



Information gathering template prepared for the Global Education Monitoring Report 2021 - Central and Eastern Europe, the Caucasus and Central Asia - Inclusion and education: All means all.

Georgia

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2021

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Introduction

The template for the Country Profiles was a survey designed to collect information from countries in order to collect structured information to be used as the basis for the GEM Regional Report analysis work.

The survey respondents were specifically requested to not focus exclusively on children with disabilities, but include information on all of the groups considered to be vulnerable to exclusion or at risk of being marginalised, stereotyped or subject to discrimination, including for reasons such as gender, location, poverty, ethnicity, language, beliefs and religion, migration or displacement status, sexual orientation or gender identity expression.

The overall goal for the Profile was that the information provided in relation to each country identifies:

- 1.challenges (barriers and hinderances) and opportunities (support and ways forward) for the implementation of inclusion in education policies;
- 2.the ways in which countries monitor inclusion and exclusion in education (at individual and system levels);
- 3.challenges (barriers and hinderances) and opportunities (support and ways forward) for supporting inclusion in education created by sectors other than education and arrangements needed to co-ordinate work among government sectors, tiers of government and with other stakeholders to overcome overlapping dimensions of exclusion;
- 4.key policy solutions that are being implemented and key drivers of policy change.

The Profile begins with background information on the people completing the template.

The next section provides a short descriptive overview of the country's system of inclusive education.

This is followed by main sections presenting quantitative and qualitative data linked to each of the seven themes for the report:

- 1.laws and policies;
- 2.governance and finance;
- 3.data;
- 4.curricula, learning materials and assessment;
- 5.teachers and support personnel;
- 6.schools;
- 7.communities, parents and students.

Each section begins with a key guiding question (marked in italic text) that frames the overall information provided. This is followed by the specific questions on the main issues for the topic that should be answered.

Sections 1 and 2 focus on information relating to legislation and policies.

Section 3 focuses upon available data and the aims and procedures for data collection.

Sections 4 to 7 focus on information relating to policies and policy implementation in practice.

The information provided focuses on compulsory education (i.e. potentially -pre-primary, primary and lower secondary, and possibly upper secondary education). Only specific issues related to inclusion in early childhood education and post-compulsory education were considered when necessary.

Survey reply and respondents

Has the information in this profile been discussed with and validated by a government representative?

No + / Yes

If yes, who and what is their professional capacity, role?

Representatives from the Ministry of Education were actively involved in providing information and data. The final profile was not introduced to and validated by government representative.

Which other people have been key informants? What is their professional role?

The key informants were representatives from Ministry of Education, Science, Culture and Sport of Georgia.

Ekaterine Lezahava - Deputy Head of Preschool and General Education Development Department

Tatia Packoria - Pre school and General Education Department, National Curriculum Office

Tamar Zhgenti - Inclusive Education Development Office. Department of National Curriculum. Head specialist.

Aleksandre Asatiani - Expert of Information and Communication Technologies.

The following representatives were interviewed:

Ekaterine Dgebuadze - Deputy Minister

Lika Gigauri - former Deputy Minister

Salome Charkviani - Teachers Professional Development Center, Promotion of Inclusive Education Department, Program Manager

What was the main challenge during the preparation of the profile?

The main challenge was lack of available data and information in particular cases.

Please list the 5 most informative sources on inclusion in education (academic papers, policy reviews, evaluation studies etc.) for the country published since 2015 and provide links to the originals:

1. Inclusive Education. Audit report of performance, State Audit Office, 2017
<https://sao.ge/files/auditi/auditis-angarishebi/2017/inkluziuri-savleba.pdf>
2. "Inclusive Education in Pilot Public Schools", Monitoring Report of Ombudsman, 2019
<http://www.ombudsman.ge/res/docs/2019061419175345379.pdf>
3. "'Challenges in Access to the Physical Environment for Persons with Disabilities", Special Report of Ombudsman, 2018
<http://www.ombudsman.ge/res/docs/2019042212340528851.pdf>
4. "Inclusive Education Development Strategy and the first draft of the Action Plan 2018-2021", Inclusive Education Development Office. (Reflected in the Ministry's integrated strategy)
5. Institute of Social Studies and Analysis (ISSA), Monitoring of Inclusive Education in Public Schools and Transitive Education Program for Homeless Children. Research report, 2017
<http://inclusion.ge/res/docs/201806151459088740.pdf>

Country system overview

(i) Provide a brief (maximum 1 page) narrative of the country's compulsory educational system. Specifically, provide information about:

a. the different types of schools, institutions and educational provision within the system and the age range / ISCED levels of learners they cater for

According to the Law of Georgia on General Education a General Education Institution/school may be:

- A school providing a typical educational service;
- A resource school providing respective programs/services to the students with special educational needs, parents and teachers;
- A resource school implementing intensive course of one or more subjects envisaged by the National Curriculum.

Besides educational service a school may offer boarding and in this case it is a boarding school. Thus the present document shall regulate boarding service related issues and shall be referred to as "Standard of Boarding School Care". It should be noted that as of today, according to the Order N448 of the Minister of Education and Science of Georgia, dated September 15, 2005, boarding service can be received at 3 types of schools:

- 8 resource schools that provide students with special educational needs, parents and teachers with respective education programs / services (special education programs for children with developmental disabilities, sensory, behavioral and emotional disorders);
- 1 resource school implementing intensive course in physics and math (LEPL Vladimer Komarov Tbilisi #199 Public School);
- 3 schools in Dusheti Municipality providing typical educational service and offering boarding to pupils living in nearby villages due to difficult geographical accessibility.

b. the different authorities responsible for different types of provision etc.

Ministry of Education and Science is responsible for general, vocational and higher education institutions and boarding schools.

Ministry of Labor, Health and Social Affairs is responsible for Day Centers for homeless children.

c. any major external support programmes provided in the past 5 years e.g. bilateral - GIZ (German Society for International Cooperation) and USAID; or multi-lateral e.g. UNICEF, European Union, ADB (Asian Development Bank).

1. A grant project “Introducing Inclusive Education in Georgian Vocational Education and Training System” was implemented on the basis of grant agreement between Ministry of Education and Science of Georgia and Ministry of Education and Research of Norway on 25.11.2013. Grant Amount - USD 1,873,845

2. Elaborating an early inclusive education regulatory document, UNICEF and World Vision Georgia.

3. A project “Involvement of particularly vulnerable children and young people left out of schools in high quality education system” is being conducted with support from UNICEF. Duration of the project - 09.2019-09.2021. Grant Amount - USD 73,000

(ii) Are there specific features of the compulsory education system that impact on inclusion that should be kept in mind when reading the country response?

Area	Yes/No	Description of the feature
Early tracking of learners into a particular educational pathway	Yes	In 2019 one stage was added to registration of first grade students. On the first stage, in March students with special education needs are registered within pre-defined limits (not more than 10%). Multidisciplinary team of MoE evaluates student and in case of confirming special needs school starts to prepare proper education environment.
‘Double-shift’ patterns to the school day (i.e. learners attend for either a morning or afternoon session)		
Grade retention		

Multiple languages of instruction		
Policies on access to compulsory education in local schools		Statement of minister N04/6, 11.01.2017 on "Approval of the procedure for student enrollment and suspension of student status in a general education institution"
(others ...)		

(iii) In the country's system which groups are considered to be vulnerable to exclusion from education? Who has identified these groups as being vulnerable to exclusion?

Children who are homeless and live and work in streets are vulnerable to exclusion. Data of the children excluded from school is not accessible and this fact increases the problem.

As the deputy minister states in the interview on the link below, interagency program is initiated in order to track and identify the children vulnerable of exclusion.

<http://akhaliganatleba.ge/სკოლის-მიღმა-დარჩენი/>

(iv) Please provide a brief (maximum 1 page) narrative overview of the historical development of inclusion of vulnerable groups in education in the country.

Systemic development of inclusive education is based on the Constitution of Georgia, international conventions and treaties and laws of Georgia. The Laws of Georgia on Early and Preschool Education and Care and on General Education require the system to provide quality and equally accessible education for people with special needs at preschool and general education levels. In cases of the vocational and higher education regulatory legislation it has not yet been harmonized with the Convention on the Rights of Persons with Disabilities.

The Law on Early and Preschool Education and care adopted in 2016 created solid grounds for the development of high quality, inclusive and equally accessible early and preschool education.

Significant systemic change has been made in the direction of inclusive education development since 2005 in the area of general education and since 2013 in the area of vocational education with support of different international and local donor and partner organizations as well as of persons with

disabilities and non-governmental organizations working on the issues of the persons with disabilities, including the parents of these persons.

The systemic reforms: development of curricula and of educational resources and professional development of teachers and other specialists, introduction of additional funding model, implementation of infrastructural projects – ensured changes of the awareness and attitudes both of the school and the society.

The quality of inclusive education and the number of students with identified special education needs are increasing each year at the level of general education. To date over 7000 students with special needs receive educational service at 1244 public schools. They receive service of over 1400 additional specialists (special teachers, psychologists, inclusive education coordinators etc.) qualification of which, just like teachers' qualification, needs further development. The Ministry of Education and Science of Georgia is gradually adapting the physical environment of public schools and providing students with special education needs with appropriate technologies and education resources.

Introduction of inclusive vocational education in 2013 has made it possible to provide additional educational services and different material resources for the persons with special education needs. Unlike the general education, special educational needs student support system is adapted to the needs of an individual on the vocational education level. To date, up to 600 students with different needs received educational service at 29 State vocational educational institutions. Over 100 additional specialists (special teachers, sign language specialists, sign language interpreters, specialists on mobility and spatial orientation, personal assistant etc.) are engaged. 4 State vocational educational institutions have adapted physical environment according to the universal design, other institutions meet the requirements determined by the Decree of the Government of Georgia #41 (January 6, 2014) on Technical Regulations of Spatial Arrangement and Architectural and Planning Elements for the Persons with Disabilities. The support service for persons with disabilities created by the Ministry of Education and Science for the purpose of employing graduates has been transferred to the Ministry of Labor, Health and Social Affairs of Georgia for further management and development.

Responsibilities of the Ministry of Education and Science to ensure education quality enhancement and equal access are distributed among structural units and Legal Entities of Public Law and Non-Commercial Legal Entities under the Ministry. Structural subunit – Inclusive Education Development Division is created under the Ministry to determine and coordinate implementation of the inclusive education policy on every education level. According to the inclusive education policy:

- LEPL National Center for Teacher Professional Development – elaborates and implements training programs for specialists, teachers.
- LEPL Education and Science Infrastructure Agency – ensures adaptation of the educational institution physical environment;

- LEPL National Assessment and Examination Center – ensures arrangement of examination environment for the teachers with disabilities and students/entrants with special educational needs;
- A multidisciplinary team provides assessment and confirmation of educational needs based on international tests tailored to Georgian norms.
- LEPL Children and Youth Development Fund ensures non-formal education and promotes socialization of the youth with special needs and disabilities.

Section 1: Laws and Policies

*What is the framework of **legislation**, **policy** and **guidelines** for supporting the development of an inclusive education system?*

1.1 Have international/UN conventions/declarations to protect the rights of groups who are potentially vulnerable to discrimination and exclusion been integrated into national and/or regional law?

Convention/declaration on	Law	Comments

<p>Child rights (UNCRC)</p>	<p>Georgian Law on Children Rights</p> <p>https://matsne.gov.ge/ka/document/view/4613854?publication=0</p> <p>20/09/2019</p> <p>Georgian Law on Early and Pre-school education</p>	<p>Chapter II, Basic Child rights and freedoms</p> <p>Article 10</p> <p>Rights of Education</p> <p>1. Every child has right to get high quality and inclusive education and have equal access to education.</p> <p>2. State ensures equal access to inclusive system of education for all children.</p> <p>Chapter V. Child right to receive education</p> <p>Article 35.</p> <p>2. State ensures equal access for all children on high quality of early, pre-school, general, vocational and higher education by implementing inclusive system of education and harmonization of education system of the country with international educational environment.</p>
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Disability (UNCRPD)	Georgian Law on General Education	<p>Chapter II Basic Rights and Freedoms of a Student, Parent and Teacher</p> <p>Article 9. Right to Receive General Education</p> <p>3. Governing bodies of education system create special and corrective programs financed by state for education, treatment, social adaptation and integration.</p> <p>Chapter V. Legal Basis for Activities of General Education Institutions</p> <p>Article 33. Responsibilities and rights of General Education Institution</p> <p>z) Benefits for creating environment needed for students with special education needs (SEN).</p>
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<p>Disability (UNCRPD)</p>	<p>Convention on the Rights of Persons with Disabilities.</p> <p>Type of document: International Treaty and Agreement of Georgia</p> <p>12/04/2014</p> <p>https://matsne.gov.ge/ka/document/view/2334289?publication=0</p>	<p>Article 24, Education</p> <p>1. Participating states declare rights of people with special needs on education without discriminating this right and for realizing the rights on equal terms participating states ensure implementation of inclusive education system and access on lifelong learning.</p> <p>2. a) Prevent exclusion of people with special education needs (SEN) from education system.</p> <p>3. Provide with opportunities to acquire social skills for better involvement in social life.</p> <p>4. Preparing school staff, rising awareness, providing with alternative methods and materials in order to realize this rights.</p> <p>5. Equal access to courses and lifelong learning without discrimination.</p>
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Gender (Convention on discrimination against women CEDAW)

Georgian Law on Gender Equality

<https://matsne.gov.ge/ka/document/view/91624?publication=8>

Chapter I. Genral Regulations

Article 3. Temrs Definition

T) Equal treatment – declaration of equal rights and abilities, inadmissibility of discrimination.

Chapter II. Guarantees for Ensuring Gender Equality

Article 4.

2. For protecting gender equality, the following are ensured without discrimination:

b) Equal access to education for man and woman and free choice on every stage of learning.

Article 7. Guarantees for Ensuring Gender Equality in Education and Science

1. Right to choose profession and specialty without discrimination

2. Equal conditions for man and woman in education, including involvement in educational and scientific process.

Ethnicity or language (UN Declaration on Rights of persons belonging to National, ethnic, religious and linguistic minorities)	Georgian Law on General Education	<p>Chapter II Basic Rights and Freedoms of a Student, Parent and Teacher</p> <p>Article 13. Neutrality and Non-discrimination</p> <p>6. School is obliged to protect and promote tolerance and mutual respect between students, parents and teachers regardless of their social, ethnic, religious, linguistic and ideological affiliations</p>
Other (e.g. Rights of indigenous people)		n/a
...		

1.2 Provide an overview of general education legislation impacting on the inclusion of learners from vulnerable groups:

Name and link	Year and status (enacted, under preparation etc.)	Description of key content
<p>Statement of Minister of Education and Science</p> <p>On approving the rules for the introduction, development and monitoring of inclusive education, as well as the identification mechanism for students with special educational needs</p> <p>https://matsne.gov.ge/ka/document/view/4007539?publication=0</p>	<p>Statement №16/6</p> <p>21.02.2018</p>	<p>Statement includes term definitions and regulation of rules: evaluation of special education needs, confirming status of special education needs (SEN) to students, selecting specialists for inclusive education, inclusive education in schools, monitoring.</p>

Inclusive education
regulative documents:
<http://inclusion.ge/ge/o/static/261>

Georgian law on general education ensures inclusion of all learners, which is regulated by article on *neutrality and non-discrimination* as well as article on *right to receive general education, responsibilities and rights of general education institution* and article on *inclusive education*.

Convention on the rights of the child regulates non-discriminative environment, as well.

Source:

1 Georgian Law on General Education

Article 13. Neutrality and Non-discrimination

6. School is obliged to protect and promote tolerance and mutual respect between students, parents and teachers regardless of their social, ethnic, religious, linguistic and ideological affiliations

Article 9. Right to Receive General Education

3. governing bodies of education system create special and corrective programs financed by state for education, treatment, social adaptation and integration.

Article 33. Responsibilities and rights of General Education Institution

z) benefits for creating environment needed for students with special education needs.

Article 2

Inclusive Education – Equally accessible education process, which ensures receiving education considering individual educational needs and possibilities.

2. Convention on the Rights of the Child

Article 2

1. Participating states respect and ensure children's rights under this convention without discrimination due to race, skin color, gender, language, religion, political and other backgrounds, national, ethnic or social origin, property, health status and birth of the child, parents or legal guardians or any other circumstances.

Technical Regulation of Space Arrangements for Architectural and Planning Elements	Decree of Georgian Government 06.01.2014	<p>Chapter V. Specialized Child Institutions</p> <p>Article 16. General Requirements</p> <p>While designig specialized institution, groups of space should be considered for:</p> <ul style="list-style-type: none"> a) children’s housing b) gym, musical and special classes c) medical service d) household use
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1.3 Provide an overview of education policy or guidelines impacting on inclusion of learners from vulnerable groups:



Name and link	Year and status (enacted, under preparation etc.)	Description of key content
<p>Inclusive Education – Guideline for Teachers</p> <p>MoE. National Curriculum and Assessment Center.</p>	2009	<p>Textbook is intended for teachers of general and special schools, administration and the specialists working in inclusive education.</p> <p>The textbook includes themes and problems of inclusive education, specific cases of disabilities and learning skills, features of teaching students with special education needs and effective strategies and concrete exercises.</p>
<p>Guideline for Vocational Inclusive Education</p> <p>Under partnership between MoE of Georgia and Ministry of Education and Research of Norway.</p>	2016	<p>Textbook is intended for administration, teachers and inclusive education specialists in vocational education institutions.</p>

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1.4 Please describe any specific plans and strategies designed to support inclusion in education (e.g. national strategy on migrant learners):

Name and link	Year and status (approved, under preparation etc.)	Description of the focus



<p>Unified Strategy of Education and Science 2017-2021</p> <p>http://www.mes.gov.ge/uploads/სტრატეგია/განათლებისა%20და%20მეცნიერების%20სტრატეგია.pdf</p>	<p>2017</p>	<p>Strategy includes every sphere of education and science: early childhood education, general, vocational and higher education, adult education, research and science. Strategy maintains Lifelong Learning Principle and connection between different educational stages.</p> <p>Strategic tasks of Pre-school, General, Vocational and Higher education involve principles of Inclusive education and equal access.</p>
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Strategy Document of Developing Inclusive Education 2019-2022 https://www.mes.gov.ge/content.php?id=8522&lang=geo . Document is not public yet		
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1.5 Is there a definition of inclusion in education?

£ No £ No information available £ Yes +

Inclusive Education – Equally accessible education process, which ensures receiving education considering individual educational needs and possibilities.

Source:

Georgian Law on General Education, Chapter I, Article 2, U).

Vocational Inclusive Education – Equally accessible education process, which ensures consideration of individual educational needs and possibilities for all vocational students and listeners.

Source:

Georgian Law on Vocational Education, Chapter I, Article 3.

Inclusive Education System – Education system, that ensures offering high quality early, pre-school, general, vocational and higher education to every child considering their individual needs and possibilities, by rational adjustment and/or using Universal Design.

Source:

Child Rights Code, Chapter I, Article 3, L).

1.6 Is there a definition of vulnerable groups?

£ No £ No information available £ Yes+

Vulnerable Group – group of people who lack certain privileges or do not have access to such social aspects that are easily accessible to others.

Source:

<https://matsne.gov.ge/ka/document/download/3190635/0/ge/pdf>

Positive Discrimination – system of privileges for discriminated group of society.

Source:

<http://gil.mylaw.ge/ka/term/55799.html>

1.7 Is there a definition of special educational needs?

£ No £ No information available £ Yes +

Student with Special Education Needs – Student having difficulties concerning learning process, is not able to fulfill minimal requirements of National Curriculum and/or needs adaptation/expansion of National Curriculum, adaptation of environment, alternative curriculum and/or special education service.

Source:

Georgian Law on General Education, Chapter I, Article ch2).

Person with Special Education Needs – person having difficulties or limited abilities concerning learning process and needs adaptation of process, that implies modification of vocational program, creating individual curriculum, adaptation of environment and/or additional education service.

Source:

Georgian Law on Vocational Education, Chapter I, Article 3, Definition of Terms, Z).

1.8 Please provide information on any future developments planned for inclusion in education.

1. Operating Special Teacher Professional Development Scheme, confirming qualification of special teachers on basis of examinations, receiving relevant benefits.
2. Preparing 60 ECT program of special teacher training.
3. Implementing Bachelor program of special teacher training.
4. Improving financing model of students with special needs in general education institutions
5. Information support of teachers, students with special education needs, parents with various manuals and guidelines.
6. Implementation and development of resource-school model

Source – Interview with MoE officials

1.9 Please provide information on any reports, evaluations and/or reviews of legislation and/or policy relating to inclusion in education, since 2015. This could include official and parallel reports on UNCRPD etc.

1. Accessibility of Vulnerable Groups to Vocational Education. Situational Analysis. Report is prepared within framework of project of MoE: “Implementing Inclusive Education in Vocational Education System in Georgia”, 2015.

The Situation Analysis Report provides review of vocational education system in Georgia in terms of accessibility. The barriers in vocational education are analyzed in terms of legislation. These barriers include problems of children living and working in streets as well as internally displaced people. The report also reviews development strategy of vocational education and focuses on access of vulnerable groups on vocational education.

2. Inclusive Education. Audit report of performance, State Audit Office, 2017

The report aims to assess productivity and effectively of arrangements implemented for promotion of inclusive education in general education institutions. The report analyzes disadvantages of the mechanisms, financing model and program management held for supporting inclusive education. It is mentioned in a report that there is a need for repeated assessment of students by multidisciplinary team. In order to make corrections in individual curriculum, if needed, or change the status of a student with SEN. The report suggests that there should be mechanisms of measuring results achieved by a student with special education needs.

<https://sao.ge/files/auditi/auditis-angarishebi/2017/inkluziuri-savleba.pdf>

3. Inclusive Education in Pilot Public Schools, Monitoring Report of Georgian Ombudsmen, 2019.

The report includes review of issues in systemic and administrative level that need to be settled in order to implement inclusive education properly. It includes recommendations towards the government, ministry of education, general education institutions, social agencies and local self-governments.

<http://www.ombudsman.ge/res/docs/2019061419175345379.pdf>

4. Disadvantages of Access to the Physical Environment for People with Disabilities. Special report of Georgian Ombudsmen, 2018.

The report includes recommendations for the parliament, government and local self-governments about issues such as legislation concerning people with special education needs; eliminating discrimination; physical environment for people with SEN.

<http://www.ombudsman.ge/res/docs/2019042212340528851.pdf>

5. Alternative report with respect to Georgian periodic report on UN committee of people with disabilities. Human Rights Education and Monitoring Center (EMC), Georgian Young Lawyer's Association (GYLA), Open Society Georgia Foundation (OSGF).

The report assesses fulfillment of convention on the rights of persons with disabilities. According to the report, despite regulating inclusive education by law, legislative basis is still incomplete: inclusive education is an authority but not a responsibility of education institution. The legislation does not regulate issues of integrated classes and special teachers, that is basic for conducting inclusive education.

https://emc.org.ge/uploads/products/pdf/CRPD_ალტერნატიული_საია_EMCSGSF-2018_1572861274.pdf

1.10 What are the perceived main challenges (barriers and hindrances) and opportunities (support and ways forward) for inclusion in education in relation to laws and policies in the country?

Concerning the challenges, according to former high official at MoE, existing policy needs to be modified. Tasks of the existing policy are already fulfilled – schools opened up for children with special needs. However, nowadays a new policy is needed in order to improve quality and make differentiation of special needs. A new policy should be based on grounds created by the existing policy.

According to report of EMC, GYLA and OSGF, despite regulating inclusive education by law, legislative basis is still incomplete: inclusive education is an authority but not a responsibility of education institution. The legislation does not regulate issues of integrated classes and special teachers, that is basic for conducting inclusive education.

Despite the challenges mentioned above, current legislation has created solid basis for developing inclusive learning in all the stages of education. The policies implemented during the last ten years have opened education system for students with different needs, have made it inclusive and flexible and created ground for future development.

Section 2: Governance and Finance

How far are inclusive principles underpinning policies at national and local levels effectively supported by governance and financing mechanisms?

Full involvement of students with special education needs in learning process and implementing inclusive education in schools has been declared to be priority for the country since 2004. The reforms for its promotion started in 2006.

MoE carries out “Inclusive Education Promoting” program and under its frame children with SEN are engaged in learning process.

<http://inclusion.ge/geo/static/7>

2.1 Is there formal collaboration across ministries on inclusion in education?

£ No £ No information available £ Yes +

Ministry of Education will have tight collaboration with relevant ministries and partner organizations for the reason of developing sectorial education policy and coordination mechanism. Strategy 2017-2021.

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: what mechanism, who is involved and how

Policy development, implementation and coordination

Georgian law on education regulates collaboration between ministries in terms of inclusive education. In particular, ministry of defense, ministry of economics and other institutions.

Source:

Law on Higher Education. Chapter II. Governance of Higher Education System.

Article 8¹. Competencies of Georgian Ministry of Defense for Military Higher Education Institutions

The article includes responsibilities, rights and involvement of Ministry of Defense in Military Higher Education Institutions.

Article 8². Competencies of Georgian Ministry of Economics and Sustainable Development and LEPL Maritime Transport Agency in the field of Maritime Higher Education

Ministry of Economics and Sustainable Development, foreseeing conclusions of MoE, approves the charter of Maritime Higher Education Institution.

Identification of needs / referral for services

Mainly carried out through city halls:

Department of Education, Sport and Youth Affairs of Tbilisi City Hall – projects of Education Program – “Promotion Inclusive Education” and “Promoting Socially Vulnerable Students for Employment”.

<http://www.tbilisi.gov.ge/page/87>

Resolution of Tbilisi City Council for City Hall budget subprogram “Promotion of Socially Vulnerable Students”

<https://matsne.gov.ge/ka/document/view/3066663?publication=0>

Batumi City Hall, subprogram of Department of Education and Culture – “Promotion of Inclusive Education” – aim of the subprogram is providing transport service to students with SEN.

<https://batumi.ge/ge/?page=show&sec=109>

<http://batumi.ge/ge/upload/ინკლუზიური%20განათლება.pdf>

Promoting Vocational Education of IDP youth, 2017. Under memorandum between Education management information system (EMIS) – program includes support in transportation and housing

<http://www.mes.gov.ge/content.php?id=7228&lang=geo>

LEPL of Ministry of Justice, National Probation Agency provides referral of juveniles with behavioral problems in specialized boarding school # 15 in Samtredia.

<https://matsne.gov.ge/document/view/4765155?publication=0>

The transitive project funded by MoE - Second Opportunity for Education. By this project MoE enters Day Centers that function under Ministry of Health. Day Centers function for homeless children who are excluded from education.

Source – interview with MoE deputy minister.

<https://www.mes.gov.ge/content.php?id=8804&lang=geo>

Data sharing		<p>Project “Monitoring of Children Beyond School” that will enable Ministries to share protected databases on horizontal level – ready to be adopted. Source – interview with officials of MoE.</p> <p>Memorandum of 2017 about sharing information between ministries of Education and Health, concerning information about students with SEN. Has not officially formed as a document. Source – interview with former high official at MoE.</p>
Monitoring and evaluation		Monitoring and evaluation is carried out by LEPL of the ministry of education - National center for educational quality enhancement.
Quality assurance and accountability		National center for educational quality enhancement ensures quality assurance and accountability.
<i>(others ...)</i>		

If no, please give further information:

2.2 Are there shared responsibilities between central and local governments on inclusion in education?

£ No £ No information available £ Yes+

If yes, in which areas does this take place and who is involved?

Area	Yes/No	Description: who is involved and how

Policy development, implementation and coordination

Georgian law on general education regulates shared responsibilities, such as, authority of local self-government and collaboration with legal and private entities of public law.

Source:

Law on General Education.

Article 30. Authority of local self-government in general education.

Includes activities, rights and responsibilities of local self-government body

Early Inclusive Education, Basic Principles. UNICEF, 2019.

Early inclusive education specialists are financed by local government, project was promoted by World Vision Georgia.

In order to promote policy of MoE, **Education Resource Centers** collaborate with Legal and private entities of public law, local governments and self-governing bodies;

http://mes.gov.ge/content.php?id=193&module=legislation&page=detals&leg_id=246&doc_type=orig

Identification of needs / referral for services		<p>Mainly carried out by city halls:</p> <p>Batumi City Hall, subprogram of Department of Education and Culture – “Promotion of Inclusive Education” – aim of the subprogram is providing transport service to students with SEN.</p> <p>https://batumi.ge/ge/?page=show&sec=109</p> <p>http://batumi.ge/ge/upload/ინკლუზიური%20განათლება.pdf</p> <p>Local municipality provides with transportation services and infrastructural issues. <i>Law on General Education, Article 30</i></p>
Data sharing		<p>Collaboration with local government occurs in cases of special education needs, when there is need for sharing information.</p> <p><i>Source – interview with former high official at MoE.</i></p> <p>Education Resource Center - gathers and processes data on material, technical, human and financial resources in educational institutions on its area of action.</p>
Monitoring and evaluation		<p>Education Resource Center – monitors implementation of National Curriculum, standards and special education programs in educational institutions on its area of action.</p>

Quality assurance and accountability		<p>Education Resource Center – provides MoE with recommendations and statements about reorganization, liquidation and foundation of educational institutions on its area of action.</p> <p>Provides recommendations to educational institutions on its area of action for the purpose of resolving legal disputes. I case of need presents report to MoE.</p> <p>During implementation of its responsibilities, resource center is accountable to MoE.</p> <p>http://mes.gov.ge/content.php?id=193&module=legislation&page=detals&leg_id=246&doc_type=orig</p>
(others ...)		

2.3 Are non-governmental organisations and/or associations involved in governance processes?

£ No + £ No information available £ Yes

According to Law on Education and other legislations, it is not mentioned that NGO-s are involved in governance.

2.4 Are there any accountability mechanisms to promote the inclusion of learners from vulnerable groups?

£ No £ No information available £ Yes +

If yes, what is the focus of the mechanisms?

Area	Yes/No	Description of the focus/actors involved (e.g. state/non state)

Appeal process for rights violations	yes	Public Defender (Ombudsman) of Georgia. Law on the Elimination of All Forms of Discrimination http://www.ombudsman.ge/geo/erovnuli-kanonmdebloba
School inspection	Yes	Included in section below “Other quality assurance processes”

Other quality assurance processes (e.g. standards for teaching, support services etc)

Quality assurance processes are ensured by authorization standards, including standards of school curriculum, material resources, adapted environment.

Source:

Authorization Standards of General Education Institution

Article 3. General Education Institution standards are met, if:
g) school curriculum provides students with equal opportunities of learning and development. School has special program for SEN

Article 4. General Education Institution Material Resources

1. Standard is met, if:

a) institution has material resources determined by curriculum, including: a.b) classrooms equipped with inventory: desks adapted to SEN, school boards and other necessary facilities

d) school has adapted environment for students with SEN

Authorization Standards of Vocational Education Institution

Article 7. Material resources. z) institution has adapted environment for SEN

Authorization Standards of Vocational Education Institution

3. Education Programs. 3.2. Structure and Content. With individual curriculum higher education institution provides student with special education needs with relevant learning and assessment conditions, adaptive environment and in case of need, with human resource.

7.1 Material Resources – institution has adapted environment for SEN. Person with special education needs can easily orient and move (Ramps, elevator), student with SEN has access to administration of institution and faculty. Institution has relevant sanitary node and car park that ensures easy access to the building.

<https://eqe.ge/geo/static/131>

Monitoring and evaluation (e.g. data collection on attendance, participation, achievement, funding)		Quality assurance standard and other relevant legislation documents do not include information about the issue.
(others ...)		

If no, please give further information:

2.5 Please describe the general mechanisms for funding schools. Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of who, what, to whom and how
...	<p>Law on General Education. Chapter III. General Education Funding</p> <p>Article 22. 2. In general education institution learning is funded by Voucher per one student in accordance with financial norms.</p> <p>3. Value of standard and increased vouchers is defined by maximum load considered by National Curriculum, according to financial abilities of students in different conditions, by defending principles of equality. After covering current expenditures of institution remaining amount can be used for covering capital expenditures.</p>

...	<p>Law on Higher Education. Chapter XIII. Types of Higher Education Institution Activities and their Funding Sources</p> <p>Article 79. Financing Higher Education Institution</p> <p>2. Sources of funding Higher Education Institution: a) tuition fee that is covered by State Grant. b) revenues such as grant, donation, will. g) scientific-research state grants. e) program finance by ministries e¹) finance from budget of autonomous republic. v) other revenues allowed by Georgian legislation, including economic activities</p>
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2.6 Do schools have flexibility to use funding allocations to support the inclusion of learners from vulnerable groups?

£ No+ £ No information available £ Yes

Inclusion of learners is funded by increased voucher defined by law on general education.

Source:

Law on General Education. Chapter III. General Education Funding

Article 22. 2. In general education institution learning is funded by Voucher per one student in accordance with financial norms.

3. Value of standard and increased vouchers is defined by maximum load considered by National Curriculum, according to financial abilities of students in different conditions, by defending principles of equality. After covering current expenditures of institution remaining amount can be used for covering capital expenditures.

2.7 Please describe the specific mechanisms for funding the inclusion of vulnerable learners and their families in education (e.g. benefits, cash transfers, scholarships). Give details on: which institutions provide funding; what they provide; how they provide it and to whom, which mechanisms they use to allocate resources; and their respective roles and responsibilities.

Funding mechanisms	Description of the who, what, to whom and how
Voucher Financing	<p>According to Georgian Governmnet decree 14/09/2015, N476 students of public school with SEN are provided with additional funding</p> <p>Amount of funding depends on number of students with special education needs in a school.</p>
special teacher	Salary of special teacher is payed from standard voucher funds.
Funding specialized boarding schools	<p>8 boarding schools (4 schools with students with profound mental impairment, 2 schools with students having hearing impairments, 1 with sight impairments, 1 with students having behavioral and emotional disorders), apart from receiving standard voucher and increased voucher for promotion of learning for students with SEN, receive additional funding for boarding service, that includes:</p> <p>1. Promoting school process development, 2. Promoting functional and mental skills development, 3. Promoting pre-occupation training, 4. Promoting socialization, 5. Aesthetic education and participation in cultural events, 6. Promoting healthy life and participation in sport/recreational activities.</p>
Infrastructure and learning environment	According to school requirements, adaptation of schools, Articulation of textbooks and Braille printing for students with sight impairments, acquiring other supporting facilities.

...

Funds are allocated by MoE, Ministry is funded from the state budget. Budget is allocated according to number of students with SEN in each school.

Source:

Statement of MoE Minister on approval of the rule about allocation of additional funds for schools with students with SEN.

Article 2. Allocating additional funds for public schools.

Schools receive monthly additional funding from MoE due to number of students with special education needs

a) Schools with 1 from 5 students with SEN are given 7200 Gel, b) schools with 6-10 students - 13,200. Gel, c) from 11 to 15 students - 19,200 Gel, d) from 16 to 20 students - 25,200 Gel; e) from 21 to 25 students - 31,200.0 Gel f) more than 26 students - 37,200.0 Gel.“

Article 3. Providing information to MoE. Terms and time limits.

Education management information system (EMIS), relying on the data of the management information system of general education institutions, provides MoE with digital data:

a) name and identification data of schools having students with SEN, b) account requisites of schools, c) name, personal identification number and class stage of a student with SEN

Article 5. Transferring additional funding to schools

Based on verified information provided by articles 3 and 4, MoE ensures transfer to schools.

<https://matsne.gov.ge/ka/document/view/3206061?publication=0>

...	<p>Law on Higher Education. Chapter II. Governance of Higher Education System</p> <p>Article 6. Authority of the government in higher education</p> <p>1. Government of Georgia</p> <p>g) defines amount and conditions of fundings by state grant within social program, which is not fewer than 6% and not more than 20% of total state learning grants</p> <p>Article 89¹. Arrangements for promoting higher education for students suffered by military operations.</p> <p>Article 89². Arrangements for promoting higher education for students suffered by natural disasters.</p> <p>Article 89⁷. Arrangements for promoting higher education for students from villages nearby dividing line to occupied territories.</p>
benefits, cash transfers, scholarships	<p>Social Inclusion Program that implements different activities (reading club, culinary club, theater groups) for vulnerable groups such as gypsies, students from boarding schools.</p> <p>https://www.mes.gov.ge/content.php?id=7947&lang=geo</p>
Inclusive Education Support program (1 778 487.00 GEL)	<p>Promoting a multidisciplinary team; Support the introduction of inclusive education in vocational and higher education institutions; Funding for integrated classes in public schools; Second opportunity for education and promotion of social inclusion; Information and methodological support for inclusive education;</p> <p>Source:</p> <p>Presentation - Inclusive and Special Education in Georgia, 2019 Ekaterine Dgebuadze – Ministry of Education, Department of Strategy Development, Head of Inclusive Development Division</p>

2.8 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of funding and resourcing relating to inclusive education.

1. Inclusive Education, Audit Report of Performance. *State Audit Office, 2017*

The report aims to assess productivity and effectiveness of arrangements implemented for promotion of inclusive education in general education institutions. The report analyses mechanisms and financing models for promoting inclusive education and discusses disadvantages of the program.

<https://sao.ge/files/auditi/auditis-angarishebi/2017/inkluziuri-scavleba.pdf>

2. Inclusive Education in Pilot Public Schools, Monitoring Report of Georgian Ombudsmen, 2019.

The report includes review of issues in systemic and administrative level that need to be settled in order to implement inclusive education properly. It includes recommendations towards the government, ministry of education, general education institutions, social agencies and local self-governments, including recommendations about changes in financing mechanisms that would satisfy diverse needs of students with SEN.

<http://www.ombudsman.ge/res/docs/2019061419175345379.pdf>

2.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to governance and finance issues in the country?

Governance system encourages inclusive environment and provides opportunities to students with different needs to be involved in learning process, the funding system gives possibilities to schools to be more flexible and inclusive. However, the system faces challenges that also need to be discussed.

The main challenge of financing system in inclusive education is that funds are allocated due to the number of students with SEN, however, types of certain special education needs are not taken into account. As different types of special needs have different expenses. According to the interview with the former high official at MoE, in terms of financing students with special education needs, formula of financing needs have multiple components and should not be based only on the number of students. Vouchers should be based on types of special needs. Fixed costs and variable costs should be divided from each other, variable costs should be based on individual condition of a student.

The same challenge is discussed in Audit Report of Performance. The funding system does not differentiate fixed and variable costs, which is considered to be disadvantage of the system. The report states that this increases risks of non-productive allocation of funds. It is also mentioned that disregard of individual types of SEN challenges success of inclusive education system. The report recommends differentiation of fixed and variable costs and consideration of individual cases of SEN.

When it comes to governance, sharing data between different entities can be seen as a challenge. Data is shared between entities, but they do not offer unified, consolidated system, as the *Audit*

Report states. Apart from that, the monitoring system of implemented programs needs to be developed. The Audit Report recommends implementing monitoring mechanisms in order to offer better integration opportunities to students with SEN.



Section 3: Data

What data on inclusion in education is available to understand if progress is being made towards equitable learning opportunities for all learners?

3.1 Please indicate if the following frameworks are in place, provide a link and give a brief description of their aims and focus:

Framework	Yes / No	Description
For monitoring and evaluating the implementation of national-level inclusion in education policy	Yes	<p>Education Resource Center</p> <p>Within the authorities conferred by law, resource center:</p> <p>Performs research and supervision of processes in education institutions on its area of action.</p> <p>Controls implementation of standards and special education programs of National Curriculum approved by ministry in education institutions on its area of action.</p> <p>http://mes.gov.ge/content.php?id=193&module=legislation&page=details&leg_id=246&doc_type=orig</p>
For quality assurance across all levels of the system (national, regional, school)	Yes	<p>National Center for Educational Quality Enhancement provides mechanisms for quality assurance by authorization and accreditation standards.</p> <p>https://eqe.ge/geo; https://eqe.ge/geo/parent/491</p>

Providing guidance on the use of a range of different data sources for evaluation and self-review at different levels (national, regional, school)	yes	Education Management Information System. EMIS LEPL of Ministry of Education https://emis.ge/index.php
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3.2 What data is collected on learners from vulnerable groups, how and why?

The basis of creating Individual Curriculum of students with SEN is conclusion of Multidisciplinary Team. Individual curriculum consists of students name, demographic data, anamnesis, school, class, teachers who conduct learning process and learning objectives.

<https://app.pdp.ge/Decision/Open/88>

Individual Curriculum team is authorized to require data about student and, make consultations and direct observation on learning process. Consultations with: parents, student, subject teacher and other professionals such as: phycologist, special education teacher, speech therapist, occupational therapist, physician, social worker, etc.

Inclusive Education, Guidline for Teacher, 2009. MoE, National Curriculum and Assessment Center. Chapter II, Data Collection.

<http://ncp.ge/files/inclusion%20education/wignebi/I%20N%20K%20L%20U%20Z%20I%20A.pdf>

3.3 Please provide the available data relating to all learners in the compulsory education system and where they are enrolled for their education.

All questions can be answered using the country's own data sources as far as possible. Alternatively, the data can be provided from publicly available international sources e.g. UIS: <http://data.uis.unesco.org/index.aspx?queryid=216> or UOE: https://ec.europa.eu/eurostat/statistics-explained/index.php/Main_Page

Please give a clear reference to the Source in the column provided.

Multiple Indicator Cluster Survey - 2018 Georgia MICS <https://www.unicef.org/georgia/reports/2018-georgia-mics-multiple-indicator-cluster-survey>

In the Learners column, as far as possible:

- provide actual numbers as far as possible and not estimates.
- only use 0 when the data is zero.
- use M to indicate missing data.
- use NA to indicate the question is Not Applicable (i.e. the country does not have that type of provision).

All questions refer to ALL learners in the education system, not just those formally identified as belonging to a group that is vulnerable to exclusion.

Please provide notes to clarify any issues with the data and include a specific note on the calendar year and/or school year the data refers to. [EL1]

Data on learner access to compulsory education	Learners	Notes	Source

<p>(i) What is the <i>potential population of learners</i> for the compulsory education system in the country (i.e. how many children are in the country that should, by law, be in some form of compulsory education)?</p>	<p>Total: 680 600</p> <p>Male: 358 100</p> <p>Female: 322 500</p>	<p>However, this is the number of population of age 5-19. As the age groups in the source is adjusted as follows: 5-9; 10-14; 15-19</p>	<p>https://www.geostat.ge/ka/modules/categories/41/mosakhleoba</p>
<p>Net attendance ratio</p>	<p>Percentage of children of</p> <p>(a) primary school age currently attending primary or secondary school 97.9</p> <p>(b) lower secondary school age currently attending lower secondary school or higher 96.0</p> <p>(c) upper secondary school age currently attending upper secondary school or higher 84.6</p>		<p>https://www.unicef.org/georgia/reports/2018-georgia-mics-multiple-indicator-cluster-survey</p> <p>2018 Georgia MICS (Multiple Indicator Cluster Survey)</p>

(ii) How many learners are enrolled in all forms of education (i.e. educational settings maintained by the ministry of education or by other authorities such as health, welfare or labour ministries)?	Total: 592 900 Male: Female:	Number of students in general education institutions	https://www.geostat.ge/ka/modules/categories/59/zogadi-ganatileba 2019
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<p>(iii) How many learners are out of any form of education (who by law should be in some form of education)?</p>	<p>Total:</p> <p>Percentage of children of</p> <p>(a) primary school age who are not attending early childhood education, primary or lower secondary school 1.2</p> <p>(b) lower secondary school age who are not attending primary school, lower or upper secondary school or higher 1.2</p> <p>(c) upper secondary school age who are not attending primary school, lower or upper secondary school or higher 11.3</p> <p>Male: n/a</p> <p>Female: n/a</p>	<p>The data is provided by MICS 2018.</p> <p>As it is mentioned in Audit Report of Performance. 2017 , the Ministry has no exact data on number of students with SEN who are out of education.</p>	<p>MICS 2018</p>
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(iv) How many learners are enrolled in mainstream schools (i.e. all learners, not just those with recognised needs or from vulnerable groups)?	Total:654000 Male: Female:		Presentation - Inclusive and Special Education in Georgia, 2019 Ekaterine Dgebuadze – Ministry of Education, Department of Strategy Development, Head of Inclusive Development Division
(v) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in inclusive groups/classes with their peers?	Total: 7538 Male: Female:	Number of students with special education needs who are in public schools	

(vi) How many learners are enrolled in mainstream schools and spend the majority of their time (i.e. at least 80% or 4 days of the week) in separate, special groups/classes, away from their peers?	<p>Total: 624</p> <p>Male: n/a</p> <p>Female: n/a</p> <p>Students with intellectual disabilities – 350</p> <p>Deaf and hearing impairment students – 213</p> <p>Students with visual impairment – 49</p> <p>Students with difficult behaviour - 12</p>	Number of students in resource schools	Presentation - Inclusive and Special Education in Georgia, 2019 Ekaterine Dgebuadze – Ministry of Education, Department of Strategy Development, Head of Inclusive Development Division
(vii) How many learners are enrolled in totally separate, special units and/or schools, away from their peers?	<p>Total: 548</p> <p>Male: n/a</p> <p>Female: n/a</p>		Presentation - Inclusive and Special Education in Georgia, 2019 Ekaterine Dgebuadze – Ministry of Education, Department of Strategy Development, Head of Inclusive Development Division

3.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 of data collection and monitoring for inclusion in education.

1. Alternative report with respect to Georgian periodic report on UN committee of people with disabilities. Human Rights Education and Monitoring Center (EMC), Georgian Young Lawyer's Association (GYLA), Open Society Georgia Foundation (OSGF).

The report assesses fulfillment of convention on the rights of persons with disabilities. According to the report, despite regulating inclusive education by law, legislative basis is still incomplete: inclusive education is an authority but not a responsibility of education institution. The legislation does not

regulate issues of integrated classes and special teachers, that is basic for conducting inclusive education.

https://emc.org.ge/uploads/products/pdf/CRPD_ალტერნატიული_საია_EMC_OSGF-2018_1572861274.pdf

2. Inclusive Education, Audit Report of Performance. *State Audit Office, 2017*

The report aims to assess productivity and effectively of arrangements implemented for promotion of inclusive education in general education institutions. The report analyses mechanisms and financing models for promoting inclusive education and discusses disadvantages of the program.

3.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to data collection issues in the country?

Proper data collection promotes inclusive education process – when Multidisciplinary team collects data about students with special education needs, it increases the opportunity to implement inclusion process better. Collection of information and monitoring process from Education Resource Centers help inclusion process to be more accountable and responsible. However, there are several challenges that appear in the system. As it is mentioned in several reports, there is lack of certain data about children out of education. Apart from that, data collection is not sufficient and there is a need of more complex data collection process.

According to former high official at MoE, there is a need for evaluation system, not only data collection. Indicators are needed in order to use data and evaluate situation according to the indicators. Apart from that, data collection happens one-time, Multidisciplinary team provides ministry with the data, but afterwards, changes need to be monitored.

According to report of EMC, GYLA and OSGF, there is a lack of data of people with limited abilities, the data is only visible due to self-identification or registration by Social Service Department, but these methods can not define actual number of people with limited abilities. Correct information about number of people with special education needs can promote inclusion process.

Section 4: Curricula, learning materials and assessment

To what extent are curricula, learning materials and different assessment processes and procedures adapted to the principles of inclusive education?

4.1 Curriculum

a. Does the curriculum content include and represent all learners?

☐ No ☐ No information available ☐ Partially ☒ Yes

National Curriculum consists of principles of inclusive education. According to these principles every student should be able to get education where their individual needs will be considered. In case a student has special education needs, individual curriculum is prepared for them, and that is part of national curriculum. National curriculum also regulates bilingual education for students who represent ethnic minorities.

Source:

National Curriculum, Chapter VIII. Inclusive Education

Article 40

Inclusive Education – equally accessible education process, which ensures getting education for every student considering individual education needs and opportunities.

Chapter VIII. Inclusive Education. Article 43. Assessment, achievements and missing of students with special education needs.

1. Assessment of students with SEN is conducted with the same principle as every other student. If student with SEN studies by Individual Curriculum, then their performance is assessed in terms of defined level of Individual Curriculum
2. Grades of students with SEN are calculated with the same principle as others.

Chapter VI. Education Resources. Article 26. Selection of education resources by school.

5. School is authorized to conduct learning with any of the griffed (encrypted) textbooks. In case of students with SEN school is allowed to use other resources adjusted to individual needs together with griffed (encrypted) textbooks.

Chapter II. Learning and Teaching Goals and Education Principles

Article 8¹. Language education in non-Georgian language schools / sectors

1. In the schools where ethnic minorities are studying, priority is developing literacy in state (national) language, one of its instruments is bilingual education.

2. While implementing bilingual education, school should enable a student to receive literacy in their native language, relevant to the age of a student.

National Curriculum

<http://ncp.ge/files/ESG/NC%202018-2024/%E1%83%94%E1%83%A1%E1%83%92%20-%202018%20%E1%83%AC%E1%83%9A%E1%83%98%E1%83%A1%207%20%E1%83%A1%E1%83%94%E1%83%A5%E1%83%A2%E1%83%94%E1%83%9B%E1%83%91%E1%83%A0%E1%83%98%E1%83%93%E1%83%90%E1%83%9C.pdf>

<http://ncp.ge/ge/curriculum/general-part/general-part/chapter-v-inclusive-education>

b. Does the process of curriculum development involve the participation and contribution of different stakeholders?

☒ No ☐ No information available ☐ Yes

If yes, please provide information on stakeholder involvement.

National curriculum does not include regulations on involvement of different stakeholders.

Elaboration of national curriculum is the responsibility of National Curriculum Department of the Ministry. Development process is less participatory and contribution of the stakeholders is limited to participation in revision discussions of the draft document. Development of National curriculum is centralized process and the role of the Ministry in planning and implementation is dominant.

Source:

National Curriculum Portal. Introduction

<http://ncp.ge/ge/curriculum/general-part/introduction>

c. Is there guidance/procedures for schools to ensure that the curriculum content takes account of all learners (e.g. using flexibility to address differences due to gender, culture, religions, the ethnicities/nations living in the country, their history and culture, differences related to disability and socio-economic background, LGBT community)?

☐ No ☐ No information available ☒ Yes

If yes, please give a description and examples of this flexibility.

Principles of equality and tolerance toward differences passes along the National Curriculum and is reflected in textbooks. Criterias of griffing (encryption) process of textbooks include exclusion of discriminative and violent texts and visual materials. MoE provides guidelines for content and technical criterias that school textbooks should meet. These criterias include legal and ethical norms.

According to these norms principles of equality should be met and discrimination/stereotypes due to language, nationality, religion, gender etc. should be banned.

National curriculum regulates school culture. According to it school should promote tolerance towards cultural diversity.

Source:

Content and technical criterias of general education textbook

(statement N768, 31.12.2018). <http://mes.gov.ge/content.php?id=8848&lang=geo>

(statement N621, 14.07.2017). <http://mes.gov.ge/content.php?id=7511&lang=geo>

National Curriculum. Chapter IV.

Article 18. School Culture

1. With involvement of teaching and learning, school projects, sport, arts and club activities, together with students, teachers and parents, school should promote e) tolerance towards cultural diversity

d. If individual education plans (IEPs) are used, please describe the procedure for developing (who is involved and how), what they focus on (specific curriculum areas; cross curricular competences; support strategies etc.) and how IEPs are implemented, used across the school?

In case a student has difficulties in studying process, school ensures that a student is addressed to the Multidisciplinary Team. The team consists of psychologists, occupational therapists and special teachers, The team identifies needs and abilities of a student. After the multidisciplinary team confirms that there is a need, school's Individual Curriculum Team elaborates individual curriculum. Individual curriculum includes teaching strategies, expected teaching time needed for each subject, additional lessons for a student, additional resources and additional person, such as subject teacher, special teacher, etc.

Source:

National Curriculum. Chapter VIII. Inclusive Education

Article 41. Student with Special Education Needs

3. Confirmation of SEN is based on assessment and conclusion of Multidisciplinary Team of MoE. Multidisciplinary team defines need for adaptation of national curriculum. Types of adaptation: modification, accommodation, individual curriculum, alternative learning goals, alternative curriculum, and/or extended curriculum.

4. School is obliged to ensure modification of national curriculum, accommodation of school environment and creating alternative learning goals for student with special education needs.

Article 42. Individual Curriculum

2. After identification of difficulties schools ensures addressing student to Multidisciplinary team. The team defines recommendations for individual curriculum.

6. Individual Curriculum can include every subject or particular subjects relevant to the needs of student with SEN.

Article 42¹. Team Responsible for Individual Curriculum

2. School individual curriculum team consists the following members: a) Class teacher of student with SEN; b) Teachers who directly teach the student with SEN; c) Inclusive education specialist of school; d) parent/legal representative; e) other invited specialist in case of need.

School conducts internal monitoring on inclusive education. (21/02/2018, statement N16/6, Article 34)

e. Are there different curricula or programmes for specific groups of learners at risk of exclusion (e.g. ethnic minorities or minority language groups)

☒ No ☐ No information available ☐ Yes

If yes, please give a description of the main characteristics/organisation.

Schools which have students from minority language groups can use bilingual education. Still, developing literacy in national language is a priority. For non-Georgian schools native language of minorities is added and Georgian is taught as second language. However, standards of a subject – *native language for ethnic minorities* is part of a National Curriculum.

Source:

<http://ncp.ge/ge/curriculum/satesto-seqtsia/akhali-sastsavlo-gegmebi-2018-2024/sabazo-safekhuri-vi-ix-klasebi-proeqti-sadjaro-gankhilstvis>

Article 8¹. Language education in non-Georgian language schools / sectors

1. In the schools where ethnic minorities are studying, priority is developing literacy in state (national) language; one of its instruments is bilingual education.

For non-Georgian schools/sectors National Curriculum defines small difference from Georgian sectors. Native language (Armenian, Azerbaijani, or Russian) is added. Georgian as second language is compulsory and English as primary foreign language. School can teach second foreign language. Other subjects have identical curriculums and textbook. *Source – interview with MoE official*

Presentation – Alternative Curriculums for Students with Special Education Needs

Ministry of Education and Science, Pre-school and General Education Department, National Curriculum Office. Tatia Pachkoria, Tamar Jakeli, Meiko Chiladze, Mariam Mikiashvili, Mariam Malania

Alternative curriculum for students with multiple and severe mental impairments. The curriculum provides students with skills to be actively involved in studying process, social and everyday activities; Sensory curriculum for students with multiple and severe mental and physical impairments; Sign language standard for deaf students and students with hearing impairments; Extended curriculum for students with hearing impairments.

4.2 Learning materials

a. Is there autonomy for schools and teachers to select learning material/textbooks etc?

☐ No ☐ No information available ☒ Yes

If yes, please give a description.

According to the National curriculum, schools have possibility to choose textbooks from those materials that are encrypted (griffed) by the ministry of education.

Non-Georgian language schools and schools for blind students cannot select textbooks. Highest rated books are translated and adapted for them. As long as the highest rated books are chosen to be translated and adapted, schools use those books.

Source:

National Curriculum. Chapter VI. Education Resources. Article 26. Selection of education resources by school

1. School selects education resources according to procedure established by the legislation of Georgia.
3. Teacher is entitled to use additional resources apart from textbooks provided by Article 25 of National Curriculum.

MoE ensures encryption of textbooks. Schools have possibility to choose textbooks from encrypted (griffed) books.

Non-Georgian language schools and schools for blind students do not have possibility to select books. Highest rated books are translated and adapted for them.

MoE, Statement N28/6, 16/02/2017, on approval of encryption rule of textbooks for schools.

<http://mes.gov.ge/uploads/griphireba/files/griphirebis-cesi-28.02.20.pdf>

b. Are there policies to ensure the availability of textbooks/materials that promote the inclusion of learners from different vulnerable groups? (e.g. resources relevant to different ethnic groups etc.)

£ No £ No information available £ Yes +

If yes, please give a description.

According to the National Curriculum, content and design of education resources should not contain discriminative elements in terms of language, nationality, gender, ethnicity and social status.

Along with encrypted (griffed) and adapted textbooks, schools have possibility to use additional materials for students with special education needs. Within the frame of individual curriculum, textbooks and other educational and developing resources should be defined for each student who has special education needs.

Source:

Content criteria for peer review of school textbooks were confirmed according to statement *N621, 14.07.2017 and statement N768, 31.12.2018 of MoE*. Criteria include requirements where cultural, ethnic, religious, social and natural diversity of Georgia is reflected in positive context. Persons recommended by Ombudsmen office were involved in evaluation of textbooks according to these criteria with status of "other specialists".

National Curriculum. Chapter VI. Education Resources. Article 26. Selection of education resources by school

4. Using additional education resources or visibilities should serve aims of National Curriculum. Its content and design should not contain discriminative elements in terms of language, nationality, gender, ethnicity and social status.

5. School is entitled to assess student with SEN according to griffed or griffed and adapted textbooks. Additional resources adapted for individual needs can be used together with griffed textbooks.

Chapter VIII. Article 42. Individual Curriculum

7. In the frame of individual curriculum for each student with SEN should be defined the following:

e) Resources intended for learning process (textbooks and other educational/developing resources) and person responsible for ensuring with resource, including parent.

v) Additional technical resources needed

Special curriculums, which are based on National Curriculum are considered only in cases of multiple and severe mental impairments.

Guidelines for teachers involved in inclusive education are available on the websites:
<http://inclusion.ge>; <https://elibrary.emis.ge/ge/>

c. Is there guidance/procedures to help schools to make learning materials accessible for all learners? (e.g. Braille/large print for learners with visual impairment, materials in other languages)

☐ No ☐ No information available ☒ Yes

If yes, please give a description.

The school that teaches a student with SEN (special education needs) is required to have a Resource Room. It is a classroom equipped with materials and resources that can be used during studying process of students with SEN. Also, schools have materials for blind students and students with sight impairments.

Source:

Resource Room – room in General Education Institution that is equipped with the necessary material and technical resources in order to meet special needs of students – adapted furniture, diverse visible learning materials, audio and video resources, computers, printers, Xerox. School physiologist, special teacher, speech therapist and other specialists involved in special education serve the resource room.

Inclusive Education: Guideline for Teachers. Ana Lagidze, Maia Bagrationi, Tatia Pachkoria
<http://www.nplg.gov.ge/gwdict/index.php?a=term&d=5&t=16061>

Highest rated books are translated and adapted for blind students.

CCTV-s are purchased for blind students

MoE, Statement N28/6, 16/02/2017, on approval of encryption rule of textbooks for schools.

<http://mes.gov.ge/uploads/griphireba/files/griphirebis-cesi-28.02.20.pdf>

d. Is ICT used to improve access to materials for vulnerable groups?

☐ No ☐ No information available ☒ Yes

If yes, please give a description.

Since 2010 the state grants a Personal Computer to every first grade student, in certain cases this can be first computer in a household.

MoE has created portal <https://el.ge> , digital library where education resources are gathered. Every teacher and student can use software package office-365 with cloud file storage OneDire.

CCTV - s are used in case of blind students

Source – interview with Moe official

<http://buki.ge/about.html>

e. Are there specific financial and practical resources available for textbooks/materials/ICT for different vulnerable groups?

No £ No information available £ Yes +

Digital resources are available on the web portal <https://el.ge>, created with the support of Ministry of Education and Education Management information System. These resources include books, video lessons and other videos, audio resources etc. The portal also offers webinars for teachers, parents and students.

Financial resources are included in increased voucher that a school gets per one student with special education needs.

4.3 Assessment

a. Is there a national/local assessment framework that includes all learners?

£ No £ No information available £ Yes +

If yes, please give a description.

Assessment frameworks are defined by National Curriculum. According to it, if a student studies by individual curriculum their performance is assessed as it is defined by individual curriculum. Within individual curriculum, a student can attend external exam and schools are obliged to provide students with adapted resources.

Source:

National Curriculum. Chapter VIII. Article 43. Assessment, achievements and missing of students with special education needs.

1. Assessment of students with SEN is conducted with the same principle as every other student. If student with SEN studies by Individual Curriculum, then their performance is assessed in terms of defined level of Individual Curriculum
2. Grades of students with SEN are calculated with the same principle as others.
3. On the basis of conclusion of Multidisciplinary team, as an exception:

a) Students with SEN can move to the next grade if they, on the basis of conclusion, do not attend one or several subjects and do not have marks (assessments)

b) Grade of Student with SEN should be calculated on the basis of one semester assessment.

4. Article 38, paragraph 3 of National Curriculum applies to students with SEN and externate exam can be passed according to individual curriculum.

5. School should ensure adapted exam resources

b. Is there guidance for teachers on how to use curriculum-based assessment to identify all learning needs in the classroom?

☐ No ☐ No information available ☒ Yes +

If yes, please give a description.

Teachers use National Curriculum as a guidance for assessment process.

Inclusive Education, Guideline for Teachers was published under National Curriculum Assessment Center and Ministry of Education. One of the sub chapters of this guideline concerns assessment process of students with SEN. The guideline defines, that the assessment should describe the following: What abilities does a student have and what are advantages of his/her cognitive process. What are the spheres where a student needs additional attention/development. What kind resources does a student need for developing learning abilities.

Source:

Inclusive Education, Guideline for Teachers. National Curriculum and Assessment center, 2011.

Chapter II. Inclusive Education Process. Assessment of Academic and Social Achievements of Students with SEN

<http://ncp.ge/files/inclusion%20education/wignebi/I%20N%20K%20L%20U%20Z%20I%20A.pdf>

c. Is there guidance/procedures on providing access to tests/examinations when learners need additional support/reasonable adjustments? (e.g. adapted materials, extra time etc.)

☐ No ☐ No information available ☒ Yes

If yes, please give a description.

When learners need additional support, the following procedures can be held – written test exam instead of oral exam; test instead of written or oral exam; printing an exam, making scripts of verbal

answers; an assistant, who should write down student's answers; magnifying glass, voice amplifier, calculator etc.

Source:

Individual Curriculum. Guideline for Teachers. Ministry of Education, National Curriculum Library, 2014.

Unified National Examinations Center ensures entrants with SEN with special exam environment. Statement of minister N19/6, 18.02.2011, on approval of the Regulations for Conducting the Unified Entry Exams and the Distribution of the State Educational Grant.

Admission process of people with SEN in vocational education institutions is regulated by statement N152/6, 27.09.2013, on approval of the regulations for conducting vocational testing.

In Schools, students with SEN are provided with examination tests adapted to special needs, statement N18/6, 18.02.2011 on Approval of the Certificate of Education Externally Obtained.

d. Are there specific arrangements and/or formal procedures to support the assessment of the specific needs of learners who need additional support in their learning? (e.g. those with disabilities)

£ No £ No information available £ Yes +

If yes, please give a description, including clear information on the focus of needs identification procedures and who is involved in the procedures (learners, parents, professionals):

MoE has Multidisciplinary Team with 47 members, who are specialists of different fields (Psychologist, Neuropsychologist, Occupational Therapist, Special Teacher, Psychiatrist) that assess special education needs of a person. During assessment process different standardized instruments are used:

Assessment Tools

Vineland II - Adaptive Behavior Scale - A method for assessing children's emotional disorders, the so-called emotional disorder resolution tree (EDDT)

WRAT4 (it was called a modified version of the test MWRATR) - The multidisciplinary team also uses tests provided by the McLean Association for Children

Woodcock Johnsons Psycho-educational Battery III - 3 subtests for assessing cognitive skills

WISC IV - For short and RAM evaluation

CARS 2 - Scale for evaluating autistic spectrum disorders

TONI4 - Nonverbal Intelligence Test

Source:

e. Is ICT used in the assessment of vulnerable groups?

☐ No ☐ No information available ☒ Yes +

If yes, please give a description.

ICT provides with the following possibilities in case a student has special education needs: type a text - in case of problems with fine motor skills; listen to an audio version of text - in case of sight/reading impairments; convert verbal text into written text - in case of problems of writing; text formatting, growing font size or changing font - in case of sight impairments.

Source: Inclusive Education, Guideline for Teachers. Ministry of Education, National Curriculum and Assessment Centre.

4.4 Please provide information (main conclusions, reference and a link if available) on any recent reports, studies, evaluations and/or reviews, since 2015 relating to issues around curricula, learning materials and assessment processes.

1. Inclusive Education, Audit Report of Performance. *State Audit Office, 2017*

The audit report aims to evaluate effectiveness and productivity of the steps undertaken in order to develop inclusive learning. The report analyzes disadvantages of the mechanisms, financing model and program management held for supporting inclusive education. It is mentioned in a report that there is a need for repeated assessment of students by multidisciplinary team. In order to make corrections in individual curriculum, if needed, or change the status of a student with SEN. The report suggests that there should be mechanisms of measuring results achieved by a student with special education needs.

<https://sao.ge/files/auditi/auditis-angarishebi/2017/inkluziuri-savleba.pdf>

2. Institute of Social Studies and Analysis (ISSA), Monitoring of Inclusive Education in Public Schools and Transitive Education Program for Homeless Children. Research report, 2017.

The aim of the report was to study inclusive learning process in schools from various sides. As a result of the research, the issues were defined that need to be solved in order to outline ways to make progress in inclusive learning. According to the report, the issues that need more support are the following: effective allocation of financial resources, professional development of special teachers,

rising awareness among teachers, practical implementation of individual curriculum, improving environment for children with SEN in their families. These issues need more attention in order to make progress in inclusive learning process.

<http://issa-georgia.com/files/Reports/ganatilebis%20saministro/Monitoring%20of%20the%20Inclusive%20and%20Transit%20education%20programms%20%28Synthesis%20Anaysis%29%20FINAL.pdf>

4.5 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to curricula, learning materials and assessment processes in the country?

The challenges of curricula, learning materials and assessment process are discussed in the reports and interviews. They define major problems that could be hindering inclusive environment.

According to MoE deputy minister, there is a need for academic assessment instruments, such as Computer Adaptive Tests (CAT) in school. Students with SEN should not be assessed by unified tests, because they study with individual curriculum and they could not be assessed properly within general program.

According to research report by Institute of Social Studies and Analysis (ISSA), there is a risk for curriculum to be incomplete or based on incompetent evaluation – teacher or special teacher may not possess enough information about needs of a student that are shown beyond teacher's working process. Apart from that, practice shows that sometimes Individual Curriculums are based on curriculums that already exist, and this disgrades basic principle of individual curriculum – individual assessment of each student's needs and abilities.

Despite the challenges mentioned above, the system is clearly successful. National and Individual Curriculum promote the system to be inclusive and flexible. The system gives possibility to adapt learning process to each student with special needs, because creating grounds for inclusive environment is foreseen in all the aspects of National Curricula. Regulation system of learning materials gives wide range of possibilities to select materials that can fit the individual case of a student.

According to specialist of inclusive education in Ministry of Education, National Curriculum Office, Progress in the field is visible – number of students entering school under inclusive education is increasing, legislative basis is effective, the new version of general curriculum offers ground of inclusive education as it is flexible and inclusive for implementation principles. Georgian standard of sign language has been elaborated, that assists inclusion of students with hearing impairment, standard for students with visual impairment is in the process, also touch-sensitive curriculum is elaborated for multiple and severe mental disabilities and its implementation is in the process.

Section 5: Teachers and support personnel

How are staff in schools prepared to accommodate students of all abilities and backgrounds, in terms of their initial training, continuing professional development and their attitudes to inclusion?

5.1 Please list type of staff, their numbers and required level of education for the position in different type of educational institutions

Type of staff	Number	Required education	Comment
Mainstream schools Number of teachers in public and private schools is 63780, according to www.geostat.ge Number of special teachers is not indicated in official data. It is stated in several interviews with MoE officials that approximate number of special teachers is 1 300			
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)		Law of general education includes required education for teachers and special teachers, however, it does not include requirements for other professional staff who work with children under inclusive education.	
Specialists involved in inclusive education– Special teacher, Psychologist, Occupational therapist, Language and speech specialist, Sign language interpreter, Sign language specialist, Assistant of student with special educational needs, Mobility and orientation specialist			

https://matsne.gov.ge/ka/document/view/4007539?publication=0			
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Special Teacher

Law on General Education.

Chapter II¹. Teacher's Profession.

Article 21³. Teacher's Education

<https://matsne.gov.ge/ka/document/view/29248?publication=80>

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3. Special teacher should satisfy requirements set by professional standard and one of these requirements:

a) Academic degree of integrated bachelor/master program of Teacher Training or master's degree indicating the right to teach the subject/subjects of the relevant general education level and should have completed Special teacher training module.

b) Academic degree in subject/subject group provided by National Curriculum and master's program in Special Education

c) Should have Right to Teach according to higher education certifying document. After 2 years of being special education teacher should complete Special Teacher's Professional Development Program or Teacher Training Program

d) Should have Right to Teach according to higher education certifying document and pass the relevant exam

3¹. Special Teacher that works with students with hearing, sight, sensor, multiple and severe impairments, should satisfy requirements of paragraph 3 and should have taken Specialized Certificate of Teaching Program to teach students with the impairments

Teacher Assistants (specify role and add rows as required)			
<i>Others (please specify and add rows as required)</i>			
Special schools Special schools are currently being advanced as resource schools. Schools for students with sensor and/or multiple and severe sensor impairments or behavior and emotional impairments that perform general education activities according to National Curriculum and provide students with SEN, parents and teachers with relevant programs and services. https://matsne.gov.ge/ka/document/download/4254838/0/ge/pdf No information available for data of staff working in special schools.			
Teachers		n/a	
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)		Professionals with relevant diploma of psychologist/therapist	
Teacher Assistants (specify role and add rows as required)		n/a	
<i>Others (please specify and add rows as required)</i>		n/a	
Other institutions offering education if they exist (i.e. children's homes, young offenders institutions etc).			

Teachers		n/a	
Professional staff (psychologists, pedagogues, social pedagogues, speech and other types of therapists)		n/a	
Teacher Assistants (specify role and add rows as required)		n/a	
<i>Others (please specify and add rows as required)</i>		n/a	

5.2 Please indicate if education/training on inclusion in education is available for the following groups of professionals.

Type of staff	Yes	No	No information	If yes please state if pre- or in-service, mandatory or optional, who provides education/training and summary of content
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Head teachers/School directors				<p>Professional Development Program of teachers and school principals.</p> <p>Successful completion of Professional Development Program will assist school principals to improve their practice in following areas: Effective management of time, finances and human resources; Improve student-centered learning environment; Development of study topics; Introduction of innovative and interactive methods in the school; Implementation of a long-term development-oriented monitoring and evaluation system http://old.tpdg.ge/?action=page&p_id=1129&lang=geo</p> <p><u>The pre-training reading materials, among other topics, include the following: Intercultural education, gender and social inclusion,</u> http://old.tpdg.ge/?action=page&p_id=1168&lang=geo</p>
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Teachers				<p>Inclusive Education Support Program by Teacher's Development Center</p> <p>Training modules for teachers on inclusive education:</p> <p>Integration of pupils with special educational needs in general education class; Teacher portfolio for students with special needs; Managing complex behavior; Teaching students with autism</p> <p>http://tpdc.ge/geo/program-for-facilitation-of-inclusive-education/201</p> <p><i>NB: For pre-service education, please cross reference your answer to question 5.4 as necessary</i></p>
Teacher Assistants			n/a	

Professional Staff				<p>Certification process of special teachers is planned to start in 2020, according to interview with deputy minister of MoE.</p> <p>Training modules provided by website of inclusive education:</p> <p>Sign language trainings; Inclusive education training; Special teacher training; Braille alphabet training; Teaching students with autism spectrum disorder; Introductory course in special teacher professional development; Managing difficult behavior</p> <p>http://inclusion.ge/geo/static/73</p>
Inspectors				n/a
Teacher Trainers				<p>World Vision Georgia organized training for trainers (ToT) in several competencies, inclusive education among them, 2017.</p> <p>http://cv24.ge/vacancy.php?id=6048</p>
Others (please list add rows as required)				n/a

a. If you answered no to any of the above, please provide further information:

5.3 Is education and training of teachers aligned with national policy goals on inclusive education?

£ No

£ No information available

£ Yes +

Education and training of teachers is aligned with national policy goals on inclusive education. Trainings in inclusive education are conducted in order to ensure that qualification of teachers fits with national policy on inclusive education. Teacher's Professional Development Center provides trainings for teachers, among them are trainings in inclusive education. There are also trainings conducted by different institutions, such as training centers and universities.

Source:

<http://tr.tpdcenter.ge>

<http://inclusion.ge/geo/static/67>

<https://edu.aris.ge/preview/inovaciuri-treining-centri-itc/inkluziuri-ganatilebis-eqspres-treining-kursi.html>

<https://iliauni.edu.ge/ge/siaxleebi-8/kursebi-da-treningebi/treningi-inkluziuri-ganatilebis-ganvitareba-kvlevaze-dafudznebuli-praqtikit.page>

5.4 With respect to the main initial teacher education programmes, describe how inclusion in education is addressed in it (i.e. requirement for number of academic credits under European Credit Transfer and Accumulation System (ECTS), subjects and topics covered, focus etc).

60 ECTS Teacher training program at Ilia State University – *Basic principles of inclusive education* is compulsory subject with 6 ECTS.

The aim of the program is to prepare teachers of basic and secondary level with proper knowledge and skills for a relevant discipline. Learning results and competencies of the program include awareness of differential approaches in the learning process and knowledge to create inclusive environment. Concerning the values, it includes awareness of importance of inclusive education for positive learning environment. The topics covered by the course *Basic principles of inclusive education* are: discussing concept and principles of inclusive education, its historical and philosophical principles, legal basis, international model, inclusive education vs special education, role of special teacher, etc.

60 ECTS Teacher training program at Tbilisi State University – *Psychology- Inclusive Education* is compulsory subject with 3 ECTS.

The aim of the program is to equip teachers with pedagogic-psychological competencies. After finishing the program, along with other abilities the graduate will be able to implement inclusion properly in learning process in collaboration with special teachers and create learning environment for students with special education needs.

60 ECTS Teacher training program at University of Georgia – *Principles of inclusive education* is compulsory subject with 6 ECTS.

The aim of the program is preparing teachers and providing them with knowledge and skills such as, class management, research in education, basis of inclusive education, psychology of education, teaching methods, etc.

5.5 Please provide information (main conclusions, reference and a link if available) on any recent reports, evaluations and/or reviews, since 2015 relating to initial teacher education and/or professional development issues.

1. Special Teacher as One of the Main Resources of Inclusive Education and Existing Challenges. Research report. N.Gogichadze, T.Kacheishvili, M. Ujmajuridze, Parents Bridge NGO, Civil Society Institute, 2018

The research report summarizes main difficulties in inclusive education and provides recommendations on three levels. On macro level, the report recommends to define qualification requirements of special teacher. On meso level it suggests better awareness of school administration in challenges of inclusive education. On macro level it is mentioned that systemic changes suggested by the report will reflect on quality of special teacher, teachers feel themselves to be recognized and appreciated as important figures in the system.

<https://csogeorgia.org/storage/app/uploads/public/5ce/fb3/4ca/5cefb34ca8c86466272148.pdf>

2. Teacher Evaluation from the Perspective of Professional Capital in Georgia. Dissertation thesis, Natia Andghuladze. Ilia State University, 2016.

The research analyses the main challenges for teachers, such as: saturation of work load, lack of teachers, ineffective use of teacher resources, quality of teachers. The research also discusses teacher assessment process, its aims and mechanisms.

<https://iliauni.edu.ge/uploads/other/37/37063.pdf>

3. International Study on Teaching and Learning (TALIS), National Report, Natia Andghuladze. National Assessment and Examination Center, 2015.

The report studies several aspects related to teacher's profession, such as professional development; assessment and feedback; satisfaction with the profession and the workplace; teachers' school activities; strategies and methods used in the teaching process; values and attitudes.

<http://www.mcageorgia.ge/cms/kcfinder/upload/files/talis%20final%20report.pdf>

4. Research of the Factors Hindering Education in Georgian Public Schools, Marika Gachechiladze, Salome Abulashvili. Ivane Javakhishvili Tbilisi State University, Faculty of Social and Political Sciences, 2019

In the results of the research, lack of information is considered to be the most important problem concerning inclusive education. Parents and teachers do not have enough knowledge about their rights and responsibilities, teachers need more qualification. The other problem outlined is attitudes and stereotypes towards students with special education needs and towards school psychologists.

<https://heconomic.wordpress.com/2018/08/14/inclusive/>

5. Monitoring of Inclusive Education in Public Schools and Transitive Education Program for Homeless Children. Research report, ISSA, 2017.

The aim of the report was to study inclusive learning in schools from various sides. As a result of the research, the issues were defined that need to be solved in order to outline ways to make progress in inclusive learning. According to the report, the issues that need more support are the following: effective allocation of financial resources, professional development of special teachers, rising awareness among teachers, practical implementation of individual curriculum, environment for children with SEN in their families. These issues need more attention in order to make progress in inclusive learning process.

<http://issa-georgia.com/files/Reports/ganatilebis%20saministro/Monitoring%20of%20the%20Inclusive%20and%20Transit%20education%20programms%20%28Synthesis%20Anaysis%29%20FINAL.pdf>

6. Effective Bilingual Lesson on the Primary Level in Non-Georgian Schools. Giorgi Chauchidze, Eter patarkatsishvili, Manana molashvili. Ilia State University, 2015.

The research discusses problems of bilingual education, such as, lack of motivation in teachers who perform bilingual lessons, lack of knowledge of teaching methods, lack of learning materials, etc. In order to overcome these problems, the authors of the research provide interventions that have been performed under their monitoring: bilingual class teacher plans the lesson and defines the vocabulary units that pupils will need during the following lesson; teacher prepares topics for the following week and minimal Georgian vocabulary needed for the topic; teacher collaborates with the teacher of Georgian language in order to prepare pupils for each lesson.

<http://eprints.iliauni.edu.ge/3526/>

5.6 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to teachers and support personnel in the country?

According to interview with Specialist of Inclusive Education in Ministry of Education, National Curriculum Office, problem of teacher qualification can be considered to be one of the main challenges of education in terms of teachers and support personnel. Teachers do not possess specific knowledge in terms of inclusive education, concrete and coherent training process needs to be spread nationwide, monitoring process also needs to be advanced. Awareness of principles of inclusive education is crucial and teachers are in need of constant trainings. Training modules need to be tightly connected to the philosophy of inclusive education and national curriculum. The discipline of inclusive education is not properly included in higher education curriculum, as it has only passed about ten years since its introduction to the country and accordingly, teachers lack specific knowledge in inclusive education issues. In higher education segment the principles of inclusive education should be more intensely included in the field of pedagogy.

According to interview with program manager of Promotion of Inclusive Education Department at Teachers Professional Development Center, situation with special teachers is hard, because there was a flow of new staff in the system with low competencies. Teachers need to acknowledge inclusive education principles, but special teachers need deep knowledge of the field in order to support students go forward.

Teacher competency is a challenge according to interview with former high official at MoE, as well. Training cannot be sufficient for a teacher to be ready to work with students with SEN. In this case special teacher should be leading the process. A challenge is lack of teachers who have received higher education in the field and have high competencies for inclusive education.

According to research report by Institute of Social Studies and Analysis, when it comes to adaptation to special needs, the main work load comes to special teachers and they need to be competent enough to facilitate the process. Concerning teacher's and special teacher's participation in trainings, it is mentioned in the report that their participation in trainings for rising competencies in inclusive education is low.

According to program manager of Promotion of Inclusive Education Department, there are opportunities in the system – although younger teachers have not much theoretical knowledge, they are open to diversity and realize that they have much to do, they see their own responsibilities and are eager to learn more.

The main challenges discussed by various sources are teacher competencies, rare participation in trainings and lack of Higher Education programs in Special Teaching and Inclusion. However, the system offers wide range of opportunities, as well. Training modules are developing constantly and Professional Development Scheme encourages teachers to work on their competencies by various arrangements offered by the system. According to MoE deputy minister, there are plans about rising competencies of special teacher – certification process and higher education program for special teachers.

Concerning inclusion process for ethnic minorities and non-Georgian language students, the challenge is lack of methodological basis for teaching Georgian as a secondary language – as it is mentioned in the interview of the winner of *Teacher's National Prize*, the teacher of Georgian language and history in non-Georgian language school. Also, the teachers who do not have high level of knowledge of

Georgian language have lack of access to professional development through teacher's exams, because the exams are held in Georgian. They also cannot read professional literature for this reason.



Section 6: Schools

How does the work of schools, school management and leadership impact on access, participation and provision of equitable opportunities for all learners?

6.1 Who is excluded from attending any form of school?

Please give reasons for this group being excluded from attending school and describe any form of alternative provision made for them?

Officially, every child is included in general education system. Primary and basic education is compulsory.

Source: Law on General Education, Article 9, Right to Receive General Education.

However, as it is stated in in Audit Report of Performance. 2017, the Ministry has no exact data on number of students with SEN who are out of education. Reasons for exclusion of a child from school can be living or working in a street.

Alternatives are day centers. Objective of centers is Supporting target families and preventing abandonment.

http://ssa.gov.ge/index.php?lang_id=GEO&sec_id=503

6.2 Are there issues around the over- and under-representation of different vulnerable groups in different school settings?

£ No £ No information available £ Yes +

Over-representation of students with special education needs is considered in terms of number of special education teachers. The research report *Monitoring of Inclusive Education in Public Schools and Transitive Education Program for Homeless Children* discusses cases of schools which employ only one special education teacher and high number of students with special education needs. (in some cases, more than 20 students in school with one special teacher). The research discusses that lack of special teachers makes obstacles for inclusive education.

Source:

Institute of Social Studies and Analysis, *Monitoring of Inclusive Education in Public Schools and Transitive Education Program for Homeless Children*. Research report, 2017.

6.3 Please give details on the main admissions criteria for schools.

a. Highlight any issues with the national policies.

Registration is done electronically on the webpage of Education management information system, within number limits of students act defined by administrative-legal act by school principal.

Registration takes place in three stages:

1st stage: registration of children with special education needs.

2nd stage: pupils whose siblings study in the same school, whose parent/guardian is in school staff of when two or more pupils enter school from a family.

3rd stage: universal registration for pupils who do not belong to categories defined by a) subparagraph.

4th stage: in case of vacant places or vacated places due to failure to submit documents.

Source:

Official catalogue of education institutions. <http://catalog.edu.ge>

b. Where schools set their own admissions criteria, please outline any impact on inclusion.

Schools with intensified learning on basic and secondary education have the authority to set barriers different from National Curriculum.

In specialized schools (boarding schools) that implement special education programs for students with development and sensor impairments, admission is conducted according to conclusion of Multidisciplinary team.

Particular exception is LEPL public school #15 in Samtredia(semi-closed boarding school) that implements special education programs for students with behavior and emotional impairments and redirecting is conducted by Special Commission of the Juvenile Crime Prevention Center of the Ministry of Justice.

Admission in resource schools and re-assessment in order to continue studying in public school conducts on bases of conclusion of Multidisciplinary team and confirmation of parent/legal representative.

<https://matsne.gov.ge/ka/document/download/4254838/0/ge/pdf>

6.4 Please provide information on the different forms of support that are available to learners in schools.

a. Inclusive pedagogy, personalized learning and universal design approaches

£ No £ No information available £ Yes +

National Curriculum provides concepts and definitions of Individual Curriculum and Special Education Teacher.

Source:

National Curriculum. Chapter VIII. Inclusive Education. Article 42¹

1. Individual Curriculum is s curriculum created by adaptation of National Curriculum due to special education needs of a student. It is part of school curriculum.

b) Special Education Teacher – teacher who instructs student with SEN on primary stage and promotes their involvement in education process on primary, basic and secondary stages of school.

<https://matsne.gov.ge/ka/document/view/4007539?publication=0>

b. Counselling and mentoring possibilities

£ No £ No information available £ Yes

Different forms of support are presented in the sub-questions of the question 6.4. According to National Curriculum and Individual Curriculum does not include counseling and mentoring.

Assistant of a student with special education needs – person who offers individual support to a student with SEN in various educational and functional activities.

c. input from specialist teachers/therapists

£ No £ No information available £ Yes +

a) **Specialists involved in inclusive education** – Special teacher, Psychologist, Occupational therapist, Language and speech specialist, Sign language interpreter, Sign language specialist, Assistant of student with special education needs, Mobility and orientation specialist;

g) **Psychologist** – Person with relevant qualifications who ensures assessment of cognitive, academic, social and functional skills of a student with SEN. Is involved in forming and implementing individual curriculum. Offers consultation to official representative of a student, teacher and other specialists about strategies and behavior management of a student.

d) **Occupational therapist** – Person with relevant qualifications who ensures assessment and promotion of student's skills for effective functioning in school environment by means of therapeutic interventions, activities, adapting environment, selecting adaptive means and consulting with people involved in education of a student.

e) **Language and speech specialist** – Person with relevant qualifications who ensures assessment and development of language, speech and communicative skills and consulting with people involved in education of a student.

v) **Sign language interpreter** – Person with relevant qualifications who ensures interpretation of sign language to Georgian language and vice versa for a student with hearing impairments who uses sign language.

z) **Sign language specialist** – Person with relevant qualifications who teaches a student with hearing impairments Georgian sign language

i) **Mobility and orientation specialist** – Person with relevant qualifications who teaches blind students and students with sight impairments mobility and orientation.

d. input from learning support assistants

£ No £ No information available £ Yes +

t) **Assistant of student with special education needs** – person who offers individual support to student with SEN during educational and functional activities.

e. availability of ICT / assistive technology

£ No £ No information available £ Yes +

Since 2010 the state grants a Personal Computer to every first grade student. Schools have computer labs. Project of ensuring schools with wireless internet has started and number of schools with wifi is increasing.

Source: Interview with Moe official.

f. Please describe any other forms of support available.

n/a

6.5 Please give a description of the strategies in place for practically supporting mainstream school staff teams to increase their capacity to be inclusive and to improve access, participation and achievement for all learners.

Strategy	Description of the focus

Trainings for school staff organized by Teachers Professional Development Center. Among them, trainings for inclusive education. http://tr.tpdg.ge	
School Empowerment Program. Teacher training and information campaign for parents http://inclusion.ge/geo/static/7	Training for school teachers and administration (including school principals) on “Identifying the educational needs of vulnerable groups, strategies for communication and collaboration with them”
Developing inclusive education in public schools of nine regions https://www.mes.gov.ge/content.php?id=540&lang=geo	Project was implemented in 2009-2011 with support from Ministry of Education and Research of Norway. Project includes training of teachers, administration, psychologists, speech therapists.

6.6 Please provide information regarding school buildings and infrastructure.

a. Are there schools that face infrastructure issues that are barriers to inclusion?

£ No £ No information available £ Yes +

Since 2013 significant work has done in this field: more than 20 schools were built and more than 1500 were rehabilitated. Infrastructure problems in small-contiguous schools are specific and new concept of interior space arrangement was elaborated.

Source:

Unified Strategy of Education and Science 2017-2021. Aims and objectives. 5.2 General Education 5.5.2. An overview of the current situation and key challenges

b. Are there strategies and/or initiatives to improve school buildings and infrastructure?

£ No £ No information available £ Yes

If yes, please describe the strategies, their aim and focus.

Strategy	Description of the focus
Unified Strategy of Education and Science 2017-2021. Aims and objectives	Strategic objective 3. Improving educational environment. Developing school infrastructure according to modern standards. Small school buildings will acquire diverse functions and form as multifunctional, sports, cultural and education centers.
Project "New School Model" http://akhaliganatleba.ge/სკოლების-გადაკადრებული-ავ/	Project involves improving school infrastructure and implementing modern methods in process of teaching and learning. Currently <i>New School Model</i> is implemented in 165 public schools.
Millennium challenge account Georgia. School Infrastructure Development Project http://www.mcageorgia.ge/index.php/main/project/1	In short-term project aims to rehabilitate selected public schools, equip schools with laboratories, improving school maintenance practice.

<p>Maintenance of school infrastructure will become authority of local self-governments</p> <p>http://liberali.ge/news/view/34889/salome.ge</p>	<p>Process of building new schools and rehabilitations will be delegated to local self-governments. Municipalities will study needs of schools and define priorities for implementing new projects. Monitoring process will be done by MoE.</p>
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6.7 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of the school system, potentially drawing on information from school inspections and / or school self-review work.

1. Research of the Factors Hindering Education in Georgian Public Schools, Marika Gachechiladze, Salome Abulashvili. Ivane Javakhishvili Tbilisi State University, Faculty of Social and Political Sciences, 2019

In the results of the research, lack of information is considered to be the most important problem concerning inclusive education. Parents and teachers do not have enough knowledge about their rights and responsibilities, teachers need more qualification. The other problem outlined is attitudes and stereotypes towards students with special education needs and towards school psychologists.

<https://heconomic.wordpress.com/2018/08/14/inclusive/>

2. Monitoring of Inclusive Education in Public Schools and Transitive Education Program for Homeless Children. Research report. ISSA, 2017.

The aim of the report was to study inclusive learning process in schools from various sides. As a result of the research, the issues were defined that need to be solved in order to outline ways to make progress in inclusive learning. According to the report, the issues that need more support are the following: effective allocation of financial resources, professional development of special teachers, rising awareness among teachers, practical implementation of individual curriculum, improving environment for children with SEN in their families. These issues need more attention in order to make progress in inclusive learning process.

<http://issa-georgia.com/files/Reports/ganatilebis%20saministro/Monitoring%20of%20the%20Inclusive%20and%20Transit%20education%20programms%20%28Synthesis%20Anaysis%29%20FINAL.pdf>

6.9 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to schools in the country?

According to Specialist of Inclusive Education, National Curriculum Office in MoE, the challenges in relation to schools is seen as follows – administration of school needs to be more enlightened in inclusive education. Physical environment should be adapted (though formally every school is obliged to be adapted to special needs), resource rooms need to be fully equipped, *Universal Design Standards* should be fulfilled.

According to interview with program manager of Promotion of Inclusive Education Department at Teachers Professional Development Center, school infrastructure is a challenge for inclusive education as it does not fully ensure Universal Design Standards and schools are not ready for receiving students with different kinds of needs. It can be implemented in a better way if school principals set priorities there. However, in some cases school principals lack awareness in inclusive education principles as well.

According to MoE deputy minister, school culture is a challenge, as the factors such as tolerance, attitude and involvement depend on culture of school. Readiness of schools to offer proper environment to students with special needs is a challenge in terms of school culture.

According to research report of Institute of Social Studies and Analysis, public schools cannot manage to offer fully adapted physical environment for inclusive education. The old school buildings were projected in a way that inclusive education principles were not taken into account. Accordingly, administrations of schools have to modify physical environment of old buildings, which is a challenge for them.

The main challenges discussed in terms of school are infrastructure and school culture. However, the process of adapting schools is developing every year and more schools are rehabilitated and adapted to needs of students. The legal basis also supports the process, as every school is required to be adapted in order to receive students with special needs. There are various project and trainings conducted in order to raise school culture and awareness among school staff about principles of inclusive education.

Section 7: Communities, parents and students

How far does the wider school community support learners to access and benefit from education opportunities?

7.1 Have there been any campaigns to raise awareness of inclusion in education at national or local level?

£ No £ No information available £ Yes +

Information Campaign for Parents of Schoolchildren

The campaign was planned in order to overcome stigma towards homeless children and children of vulnerable groups. The program aims to reduce barriers in school integration for children who are left out of school.

The project was implemented by Civil Society Development Center (CSDC) in 2015 and 2016.

Source: <http://inclusion.ge/geo/static/255>

Campaign “See All the Colors” promotes people with special needs to express their skills and confronts myths spread in society

The campaign was initiated by UNICEF in 2017 and is focused on expressing skills of children and young people with special needs.

Source: <https://www.unicef.org/georgia/ka/>

Ministry of education is involved in activities dedicated to the events such as International Day of People with Disabilities and World Autism awareness day.

Source: <http://ajaratv.ge/article/36281>, <http://kvemokartli.gov.ge/news/society/100298>, <http://indigo.com.ge/articles/news-partners/autizmis-saertashoriso-dge-tbilisshi-specialuri-carmodgenit-aginishna>

7.2 Does legislation/policy support parental involvement in schools?

£ No £ No information available £ Yes +

Primary education project of USAID / G-PriEd Georgia, 2015. Parental Engagement - recommendations for school principals and teachers.

The project reviews situation in terms of parental involvement in Georgia, explains importance of parental involvement and provides recommendations for school principals and parents.

Source: http://kargiskola.ge/parent/pdf/PE_GUIDE_2015.pdf

Organization “Parents for Education”

The aim of association is to strengthen democratic values in education system by means of developing parent’s capabilities and supporting parent’s involvement.

Source: <http://parents.ge/>

National curriculum regulates parental involvement in elaborating individual curriculum for students with SEN. Also, it regulates parent’s rights to be involved in school governance.

Source:

National Curriculum. Chapter IV. Organizing Education Process. Article 19. Class teacher (class tutor)

4. Responsibilities of class teacher include communicating with parents and offering information to them,

National Curriculum. Chapter VIII. Inclusive Education. Chapter 42. Individual Curriculum

d) Persons responsible for additional group/individual classes: subject teacher, parent and/or special teacher, other specialist in case of need.

7. Within Individual Curriculum should be defined resources for studying process and person responsible for ensuring with resources, including parent.

Article 42¹. Group responsible for implementation of Individual Curriculum

2. school individual curriculum group consists of the following members: d) parent/legal representative of a student with SEN

Law on General Education. Chapter II. Rights and freedom of Student, Parent and Teacher

Article 11. Right to participate in school governance

Chapter VII. Board of Trustees of General Education Institution. Article 37. Board of Trustees

1. Board of trustees consists of no less that 6 and no more than 12 representatives selected by parents and pedagogical board

7.3 Does legislation/policy support collaboration between schools and stakeholders in their local communities (e.g. services/employers)?

£ No + £ No information available £ Yes

Collaboration between school and stakeholders is not regulated by legislation.

7.4 Does legislation/policy support the development of learning communities in local/regional areas e.g. support for schools to work together; involvement with universities, support services to provide research evidence and development of innovative practice?

£ No + £ No information available £ Yes

Collaboration is not regulated by legislation.

7.5 Does legislation/policy set out a role for NGOs, DPOs, or other organizations representing vulnerable groups?

£ No + £ No information available £ Yes

Their roles are not presented in Law on General Education or National Curriculum.

According to the interviews with MoE officials, the issues mentioned in the questions 7.3, 7.4, 7.5 are not regulated by legislation.

7.6 Please provide information (main conclusions, reference and a link if available) from any recent reports, systematic evaluations and/or reviews, since 2015 of parental and wider community involvement in the work of schools.

1. Research of the Factors Hindering Education in Georgian Public Schools, Marika Gachechiladze, Salome Abulashvili. Ivane Javakhishvili Tbilisi State University, Faculty of Social and Political Sciences, 2019

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following: effective allocation of financial resources, professional development of special teachers, rising awareness among teachers, practical implementation of individual curriculum, improving environment for children with SEN in their families. These issues need more attention in order to make progress in inclusive learning process.

<http://inclusion.ge/res/docs/201806151459088740.pdf>

7.7 Overall, what are the perceived main challenges (barriers and hinderances) and opportunities (support and ways forward) for inclusion in education in relation to communities, parents and students in the country?

The main challenges concerning parents and community is their awareness. Parents lack knowledge in order to define, what exactly they need from school and what should they require. This lack of awareness makes barriers for inclusion process.

According to Specialist of Inclusive Education, National Curriculum Office of MoE, the challenges are connected to lack of readiness from parents in terms of inclusive education and lack of awareness from the community in general. Awareness and PR campaigns need to be arranged with consideration of sociolinguistics and sociology.

Concerning the opportunities, PR campaigns are conducted for rising parent awareness and it is planned to prepare guidelines for parents.

When it comes to awareness of the community, according to interview with program manager of Promotion of Inclusive Education at Teachers Professional Development Center, older generation has low awareness concerning inclusion and equality. Accordingly, they are not open to new information and theory and have a point of view that students with special needs should be placed together and be separated.

Concerning parents, the challenge is that they do not address requirements properly. They have conflicts with school principals and teachers when they think that their children are not supported and cared properly. But they do not know what to require and cannot give relevant instructions, what they need from school.

Awareness of parents is seen as a challenge according to MoE deputy minister, as well. There are parents who do not exactly know what kind of methods and approaches their children need. Afterwards, a problem arises when teacher tries to explain the situation to parent: what a child needs and what has to be done, but parents do not believe and prefer to criticize them. Also, there are cases when a child has special need but parent does not admit it, which creates another challenge.

Despite the challenges mentioned above, campaigns for rising awareness are working properly and encourage parents in particular and society in general to have more knowledge about inclusive education.

According to research report of ISSA, progress can be seen in students with SEN in terms of the issues such as academic success, communication with peers, communication with administration, motivation for school events and social activities out of school. Also, students with special education needs do not lack motivation – due to the report, most of the students are motivated.

