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Collaboration Problems between Schools and Society

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Revaz Khoperia
Nana Bichinashvili

Editors:
Tamar Mosiashvili
Simon Janashia

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I. Introduction

One of the main reasons of the general education reform in Georgia was to provide autonomy for schools, to free schools from unnecessary state limitations and to encourage relationships between a school and society.

In 2010 the Minister of Education and Science issued Order N 837 which determines the relationship rules for public schools and society, the necessity of issuing permission in case of having a desire to deliver public lectures or trainings in public schools. By common opinion, the Order unduly limits autonomy of a public school and hampers implementation of initiatives in public schools.

The research was carried out between May, 2017 and November, 2017. We studied the Legislation of Georgia, the practices of the Ministry of Education and Science of Georgia, European regulations, and practices in Austria. The interviews were conducted with two focus-groups, principals and teachers of public schools, as well as face to face interviews with representatives of non-governmental organizations and former employees of the Ministry of Education and Science. Its aim was to determine whether regulations existing today prevent the relationship between a school and society, and implementation of initiatives in schools.

The following methodology was applied to the research: analysis of the legislative and sub legislative acts of Georgia, analysis of European framework principles and recommendations, analysis of the practices of the Ministry of Education and Science of Georgia in 2016, analysis of the research conducted with focus-groups.

The research also reflects the opinions of Sieglinde Weyringer, the Austrian Expert.

On November 22, 2017, the research presentation and discussion were organized by the Civic Development Institute to develop recommendations. Experts, school principals and other stakeholders participated in the discussion. As a result of the discussion the recommendations were developed.

II. Legislation and Practices

1. Legislation of Georgia

This part of the research provides analysis of the legislation in Georgia. Namely, the law of Georgia “On General Education”, the law of Georgia “On Legal Entities under Public Law”, the document on National Goals of General Education, Order N 837 by the Minister of Education and Science of Georgia issued on November 12, 2010.

According to Article 3, paragraph 2, sub-paragraph “f” of the law of Georgia “On General Education”, in order to achieve basic goals of the state policy in the field of general education, the state ensures to provide administrative and financial autonomy of general education institutions.

According to the document on National Goals of General Education, general education school system is created by independent juridical persons of various legal and organizational forms and funding sources.

Thus, a school has autonomy and is authorized to do activities independently. However, autonomy is not an unlimited principle. Frames of limitation are determined by the state control regulations.

Frames of limitation are determined in Article 49 of the law of Georgia “On General Education”, as well as in Article 12 of the law of Georgia “On Legal Entities under Public Law”.

The state control includes supervision of the observance of the legislation of Georgia and individual administrative acts of the Ministry of Education and Science of Georgia by schools.

According to the law “On General Education”, the state control of schools shall be performed by the Ministry of Education and Science.

Within the state control, the Ministry of Education and Science of Georgia is authorized to request documents and information or conduct an on-site study of the observance of the legislation of Georgia and the individual administrative acts of the Ministry of Education and Science of Georgia by a school.

If a school violates the law by its decisions, the state control body applies sanctions to the school within the legislation.

These sanctions include:

- a written warning;

and/or

- an appropriate justified recommendation to the Board of Trustees regarding early termination of the powers of the school principal.

The Board of Trustees shall be obliged to justify its decision if, by the requirement of the Ministry, it does not terminate the powers of a school principal before expiration of his/her

term of office. However, the Ministry of Education and Science of Georgia shall be authorized to reject the decision of the Board of Trustees and terminate the powers of the school principal before expiration of his/her term of office.

In addition to the above mentioned, the Ministry of Education and Science is authorized to:

- dismiss a Board of Trustees if the legislation of Georgia was violated by its activities at a public school;
- terminate the powers of a school principal before expiration of his/her term of office, if a public school received two written warnings during a year due to the activities of the school principal;
- terminate the powers of an acting school principal before expiration of his/her term of office, if a public school received two written warnings during a year due to the activities of the acting school principal;
- dismiss a Board of Trustees and/or terminate the powers of a school principal/an acting school principal before the expiration of his/her term of office, if the public school fails to eliminate the violation within the time limits set forth in the written warning.

A school, as a rule, due to its autonomy, does not need the preliminary consent of the Ministry of Education and Science to make a decision. Although, the legislation states some exceptions.

First of all, exceptions, determined by Article 12 of the law of Georgia, “On Legal Entities under Public Law” should be taken into consideration. Namely, a public school is obliged to request the preliminary consent from the Ministry of Education and Science to make the following decisions:

- acquire, alienate and encumber immovable property;
- take out loans;
- be a surety;
- determine the staff list and the payroll;
- determine number and functions of people to be employed within the state funding by employment agreements;
- make other decisions regarding the property of a legal entity under public law if they go beyond the scope of ordinary activities.

Taking out loans and being a surety should also be agreed with the Ministry of Finance.

Neither the law of Georgia “On Legal Entities under Public Law”, nor any other sub legislative act indicates detailed procedure on what occasions should the permission be issued or the occasions, when the Ministry of Education and Science refuses the school to issue the permission. This means that the Ministry has the discretionary powers and while making a decision it should take into consideration the rules of the Common Administrative Code of Georgia. Namely, when making a decision the Ministry should consider whether the decision will support or hinder the achievement of the goals determined by the document on General Education, the law of Georgia “On General Education”, Acts by the Ministry, and the legislation in the field of general education.

On November 12, 2010, the Minister of Education and Science of Georgia issued Order N 837.

This order determined the rules of delivering lectures, seminars, trainings in general education institutions by physical and juridical persons.

According to the law, lectures, seminars, trainings in public schools should be delivered only with the consent of the Ministry of Education and Science of Georgia. To obtain the consent, a stakeholder should apply to the Ministry.

The order is limited only by stating general rules, it does not indicate rules for the review of an application:

- What is the time period for reviewing an application?
- What criteria or conditions should the applicant meet to obtain the consent?

Absence of regulations theoretically means that the Ministry should observe the norms determined by the Common Administrative Code of Georgia. Namely, it should review an application within 1 month. Additionally, in case of reviewing a specifically complex case, it is authorized to extend the time period for reviewing an application until 3 months. The decision should be made within the Ministry's discretionary powers, taking into consideration its goal. The goal in this case should be the promotion of school activities, raising teacher qualification, raising the level of knowledge of pupils, etc.

It should be noted that vague regulations and wide discretionary powers often pose risks of making non homogeneous or arbitrary decisions.

Besides, the above order is an individual administrative and legal act, and by legislation the Ministry of Education and Science does not have the authorization to issue it. Neither article 26 of the above-mentioned law "On General Education" gives authorization to the Ministry to make obligatory for stakeholders to obtain the consent in order to deliver lectures, seminars and trainings in public schools.

Consequent to the superiority of the law stated by Common Administrative Code of Georgia and by the principles of lawful reservations, an administrative body needs legal grounds to issue a restrictive legal and administrative act. Such legal grounds should be provided in the act of a higher hierarchical level.

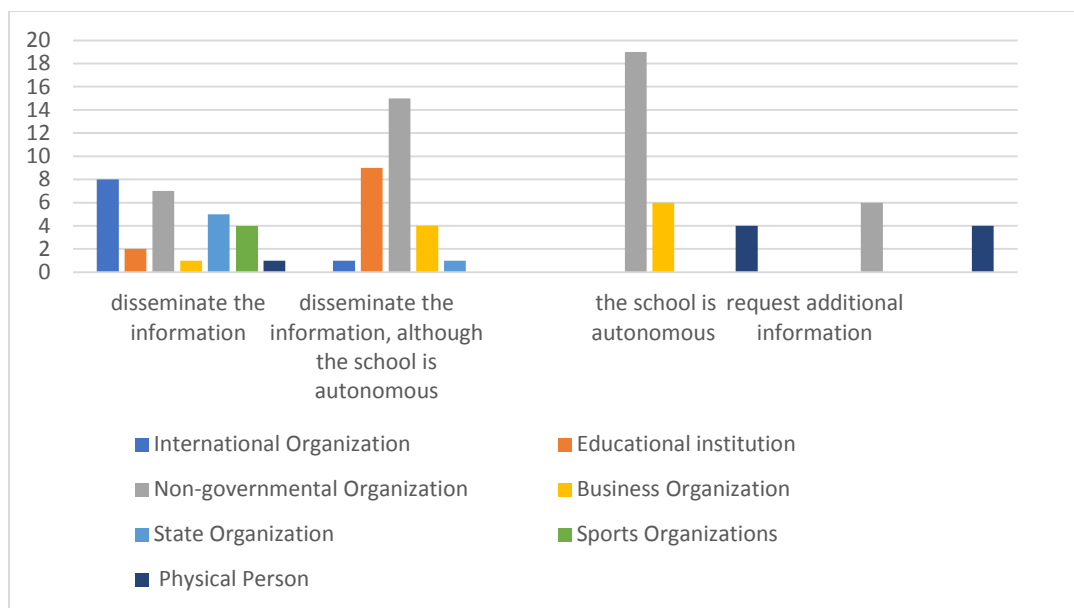
2. Practices of the Ministry of Education and Science

For the purpose of analyzing the practices, Civic Development Institute addressed the Ministry of Education and Science of Georgia in a written form and requested the following public information: applications of physical and/or juridical persons during 2016 to the Ministry of Education and Science, in which stakeholders requested the consent or permission from the Ministry to establish relationship (collaboration) with public schools, including the applications, in which stakeholders requested the consent or permission from the Ministry to deliver lectures, seminars, trainings in public schools, as well as the decisions made by the Ministry of Education and Science regarding such applications (letters of consent, of refusal or of other content).

The Ministry of Education and Science of Georgia provided the required public information to Civic Development Institute in two stages.

Based on the analysis of the received information the following has been found out:

- the Ministry of Education and Science responds actively to the applications submitted by international organizations, and provides the information to resource centers;
- the response of the Ministry to the applications of educational institutions is not homogeneous – in some cases it disseminates the information actively, in other cases an institution is advised to address a school;
- the approach of the Ministry to reviewing the applications of non-governmental organizations is not homogeneous - in some cases it disseminates the information in resource centers and points out to the organization that the final decision is to be made by a school, in other cases it points out only to school autonomy;
- the approach is not homogeneous in relation to business organizations either;
- the Ministry reviews actively the requests of state organizations and provides information to resource centers;
- review of the citizens' applications and decisions is not homogeneous either;
- the Ministry responds actively to the applications of sports organizations, it provides the information to resource centers;
- also, in some cases, the Ministry requests from an applicant to submit additional information to get the consent.



The scheme shows analysis of the practices of the Ministry in 2016¹

The practices of the Ministry provide grounds for the reasonable assumption that common rule of issuing the consent and nonhomogeneous practices hamper the relationship between a school and society. In case a person/organization has a desire to collaborate with schools, it has to overcome bureaucratic barriers. Such barriers decrease the number of persons and organizations willing to collaborate with schools.

Besides, as the term of making a decision is not indicated in Order N 837, the terms determined by the Common Administrative Code of Georgia are applied. Namely, an administrative body makes a decision within one month, or, in case of the complexity of the case, it is authorized to increase the term of administrative procedures up to 3 months. Consequently, inflexible time frames also hinder establishing relationships with schools.

Yet, from the interview with the former employee of the Ministry of Education and Science, we learned that during a year the Ministry receives a big number of letters. All letters should be reviewed by the lower level representatives of the Ministry and they should negotiate the agreement with the employees of upper level positions.

The problem in existing regulations and practices is well demonstrated for instance, by the right of a school/teacher to plan out-of-class activities in the Public Library or the Zoo without the Ministry's permission, where the representative of the host organization delivers a lecture to

¹ "disseminate the information" – it means the Ministry's response to an applicant, in which the Ministry provides the information about an applicant and a submitted project to resource centers/schools;

"disseminate the information, although the school is autonomous" – it means the Ministry's response to an applicant in which the Ministry provides the information about an applicant and a submitted project to resource centers/schools, however, it also indicates that a school is autonomous and it makes a decision independently.

"the school is autonomous" – it means the Ministry's response to an applicant in which it is said that a school is autonomous and it makes decisions independently.

"request additional information" – it means the Ministry's response to an applicant according to which an applicant is obliged to submit additional information as the prerequisite of getting the consent.

pupils on the relevant topic. Although, if we take a contrary case, by legislation it is necessary for the Public Library and the Zoo to obtain the consent from the Ministry to deliver a lecture in school on the same topic.

As it appears from the discussions, the Ministry's response is understood by schools differently. The standard response that a school is autonomous and should decide independently with whom it will have relationships is sometimes interpreted as indifference from the Ministry's side, and sometimes as unfavorable attitude to an applicant.

3. European Regulations and Practices

3.1 European regulations

In the majority of the European Union member countries school autonomy is regarded as a means for quality development.² School systems are different from one another in Europe. Accordingly, the degree of autonomy is different as well. If a strong autonomy is linked with a supporting and developing control mechanism, a school will have an opportunity to make the best decisions in complex situations.³

A school should have a safe, open and caring environment. A school is an interactive system which itself learns and changes. A school should be an open teaching hub (the link), which helps the environment and gets support from the society. This requires close collaboration with stakeholders both inside and outside the school. In case of extracurricular educational opportunities, the environment is formed in which pupils can better reveal their talents and raise their motivation, as well as think about their belonging and connection to a particular school.⁴

A child should have an appropriate, relevant and encouraging learning environment. Creation of such environment may be promoted by school openness and establishing connections with governmental, non-governmental and business organizations. These organizations/stakeholders may be social workers, employment services, psychologists, child protection services, the police, unions, business organizations, universities, non-governmental organizations and other stakeholders working in the spheres of sport, culture, or involved in active civic activity. Political support should exist in order to promote collaboration and establishing connections. Also, it is necessary to have unequivocal and strong leadership in order to conduct the process correctly. Roles, functions and structures should be clearly defined and agreed upon from the start.⁵

There is no document issued by a body of the European Union allowing or encouraging limitation of school openness.

As the Ministry of Education and Science makes decisions within its discretionary powers, it is necessary to study European regulations from this point of view as well. Namely, the Committee of the Ministers of the Council of Europe adopted the recommendation in 1980 regarding exercising discretionary powers by state institutions and, generally, by administrative bodies. The aim of the recommendation is to protect stakeholders from arbitrariness and abuse of discretionary powers by state bodies.⁶

As Georgia is a member country of the Council of Europe, and the Ministry of Education and Science is regarded as an administrative body, the rules and principles stated by the above recommendation are to be applied to the Ministry's decisions within its discretionary powers.

² Europäische Kommission, „Schulautonomie in Europa - Strategien und Maßnahmen, Eurydice, 2007, p. 12

³ European Commission, Communication on school development and excellent teaching for a great start in life (Commission Staff Working Document), Brussels 2017, p. 20

⁴ European Commission, Communication on school development and excellent teaching for a great start in life (Commission Staff Working Document), Brussels 2017, pp. 17-18

⁵ European Commission, Communication on school development and excellent teaching for a great start in life (Commission Staff Working Document), Brussels 2017, pp. 20-22

⁶ Council of Europe, Committee of Ministers, Recommendation No. R (80)

The following principles are indicated in the recommendation, which the administrative body should observe while making a decision:

✓ **An administrative body is not authorized to exercise discretionary powers against its goal.**

This entry implies that the goal of discretion should be pre-defined. The goal of discretion is not indicated in any of the Acts issued by the Ministry.

✓ **An administrative body exercises discretionary powers objectively and impartially, takes into consideration only actual circumstances relevant to the case.**

In order to make a decision by the Ministry objectively and impartially on issuing or refusing the consent, it is necessary to have criteria and terms. Such criteria and terms are not included in the legislation.

✓ **While exercising discretionary powers, an administrative body observes the principle of equality before the law.**

This principle can be applied only in case of unequivocal and unambiguous criteria and terms.

✓ **An administrative body exercises the discretionary powers and makes a decision within a reasonable time frame.**

The time of reviewing the application and making a decision is not indicated either in the legislation or in the acts issued by the Ministry.

3.2 Regulations and Practices in Austria

After studying European regulations, in order to obtain full information, it was considered appropriate to study regulations and practices of one of the European Union countries. Therefore, within the current research, we studied the legislation and practices in Austria, and did face to face interviews with Sieglinde Weyringer, the expert in education.

Description of Austrian experience is based on the material prepared by Sieglinde Weyringer, professor of the Faculty of Education Sciences at Salzburg University, and the discussions with her.

As Sieglinde Weyringer explains, a school connects a person with the society. A school transfers its beliefs about behavior to next generations. A school is a resource for changes in society. A school forms targeted and nontargeted influences and outcomes. A school should collaborate with society to reduce the gap between school world and real life. This relationship is important to provide opportunities for transferring knowledge and skills, sharing and accepting experiences.

Sieglinde Weyringer notes that a school is a place where the foundation for the future society is laid. This statement makes us to pose a question: what kind of person is the society willing to get in future? Fighters, clerks, or responsible citizens? However, some circumstances decrease the efficiency of teaching at schools. First of all, we know that prediction of future social

changes is impossible. Nobody knows what knowledge and skills a 10-year-old child will need to be able to live independently upon reaching the adulthood age. Besides, teaching at school is limited in time, and therefore, influence of school education is weaker than the education received in the family. Additionally, school teaching material and content is linked with books and not with real life. However, often, the teaching process itself becomes the subject of discussions and causes internal institutional changes, or creates new challenges.

According to Sieglinde Weyringer, it is possible to strengthen the links between school life and real life by collaboration between school and society. It should be made possible to transfer knowledge and skills to pupils by carrying out joint projects. Also, as a result of collaboration, a pupil should gain experience that each human being is valuable. School and society should serve each other as the balancing parties. Besides, by collaboration it is possible to encourage development and make “res publica”.

As is mentioned by the Austrian expert, first of all it is necessary to open the school door! Here, under “school” it is implied both the school community as well as a particular class or a learning group. A school can invite different persons, such as a parent or an expert. A school can start collaboration with other schools. A school may request collaboration with culture and sports institutions, non-governmental institutions and ask them to do an activity, or to carry out a joint project. Additionally, business organizations (e.g. a bank) and private initiatives (e.g. a club) are able to add know-how to the school curriculum. Duration of such projects may be single or multiple (regular or irregular), may last for short time or not be time limited.

Sieglinde Weyringer notes in her research that mutual collaboration may be based on individual initiatives (a teacher’s or a principal’s initiative) and oral consent or written contract. The activity may take place at school or out of school. The important aspect of collaboration is that it should promote the achievement of goals of the parties. In case of school, the goals are given in the curriculum and syllabuses. Collaborative projects may aim at supporting a specific subject in the curriculum, as well as transferable priorities or additional issues related to the curriculum.

But, what prerequisites should be met before establishing collaboration? In case of a school, a school principal is authorized to open the school door for initiatives and collaboration. If a school principal supports the initiative or the project, the main prerequisite is met. And a teachers’ team, due to their motivation and creativity, is a driving force for making appropriate initiatives.

As Sieglinde Weyringer explains, Austrian school education is basically made of public schools. Private schools are rare and mainly exist in big cities. They need the State’s permission (accreditation) to do activities. The Austrian education system has changed fundamentally since adoption of the law “on School Activities” in 1962. In paragraph 6 of the law it is possible to find a regulation on providing autonomy to schools, - “Federal Ministry is obliged to have a specific curriculum corresponding to the local needs, which is based on the agreement with pupils and their legal representatives... The consent is issued by relevant school bodies”. Paragraph 8 of the law gives possibility to schools to implement alternatives to mandatory lessons, add elective subjects, as well as courses - for people with special needs. With the adoption of both legislative acts it was made possible to implement didactic innovations and educational experiments at school. In 1971 Federal Ministry of Education founded the Center for School Experiments and Development. The main purpose of this institution was to offer

scientific and logistical support to schools while planning, implementing and assessing the project, as the new changes caused critique: “no experiments on children!”

Sieglinde Weyringer mentions that a legislative amendment to the law “on School Activities” adopted in 1986 became a new impetus for the development. According to the amendments, it was possible to implement elective courses and do the activities for the purpose of establishing direct and diverse relationships with economic, social and cultural life. The activities were to be based on the curriculum, and a school administration should declare the activity as “related to the school or the curriculum.” The teacher was obliged to achieve the general goal stated by the law by planning and implementing teaching based on autonomy and principle of responsibility. Planning and teaching should be based on the scientific knowledge existing at the given stage, take into consideration the stage of a pupil’s development, address the issues from specific and real life; a teacher should provide a pupil with the knowledge and skills to participate independently and actively in the life of society. This justifies the right of the teacher to choose freely the methods of teaching and didactic approaches. If earlier the teacher was the main actor, after making amendments to the law, the pupil appeared to be in the center of teaching activities. According to a new vision, it is possible to promote the achievement of teaching objectives by openness of the school, participation in the activities arranged by non-school organizations.

In the opinion of the Austrian expert, a school may have the relationship with the individuals, schools, business companies, culture institutions, non-governmental organizations. A school may as well be open to private initiatives. Such relationships may be a single activity, a short-term/long-term/unlimited/agreement-based relationship. The relationship may be within the school or outside the school, may be related to the general content or a problem in the syllabus of the specific subject. Also, it may be related with a transferable content/problem.

According to Sieglinde Weyringer, basically, the following activities are common in Austria: support and help of the donors, environment protection measures, environment protection activities, out-of-class teaching, excursions.

Projects may be implemented by the initiative and resources of a school, and/or as a result of relationships with society. Examples of such collaboration in Austria:

- collaboration of schools with civic society;
- collaboration of educational institution teachers and non-governmental organizations;
- collaboration of schools and governmental organizations;
- collaboration of schools and universities, also, university colleges;
- collaboration of media and schools;
- collaboration of self-governance institutions and schools.

III. Opinions of Stakeholders about Regulations and Practices in Georgia

One of the leading topics in relationships between schools and societies is the issue of prestige and getting a benefit. The main orientation of a school in this respect is toward international relations, as it gets both material and nonmaterial assistance, including providing schools with internal resources, developing infrastructure and benefitting from international programs. Especially valuable for a school is its pupils' frequent participation in international exchange programs, planning joint projects and collaboration with international organizations, out of which „Deutsche Welle“, „PH International“, „USAID“ are already well known to Georgian schools. They are funding school projects, provide involvement of schoolchildren in various activities and help them in making a correct choice of profession.

In order to make school life more active, it is important to use the resources within the country. From the point of view of relationships with governmental institutions, it is worth mentioning funding school projects by the Youth Office at the City Hall to promote active school life of pupils, organizing talks with the representative of the office of Public Defender on bullying and diversity issues; arranging periodic visits to the Prosecutor's Office, the Police Academy and the Court to help pupils determine their future professions.

Relationships of schools with educational institutions, non-governmental institutions are successful and beneficial. Contact with them promotes out-of-school activities and give pupils more possibilities to be involved in them, which means attending various cognitive and educational courses, conferences, participating in contests on writing essays, developing various skills. Frequent involvement in these types of activities provides raising civic self-awareness of pupils and their involvement in doing useful work for the community and the country.

For non-governmental organizations establishing relationships with schools is connected with some obstacles. The first such obstacle is the policy of the Ministry of Education regarding schools, and the second is - principals' perceptions and attitudes to allowing /denying organizations access to schools. As a rule, it is almost impossible for the organizations to enter the school without the consent letter from the Ministry, although, as an exception, there are school principals who refer to the ministry's consent as a cliché, and they consider gaining benefits as the prerequisite to making relationship with the organization.

Representatives of non-governmental organizations also talk about tensions and fears of the principals to make potential mistakes, which may result in a bad outcome for their career.

Implementaion of a project under the auspices of the Ministry of education, or collaboration with any other ministry, governmental institution within the project, makes it easier to establish relationships with schools. In this case, school is protected from the potential threat or mistakes, and has more trust to the organization. A school's distrust to organizations is also supported by the situation in the country, as on the one hand, school is not protected against various threatening, political or fanatical influences, and on the other hand, there is a past experience of undesirable cases of relationships between a school and society.

Organizations assign important roles to resource centers in simplifying relationships with schools, and note that the application through the resource centers is more trustworthy to school administrations. Projects, the content of which corresponds to the National Curriculum and Educational Goals, have a high degree of approval.

The Ministry of Education and Science represents a body, which on the one hand, grants a degree of independence to schools, and on the other hand, establishes full control over their project activities. Representatives of the organizations openly speak that control over projects by the Ministry complicates the process of connecting with schools. Also, principals' uncertainty about school autonomy and the unclear limit between their independence and the Ministry's control hinders this process.

Not only external resources and foreign activities play an important role in the school development, internal resources and activities also play the leading role in this process. In this respect, the activities of school alumni should be mentioned in establishing different associations, or using personal contacts for the school development, and the role of parents, in which case the situation is rather unfavorable, as a school is perceived by parents as a negative institution, which is associated with violent obligations and undesirable incidents. Parents' passive involvement in their children's school life should also be noted. As a rule, parents are comparatively active in primary school period, but in upper grades their school involvement is limited to excursions. To improve this situation, it is important to have positive communication between parents and a school, encourage teachers for professional growth and development, as well as support diversity of school activities by school administration. The Ministry should set forth correct and necessary priorities for the school development.

IV. Research Findings

1. School autonomy is guaranteed by the legislation of Georgia. To restrict the autonomy, it is necessary to have legal grounds. Order N 837 issued by the Ministry of Education and Science on November 12, 2010, is restricting school autonomy. However, there is no legal grounds in hierarchically higher legal acts for issuing such an act.
2. Content of Order N 837 is not clear either. It is not specific. The procedure of making a decision, terms and requirements to be observed by an applicant for issuing the consent, are not determined. Because of this, the risk for making arbitrary and partial decisions increases.
3. Accordingly, the practices of the Ministry are not homogeneous. It is not clear in which cases the Ministry disseminates the information actively, in which cases it makes the decision to tell non-governmental organizations that a school is autonomous, or requests from a citizen to provide additional documents in order to make the final decision.
4. European regulations point out to the importance of school autonomy and openness. According to Austrian experience, pupils achieve better results when school is more open to relationships.
5. Research conducted with the principals, teachers, non-governmental organizations proves that school openness and relationship with the society is important. Although, the hindering circumstances are both the Ministry regulations or absence of clear regulations and established school practices - transferring responsibility to the Ministry in order to avoid responsibility. Besides, the risks of full school openness were pointed out. It is necessary to have a reasonable and specific “filter”.
6. As a result of the analysis of the regulations and practices in Georgia, and based on the study of focus groups, it is revealed that the system is oriented towards control and it doesn't encourage relationships between public schools and society.

V. Recommendations

1. The Ministry should promote relationships between schools and society. The system, first of all, should be oriented towards encouraging relationships between schools and society, as well as towards control. The instrument of encouraging relationships between public schools and society may be the active informational campaign of the Ministry, as well as making amendments to the corresponding authorization standard of general education institutions, and implementing appropriate initiatives by public schools together with in- and out-of-school persons, to achieve the National Goals of General Education;
2. Order N 837 should be revoked (annulled);
3. The new regulation may consider differentiated approach – free access to schools for the organizations already operating in the field of education, and obligation to issue permission in case of new organizations and physical persons;
4. It is recommended to create and publish electronic base of the organizations which will have the right to enter the school without the Ministry's consent. It should not be necessary to request the Ministry's consent on every project. A school should make a decision independently. Such non-governmental organizations can be the organizations having experience in successful implementation of the projects in the field of education, and whose activities promote achievement of the national goals of General Education and goals determined by the National Curriculum;
5. With the purpose of monitoring the activities of the organizations, which have access to schools by preliminary permission, it is possible to request from the organizations to enter into the electronic base the information about their activities and assessment of the projects carried out together with public schools. This information can be used by the Ministry to monitor relationships with schools, as well as for the purpose of analysis of its own policy, and planning future activities appropriately, which encourage the relationships. Also, in order to reduce risks, it is possible to remove the organization from the Ministry's base, if its activities are against the National Goals of General Education, the National Curriculum, or violate the rights of pupils, teachers or other persons connected with school;
6. In all other cases, it should be possible for stakeholders to address the Ministry and request the consent to carry out a project. However, unlike the existing regulation, conditions, rules and terms of getting the consent should be outlined in detail.