



Sulkhan-Saba Orbeliani
UNIVERSITY

Master's degree program

Program Name	Comparative and International Education
Program Head	Giorgi Tavadze, Professor Nano Patchkoria, Assistant
Language of Instruction	Georgian
Qualification to be awarded	Master of Education Science
Program Volume in credits	<p>The Master's programme is structured in accordance with the European Credit Transfer and Accumulation System (ECTS), embodying a student-centered approach predicated upon the academic workload requisite for the attainment of the programme's educational objectives.</p> <p>The Master's Programme comprises 120 ECTS credits, distributed as 60 credits per academic year and 30 credits per semester. Consequently, the normative duration of the programme extends over 2 years, encompassing 4 semesters.</p> <p>Contingent upon individual student workload, the annual credit accumulation may deviate below or above 60 credits, not exceeding a maximum threshold of 75 credits.</p>

Program approval date and protocol number	04.02.2026 №02-26
--	----------------------

Program Objectives

The Master's Program in Comparative and International Education aims for its graduates to:

1. acquire in-depth theoretical and conceptual knowledge in the field of comparative and international education, through understanding historical development trends, key theories and methodologies, as well as contemporary educational debates at the national, regional and global levels;
2. develop the ability to critically analyze educational systems, policies and practices within their historical, socio-political, economic and cultural contexts;
3. develop contemporary research competencies in planning and conducting qualitative and quantitative research, as well as in data analysis, in accordance with academic writing standards and research ethics;
4. develop the ability to apply theoretical knowledge of comparative and international education in practice, engage in professional communication, demonstrate ethical responsibility and pursue continuous professional development in academic and professional environments.

Learning Outcomes

Knowledge and Understanding

The graduate:

- (A) Possesses deep and systematic knowledge of key theories, concepts, methodological approaches and contemporary debates in comparative and international education and critically analyzes educational systems, policies and practices across diverse national, regional and global contexts;
- (B) demonstrates in-depth understanding of educational traditions, philosophies and theories of teaching and learning, and analyze their role in shaping contemporary educational practices and addressing current educational challenges;
- (C) demonstrates fundamental knowledge of research paradigms, qualitative and quantitative research methods, academic writing conventions, and ethical standards.

Skills

The graduate:

- (D) critically analyzes and compares educational policies, systems, innovations and practices using comparative, intercultural and interdisciplinary approaches, as well as relevant analytical frameworks;
- (E) independently conducts qualitative and quantitative research using appropriate software tools;
- (F) communicates complex ideas, research findings and arguments related to education and educational policy to academic, professional and wider audiences through oral and written formats, using relevant academic and digital tools and in accordance with academic ethics.

Responsibility and Autonomy

The graduate:

- (G) demonstrates professional, ethical and social responsibility in research, policy analysis and educational practice by upholding the principles of equity, cultural diversity, academic integrity and research ethics;
- (H) manage their own professional development based on principles of reflective evaluation of acquired academic and practical experience.

Prerequisites for admission to the program

Admission to the Master's Educational Program in Comparative and International Education is open to candidates who hold a Bachelor's degree or an equivalent qualification. Admission to the program is based on the results of the General Master's Examinations and internal university examinations, or, in cases defined by the Law of Georgia on Higher Education, in accordance with established procedures, following administrative registration and upon issuance of an order by the Rector.

Internal university examinations assess the general level of knowledge in the chosen field of specialization and English language proficiency at the B2 level. Information regarding internal interviews and examination topics/tests, as well as student assessment criteria, will be published on the University's website at least one month prior to the start of the examinations (<http://www.sabauni.edu.ge>)

English language testing requirements may be waived for candidates who present valid international certification at B2 level (FCE, IELTS, TOEFL PBT, TOEFL CBT, TOEFL IBT, VERSANT, CERTUS, PEARSON) or have completed either a full degree program or minimum one semester of academic study in English.

Note: All certificates listed above must be valid at the time of application and must be submitted by the applicant. Expired documents will not be considered.

Enrollment in the Master's Educational Program through mobility rules is possible twice a year, within the timeframes established by the Ministry of Education and Science of Georgia, following mandatory procedures and rules set by the university.

Enrollment in the Master's Educational Program, or enrollment through transfer from a recognized foreign higher education institution, is carried out based on the decision of the Ministry of Education and Science of Georgia.

Teaching-learning method

Lecture Working group work Practical work Seminar Teaching with electronic resources E-learning Other

Student Knowledge Assessment System

The educational program employs a comprehensive assessment system that combines interim and final evaluations, totaling 100 points for the final grade.

The assessment framework incorporates both interim (single or multiple) and final evaluations. These assessments utilize various components to evaluate student knowledge, skills and competencies through oral/written examinations, assignments, practical/theoretical work, and other methods. The assessment component integrates homogeneous assessment methods (such as tests, essays, demonstrations, presentations, text-based critical discussions, completion of practical/theoretical assignments, teamwork, participation in discussions, development and presentation of a policy document, a demonstration lecture, and others). The assessment method(s) are measured through assessment criteria, which serve as the units of measurement for the assessment methods and determine the level of achievement of the intended learning outcomes.

Each assessment form and component is allocated a specific weight within the total 100-point system. These weightings are detailed in course syllabi and communicated to students at the beginning of each semester.

Course credit cannot be awarded based on a single assessment form (either interim or final evaluation alone). Students must achieve a passing grade across both assessment forms to receive credit.

The minimum competency threshold for both interim and final assessments is specified in course syllabi and communicated to students at semester commencement.

Five types of positive assessments:

(A) Excellent	assessment 91-100 points;
(B) Very good	maximum assessment 81-90 points;
(C) Good	maximum assessment 71-80 points;
(D) Satisfactory	maximum assessment 61-70 points;
(E) Sufficient	maximum assessment 51-60 points.

Two types of negative assessments:

(FX) Failed	with a maximum score of 41-50 points, which means that the student needs more work to pass and is allowed to take an additional exam with independent work once;
(F) Failed	with a maximum score of 40 points or less, which means that the work done by the student is not sufficient and he/she has to study the course again.

Assessment forms and components

Assessment forms and components	Maximum score
Intermediate assessment:	70 points
1.1	
1.2	
1.3	
Final grade	30 points
Final written/oral exam	30
Total	100 points

In the learning component of the educational program, in case of receiving FX, an additional exam will be scheduled no later than 5 calendar days after the announcement of the final exam results. The number of points received in the final assessment is not added to the grade received by the student in the additional exam. The grade received in the additional exam is the final grade and is reflected in the final assessment of the learning component of the educational program. In case of receiving 0-50 points in the final assessment of the learning component, taking into account the grade received in the additional exam, the student will be given an F-0 score.

Employability

Graduates of the Master's Program in Comparative and International Education have broad employment opportunities in international organizations, non-governmental organizations, and development agencies, where they may work in the fields of education, policy analysis, and project coordination. Employment opportunities also extend to public institutions (ministries and other public bodies), higher education institutions and research centers, schools, and various educational organizations.

Graduates may be employed in positions such as education policy analyst, researcher, project officer, monitoring and evaluation specialist, curriculum and/or educational program developer, as well as consultant in the field of education.

Opportunity to continue studies

Graduates of the Master's Program in Comparative and International Education may continue their studies at the doctoral level in the fields of education, social sciences, public policy, international development and interdisciplinary studies. They also have opportunities to pursue certificate and professional development courses and to participate in international training programs in areas such as education policy, research methods, educational leadership, digital education and related fields. The program provides a solid foundation for both the development of a research-oriented academic career and continuous professional growth in national and international contexts.

Material resources necessary for the implementation of the program

The material resources owned and operated by the university ensure the implementation of the objectives of the Master's Program in Comparative and International Education and the achievement of its planned learning outcomes:

Buildings and Facilities – The Master's Program is conducted in university-owned and operated facilities, which are available 24 hours a day and comply with sanitary, hygiene, and safety standards. The buildings are equipped with alarm systems, fire extinguishers, perimeter video surveillance, and security personnel who maintain order. The facilities fully meet the technical requirements established for higher education institutions and include lecture halls and classrooms equipped with appropriate furniture and technical equipment (projectors, chairs, desks, boards, and other necessary items) for both theoretical and practical classes.

Library – The university library maintains a collection of print and electronic resources relevant to the Master's Program, which is accessible to students, invited faculty, and academic staff. The library has a reading room equipped with appropriate furniture and technology (chairs, tables, computers). A multifunctional photocopier is also available, which students can use with the assistance of library staff. In the reading room, students have access to the internet and international electronic resources, including legislative databases, EBSCO, HeinOnline, and Elsevier. The library also maintains an electronic catalog of its resources.

Workspaces for Academic Staff – Academic staff have access to workspaces equipped with appropriate furniture and technology (chairs, desks, cabinets, internet-connected computers, and multifunctional photocopiers) to support their teaching and research activities.

Information and Communication Technologies (ICT) – To facilitate the implementation and administration of the Master's Program, the university employs information and communication technologies. Relevant software, including SPSS and NVivo, is available. Existing computer equipment meets contemporary standards, is connected to the internet, and is accessible to students, academic, invited, and administrative staff. For students, the electronic system for assessment and learning management provides access to grades, monitoring of academic performance by the administration, and support for the learning process. The university ensures public access to information related to educational programs and the learning process through its website, where the program catalog and other relevant information are made available.

Program Structure

The Master's Program in Comparative and International Education is based on the integrated delivery of practical and theoretical knowledge and is structured according to the ECTS system. The program comprises 120 ECTS credits, distributed over four semesters.

The core compulsory courses of the main field of study account for 102 credits, including a practical component of 12 credits and a Master's thesis worth 30 credits. Elective courses within the main field of study account for 18 credits, allowing students to choose either from the elective courses offered by the Master's Program in Comparative and International Education or from elective courses offered by any other Master's programs at the university.

A particularly important part of the program is the practical component, which carries 12 credits and is implemented through a dual-supervision system. During the practice, students have the opportunity to select the placement location based on their professional interests from a variety of educational organizations. Students carry out their practice under the joint supervision of experienced specialists from the organization and the program's practice supervisors, ensuring high-quality practical experience.

The research component, which involves the preparation of the Master's thesis, carries 30 credits. Students acquire the skills and competencies necessary for empirically testing theoretical hypotheses, conducting scientific research and statistically processing and analyzing the results. The Master's thesis must include both theoretical and empirical components and it is recommended that a variety of research methods be applied.

Educational program curriculum

№	Prerequisite	Module/Subject	ECTS Credit				Student's study load			
			Year 1		Year 2		Contact hours	Independent hours		
			Semester							
			I	II	III	IV				
Educational component										
Compulsory educational courses in the main field of study										
1.	No prerequisites	Comparative and International Education	6/150				42	108		
2.	No prerequisites	Educational Traditions in an Intercultural Perspective	6/150				42	108		
3.	No prerequisites	Education Policy	6/150				40	110		
4.	No prerequisites	Contemporary Theories and Methods of Teaching and Learning	6/150				27	123		
5.	No prerequisites	Quality Management in Education		6/150			41	109		

6.	Comparative and International Education	Education and International Development		6/150				42	108
7.	Contemporary Theories and Methods of Teaching and Learning	Innovations and Technologies in Education		6/150				28	122
8.	No prerequisites	Academic Writing for Master's Students			6/150			28	122
9.	No prerequisites	Qualitative Research Methods			6/150			42	108
10.	No prerequisites	Quantitative Research Methods and Data Analysis Using SPSS			6/150			42	108
	Elective educational courses in the main field of study								
1.	No prerequisites	Sociology of Education	6/150	+				42	108
2.	No prerequisites	Gender and Education in Global and Comparative Perspectives	6/150	+				42	108
3.	No prerequisites	Education and Human Rights	6/150	+				42	108
4.	No prerequisites	Anthropology of Education	6/150	+				29	121
5.	No prerequisites	Educational Management and Leadership	6/150	+				42	108

6.	No prerequisites	History of Education in Georgia	3/75	+				28	47
7.	No prerequisites	The Idea of the University: Philosophical Aspects	6/150	+				29	121
8.	No prerequisites	Transformation of School Education in a Global Context	6/150	+				42	108
9.	No prerequisites	School Policy and Practice in a Comparative Perspective	3/75	+				28	47
10.	No prerequisites	Contemporary Trends in Higher Education in a Global Perspective	3/75	+				41	34
11.	No prerequisites	Education for Sustainable Development	3/75	+				28	47
12.	No prerequisites	Tolerance and Diversity	6/150	+				41	109
	Practicum component								
1.	All compulsory courses (I-II semesters)	Practice				12/300		65	235
	Research component								
1.	Completion of all required courses (Semesters I-III included)	Master's Thesis					30/750	18	732
Per semester				30	30	30	30		
Per year				60		60			

Total	120
-------	-----

Map of program objectives and learning outcomes

Educational program objectives	Learning outcomes							
	Knowledge and Understanding			Skills			Responsibility and Autonomy	
	A	B	C	D	E	F	G	H
Objective 1. Acquire in-depth theoretical and conceptual knowledge in the field of comparative and international education, through understanding historical development trends, key theories and methodologies, as well as contemporary educational debates at the national, regional and global levels;	x	x						
Objective 2. Develop the ability to critically analyze educational systems, policies and practices within their historical, socio-political, economic and cultural contexts;				x		x		
Objective 3. Develop contemporary research competencies in planning and conducting qualitative and quantitative research, as well as in data analysis, in accordance with academic writing standards and research ethics;			x	x	x	x	x	

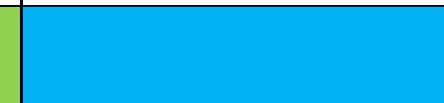
Objective 4. Develop the ability to apply theoretical knowledge of comparative and international education in practice, engage in professional communication, demonstrate ethical responsibility and pursue continuous professional development in academic and professional environments.					x	x	x	x	x
--	--	--	--	--	---	---	---	---	---

Map of the program's mandatory courses and program learning outcomes

№	Subject	Course Status	Program learning outcomes							
			(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
1.	Comparative and International Education	I	x	x		x		x		
2.	Educational Traditions in an Intercultural Perspective	I	x	x		x				
3.	Education Policy	I	x			x		x		
4.	Contemporary Theories and Methods of Teaching and Learning	D		x				x		
5.	Quality Management in Education	D	x			x				
6.	Education and International Development	I	x			x		x	x	
7.	Innovations and Technologies in Education	D		x		x				
8.	Academic Writing for Master's Students	D			x			x	x	x

9.	Qualitative Research Methods	D	P				X			X	X	X	X
10.	Quantitative Research Methods and Data Analysis Using SPSS	D	P				X			X	X	X	X
11.	Practice	P	M				X	X		X	X	X	X
12.	Master's Thesis		M				X	X		X	X	X	X

Course Status

I – Introductory courses	D - Developing courses	P - Practical courses	M- Mastery courses
			

Map of learning outcomes for the program's mandatory and elective courses

№	Module/Subject	Competencies		
		Knowledge and Understanding	Skills	Responsibility and Autonomy
Compulsory educational courses in the main field of study				
1.	Comparative and International Education	+	+	+
2.	Educational Traditions in an Intercultural Perspective	+	+	
3.	Education Policy	+	+	
4.	Contemporary Theories and Methods of Teaching and Learning	+	+	+
5.	Quality Management in Education	+	+	+
6.	Education and International Development	+	+	+
7.	Innovations and Technologies in Education	+	+	+
8.	Academic Writing for Master's Students	+	+	+
9.	Qualitative Research Methods	+	+	+
10.	Quantitative Research Methods and Data Analysis Using SPSS	+	+	+

11.	Practice	+	+	+
12.	Master's Thesis	+	+	+

Elective educational courses in the main field of study

13.	Sociology of Education	+	+	
14.	Gender and Education in Global and Comparative Perspectives	+	+	+
15.	Education and Human Rights	+	+	+
16.	Anthropology of Education	+	+	
17.	Educational Management and Leadership	+	+	+
18.	History of Education in Georgia	+	+	
19.	The Idea of the University: Philosophical Aspects	+	+	
20.	Transformation of School Education in a Global Context	+	+	
21.	School Policy and Practice in a Comparative Perspective	+	+	
22.	Contemporary Trends in Higher Education in a Global Perspective	+	+	+
23.	Education for Sustainable Development	+	+	
24.	Tolerance and Diversity	+	+	+