

Office of the Secretary of the UNICEF Executive Board

Template for delegations commenting on the country programme documents

2021 First Regular Session

Country programme document posting period: 17 November to 7 December 2020

Delegations are kindly invited to use this template to share their comments on any of the draft country programme documents being presented to the Executive Board during the forthcoming session.

Delegation name: Germany

Draft country programme document: Georgia

In accordance with Executive Board decision 2014/1, country programme documents are considered and approved in one session, on a no-objection basis. All comments received by the Office of the Secretary of the Executive Board before the deadline will be made public on the Executive Board website, and considered by the requesting country, in close consultation with UNICEF.

Category	Comments	UNICEF Response
General comments	<p>The UNICEF CPD of Georgia is addressing a broad spectrum of programme areas and sets ambitious targets to be achieved until 2025. UNICEF Georgia has the capacities to meet these ambitious targets.</p> <p>UNICEF Georgia plays the most important role for social concerns of children and adolescents. With regards to the promotion of TVET, it would be useful to introduce mandatory apprenticeships in school curricula already. This could lead to more transparent information for school children about the possibilities after school in order to enable a smooth move of graduates into after-school-training to lower the number of unemployed amongst young people.</p>	<p>In the new Country Programme, UNICEF Georgia continues to focus on developing and implementing skills/competency-based education policies and curricula. In Abkhazia, Georgia, UNICEF is supporting vocational education within the school curricula, including piloting of science, technology, engineering and mathematics (STEM) programmes. There is an opportunity to model a more comprehensive TVET programme within the general education curricula in all of Georgia, if funding is made available for such piloting.</p>

<p>Comments on specific aspects of the country programme document</p> <p>p.13, key progress indicators</p>	<p><i>(Delegations providing comments may wish to include details, such as the page number, paragraph number, or page of the annexed results and resources framework.</i></p> <p><i>With regard to the KPI “percentage of public schools with safe environment and established positive discipline”, we would welcome a definition for “save environment” and “positive discipline” to demonstrate the measurability of the indicator.</i></p>	<p>A safe school is one where school staff, including administrators, teachers, resource officers and support staff have the knowledge and commitment to promote positive discipline, child-centred teaching, and protect and improve children’s physical and mental wellbeing.</p> <p>Positive discipline is a way of teaching and guiding children by letting them know what behaviour is acceptable in a way that is firm yet kind.</p>
--	--	--