different ways and forms of their implementation.  Activity Result Indicator 1: Work-based learning is implemented through duos according to the new regulation;  Activity Result Indicator 2: The number of programs implemented with a dual approach has increased by 50%. |
| 43 | Professional Education | Center for Democratic Engagement – summarized comments | It is desirable to pay more attention to the issuance of internationally recognized certificates not only for new professional qualifications and programs but also for existing qualifications so that the graduate can participate in employment programs outside the borders of Georgia. | Considered | The relevant task and indicator are outlined in the Action Plan: Transforming VET providers into skills hubs.  Task outcome indicator: Number of programs awarded an internationally recognized certificate/diploma. |
| 44 | Professional Education | Center for Democratic Engagement – summarized comments | The action plan talks about raising public awareness about vocational education and provides various activities. It needs to specify the resources Educational Resource Centers should use to implement these activities. | Not relevant | Educational resource centers are beyond the competence of the Department of Professional Education Development. |
| 45 | Professional Education | Center for Democratic Engagement – summarized comments | In order to raise the public awareness level about professional education, it is desirable to consider respective activities in professional education programs in the action plan and delegate the marketing of the programs to municipalities. | Considered | The action plan outlines specific activities that involve all actors, including a number of activities that may be implemented in coordination with municipalities. |
| 46 | Professional Education | Center for Democratic Engagement – summarized comments | The plan envisages equipping vocational education students/trainees with the necessary skills and competencies for continuous employment. It is essential to focus on strengthening/supporting the development of the teaching of exact and natural science subjects. | Considered | The exact and natural sciences component is provided at the level of professional educational programs in the form of a separate module within a specific program. As for deep competencies, it is a mandatory/optional module for all programs. |
| 47 | High Education | Maka Tokhashvili – organization Progress | The affordability of education (the issue of paying tuition fees) should be linked to student loans and student employment programs. | Considered | The strategy of higher education and science reads about a new model of financing higher education, which includes several measures for access to education. We do not consider it appropriate to go into more detail. |
| 48 | High Education | Maka Tokhashvili – organization Progress | One of the state's priorities should be creating a student employment program, which will also increase access to higher education. | Partly considered | Student employment cannot be the primary goal of the education and science strategy. The aim is to offer quality education, ensuring students develop skills necessary for employment. This objective is reflected in the strategy and the corresponding action plan. |
| 49 | High Education | Maka Tokhashvili – organization Progress | A state policy that sets a minimum hourly wage threshold. | Not considered at this stage | The proposal is acceptable; however, considering that it requires the involvement of many parties and the initiation of substantial changes, it could not be taken into account at this stage in the strategy development process. |
| 50 | High Education | Maka Tokhashvili – organization Progress | The state should work with the private sector. For example, the state should exempt/reduce income tax for all companies that employ students with active student status based on the employment contract mentioned above. | Considered | The issue is outlined in the Higher Education Action Plan - Activity 3.4.5.2 - Develop and implement mobility schemes for students between the university and the business and/or industrial sector. |
| 51 | High Education | Maka Tokhashvili – organization Progress | Support paid internships in state structures and allocate quota for students participating in internships - with open and transparent selection components. | Considered | The issue is reflected in the action plan of higher education - activity 1.4.1.10 - submission of amendments to the Labor Code of Georgia to protect students' rights as employees. |
| 52 | High Education | Maka Tokhashvili – organization Progress | It is important that students are charged with beneficial taxes apart from standard taxes. Define student tax credit programs. | Considered | The issue is reflected in the action plan of higher education - activity 1.4.1.10 - submission of amendments to the Labor Code of Georgia to protect students' rights as employees. |
| 53 | High Education | Maka Tokhashvili – organization Progress | Studying at the doctoral level should be free. | Considered | Presumably, this should mean state funding. Strengthening doctoral educational programs, bringing them closer to international standards, and matching the socioeconomic needs of the state, in a unified context are one of the strategy's goals. |
| 54 | High Education | Maka Tokhashvili – organization Progress | Define the minimum amount of state grants as 25% and 30%. | Considered | The strategy of higher education and science reads about a new model of financing higher education, which includes several measures for access to education. We do not consider it appropriate to go into more detail. |
| 55 | High Education | Maka Tokhashvili – organization Progress | Students who wish to apply to one more bachelor's degree program may be eligible to receive a state grant again. | Not considered at this stage | The strategy of higher education and science mentions a new model of financing higher education, which includes several measures of access to education. Similar proposals may be considered in the format of public review and discussion of the model for further reflection in the corresponding program. |
| 56 | High Education | Maka Tokhashvili – organization Progress | Within the "State Scholarships for Students" program, increase the funding for students (respectively, the budget of the mentioned program). In addition, the said program should be extended to private universities as well, and the amount of the scholarship should be determined based on academic performance so that in case of higher grades, it would fully cover the tuition cost. | Not considered at this stage | The programs and respective budgets can be discussed only after the action plan approval and funding and the student enrollment model update. |
| 57 | High Education | Maka Tokhashvili – organization Progress | Local municipalities should support the construction of student campuses of state universities. | Considered | The strategy envisages attracting investment in higher education from the private sector, which involves some activities, including the construction of student housing. |
| 58 | High Education | Maka Tokhashvili – organization Progress | Increase the amount of funding for socially vulnerable students. | Considered | The strategy of education and science talks about a new model of financing higher education, which includes several measures of access to education. Similar proposals may be considered in the format of public review and discussion of the model and reflected in the relevant program. |
| 59 | High Education and Science | Maka Tokhashvili – organization Progress | The state should take responsibility for implementing the protection of the constitutionally guaranteed right to education - to ensure education in the context of ensuring social rights. | Considered | The Ministry works daily to ensure the right to education guaranteed by the Constitution and, if necessary, to respond accordingly. |
| 60 | High Education and Science | Rousudan Jakeli | Shared study: Roussoudane Djakeli.*"Neighbourhood effects on exam outcomes and voucher attainment: A quantitative analysis of a census database from Tbilisi, Georgia".*Trykk: Reprosentralen, Universitetet i Oslo2019. *:http://www.duo.uio.no/* | Considered | The study's findings are presented in the review of the respective topic. p. 26. |