With regard to the implementation of the Convention against Discrimination in Education

9th Consultation of Member States (Period covering 2012-2015)

Information on the issues indicated in the draft guidelines, section 2 - Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system, section II - Information on the implementation of the Convention or Recommendation (with reference to their provisions), paras: Non-discrimination in education, Equal opportunities in education, section 3 - Progress made with respect to implementing the right to education, paras: 3.1. – Universal primary education, 3.2 – Secondary education, 3.3. higher education, 3.4. Adult education and Lifelong learning, 3.5 – quality education, 3.6. – Teaching profession, 3.7. – Respect for human rights and freedoms, 3.8 – Private education and religious and moral education, 3.9. – Rights of national minorities

2. Legal framework governing the protection of rights guaranteed in the Convention and the Recommendation in the national legal system

Is the convention directly applicable in your country’s domestic law following its ratification?

Yes/No

2.3. For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them

For each of them indicate:

References

Dates
Aims

The report should cover texts adopted to combat, prohibit and eliminate gradually discrimination in education as rooted in the historical, cultural, economic and political conditions and to promote equal educational opportunities.

Please include sufficient quotations from or summaries of the relevant principal constitutional, legislative and other texts which guarantee and provide remedies in relation to the rights enshrined in the Convention and the Recommendation

Discrimination is prohibited by the “Law of Georgia on General Education”, “The Law of Georgia on Vocational Education” and “The Law of Georgia on Higher Education”. Moreover, extra amendments have also been made to the laws, in particular:

1. An amendment was made to the “Law of Georgia on General Education” on February 19, 2015. It was determined that citizens of Georgia, as well as those holding neutral IDs, neutral travel document or temporary identification papers (documents), citizens of foreign countries (including those holding the status of compatriots, who live abroad and are citizens of other countries), stateless persons, as well as refugee and humanitarian status holders are eligible for funding of their general education. Pursuant to the aforementioned amendment funding of the general education for foreign citizens, (including those holding the status of compatriots, who live abroad and are citizens of other countries), as well as stateless persons and refugee and humanitarian status holders has been ensured by the State.

2. An amendment was made to the Law of Georgia on General Education” on November 28, 2014. It provides the following:

a) If a Special Educational Needs Person has no educational history, or due to some reasons he/she has omitted a grade/grades, on the basis of a conclusion by a multidisciplinary team he/she is entitled to get enrolled in school, or continue studies in an externship form, without taking exams in an age-appropriate grade or below two grades at the maximum. As a result of the aforementioned amendment Special Educational Needs Persons who have no educational history, on the basis of a conclusion by a multidisciplinary team are entitled to get enrolled in school, or continue studies in an externship form, without taking exams in an age-appropriate grade or below two grades at the maximum

b) Teaching of the subjects envisaged by the National Curriculum must be academic, objective and non-discriminative. The previous edition of the Law provided that teaching of the subjects envisaged by the National Curriculum should be academic, objective, neutral and pluralistic

c) The Ministry of Education and Science must ensure through increased amount of voucher and an extra funding the following:

a) Openness and equal accessibility to general education at public schools for everyone during the entire life;

b) Introduction of inclusive and multilingual education at public schools;
c) Improvement of logistical, programmatic and human resources of public schools;

d) Provision of appropriate salary for teachers, direction and administrative – technical staff of public schools;

e) Creation of a safe environment for health at public schools;

f) Conducting of learning process at public schools without obstruction, notably at those ones, on the balance of which as a result of reorganization there is more than one administrative building used in the learning process; also in schools located in the villages /settlements, public schools of highland areas and in multisector public schools. The previous edition of the Law stipulated that an increased voucher amount and an extra funding provided implementation of the rights envisaged in the first paragraph of this article in the frames of a special target programme approved by the Ministry of Education and Science of Georgia within public schools with a small number of children, a school where children with Special Educational Needs studied, or within schools or grades with linguistic minorities, provided there were three pupils at the initial level, 6 at the basic and 21 at the secondary level.

3. An amendment made to the “Law of Georgia on Higher Education” on December 10, 2015 provides that an Institution of Higher Education” ensures openness and accessibility to higher education, academic freedom, provision of higher education opportunities throughout lifetime, participation of academic, as well as scientific personnel and students in the decision-making and its monitoring, publicity and transparency of management of higher education institutions and contests held there, prohibition of all forms of discrimination in the field of higher education, including academic, ethnic, social or religious belonging or/and viewpoint, gender and any other grounds;

4. Pursuant to an amendment made to the “Law on Higher Education of Georgia” on November 6, 2014 it was determined that on the basis of a submission made by the Ministry of Education and Science, the Government of Georgia is entitled to define annual volume, amount and terms of funding with state study grants of those citizens of Georgia, as well as persons holding neutral IDs, or/and neutral travel documents, who after validating education received on the occupied territories of Georgia, pursue further studies at the accredited higher educational programs of higher education institutions of Georgia without taking Unified National Examinations, with the view of funding state study grants for these persons in a maximum amount determined by the Government of Georgia for the respective year. On the basis of a submission made by the Ministry of Education and Science of Georgia, the Government of Georgia is also entitled to define the amount and rules of funding with state study grants and state Master’s grants of the students enrolled in the accredited educational programs in the institutions of higher education of Georgia, affected by the natural disasters.

5. An amendment made to the “Law on Higher Education of Georgia” on December 27, 2013, provides that the amount of the sum allotted for funding higher education of students residing in the villages adjacent to the dividing line of occupied the territories of Georgia under the social assistance programme at the accredited educational programs of Higher Education Institutions of Georgia, in 2013-2014 may exceed a maximum amount of the sum to be provided under the social assistance programme envisaged by this law. The Government of Georgia determines the terms and amount of funding of these students with a state study grant, as well as state Master’s
study grant on the basis of a submission made by the Ministry of Education and Science.

6. An amendment made to the “Law of Georgia on Higher Education” on April 24, 2013 provides that the amount of funding of higher education for foreign citizens, as well as its terms are defined by the Government of Georgia, based either on international agreements made by the country, or the principle of reciprocity, or a special state programme.

II. Information on the implementation of the Convention or Recommendation (with reference to their provisions)

1. Non-discrimination in education
   1.2. Please explain which measures are adopted to:
   - Eliminate discrimination within the meaning of the convention/recommendation?
   - Prevent discrimination within the meaning of the convention/recommendation?
   The description should include measures taken as regards:
   - Non-discrimination in the admission of Pupils to educations institutions
   - Non-differential treatment
   - Treatment of foreign nationals resident in your country
   -
   This should also include assistance granted by public educational authorities to educational institutions.

Equality is the main value of the development of Georgian educational system. National Curriculum established by Ministry of Education and Science of Georgia ensures the equal and free access to general education for all, including national minorities and children with Special Educational Needs during the entire lifetime. According to the first paragraph of the Article 5th of National Curriculum in force, a school should support the mutual respect and equality principles to be maintained (article 5, §1). Public schools are not allowed to discriminate children according to their academic performance or high motivation or according to any other characteristics. As it is laid down in the Law on General Education, teaching of the subjects envisaged by the National Curriculum must be academic, objective and non-discriminative.

Pursuant to this law the Ministry of Education and Science of Georgia ensures openness and equal accessibility to general education at public schools for everyone during the entire life, including national minorities and persons with special educational needs by an increased voucher amount and extra funding.
The Law on General Education stipulates that those citizens, whose native language is not Georgian, are entitled to receive general education in their native language according to the rules established by law.

Furthermore, pursuant to the “Law of Georgia on Higher Education”, Higher Education Institutions ensure accessibility and openness to higher education, academic freedom, higher education opportunities throughout lifetime, prohibition of any kind of discrimination in the field of Higher Education, including on the basis of academic, ethnic, social or religious belonging and/or viewpoint, gender or any other grounds.

Financing of Education

Pursuant to the amendment made to the “Law on General Education” on February 19, 2015, citizens of Georgia, as well as those holding neutral IDs, neutral travel document or temporary identification papers (documents), citizens of foreign countries (including those holding the status of compatriots, who live abroad and are citizens of other countries), stateless persons, as well as refugee and humanitarian status holders are eligible for funding of their general education. In accordance with this amendment, funding of the general education for foreign citizens, (including those holding the status of compatriots, who live abroad and are citizens of other countries), as well as stateless persons and refugee and humanitarian status holders has been ensured by the State.

As for financing Higher Education, the state regulates eligibility for state grant and state master grant on the bases of principle of equality. Moreover, legislation guarantees financing under the program of students’ social assistance.

On the basis of amendments made to the “Law on Higher Education” on 24 April, 2013, it is envisaged that amount of funding of higher education for foreign citizens, as well as its terms are defined by the Georgian government based either on International agreements made by the country, or the principle of reciprocity, or a special state programme

Prohibition of Discrimination on the Grounds of Religion and Political Opinion

As it was stated in the 8th report, the independence of public schools from religious or political associations and independence of private schools from political influence is guaranteed by the “Law of Georgia on General Education”. This is in compliance with paragraph “b” of Article 5
of the UNESCO Convention. The law prohibits politicizing of teaching process and using teaching process for religious indoctrination, proselytism or forced assimilation. Moreover, the Law of Georgia on Higher Education outlaws creating structural units of political and religious organizations at Higher Education Institutions.

1. Equal opportunities in education
2.1. Please explain what are the concrete actions taken by your government to guarantee equal access to all level of education in your country?

*In this part, please include anti-discriminatory measures, financial incentives, fellowships, positive or affirmative action.*

**General education**

pursuant to the amendment made to the “Law on General Education” on February 19, 2015, citizens of Georgia, as well as those holding neutral IDs, neutral travel document or temporary identification papers (documents), citizens of foreign countries (including those holding the status of compatriots, who live abroad and are citizens of other countries), stateless persons, as well as refugee and humanitarian status holders are eligible for funding of their general education. Funding of the general education for foreign citizens, (including those holding the status of compatriots, who live abroad and are citizens of other countries), as well as stateless persons and refugee and humanitarian status holders has been ensured by the State.

It is provided in the law that the Ministry of Education and Science of Georgia ensures openness and equal accessibility to general education at public schools for everyone during the entire life, including national minorities and persons with special educational needs by an increased voucher amount and extra funding.

**Vocational Education**

In 2013, with the support of EU, the Vocational Education Reform Strategy for 2013-2020 was developed and approved by the Prime Minister of Georgia (26 December 2013, N-300 Resolution). The objectives of the strategy include creation of a nationwide flexible VET network, promoting excellence in skills development that will equip the current and future economically active population with professional skills. Vocational education in Georgia integrates the full and equal inclusion of all target groups of the population in order to provide opportunities for professional and personal development.
In 2013, the MoES of Georgia prepared and presented to GoG for approval a new system of Vocational Education Financing which considers full funding of vocational students enrolled in public VET institutions. Costs related to vocational teaching are differentiated in a new model – vocational education voucher includes the costs of learning materials and teachers’ salary and program funding mechanisms cover administrative costs of the institution.

Institutions responsible for financing TVET are as follows:

- Government of Georgia;
- Ministry of Education and Science of Georgia (MoES);
- Line Ministries (Ministry of Finance; Ministry of Health, Labour and Social Affairs; Ministry of Culture and Monument Protection of Georgia).

As it was mentioned above, the strategy document prioritizes an improved accessibility of vocational education and training for all interested individuals. In this context, with the aim of increasing geographical accessibility, the Ministry set up a special committee that surveyed the needs across Georgia and developed recommendations for the establishment of new vocational education institutions. These recommendations guide the process of launching new vocational education institutions in 2013.

Below are listed a few selected goals from the Strategy:

- Creation of an educational network focused on the labor market with due consideration of the regional development trends and national interests;
- Improving management of vocational education institutions to enhance the effectiveness of the provision;
- Provision of modern infrastructure, material and technical facilities and technologies; creation of innovative education space suitable to the contemporary demands
- Improving physical environment of the vocational education institutions taking into account the needs of people with disabilities and special needs and based on the universal standards of inclusion; adapting educational resources.

Regarding expansion of the Vocational Education Institutions network, it is noteworthy that in collaboration with the JSC “Georgian Railway”, Vocational College of Transportation was established in Tbilisi in 2015, with the purpose of expanding geographical accessibility of vocational education institutions; already existing VET college buildings are being renovated in eight additional municipalities (Lagodekhi, Dedoplistskaro, Alvani, Khobi, Senaki, Baghdati, Stepantsminda, Tianeti).
As regards access to Vocational education for Vulnerable Groups, within the frame of a project “Inclusive Education in VET Sector” by the Ministry of Education and Science (MoES), a research was conducted and a report was released on the “VET Access to Vulnerable Groups – Situational Analysis” in 2015. The report presents information and analysis of the access to VET covering eight types of vulnerable groups. The report also provides recommendations on necessary improvements to increase access to vocational education for vulnerable groups.

The MoES initiated and supported the compilation of 400 signs by the Union of the Deaf of Georgia to develop the Georgian sign language and support the ease of a learning process. These signs were uploaded on the web space. There is more work to be done in this direction; in 2015 the learning process of hearing impaired students was facilitated by the translators. Besides, the Ministry of the Education and Science collected a list of technical equipment and instruments necessary for the students with hearing impairment throughout a learning process. The purchases will be made next year. One audio book was created to support the use of Braille alphabet.

One of the key initiatives of the Strategy is to offer living allowances for vocational education students. The “Action Plan on IDP provision with minimum living allowance” includes the statute by which the Ministry of IDPs will provide living allowance for vocational students with IDP status.

Higher Education

As it has been mentioned in the 8th report since 2005, Unified National Admission Exams were introduced. They provide opportunities for students to obtain desired professions in preferable HEIs. Entrants took three compulsory exams in 2005 (Georgian Language and Literature, Foreign Languages, General Ability Test – GAT). The State scholarship was awarded based on the results of three exams. In 2006, the following subjects were added to the list of elective exams: Natural Science, Social Science and Literature). After evaluation, the tests of the entrants were posted on internet – each entrant had access to his own test before filing an appeal. Rules of awarding the state grants have changed from 2006. Earlier, it was awarded on the basis of General Aptitude Test results solely instead of the three exams. From 2007, entrants are given opportunity to see their applications for Unified National Exams on internet. From 2009, Electronic Examination Marker was introduced and minimum competency level was raised. Since 2010, all the entrants take four compulsory exams (Georgian Language and Literature, Foreign Languages, General Ability Test - GAT and one subject selected by decision of the HEI from the following: Natural Sciences, Social Sciences, Literature and Mathematics). State scholarship is awarded according to the results of four subjects; In 2008 General Ability Test was translated into Azeri and Armenian languages. Since 2005 around 150 000 students were enrolled at accredited higher education institutions of Georgia based on Unified National Exams. Since 2009 unified master’s exams are held as well. All future MA students have to take GRE. Next stage is examination in specialty, which are administered by the universities. The new
financing system – “money follows student” was introduced. Those students demonstrating the best results at Unified National Admission Exams gain state grants, while the rest of them finance their studies from their own sources. In 2011, new funding model was introduced - only students admitted in the fields of natural science, engineering and computer science can receive other than 100% - 70%, 50% and 30% grants. New model for financing MA studies is based on priority subjects. Besides, 20% of state education grants are annually allocated for the social grants program. Special state funds secured through merit-based and needs-based education grants provide secondary school graduates with an opportunity to continue their education at higher education level. The merit-based grants are provided to students achieving on for subjects at Unified National Exams while the needs-based grants are awarded to marginalized students:

- students from highland areas and ecological migrant
- Graduates from minority schools
- students of the KIA and MIA military families
- descendants of deported minority groups
- orphans and students from large families
- students impacted by Russian aggression
- students from occupied territories
- students with disabilities
- socially vulnerable students

Social grants program aimed at supporting students from the above-mentioned groups have been implemented by the Ministry of Education and Science of Georgia since 2005 and around 8716 students have received funding from the state for that period of time. From 2009, the state grants for Master’s degree students are introduced as well. It must also be pointed out that funding of higher education has significantly increased and this trend will be maintained in the future. Since 2013, a social program for students with different social backgrounds enrolled at master’s programs was launched.

2.2. Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion)

*Particular emphasis should be placed on gender equality*

To create equal opportunities for all students to be educated in response to modern challenges is one of the main principles of National Curriculum. It enshrines the equal right for every child to get full general education, in order to fully develop his/her personality and acquire those knowledge and skills necessary for achieving equal success in private and social life.

In order to secure equal opportunities for all national minorities residing in Georgia, National Curriculum envisages teaching of a state and native languages to all of them. A number of activities are planned and carried out in order to strengthen state language teaching and thus, assist national minorities to be integrated into society. According to the National Curriculum, teaching of a native language (Azeri, Armenian and Russian), as well as a State Language is compulsory at minority schools/sectors.
National Curriculum also regulates the main principles and guidelines of inclusive education. It is focused on providing quality education and equal opportunities in educational setting for children with special educational needs, among them people with disabilities, socially vulnerable groups, street children, etc. National Curriculum determines the possibility of creating individual curriculum based on the individual abilities and interests of those students who, due to some reasons, need an individual education plan or a modified national curriculum in order their special educational needs to be met properly.

The following programs are implemented by the MoES in the field of general education with a view to ensuring equality of educational opportunities:

- **“Programme on Access to Education for the Accused and Convicted”**

  As a result of the implementation of the programme, accused/convicted juvenile students at the Prisons and Closed-Type Penitentiary facilities, as well as at the Juvenile Rehabilitation Centers and Female Semi-Open and Closed-Type Penitentiary facilities receive general education; they are provided with learning resources and an opportunity to take Externship, School Leaving and Unified National Exams on an equal footing with their peers.

- **“Educational Subprogramme on Preparing Refugee or Humanitarian Status Holders in the Georgian language”**

  As a result, teaching of the Georgian language for refugee or humanitarian status holders under the age of 18 is ensured to the level enabling them to pursue their studies at the institutions of general education.

**Vocational Education**

In 2012, the Vocational Education Mid-term Strategy has been implemented. The Ministry of Education and Science of Georgia has evaluated achievement defined by the strategy and identified the challenges in the System of VET. The assessment of the system was supported by the TA of EU project, and with the active participation of stakeholders, the VET reform Strategy (2013-2020) has been developed.
The strategy priorities include:

- improvements to the regulatory environment of the VET system with a view to enhancing the capacity of VET institutions to meet the skill demands of the labour market and modern economic development by
  - ensuring facilities are of high quality and efficiently and effectively managed;
  - requiring well qualified educators, and market-oriented flexible programmes;
  - eliminating “dead-ends” and barriers in the system;
  - increasing the overall capacity of the network through diversification of authorized quality providers within both a public and a private sector;
  - supporting and promoting development of a more optimal national network of institutions both in terms of geographic spread and availability of disciplines/specializations, promoting coordination and communication between public and private specialised VET institutions, schools and higher educational institutions;

- establishment of effective funding mechanisms enabling the achievement of excellence through both public and private sector institutions based on competitiveness; ensure full participation, supporting access to a wide range of key VET programmes for the children of disadvantaged communities and vulnerable groups (students with disability and learning difficulties, ethnic minorities, IDPs, prisoners, probationers, host communities/remote communities etc.);

- preparation and training/re-training of VET teachers according to modern standards and the latest developments in teaching, and including regular training in companies to update skills; increase the attractiveness of the teacher’s profession, supporting involvement of new cadres in the system and ensure professional development of existing cadres;

- reinforcement of full social partners, employers, professional associations, and civil society participation at all levels of the system in decision-making as well as in the whole process of VET education: NVETC, TWG, Boards, working groups; ensure balanced and equitable composition of social partners in the development and delivery of VET reforms, with the sustainability and transparency of the functioning of all these units within the system embodied regulation and operational procedures;

- assurance of the quality and transferability of qualifications through improved quality assurance mechanisms at the system and institution level, establishment of an effective transferable credit system, ensuring comparability of qualifications with international standards to support international recognition and mobility, and establishment of a robust system for the recognition of non-formal and prior learning;

- strengthening of support mechanisms for all students including those with special educational needs or disabilities to ensure employment of VET graduates by providing relevant and high
quality career development guidance, ensuring the quality of courses and work placement, providing students with suitable and sufficient employment experience during their studies in enterprises during the practical component of courses;

- promoting the role of entrepreneurship in VET in close cooperation with employers and the business sector generally, training a workforce with vocational skills specifically suited to particular trades or specialities, as well as relevant general cultural competences (such as entrepreneurial skills, ICT knowledge, communication, foreign languages and etc.) in order to raise employability.

There were amendments made to the legislation for an efficient implementation of the Strategy. New legal acts were prepared and accordingly, the changes were made to the existing regulatory documents.

The amendments to the Law on VET were made two times, in 2013 and 2014 respectively. At this stage a new Law on VET has been drafted and is being discussed with the stakeholders. The law aims at increasing its relevance to the labour market, supports provision of skilled personnel to meet local and international labour market needs, ensures access to lifelong education for all citizens, increases an autonomy of VET educational institutions, provides a framework to ensure a quality of vocational education both in terms of skills created, creates employability potential, harmonization of Georgian TVET with Europe and etc.

Regarding the programs implemented with a view to ensuring equality of educational opportunities in the field of vocational education:

- A special program for prisoners, former prisoners and their family members supported their enrollment in vocational educational programs. The programs were implemented at public VET institutions. More than 400 beneficiaries completed the vocational education courses in 2015.

- To strengthen the competitiveness on the labor market, the Ministry of Education and Science of Georgia and the Ministry of Labor, Health and Social Affairs of Georgia initiated job-seeker training program. The Ministry of Education and Science coordinated the labor market research and identified top 50 most demanded occupations. Following the research, short-term training courses were developed.
Since 2015, the preparatory activities were implemented to engage the representatives of ethnic minorities into vocational education. As a result, since 2016 in vocational educational institutions Georgian language courses will be accessible to the above-mentioned target groups.

2.3  Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process

Here please describe measures taken for instance to give special consideration to gender equity and equality in education including addressing gender-based violence, and the educational needs of the poor, economically and socially marginalized and other vulnerable groups, including people with disabilities

*Particular emphasis should be placed on gender equality*

The Ministry of Education and Science (MoES) plays a special role in the safeguard and promotion of human rights, including gender equality and women’s rights – the role in caring for raising awareness in pupils, teachers, school administration and parents.

For the purpose of the awareness-raising, the work is done in several directions: a) provision of issues pertaining to gender rights and reproductive health in formal and non-formal education; b) teacher trainings; c) training persons responsible for referral procedures in schools and monitoring the whole process in this regard; d) awareness-raising of parents; e) provision of psychological assistance and etc.

In the course of years, there was no systematized data on grounds for dropping out of school. At present, all schools in Georgia are obliged to keep record of all those pupils who left schools early with indication of the reasons for dropping out of school.

A school is obliged to inform social service about the facts of early marriages, and in case of the facts of forced marriages, school has to notify about such instances to law enforcement agencies. Internal referral rule and persons responsible for the referral are approved by schools.

In case of early marriages, Georgian legislation does not deprive girls the right to receive general education as guaranteed by the Constitution of Georgia. They are allowed to either keep going to school or receive general education in alternative (externat) form.
Formal Education: Curriculum

The principle of gender equality, early marriages and violence related topics as well as issues on healthy lifestyle are included in National Curricula at all levels of General Education in the form of cross-cutting themes:

- Topics on Reproductive Health are included in the learning program in Biology for VIII Grade of the National Curriculum. Notably, the program envisions the learning of sexually transmitted diseases and awareness-raising about risks.

- The topic on Gender Violence is included in the National Curriculum for 2011-2016 and in the school textbooks developed on its basis that were approved in 2012. Civic Education for IX and X Grades contains the issue in the form of themes. It is planned to amplify our attention on the issue in the National Curriculum of new generation, introduction of which is scheduled to start from 2016-2017.

- Within the revision of the national curriculum for 2011-2016, it has been planned to intensify teaching of social sciences in primary education level. So, the standard of a new subject entitled “Me and Society” was developed for III-IV Grades. Also, subject “Our Georgia” for V-VI Grades was revised. Respectively, the standard for both subjects comprises gender-related issues. A different international and local organizations were actively involved in the process of developing the subject standard. Among them, UNWOMEN and UNFPA, that ensured engagement of the experts with a view to working on gender-related matters and their respective inclusion in the standard.

- Apart from the aforementioned, in cooperation with UNFPA, which is tasked to coordinate the working of the group of experts, the Ministry of Education and Science of Georgia i.e. subject experts of the Curriculum Department are engaged in developing transversal standard on healthy lifestyle for I-XII Grades. Alongside with other issues, exactly the issues relating to reproductive health are highlighted in the standard.

- It is planned to revise the national curriculum of basic and secondary education level, which will more broadly embrace such topics as healthy lifestyle, early marriages and the principles of gender equality.
Non-Formal education:

Extra-Curricular activities

Through 2014 diverse NGOs, such as “Journalists Network for Gender Equality”, “Centre for Civil Integration and Interethnic Relations “, “Indigo”, “Vejini” implemented projects by agreement with the Ministry of Education and Science of Georgia. They envisaged holding seminars at schools on the issues of gender, reproductive and sexual health and rights.

The following contests:

- Video links Contest “Step toward solidarity”
- Essays Contest “Step toward solidarity”
- Blog Contest “We protect Peers rights”

were held throughout the academic year 2014-2015 for the schoolchildren of public schools of Georgia in the framework of the “Subprogram of School Contests”, with the aim of raising schoolchildren awareness in the direction of human rights protection.

The teens expressed their own vision and attitude towards the different European values, including gender equality.

Pupils Conference on violence was held on December 27, 2014, its aim being raising schoolchildren awareness on the issues of gender equality, violence, discrimination and their prevention.

In 2015, in the framework of the subprogram “School Contests” a contest of video links “Europe through my objective” was held. It aimed at perceiving by teens the European values and their significance in the modern Georgian area; expressing their own vision of European values, including towards gender equality.

Inclusive Education. Article 35th of the Constitution of Georgia, adopted on August 24, 1995 (Last amendment 27.12.06) states that everyone shall have the right to receive education and the right to free choice of a form of Education. Special education in Georgia is regulated by the Law on “General Education” and the National Curriculum for the years 2011-2016. It should be noted that in 2010, significant changes were introduced in both regulatory documents to provide quality education for the persons with Special Education Needs in Georgia. Meaning of Special Education Needs, Inclusive Education, Individual Learning Plan, Multidisciplinary Team and Special Teacher has been redefined in the “Law of Georgia on General Education”. The issues such as process of providing Inclusive Education at schools, importance of presence of Individual Education Plan, integration of persons with Special Education Needs into learning process, assessment of their academic progress were fully reflected in National Curriculum.
In December 2013, the Parliament of Georgia ratified “the Convention on the Right of People with Disability” and the document got formal confirmation in 2014, March 13. In 2014, the decree #41 “Technical Regulation of Space Construction and Architectural Design for People with Special Needs” was approved by the Prime Minister of Georgia.

Inclusive Education Development Division has been formed under the Ministry of Education and Science of Georgia in order to develop Inclusive Education policy and strategy in compliance with international Inclusive Education models; the Unit is also responsible for coordinating and monitoring of ongoing activities in the field of Inclusive Education. In its capacity the division collaborates with the international, national and nongovernmental organizations.

Under the frame of Inclusive Education Development Division Multidisciplinary Team was formed, which is comprised with psychologists, special education teachers, speech therapists and occupational therapists. The tasks of the team include the following: identification and assessment of students with special education needs (SEN) and support their integration into mainstream educational environment, together with peers at schools, provision of assistance to classroom teacher in development and implementation of individual education programs for students with SEN; assessment of academic and social achievements of students with SEN, participating in the projects; provision of assistance to the schools in the implementation of the inclusive education projects. The multidisciplinary teams work in all municipalities of Georgia.

Since 2013, the Ministry of Education and Science has introduced several projects aimed at the improvement of education equity and access to education, particularly for marginalized groups of pupils:

- School funding system has been modified, which now became more targeted to the needs of the individual schools (including opportunity to introduce special teacher);
- The new strategy of inclusive education for the years of 2013-2016 focuses on four main directions:
  1) to improve Legal framework and management system of Inclusive Education;
  2) To increase the quality education for Special Education Need pupils and Students.

- In 2013 Ministry started to fund salary of special teachers at schools;
- In 2013, for the first time during past two decades the Boarding School for Blind Pupils was provided with text books with Brail and different educational resources by tactile;

- From September 2013 the Ministry of Education and Science of Georgia started to implement the “Inclusive Education Support Program”. In the frame of this program nine integrated classes were opened: 1 class for pupils with Hearing Problems; 6 classes for the Autistic children and the class for the children with leukemia, 1 class for multiple disability;

- Sign language and other communication means became the basis of teaching and learning processes and is being taught from the very first grade. Teaching methods, as well as curriculum have been brought in line with acknowledged child development and national curriculum requirements.
Working on developing Sing Language. Created signs are located on web: www.ge.signwiki.org

In 2014 Ministry of Education and Science started to develop Alternative Curriculum for multiple disabled children;

In 2015 Curriculum for Blind and Deaf students was developed; their piloting was initiated from October in three boarding schools;

Master’s program for Special Teachers was launched at Ilia State University since 2014;

Web-page www.inclusion.ge is accessible from March 2015;

The project “Supporting of Social Inclusion in Georgia” was launched by the Ministry of Education and Science since 2014. The project supports integration of Special Educational Needs, Socially vulnerable, Minority, Roma pupils in schools and society;

In 2013 MoES in partnership with UNICEF started a programme “Second Chance Education for Disadvantaged, Children with Behavior Problems and out of School Children in Georgia”. The programme gives basis for developing holistic approach towards education for all disadvantaged groups. It also supports to form social and educational policy for their effective integration in society. In 2013, the discussion paper for National Model of Second Chance Education for disadvantaged, children with behavior problems and out of school children in Georgia was elaborated under the mentioned programme. In 2014, The MoES took responsibility to finance and implement the programme consistently.

3) to provide adequate financial system for Special Education Needs;
   Since 2013 new model of financing Inclusive Education was developed and piloted.

4) to create monitoring system of Inclusive Education.

In 2015 with the support of European Union Monitoring Instrument for measuring quality of Inclusive Education was created. In 2016 the Ministry of Education and Science will start a new program, which will develop monitoring processes at schools;

**Boarding Schools in Georgia.**

Currently 7 Special schools function in Georgia: (One school for Blind and Low Vision persons, two schools for Deaf and Hard of Hearing persons, one school for persons with Behavior Disorders and 4
schools for persons with Mental Disorders). (The other 7 ceased functioning after an assessment conducted by the MoES in 2009-2010).

All special schools get the voucher for each pupil with Special Education Needs. The Ministry of Education and Science of Georgia carries out a project “Special Education Need Child’s support program at Special schools”. Within the scope of the program, boarding schools are given support; besides, children who receive their education at special school are provided with medical insurance.

**Programs implemented for the Professional Development of special education teachers in Georgia.** Special education teachers in Georgia represent a small group of specialists; they are working with pupils with special education needs in both, regular and special schools. The majority of special teachers are employed as assistant teachers; the rest are coordinators of inclusive education. (Qualification of special teachers are as follow: Bachelor Degree in so called “Defectology” or Special Needs Education; Bachelor/Master Degree in Pedagogy, Psychology and so on; and additional trainings and courses in special education).

To promote continual professional development of special education teachers, professional standard of special education teachers was elaborated by the National Center for Teachers Professional Development (TPDC) - a LEPL under the Ministry of Education and Science and approved by the Ministry in 2010.

Special training course for special teachers was developed and piloted in 2012. The special course is provided by the National Centre for Teachers Professional Development (TPDC) under the MoES. The course consists of 120 contact hours. The main topics are as follow:
- Developmental disorders;
- Learning difficulties and effective teaching strategies;
- Development of individual education plan;
- Behavior disorder and classroom management;

The training course is accessible for all specialists working at school (regular teachers, special teachers, inclusive education coordinators, psychologists, occupational therapists, speech therapists etc.) Since April 2013, five courses in special education have been organized; the number of participants in each group varied from 15 to 25. Teachers have an opportunity to register for the course throughout the whole academic year.

Other Courses:
1. Teaching and Learning Autistic students;
2. Teaching methodology for Blind and visual impairment students;
3. Sign Language
4. Teaching and Learning methodology for Deaf and hard of hearing students;
5. Special courses for parents with deaf children;

**Inclusive Vocational Education.** Ministry of Education and Science of Georgia started implementation of Inclusive Education in Vocational Education and Training system in 2013. This new approach is supported by Norwegian Ministry of Education and Research in the frames of a project, “Introduction of Inclusive Education in Vocational Education and Training (VET) System in Georgia”. The aims of the project are as follow: formulating recommendation necessary for introduction of changes on legislative
level; increasing role of social partners in the process; increasing capacity of human resources in VET; preparing physical environment for people with special needs in VET; recruiting of Special Needs Children and their involvement in VET centers.

The Ministry of Education and Science created and approved special procedures of Vocational assessment. In 2013, 51 persons with Special Education Needs were enrolled at 11 Vocational Education centers and their performance was assessed by multidisciplinary team. In 2014 the number of students increased to 44.

In 2015, 215 students were registered and 185 enrolled in different Vocational Institutions

2. Progress made with respect to implementing the right to education

The Ministry of Education and Science of Georgia supports to provide a child-friendly educational policy at its utmost, in order to envisage the principles of the best interests of the children and raise them as the full-fledged citizens. The right to education is officially enshrined in the Georgian legislation. Georgian law on General Education (approved on April 8, 2005 by the Parliament of Georgia) ensures free general education for students at all public schools in Georgia. According to the same law, everyone has equal right to get full general education, in order to fully develop his/her personality and acquire those knowledge and skills necessary for achieving equal success in private and social life (article 9*, § 1*).

3.1. Universal primary education

According to the Law on General Education and National Curriculum as well, every child, including national minorities and Special Educational Needs children, is provided with free general education in Georgia.

Full general education covers three levels and includes grades from I to XII. The levels of full general education are primary (I-VI), lower-secondary (VII-IX) and upper-secondary (X-XII). Primary and lower-secondary education levels are compulsory and free for all at public schools.

3.2. Secondary education

Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.

*Please provide details on the difficulties experienced by your government to guarantee gender parity in terms of accessibility to technical and vocational secondary education and training.*
According to the National Curriculum, upper-secondary education is optional and covers the grades X-XII. It is free for all students of public schools as well.

In 2013 Vocational Education and Training Development Strategy for 2013-2020 was developed. The Strategy embodies the principles of inclusive education, human and child rights and gender equality. It considers access to education and the opportunities of VET to be a right of all segments of the population, regardless of their social or economic grouping, or a geographic location within the state of Georgia. According to the Strategy, specific measures are being implemented in order to enhance gender balance, participation of vulnerable groups, as well as a participation of citizens in danger of becoming excluded.

The overall objective of the Strategy is to support the Government's Socio-Economic Development and Poverty Reduction priorities for Georgia over the coming decade by maximizing the national and individual potential of the country's human resources through promotion of a widespread availability of high quality vocational skills to flexibly meet the economy's labor requirements in the immediate, medium and longer term and the creation of opportunities for individuals from all segments of society to develop their talent and maximize their potential for personal and economic fulfilment. Particularly relevant is the inclusion of the disadvantaged and vulnerable in the social and economic development of Georgia, strengthening the sense of participation and integration in the country's moves towards a dynamic and prosperous society and economy.

Is it available free of charge?

Yes/No

☐ If so, please describe the extent to which it is.

Please also provide details on the difficulties experienced by your government in the realization of universal access to free secondary education. Please provide quantitative and descriptive information on these difficulties and on the progress realized.

Nowadays, the system of vocational education consists of 5 levels. The levels from I to III are provided by vocational colleges, community colleges, higher educational institutions and general education schools. The last two levels are exclusively provided by the community colleges and higher educational institutions. According to the latest data, there are 91 authorized educational institutions offering vocational education. Between them 20 are state owned and 71 are privately owned, in addition, 26 higher education institutions and 14 General education schools also provide vocational education programs. VET institutions include 61 community colleges offering all the 5 levels of vocational educational programs, and 30 vocational colleges, offering only first 3 levels of vocational education. Students can
apply for the first 3 levels of vocational education after completion of basic level of general education (IX grade). As for the last 2 levels (IV and V levels) of vocational education, an applicant should have completed full secondary education (XII grades). Upon completion of each level of the VET program, a vocational diploma for relevant qualification is issued.

There are approximately 8000 students in the state vocational institutions and around 5000 - in private ones. According to the data of the Ministry of Education and Science of Georgia, the last couple of years saw an increase of private education institutions offering vocational training.

In the past years, between 2009 and 2015, number of students in advanced public vocational education programs, i.e. 4th and 5th level, increased more than 3 times. Annual tuition fee in public vocational education institutions ranges between 400 – 2250 GEL (ca 175 USD – 1000 USD). Tuition fee for IV-V level VET programs should not exceed 2250 Georgian lari; amount of funding is determined by the scores of national exams.

A new model of VET financing was implemented in 2012. This model considers voucher financing system for vocational education that is approved by the Resolution of the Government of Georgia on “VET Financing terms and conditions for determining the maximum amount of tuition fees for state owned educational institutions.”;

3.3 Higher Education

Providing quality education is our state policy priority. It is therefore essential to create learning environment of modern standards and provide funding of students with state education grants, including merit-based and needs-based grants.

The State takes the responsibility for the admission of students to the first cycle higher education through creating the centralized, objective system and ensuring the principles of equity and meritocracy.

Since 2005, Unified National Admission Exams were introduced. It provides opportunities for students to obtain desired professions in preferable HEIs. Entrants took three compulsory exams in 2005 (Georgian Language and Literature, Foreign Languages, General Ability Test – GAT). The State scholarship was awarded based on the results of three exams. In 2006, the following subjects were added to the list of elective exams: Natural Science, Social Science and Literature). After evaluation, the tests of the entrants were posted on internet – each entrant had access to his own test before filing an appeal. Rules of awarding the state grants have changed from 2006. Earlier, it was awarded on the basis of General Aptitude Test results solely instead of the three exams. From 2007, entrants are given an opportunity to see their applications for Unified National Exams on internet. From 2009, Electronic Examination Marker was introduced and minimum competency level was raised. Since 2010, all the entrants take four compulsory exams (Georgian Language and Literature, Foreign Languages, General Ability Test - GAT and one subject selected by decision of the HEI from the following: Natural Sciences, Social Sciences, Literature and Mathematics). State scholarship is awarded according to the results of four
subjects; In 2008 General Ability Test was translated into Azeri and Armenian languages. Since 2005 around 150 000 students were enrolled at accredited higher education institutions of Georgia based on Unified National Exams. Since 2009 unified master’s exams are held as well. All future MA students have to take GRE. Next stage is examination in specialty, which are administered by the universities. The new financing system – “money follows student” was introduced. Students demonstrating the best results at Unified National Admission Exams gain state grants, the rest of students finance their studies from their own sources. In 2011, new funding model was introduced - only students admitted at the fields of natural science, engineering and computer science can receive other than 100% (70%, 50% and 30% ) grants. New model for financing MA studies is based on priority subjects. Besides, 10% of state education grants are annually allocated for the social grants program. Special state funds secured through merit-based and needs-based education grants provide secondary school graduates with an opportunity to continue their education at higher education level. The merit-based grants are provided to students achieving on for subjects at Unified National Exams while the needs-based grants are awarded to marginalized students:

- students from highland areas and ecological migrant
- IDP students Abkhazia and South Ossetia
- Graduates from minority schools
- students of the KIA and MIA military families
- descendants of deported minority groups
- orphans and students from large families
- students impacted by Russian aggression
- students from occupied territories
- students with disabilities
- socially vulnerable students

10% of state education grants are annually allocated for the social grants program. Special program aimed at supporting students from the above-mentioned groups have been implemented by the Ministry of Education and Science of Georgia since 2005 and around 3760 students have received funding from the state for that period of time. From 2009, the state grants for Master’s degree students are introduced as well. It must be also pointed out that funding of higher education has significantly increased and this trend will be maintained in the future. Since 2011, IDP students from Occupied Territories enrolled at International Relations Masters degree programs are awarded needs-based grants as well.

3.4. Adult education and lifelong learning

☐ What efforts has your government made to establish a system of continuing education on the basis of individual capacity?

☐ Please specify efforts made as regards education for persons who have not received or completed the whole period of their primary education.

☐ What are the concrete measures implemented to ensure equitable access to continuing education?
Please specify measures (including financial assistance) that ensure that the basic learning needs of all young people and adults are met through:

- elimination of illiteracy
- equitable access to appropriate learning and life-skills programs.

Recent years has shown some progress in the formation of adult education policy and its elements. Strategy for the Development of Vocational Education should be noted in this regards. The Strategy takes into consideration the principles of the EU Memorandum “Lifelong Learning”, promotes development of non-formal and informal education along with the formal education, and creates recognition mechanisms for adults. The result of ongoing reforms in the educational field is that the vocational education is already open for adults in our country.

In accordance with Article 4(b) of the Law of Georgia on Vocational Education and Training, non-formal/informal vocational education is a vocational education obtained by an individual independently from a vocational education and training (VET) institution. Pursuant to the same Law, the conditions and procedure for the recognition of non-formal/informal vocational education are established by the Ministry of Education and Science of Georgia.

Ministry of Education and Science of Georgia, its agencies and donor organizations are developing new mechanisms for the recognition of non-formal/informal VET on a system level in Georgia.

Education obtained through certification programs, short term courses, training programs and trainings offered by various governmental agencies (Ministry of Labour, Health and Social Affairs of Georgia in partnership with the Ministry of Education and Science of Georgia implements capacity building short-term training programs for jobs seekers with no upper age limits all around Georgia) /non-governmental/private/international organizations operating in Georgia can be recognized fully or in part in accordance with learning outcomes provided by VET standards. In case of partly validated education, an individual is entitled to continue studies, while having a full recognition of education leads to the award of VET qualification indicated in the National Qualifications Framework.

Since 2015, National Centre for Education Quality Enhancement (NCEQE) under the MoES of Georgia along with other stakeholders has been working on the development and improvement of a new “Life Long Learning” qualifications framework project. For that reason, a working group continues its efforts to ensure preparation of a package of legislative amendments.
Lifelong learning opportunities are also provided by Zurab Zhvania School of Public Administration. It offers two study programs for ethnic minorities living in Georgia:

- State language program
- Public Management and Administration program

**State language program**

State language program was launched in 2014 and is accessible to the ethnic minorities living in Georgia. The School has eight regional centers for delivering study programs. It also provides a study program via mobile groups for remote villages. Any interested person may attend the study program. Regional centers were opened in the regions settled by the ethnic minorities in Kvemo Kartli, Kakheti and Samtskhe-Javakheti (Akhalkalaki, Ninotsminda, Tsalka, Dmanisi, Bolnisi, Marneuli, Gardabani, Lambalo.); State language program offers three levels: A1, A2, B1 and has 2700 graduates. This program is fully financed by the government.

**Public Management and Administration program**

Public Management and Administration program has re-opened an admission to the program for civil servants from multi-ethnic regions in 2014. Program offers six different courses as follow:

1. State purchases
2. Management of Public Organizations
3. The Public Finances and Internal Audit
4. Public Relation and Communication
5. Human Resources
6. Supervision of infrastructure projects

Public management and Administration program has 585 graduates from representatives of ethnic minorities. Study process takes place in Kutaisi and all costs are covered by state budget. The goal of the program is to improve skills of public servants.

3.5. **Quality Education**

Please provide information on the measures taken by your country to ensure equivalence in all education institutions in:

- the standards of education
- the conditions relating to the quality of the education provided (e.g. infrastructure, teacher/learner ratios, teaching and learning materials)
- the provisions to ensure that children learn in a safe environment free from violence or harassment, including school-related gender-based violence (at, around, and on the way to school).

*Please, to provide such quality assessment, take into account all public educational institutions of the same level. Please include information on policies, protocols or codes of conduct.*

The external quality assurance mechanisms for educational institutions in Georgia are as follow: authorization of educational institutions and accreditation of educational programs.

Authorization was established in 2010. Before that the licensing of educational institutions was practiced. All educational institutions are required to get authorized in order to receive a right to function as an educational institution. The legislative amendments that is planned to take place in February 2016 are going to extend term of authorization from 5 to 6 years.

The authorization standards are defined for higher education, vocational and general education institutions. The standards are equally applicable to public and private institutions. The authorization standards are: educational programmes, human and material resources.

During authorization, authorization peers check whether an institution meets the authorization standards, check self-assessment reports and corresponding evidence, conduct interviews and observation during a site visit.

On the initiative of National Center for Education Quality Enhancement (NCEQE)in 2013 an amendment was introduced to the law which led to the division of the Authorization Council of educational institutions into Authorization Councils of general, vocational and higher education institutions. If before 2013 decision-making was the preserve of one council, since March, 2013 three separate authorization councils make decisions on the authorization of educational institutions. Thus, each council’s level of competence, and stakeholder representation within them, have been increased to reflect the relevant level of education.

Moreover, in expanding the level of independence and impartiality of the councils, a new co-participatory practice for the selection of council members has been adopted. Consequently, each council consists of the representatives of educational institutions, non-governmental organizations, potential employers and education experts and the members reflect the specificities of each council.

The accreditation takes place on a program level. It has been practiced in Georgia since 2011. Before that educational institutions had to pass institutional accreditation. The program accreditation defines five standards and a number of criteria that educational institutions wishing
to get their programs accredited should meet. Accreditation standards are defined for higher education, vocational and general education institutions. The requirements of program accreditation are the same for private and public educational institutions.

During accreditation, accreditation peers are required to get acquainted with all program-related materials, self-assessment reports, check the evidence, conduct interviews and observation during a site visit.

Decisions on accreditation is made by the Accreditation Council. Its membership is selected with the involvement of various stakeholders. Elections are conducted in a manner similar to the selection process for authorization councils. The council consists of representatives of HEIs (private, public), vocational and community colleges (private, public), private schools’ association and non-governmental organizations.

The aspired landmark is to transform authorization and accreditation into outcome-oriented and substance-centered evaluation measures. The first step towards this goal would be development of new self-evaluation forms for academic institutions.

Another milestone is to internationalize accreditation and authorization procedures, the paramount task being to involve international experts in external evaluation of academic programs in regulated fields. For this purpose, the database of authoritative international experts, who have agreed to be involved in external evaluation of academic institutions and academic programs, has been created and is subject to constant renewal.

National Curriculum (elaborated in 2005) is one of the state documents regulating the quality of general education in Georgia. The major educational concept of National Curriculum is focused on child's personal development. Its underlying principle is a modern and outcome-based teaching - to equip students with solid, dynamic and functional knowledge relevant to modern world's challenges and demands. National curriculum has the following objectives:

a) To create opportunities for a student to be educated in response to modern challenges; to demonstrate his/her competences and develop necessary skills for learning;

b) To develop student's positive attitude towards learning;

c) To create precondition for further learning or for making the right choice in the labor market.

National curriculum is regularly refined and renewed in order to suggest quality education and update the content of general education in line with local needs and modern tendencies.
Since 2013 National Curriculum Department under the MoES conducts the monitoring of National Curriculum implementation in public schools in order to study its implementation process and reveal the needs for interventions. In 2013-2014 the monitoring of National Curriculum implementation was carried out on primary level at public schools of Georgia, both in Tbilisi and in the regions. In 2014-2015 the monitoring process involved the lower-secondary level at public schools of Tbilisi and regions. For 2016 the monitoring on the upper-secondary level has been planned. Observing an instructional process at the lessons, teacher interviews, summative work analysis, creating data bases and processing the results make up a list of the main activities during the monitoring process.

Apart from that, National Curriculum Department launched the revision process of the National Curriculum since 2014. The revision aims at taking into consideration international experience and preparing educational programmes corresponding to the modern requirements and adjusted to the local needs.

From 2014 Ministry of Education and Science of Georgia started revision of vocational educational standards involving employers. Modular educational programs have been based on new standards. In order to increase quality of vocational education, infrastructural rehabilitation of all state VET providers has been ensured, VET teachers’ professional development measures have been taken, teaching and learning materials have been developed in line with modular programmes.

Within the program, “Rehabilitation of Infrastructure of the Educational Institutions” 1954 public schools were rehabilitated in the course of 2013-2016 academic years; among them 48 public schools have been reconstructed for the national minorities.

• Within the program, Rehabilitation of Infrastructure of the Educational Institutions” 3 new public schools were built in the course of 2015-2016 academic years and the construction projects of 7 public schools were created, which will be built in 2016-2017;

• There has been an ongoing process of reconstruction of 17 already existing vocational education institutions in the frames of the program “Rehabilitation of Infrastructure of Educational Institutions” since 2014.

• Within the program, My first computer” 179300 portable computers were purchased by the state in the course of 2013-2016.In the scope of the programme its beneficiaries (first graders enrolled at public schools in 2013-2015, who were funded through the issuance of vouchers by the government, as well pupils, who are enrolled in I-III grades and have not yet received any computers), as well as teachers were given portable computers.
Resource Officers—the so-called “Mandaturies”—ensure safety of educational institutions of general education and its territory. They promptly respond to all occurred and identified violations of school order. Prevention of violation has become one of the main functions of Resource Officers. They are also in charge of elimination of carrying of edged weapons and firearms, as well as prohibition of alcohol and drugs distribution on the territory of educational institutions.

The role of Resource Officers as mediators between opposing pupils, detecting and solving conflicts should be underlined. They ensure maintaining order and discipline on the school territory on their own or in cooperation with school administration.

In the academic years 2014-2015 and 2015-2016, based on requests filing from schools, the Mandaturi Office expanded its operational activities at non-Georgian schools across Georgia. For this reason, respective locals were retrained.

The Psychological Service Center (Division) of the Office of Resource Officers of Educational Institutions has been functioning since 2013. It aims to provide psycho-social help for school children with emotional and behavioral problems. The multidisciplinary group of the center (psychologists, child psychiatrist and social workers) works with the children/adolescents, their parents (guardians or legal representatives), as well as with teachers and school administration; in case of need multidisciplinary group provides service in schools. Psychological service is available to various groups: to those who have special needs (within the competence of the Center); individuals with different sexual orientation, gender identity and religious beliefs, individuals of different ethnic groups; the service is also available in cases of school-related gender-based violence and etc.

The psycho-social help is composed of several activities and is provided by multidisciplinary group (psychologists, child psychiatrist and social workers): psychologist and psychiatrist are working on identification of mental, emotional and behavioral problems; psycho-counseling and psycho-correctional work is provided by psychologists and psychiatrist. It includes individual, as well as group work with children/adolescents and their parents; social workers of the Psychological Center aim to identify and manage external social factors that affect each individual case. The multidisciplinary group of the Center helps children, adolescents and their parents to identify and manage behavioral and emotional problems.

Interested individuals can reach Psychological Service Centre of the LEPL Office of Resource Officer of Educational Institutions by referring form (referral) that is filled by Resource Officer (Mandaturi) or public school principal or independently, regardless of referring form, by calling in the center and arranging appointment with psychologist.

Psychological Service Centre of the LEPL Office of Resource Officer of Educational Institutions (alias Mandaturi) has been working on the project “Violence against children, redirection procedures in case of the need for child protection” since March 2015. In the framework of this project, psychologists and social workers of the LEPL Office of Resource Officers of Educational Institutions provided training activities for those responsible for the referral nominated by schools in the area of violence identification, response to it and its prevention. As of today, within the scopes of the programme, all Resource Officers (Mandaturis) were re-trained; now the process of re-training of school representatives is under way, as of now 885 school representatives were re-trained.
Psychological Service Center functions under the auspices of the LEPL Office of Resource Officers of Educational Institutions in the following cities of Georgia – Tbilisi, Rustavi, Telavi, Kutaisi, Batumi, Gori and Poti.

3.6 Teaching Profession

The Teacher Professional Development Reform led by National Center for Teacher Professional Development (TPDC) - a LEPL under the MoES aims specifically at the improvement of the quality of instruction by enhancing teacher professional development. This is intended to be done through the establishment of modern teacher professional development standards; introduction of the teacher certification processes (2010-2015); introduction of Scheme for Career Start, Professional Development and Career Advancement (since 2015); promotion of quality in-service teacher education and training programs.

“In order to encourage current teachers to remain in the teaching profession, the Government of Georgia is working on the gradual increase of teacher salaries. Upon introduction of teacher certification, salary increase was tied to the certification process (2010-2015): certified teachers received additional GEL 75, in case they passed English and IT test, the salary increase was GEL 200. In addition to that, based on a new initiative of the President of Georgia, the top 25% of teachers in the results of the certification process will receive salary increase up to GEL 1,000. In February 2015 government of Georgia approved “Scheme for Teachers Career Start, Professional Development and Career Advancement”. The main goal of the scheme is to increase the quality of learning – teaching at the general education institutions for the purpose of improving students’ results through systemic professional development of teachers.

Objective of the scheme is to implement an integrated system for teacher training, professional development and career advancement, which ensures raising prestige of the profession, attraction of the best new professionals, raising qualification and motivation of current teachers. The scheme defines teacher statuses:

□ Practitioner Teacher – a teacher who plans and conducts a lesson in accordance with requirements of the National Curriculum (hereinafter the National Curriculum) approved under Decree N 36 /m (March 11, 2011) of the Minister of Education and Science of Georgia on Approving the National Curriculum;
Senior Teacher - a teacher who meets scheme requirements for practitioner teachers according to the procedure set under the Georgian legislation, and has respective subject and methodological competencies proved under the respective certificate;

Leading Teacher – a teacher who meets scheme requirements for the senior teacher and develops effective strategies and teaching resources for teaching the subject based on his/her pedagogical practice and shares results with colleagues;

Mentor – a teacher who meets the scheme requirements set for leading teachers, develops recommendations for improving learning and teaching quality, is a consultant to other teachers, supervises pedagogical practice of students and beginner teachers;
According to scheme teacher salaries will be defined taking into consideration their statuses:

<table>
<thead>
<tr>
<th>Status</th>
<th>Basic Salary</th>
<th>Basic Salary</th>
<th>Teacher salary supplement</th>
<th>Teacher salary supplement</th>
<th>Teacher salary supplement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practitioner</td>
<td>+ 50 GEL (September, 2015)</td>
<td>+ 50 GEL (April, 2016)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>+ 50 GEL (September, 2015)</td>
<td>+ 50 GEL (April, 2016)</td>
<td>+ 160 GEL (September, 2015)</td>
<td>+180 GEL (April, 2016)</td>
<td>+320 (January, 2017)</td>
</tr>
<tr>
<td>Leader</td>
<td>+ 50 GEL (September, 2015)</td>
<td>+ 50 GEL (April, 2016)</td>
<td>+ 250 GEL (September, 2015)</td>
<td>+270 GEL (April, 2016)</td>
<td>+500 GEL (January, 2017)</td>
</tr>
<tr>
<td>Mentor</td>
<td>+ 50 GEL (September, 2015)</td>
<td>+ 50 GEL (April, 2016)</td>
<td>+ 300 GEL (September, 2015)</td>
<td>+400 GEL (April, 2016)</td>
<td>+700 GEL (January, 2017)</td>
</tr>
</tbody>
</table>

Notice 1: Supplementary salary in case of full time
Notice 2: Teachers receiving salary GEL 1,000 (according to “the previous scheme”) maintain the volume.

The government is financing a number of programs and trainings for teachers in order to support their professional development:

- **Teach for Georgia Program** aims to increase access to the education and high quality teaching in the high mountainous regions of Georgia. The program has been initiated in 2009 and aims to support teachers to teach in the schools of those regions where there is a scarcity of qualified teachers. In 2015 the number of the program participants increased (In 2012 there were 69 consultant-teachers, in 2013 – 60, in 2014 – 146 and in 2015 - 190 participants).

Since 2013 the program has been covering not only mountainous regions but the lowland areas as well. The program participants’ salary increased up to 1000 GEL per month.
The selected teachers undergo different kinds of trainings to promote their professional development in the frame of “Teach for Georgia” Program. Since 2015 only certified teachers have been allowed to be engaged in the program.

“Ethnic Minority School Teachers’ Professional Development Program” combines previously implemented programs “Georgian, as a Second Language” (2009-2014) and Georgian language for Future Success (2011-2015). It is aimed to support non-Georgian school/sector teachers’ professional development and improvement of teaching/learning process by strengthening of a State Language.

In the frame of the above mentioned program 105 consultant–teachers, 135 support teachers (of Georgian, as a second language, History and Geography) and 14 ethnic minority support teachers (in various subjects envisaged by National Curriculum) are sent to non-Georgian schools in Samtskhe-Javakheti, Kvemo Kartli and Kakheti regions.

In parallel to teaching Georgian as a second language, the selected consultant-teachers conduct Georgian language course for local teachers.

Teach and Learn with Georgia (TLG) program invites native speaker volunteer teachers to work in Georgia. The program was initiated in 2010; its primary goal is to improve English language skills of Georgian students, teachers and families

- Promote English, French, German, Chinese language education across Georgia
- Implement new teaching methodologies focusing on listening and speaking skills
- Provide an opportunity for Georgian communities to share their values and engage in a cultural exchange with people from all over the world

Volunteer teachers work at Georgian public schools and deliver classes together with local foreign language teachers.

Since 2013 Chinese volunteer teachers have also been involved in the programme. Since 2014 German and French native speakers can also participate in the program

The primary goal of TLG is to improve the English language skills of Georgian students, teachers and families.

To the knowledge of the Center’s information there have not been any instances of sex, racial, gender or other discrimination with regard to teacher trainings. The center has a very extensive experience in conducting teacher trainings throughout the country and no such cases have been revealed. Trainings are accessible and can be attended by any teacher without any restrictions.

Monthly schedules of trainings/seminars/conferences/events of the Teacher Houses, the venue for various types of professional development opportunities for teachers and educators, are available on the center’s web-page (www.tpdge.ge) and can be attended by any teacher, irrespective of his/her gender, race, origin and etc. Apart from the professional development opportunities in the Teacher Houses (in Tbilisi, Kutaisi and Batumi), the center carries out
trainings in all regions of Georgia. Moreover, the center is planning to expand its houses in Akhaltsikhe, Telavi and Zugdidi by the year of 2017.

3.7 Respect for human rights and fundamental freedoms

In National Curriculum (2011-2016) at all levels of general education (primary, lower-secondary and upper-secondary) studies about human dignity, protection of human rights and fundamental freedoms, rule of law and tolerance are provided as a priority cross-curricular competences and as an important precondition for peaceful coexistence.

Teaching about human rights and basic freedoms are envisaged namely in the subject group of Social Sciences, which include several contiguous subjects like: History, Geography, Civic Education, Civic Protection and Security. Teaching Social Sciences at schools supports the process of raising informed and active citizens, understanding their responsibilities and rights in respect to democratic society, cultural diversity and the rule of law. A student is provided an opportunity to get familiar with the basics of human rights and fundamental freedoms, international frameworks of human rights protection, mechanisms and instruments for protecting human rights in Georgia and in the world.

As a result of a revised National Curriculum in force, in the renewed curriculum the Social Science group subjects will be offered in more intensive manner at public schools (the new subject “Me and Society” in grades III-IV and “Our Georgia” in grades V-VI), where the issues of civic education, human rights and fundamental freedoms will be highly represented. Besides, raising tolerance and respect for the minorities will be more highlighted and promoted in them.

3.8. Private education and religious and moral education

As it has been stated in the 8th report, Georgian legislation creates legal base for the formation of private educational institutions. The law of Georgia on General Education ensures the establishment of private general educational institutions. Private entity is authorized to carry out educational activities in accordance with legislation without necessity of creating separate legal entity.

Legal regulation of private schools is ensured by the Law of Georgia on General Education. Legal provisions regarding compulsory character of national curriculum, protection of parents’, teachers’ and children’s basic rights and freedoms, teacher’s certification process and compliance with teachers’ professional standard, the rule regarding financing general education are applicable to private schools.
Unlike public schools private schools are allowed to teach religious subjects at school. Therefore, religious interests of certain part of society are recognized and protected. Such regulation is in compliance with Article 2 of the UNESCO convention.

Furthermore, Higher Educational Institution may be formed according to the Law of Georgia on Entrepreneurs and in a form of private entity determined by Civil Code of Georgia. In such case Higher Educational Institution is granted considerable freedom in terms of defining structure, creating management bodies and determining the scope of competence.

3.9 Rights of national minorities

- How are the rights of national minorities protected for carrying out their own educational activities?
- As regards the educational standards in educational institutions run by minorities, please describe the legal and policy framework existing in your country

Please cover the language facilities, notably the use of teaching of languages in education policy.

The Government of Georgia pays special attention to the rights of national minorities. In general education policy there are two main directions: a) supporting the use of minority languages and b) strengthening teaching state language for better integration into society.

The Law on General Education stipulates that those citizens, whose native language is not Georgian, are entitled to receive general education in their native language according to the rules established by law. In accordance with international standards, Georgian legislation protects individual and collective rights of national minorities to use their native language, to maintain and express their cultural belonging.

In addition, National Curriculum gives opportunity to national minorities to study native language and literature. According to the National Curriculum, teaching Native language (Azeri, Armenian and Russian) as well as teaching State Language is compulsory at minority schools/sectors.

Working group on developing educational policy document was formed in July 2015 with the participation of the MoES, as well as NGOs. The main strategic direction of the document is guaranteeing accessibility to the quality education at any level of education through implementing relevant bilingual methodology at preschool and general education level.

Active consultations are ongoing with the representatives of national minorities to create learning material for further implementation of the national curriculum of minority languages.

Common culture of school in the National Curriculum to be approved will involve a) establishment of mutual respect, tolerance and equality among pupils, parents and teachers.
irrespective of their social, ethnic, religious, linguistic and ideological belonging; b) establishment of a positive attitude and tolerance towards cultural diversity. Tolerance (diversity) involves acceptance of the existing diversity in the country or all over the world, and respect for it, which is one of the main preconditions for the peaceful coexistence of people.

In 2015, the curriculums at primary level (I-IV) had been prepared in order to support the teaching of large (Armenian, Azeri, Russian) and small (Ossetian, Assyrian, Kurdish (Kurmanji), Avar and Udi) national minority languages.

In 2016, it is planned to prepare curriculums for both, large and small national minority languages at lower-secondary level (VII-IX) too.

In 2016, the programmes in Armenian and Azeri languages will be prepared on the basis of primary level standards, which will be followed by the textbooks in native language and literature at the same level.

In 2016, it is also planned to conduct the monitoring for the implementation of National Curriculum at classroom environment in 4 Armenian, 4 Azeri and 3 Russian schools/sectors of Kvemo Kartli and Samtskhe-Javakheti in the following subjects: Georgian as the Second Language, English and Math.

To provide equal opportunities for all children residing in Georgia, the MES runs a number of activities oriented on strengthening state language learning and thus, assisting minorities to be integrated into society. National Center for Teacher Professional Development Implements Ethnic Minority School Teachers’ Professional Development Program that combines previously implemented programs *Georgian, as a Second Language* (2009-2014) and *Georgian language for Future Success* (2011-2015). Ethnic Minority School Teachers’ Professional Development Program is aimed to support non-Georgian school/sector teachers’ professional development and improvement of teaching/learning process by strengthening a State Language.

In 2005 National Center for Teacher Professional Development elaborated Ethnic Minorities Professional Standard that aims to maintain and support teaching of their native language. The standard is pending approval by the Ministry of Education and Science of Georgia.

Furthermore, in 2014, the MoES, through the Zurab Zhvania School of Public Administration launched the State Language Teaching Program for the public servants, representing the ethnic minorities in two regions of Georgia – Kvemo Kartli and Samtskhe Javakheti. The program aims to assist the public servants, representing ethnic minorities to be integrated into the public administration industry of Georgia and have easier access to legislation and other legal documents, affecting their performance. Implementation of the State Language program was launched on April 14, 2014 in eight Regional Training Centers of Z. Zhvania School, located in Dmanisi, Bolnisi, Gardabani, Marneuli, Sagarejo, Tsalka, Akhalkalaki and Ninotsminda municipalities.
As for the field of higher education, special programs have been elaborated aimed to promote enrolment of minority students in institutions of higher education. In November 2009, the Law on Higher Education was amended to establish a new system allowing better access for national minorities to institutions of higher education in Georgia. Minority language - Armenian, Azerbaijani, Abkhazian and Ossetian - speakers in Georgia are being allocated 12% of all state university seats. Unlike other university entrants, who must pass four different exams in Georgian, these candidates are only required to pass a single test of general skills in their native language. They are then enrolled in a year-long intensive Georgian-language program before starting their undergraduate studies.

In 2010, when the new system was launched, 175 Azerbaijani and 124 Armenian language speakers were admitted to Georgian state universities - representing an increase of more than 300% over the previous two years. State scholarships to national minority students also increased dramatically, from 11 in 2008 to 213 in 2010. As for the following years in 2011 250 Azerbaijani and 179 Armenian language speakers, in 2012 386 and 198, in 2013 708 and 183, in 2014 456 and 217, in 2015 522 and 219 respectively were admitted to Georgian state universities. Annually around 100 state scholarships were granted to Azerbaijani and Armenian speaking students.