Education for Human Rights, Peace, Democracy, International Understanding and Tolerance - Georgia

A National Report for UNESCO

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Short Summary

Since 2004, human rights education has become the focus of major education reform in Georgia. The new curriculum, teaching and learning methodologies, student assessment, teaching and learning materials and approaches to professional development of teachers have signified orientation of school education processes on the infusion of human rights in education. Simultaneously, changes in management and organization of the education system have been implemented to better serve the purpose of human rights education. As a result, education system of Georgia is geared towards becoming an advocate, protector and promoter of rights-based approach to education.

The present national report is brought in alignment with the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms and the World Program for Human Rights Education. Specifically, the report bears information concerning the progress that the education system of Georgia has achieved in the areas of:

- Education policies;
- Policy implementation;
- Teaching and learning;
- Education and professional development of school personnel.
- Teaching and learning environment;

Additionally, the report draws attention on research as a foreground for informed decision-making for quality human rights education. Also, the education system prioritizes sharing of international experience that helps education stakeholders in Georgia make steps forward to align education policies and processes with the expectations of human rights education.

The area of education policies is covered in the **Legal Framework and Strategic Policy Documents** section of the report. Subsections *International Legal Framework and Strategic Policy Documents* and *National Legal Framework and Strategic Policy Documents* present basic international and national legal provisions and strategic documents that shape education policy priorities in Georgia. The area of policy implementation is covered in the **Policy Implementation** section. This part of the report discusses policy reforms concerning democratization and decentralization of a school governance system; allocation of resources in education; the national curriculum; the United National Admissions Examinations reform; child welfare reform; juvenile justice system reform; diversification of education; inclusion in education; quality of education. The area of teaching and learning is delivered through the **Teaching and Learning** section of the report. The primary focus of the section is drawn upon the national and individual school curricula. The subsection *Fundamental Principles and Values of Human Rights Education in the National Curriculum* discusses the principles and values of education shared by the national curriculum. The area of education and professional development of school personnel is delivered in the **Teacher Professional Development** section of the report. Here, the discussion is focused on major reform initiatives in the fields of teacher training and certification. The area of teaching and learning environment is discussed in the **School Environment** section. This part of the report focuses on such factors of school environment as the Professional Code of Ethics for Teacher, the national curriculum and the safe school policy. The section **Research for Human Rights Education** features significant national research studies conducted in the fields of policy implementation, school environment, and teaching and learning. Finally, the **Challenges** summarizes the impediments that the system faces in its development towards quality human rights education. At the same time, the section reports on some of the initiatives that intend to address the emerging difficulties.

Pursuant to the expectations of the World Program for Human Rights Education, the present national report focuses on the reform undergoing in general education school system. It primarily covers the period of 2004-2008 and presents some initiatives and programs scheduled for the coming years.

In conclusion, it should be noted that the Ministry of Education and Science of Georgia (MoES) and its agencies cooperate with all education stakeholders to achieve the goals of human rights education. These stakeholders include other ministries and governmental agencies, international and national NGOs, the Office of Ombudsmen, the civil society organizations, the community, teachers, parents and students. The MoES well recognizes that it is only the

concerted efforts of all these parties that can secure a solid protection of human rights in education and its comprehensive delivery through education.

Introduction

Education system of Georgia acknowledges the aims and purposes of education embedded in the Universal Declaration of Human Rights reaffirming the following:

"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace". (Article 26, paragraph 2).

Dramatic changes to the educational system in general have started to be introduced since 2003 in the aftermath of the Rose Revolution. The new curriculum, teaching and learning methodologies, student assessment, teaching and learning materials and approaches to professional development of teachers have signified orientation of school education processes on the infusion of human rights in education.

Prior to a comprehensive system reform started since 2003, the quality of education in Georgia schools was low. Education vision had not been aligned with the demands of modern society; legal provisions had not been in place to secure quality of and access to education for all students; education had been managed through an unwieldy centralized system of governance; programs and textbooks had been outdated; teaching and learning methodologies had been reminiscent of soviet education system; teacher qualifications had not been subject to development; school financing mechanisms had been inefficient; corruption and nepotism had been flourishing on all levels of education especially on the entrance level into higher education institutions. As a result, students had not been provided with quality education while some of them had been excluded from education processes.

Drastic changes in the aftermath of the Rose Revolution allowed the MoES to give a go-ahead to a comprehensive education system reform. Starting since 2003 the major focus of the reforms has been drawn upon:

a) a new corpus of legal provisions in education;
b) a new system of governance;
c) a new content of teaching and learning;
d) a new financing mechanism;
e) a new mechanism of quality control;
f) an increased autonomy of education institutions;
g) new approaches to teacher professional development;
h) developed school infrastructure and technological equipment;
i) new approaches to school culture and environment.

A comprehensive education system reformation in Georgia has become geared towards the alignment of the national education system with internationally acknowledged purposes, aims and principles of education. The Ministry of Education and Science of Georgia (MoES) has been making attempts to bring the education reform in unison with the expectations of the Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms and the World Program for Human Rights Education. Pursuant to this goal, Georgian education system has been focused on the exercise of holistic, rights-based approach to education. Namely, it has been undergoing reforms to secure better protection of human rights in education and their delivery through education.

With an eye on the values and principles of human rights education, the guiding principles of the education reform in Georgia are based on the following values:

- understanding and respect for diversity;
- national and international cooperation and solidarity;
- participation in intercultural dialogue;
- participation in global problem solving on national and international levels;

Pertinent to these values, the goal of education in Georgia is to encourage students to:

- self-determine their development and fully realize their potential;
- develop their personality and sense of dignity;
- understand and appreciate of all forms of diversity;
- promote social cohesion;
- recognize the value of international cooperation and solidarity for world peace, development and prosperity;
- develop their sense of citizenship and civic responsibilities;
- acknowledge and respect their individual rights and the rights of others;
- recognize their responsibilities towards the community and the society;
- participate in problem solving on local, national, regional and global levels.

Human rights education in Georgia is viewed as an opportunity to improve literacy and numeracy among students as well as enhance their civic and law literacy. It also aims at promoting people-centered sustainable development; establishing a universal culture of human rights; fostering the sense of justice and the rule of law in the society.

To achieve these goals, the education system of Georgia intends to provide students with applicable knowledge and transferrable skills necessary for the effective performance in modern society. It purports to develop their values, attitudes and behavior harmonious to the culture of human rights. Ultimately, it exerts efforts to protect and promote human rights and fundamental freedoms within the system and in the society.

To secure quality human rights education, the MoES supports simultaneous reform interventions in various directions. These efforts are especially concerted in what is recognized as the key components of human rights education. These are:

- Education policies;
- Policy implementation;
- Teaching and learning environment;
- Teaching and learning;
- Education and professional development of school personnel.

In alignment with the Recommendations, education system of Georgia recognizes research as an important integral constituent of human rights education. It is essentially applied to support informed decision-making for quality human rights education.

Enhancing efforts to establish the culture of human rights and improve the quality human rights education, the MoES and its agencies make efforts to align education policy development and implementation, curriculum development, teaching and learning material development and teacher professional development with the aims and goals of human rights education. At the same time, the MoES and its agencies cooperate with other ministries, international organizations and NGOs to effectively infuse human rights in education and promote human rights through education.

Education System of Georgia – Background, Basic Facts and Figures

Background

In the aftermath of the Rose Revolution in 2003 the state of Georgia found itself facing the legacies of the Soviet and post-Soviet era in all areas including education. The state lacked a united development strategy. Management was based on the unwieldy system of centralized governance. Scarcity of resources made renovation and development of school infrastructure impossible. Except for outdated pre-service teacher education programs the system of teacher professional development was non-existent. Being based on old-fashioned teaching and learning methods and outdated textbooks, education processes were unattractive to students and failed to address their education needs. Corruption and nepotism was flourishing on all levels of education particularly on the entrance level to higher education institutions.

As a result, students in mainstream general education schools were provided with low quality of education. Marginalized students were either largely excluded from mainstream education processes or did not have equal access to the same quality of mainstream education as their peers from majority background enjoyed. Schools

serving minority students were short of textbooks and quality teaching staff. Students with special needs were isolated in special education institutions. However, the majority of these students were left behind any schooling. Juveniles in detention were deprived of any access to instruction.

Given an opportunity to initiate change, the MoES determined to embark on a large scale education system reform since 2003. The primary purpose of the comprehensive education system reform has been to infuse the values of western liberal democracy into education system of Georgia. It also has been intended to support the integration of Georgian education into the Euro-Atlantic education.

The targets of the comprehensive education reform were reflected in the special government program "For United and Strong Georgia" adopted in 2004. The program was further readjusted and developed into the Midterm Action Strategy of the Government of Georgia for 2005-2008; the Basic Data and Directions 2007-2010; the Basic Data and Directions 2008-2011.

The documents shape central targets of the education system pertinent to:

a) inclusion in education;
b) civic integration;
c) competitiveness;
d) development of a knowledge-based society.

To achieve these primary targets, the MoES employs the following strategies:

a) democratization and decentralization of education management systems;
b) participatory approach to decision making, system management and governance;
c) outcome-oriented education interventions;
d) improvement of system financing;
e) development and improvement of infrastructure and material and technical base;
f) development of culture and environment according to modern education standards;
g) integration of education system of Georgia into Euro-Atlantic education area ;
h) support for lifelong learning;
i) support for inclusive education for all.

The launched education reform has been prioritizing student needs, interests and abilities. Consequently, it has been oriented on the development of quality student-centered education processes.

Basic Facts

Education system of Georgia includes pre-school, general education, higher and vocational education[1]. In what follows, each of the levels is briefly described and the focus on human rights education is specified. In this part of the report, basic education data is presented.

Pre-school Education

Pre-school education reform has been launched in Georgia recently. The sector was underdeveloped due to the legacy of the past. According to the publication of UNICEF (July 2008) in Georgia only 44% of children receive pre-school education. The problem was poor standards and facilities. The new national standard for pre-school education was elaborated in 2008. The standard consists of the skill and practical methods such as reading and writing, physical education, and arts. Piloting of standards is now underway and its final version will be adopted in September 2009.

Within the framework of the reform administration function of the pre-school education institutions has been transferred to the local self-governance authorities. Nowadays there are 1,300 public pre-school education institutions/kindergartens.

[1] See Annex 1 – Education System of Georgia.

General Education

Current general education system is based on the Law on General Education[2] adopted in April 2005. According to the Law, general education encompasses three levels: primary (grades 1 through 6), basic (grades 7 through 9) and secondary (grades 10 through12). The Law establshes basic education as compulsory.

Importantly, the Law is the main provision of principle rights and freedoms of students, their parents and teachers. Also, it also regulates the structure of school management and the funding mechanism of general education schools. Pertinant to the strucutre of school management, the Law has introduced a new system of school governance which is designed to promote its decentralization and democratization. According to the Law, school government is based on the principles of democratic representation, decentralized power delegation and participation. Such bodies as school boards of trustees, teacher councils, administration and student unions have been introduced to represent all stakeholders in education processes (i.e. students, teachers, administration, parents), delegate powers and responsiblities among them and secure their participation in decision making[3].

Purtinant to school financing, the Law determins the state as the principle funder of general education. The provision establishes voucher funding as a public school financing model. In addition to voucher funding, the state earmarks special resources through development programs to improve school infrustructe and enhance technological equipment of schools[4].

The Law recognizes a general education school as a legal entity of public law. This status entitles schools to generate their own budget and exercise indipendence in administrative matters. Schools are also entitled to develop their own individual school curriculum. However, the individuals school curriculum is required to be brought in line with the national curriculum. Also, all general education schools are expected to achieve standards set forth by the national curriculum.

The principle actors in the field of general education are the National Curriculum and Assessment Center (NCAC), the National Examination Center (NEC), the National Education Accreditation Center (NEAC) and the Teacher Professional Development Center (TPDC)[5]. The NCAC (established in 2006,) is responsible for the development of the national curriculum; development of the student assessment system; establishment of the national education standards; piloting and approval of textbooks. The NEC (established in 2006) is an agency accountable for the admissions processes in higher education institutions. Specifically, the NEC is responsible for the development and administration of the United National Entrance Examinations i.e., admissions examinations for general education school gradutes to higher education instutions. The NEAC estalbished in 2006 is responsible for the control over the quality of education in general education schools as well as in higher education insiutions. The TPDC (established in 2006) is responsible for the development and establishment of teacher professional standards and code of ethics; setting up the teacher certification system and probation system for student teachers; establishment of teacher registration system; accreditation of teacher professional development programs in cooperation with the National Accredication Center.

Higher Education

The new Law on Higher Education was adopted in December 2004. The law is aimed at ensuring compliance of higher education system with western (European) systems, creating new mechanisms of quality control, as the main precondition for renewal of the content and for achieving higher standards in education. Higher education system consists of three cycles (bachelor, master and doctoral). Education levels passed by the students and academic degrees received are compatible with the Bologna process requirements.

Current legislation stipulates that higher education should be based on the principles of democracy, transparency and equal opportunities. It grants full autonomy to higher education institutions. According to the Law, the governance within higher education institutions is distributed among their Academic Councils in charge of education processes and research; Councils of Representatives responsible for administrative and financial issues; Student Unions

[2] See Annex 2 – Law of Georgia on General Education
[3] See Annex 3 – Decentralization and Democratization System Reform
[4] See Annex 4 – Financial Resources in Education
[5] See Annex 3 – Decentralization and Democratization System Reform

participating in decision making within the Council of Representatives. In addition, a Faculty Council is entitled to elect a Dean of a Faculty while the Academic Council is entitled to elect the Rector of a higher education institution.

The state takes a responsibility to secure the quality of education at the higher education level. It is guaranteed through clearly defined, transparent and objective procedure of accreditation. The state takes the responsibility for admissions of students to the first cycle higher education. Students are admitted to accredited higher education institutions by passing the United National Admissions Examinations. The centralized, objective system of the exams ensures the principles of equity and meritocracy and provides opportunities for students to obtain desired professions in preferable higher education institutions.

The funding of higher education is based on the principle "money follows students". High scores of the United National Admissions Examinations receive state grants. Additionally, 10 % of state education grants are annually allocated for the needs-based grant programs. Those who have not received education grants are entitled to apply for student loans[6]. Importantly, both state and private higher education institutions are funded through the state funding mechanism.

Basic Figures[7]

There are 2,446 schools in Georgia out of which 2,178 are public and 268 are private schools. The schools serve the total number of 643,096 students and employ 77,011 teachers. The student-teacher ratio is 8:1.

Considering ethnic diversity in the country, minority students constitute a considerable population of general education students [8] in Georgia. Currently, general education schools serve 433,861 ethnic Georgians, 36,546 Azeris, 26,579 Armenians, 3,177 Russians and 9,489 students belonging to other ethnic groups.

To serve the needs of students from diverse ethnic backgrounds, the general education schools vary according to the language of interaction. Specifically, there are schools where the primary language of instruction is Georgian, Azeri, Armenian or Russian. In other cases, schools provide instruction in any two languages and consequently are divided into sectors of instruction. The data reveals that currently, there are 97 are Azerbaijanian schools and 124 schools with an Azerbaijanian sector of instruction; 121 Armenian schools and 140 schools with an Armenian sector of instruction; 16 Russian schools and 142 schools with a Russian sector of instruction.

Student data reveals that student groups in Georgia include 24,510 IDP students in general education schools, 46,123 socially vulnerable students, 19,704 orphans, 1,312 disabled students (approximate number) and approximately 200 students in detention in the state colony[9] for juvenile delinquents (approximate number).

The Legal Framework, Strategic Policy and Program Documents

The protection of the rights guaranteed by the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms is vouchsafed by international and national commitments that the state of Georgia has assumed by adopting, signing and ratifying fundamental international and national policy documents. Additionally, the protection of the rights observed in the Recommendation is secured by important national legal provisions and strategic policy documents. Advocacy of human rights and fundamental freedoms is also supported by national provisions developed and adopted specifically in the field of education. In what follows, the present report provides an overview of the international and national legal and policy provisions on the grounds of which the national education priorities, policies and reforms are aligned with the expectations of the Recommendation.

[6] See Annex 4 – Financial Resources in Education
[7] See Annex 5 – Basic Data on General Education
[8] See Annex 6 – Distribution of Population by Ethnicity in Georgia
[9] The number does not include incarcerated juveniles in other penitentiary institutions.

International Legal Framework and Strategic Policy Documents

In accord with the expectations of the Recommendations, fundamental instruments of international humanitarian law developed and adopted by the United Nations and its organizations constitute international legal framework for education priorities, policies and reforms in Georgia. Specifically, this framework is shaped by:

1. **The Charter of the United Nations -** As a member of the United Nations Organization since July 31, 1991, the state of Georgia recognizes all the purposes, principles and values of the Organization spelled out in the Charter of the United Nations. By doing so, the state assumes the commitment to direct all its efforts including those in the field of education "to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small; and to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained; and to promote social progress and better standards of life in larger freedom " (Charter of the United Nations, Preamble)

2. **The Universal Declaration of Human Rights** - In its attempt to develop an effective system of education adequate to the requirements of a modern society, the state of Georgia is guided by the Universal Declaration of Human Rights that states: "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace" (Article 26, paragraph 2).

3. **The International Covenant on Economic, Social and Cultural Rights** (ratified January 25, 1994) – By adopting the Covenant, the state of Georgia recognizes that "education shall be directed to the full development of human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms…shall enable all persons to participate in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace" (Article 13, paragraph 1).

4. **The Convention on the Rights of the Child** (ratified April 4, 1994) – Joining the Convention on the Rights of the Child, the state of Georgia assumes the responsibility to provide education that focus on " a) the development of the child's personality, talents and mental and physical abilities in their fullest potential; b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; c) the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; c) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin" (Article 29, paragraph 1).

5. **The International Convention on the Elimination of All forms of Racial Discrimination** (ratified April 16, 1994) – Committed to the protection of the rights of ethnic minorities, the State of Georgia assumes the responsibility to "adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention" (Article 7). The rights of ethnic minorities in Georgia are further protected by the **Framework Convention on the Protection of National Minorities** (ratified December 22, 2005) developed by the European Council. Pursuant to the Convention, the state of Georgia has assumed the commitment to provide conditions conducive to maintenance, development and preservation "of the essential elements of their identity, namely their religion, language, traditions and cultural heritage" (Article 5, paragraph 1). Also, as a party to the Convention, Georgia has assumed the responsibility to "encourage a spirit of tolerance and intercultural

dialogue and take effective measures to promote mutual respect and understanding and co-operation among all persons living on their territory, irrespective of those persons' ethnic, cultural, linguistic or religious identity, in particular in the fields of education, culture and the media" (Article 6, paragraph 1). To this end, the state recognizes its responsibility to "take measures in the fields of education and research to foster knowledge of the culture, history, language and religion of their national minorities and of the majority" (Article 12, paragraph 1); "provide adequate opportunities for teacher training and access to textbooks, and facilitate contacts among students and teachers of different communities" (Article 12, paragraph 2); "promote equal opportunities for access to education at all levels for persons belonging to national minorities" (Article 12, paragraph 3); "endeavour to ensure, as far as possible and within the framework of their education systems, that persons belonging to those minorities have adequate opportunities for being taught the minority language or for receiving instruction in this language" (Article 14, paragraph 2).

6. **The Convention on the Elimination of All forms of Discrimination against Women** (ratified August 22, 1994) – As a signatory to the Convention on the Elimination of All Forms of discrimination against Women, the sate of Georgia pledges to "condemn discrimination against women in all its forms and agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women" (Article 2). To this end, the state assumes the responsibility to incorporate the principle of equality of men and women in all fields of state performance, including the field of education. Given this commitment, the government of Georgia assigns education one of the key roles in offering equal opportunities to boy children and girl children, men and women to achieve their personal development and professional accomplishment.

7. **The Geneva Convention relative to the Protection of Civilian Persons in Time of War** and **Protocol Additional to the Geneva Conventions of 12 August 1949, and Relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II)** (ratified July 20, 1993)**–** Pursuant to the Geneva Convention relative to the Protection of Civilian Persons in Time of War and especially the Protocol Additional to the Geneva Conventions of 12 August 1949, and Relating to the Protection of Victims of Non-International Armed Conflicts (Protocol II), the state has assumed the responsibility to provide the fundamental guarantees to persons impacted by war. To this end, the state has assumed the responsibility to ensure that being the victims of war, children "shall receive an education, including religious and moral education, in keeping with the wishes of their parents, or in the absence of parents, of those responsible for their care" (Protocol II, Article 3, paragraph a).

8. **The United Nations Standard Minimum Rules for the Administration of Juvenile Justice –** A comprehensive juvenile justice system reform has been brought in line with the United Nations Standard Minimum Rules for the Administration of Juvenile Justice. At the same time, the reform aims at the protection of the rights of juveniles as they are shapes by the **General Comment No 10 of the Committee on the Rights of the Child on Children's Rights in Juvenile Justice**

9. **United Nations Framework Convention on Climate Change & the Kyoto Protocol to the United Nations Framework Convention on Climate Change** (ratified on May 16, 1994 and May 28, 1999 respectively) – Being a signatory to the United Nations Framework Convention on Climate Change and the Kyoto Protocol to the United Nations Framework Convention on Climate Change, the state of Georgia recognizes its responsibility to "protect the climate system for the benefit of present and future generations of humankind". Pursuant to Article 4 paragraph 1 (i) and Article 6 (a, i) of the Convention and Article 10 (e) of the Protocol, the state acknowledges the commitment to raise public awareness of environmental issues through education. The state further reaffirms its responsibility to protect "the right of every person of present and future generations to live in an environment adequate to his or her health and well-being" by becoming a party to the **Convention on an Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters** (ratified February 11, 2000). Respectively, it has assumed the responsibility to "promote environmental education and environmental awareness among the public, especially on how to obtain access to information, to participate in decision-making and to obtain access to justice in environmental matters" (Article 3, paragraph 3).

Reaffirming its commitment to the United Nations Organization as a powerful guarantor of peace, prosperity and justice in the world, the state of Georgia became a party to the **United Nations Millennium Declaration.** Thus, it reiterated its pledge to the fulfillment of duties that it has assumed as a signatory to the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the International Convention on the Elimination of All forms of Racial Discrimination, Convention on the Elimination of All forms of Discrimination against Women, the United Nations Framework Convention on Climate Change and the Kyoto Protocol to the United Nations Framework Convention on Climate Change. Joining the Declaration, it has also reiterated its commitment to promote international solidarity and cooperation that are necessary to solve world problems. By signing the declaration, Georgia has restated its responsibility to protect and propagate civil, political, economic, social and cultural rights for all people in all fields of state performance. In the field of education, its commitment to the human rights and fundamental freedoms has lead to the development of a rights-based approach to education. This approach includes both the delivery of human rights through education and the exercise of human rights in education.

National Legal Framework, Strategic Policy and Program Documents

Fundamental national legal provisions, strategic policy and program documents share the same values and principles that have been promoted by the United Nations Organization and those of them incorporated in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the International Convention on the Elimination of All forms of Racial Discrimination, Convention on the Elimination of All forms of Discrimination against Women, the United Nations Framework Convention on Climate Change and the Kyoto Protocol to the United Nations Framework Convention on Climate Change and other UN instruments to which Georgia is a party. These national legal provisions, strategic policy and program documents are built to protect and propagate human rights and fundamental freedoms in all their forms and in all fields of state performance including the field of education.

The Constitution of Georgia – The Constitution of Georgia is a supreme law of the country that shares the values and principles of universal human rights and freedoms. Verbatim, it states: "The state shall promote the development of culture, the unrestricted participation of citizens in cultural life, expression and enrichment of cultural originality, recognition of national and common values and deepening of international cultural relations" (Article 34, paragraph 1). Pertaining to domestic ethnic cultures, it maintains: "Citizens of Georgia shall be equal in social, economic, cultural and political life irrespective of their national, ethnic, religious or linguistic belonging. In accordance with universally recognized principles and rules of international law, they shall have the right to develop freely, without any discrimination and interference, their culture, to use their mother tongue in private and in public" (Article 38, paragraph 1)". Regarding environmental issues, the supreme law stipulates that "in accordance with ecological and economic interests of society, with due regard to the interests of the current and future generations the state shall guarantee the protection of environment and the rational use of nature" (Article 37, paragraph 4). In addition, the Constitution further stipulates that it "shall not deny other universally recognized rights, freedoms and guarantees of an individual and a citizen, which are not referred to herein but stem inherently from the principles of the Constitution" (Article 39). Pertaining to education, the Constitution recognizes affirms: "Everyone shall have the rights to receive education and the right to free choice of a form of education" (Article 35, paragraph 1).

Alongside the Constitution, important policy program documents shape directions and priorities of comprehensive education reforms. The corpus of these documents includes the Basic Data and Directions (BDD) for 2007-2011, Economic Development and Poverty Reduction Program (EDPRP) of Georgia, the European Neighborhood Program Action Plan (ENPAP) in Georgia and the Millennium Development Goals (MDG) in Georgia. The BDD for 2007-2011 and the EDPRP are strategic program documents developed by the state of Georgia. The NPAP and MDG are cooperation and partnership programs proposed to Georgia by the European Union and the United Nations respectively.

Basic Data and Directions for 2008-2010: The Basic Data and Directions (BDD) for 2007-2011 is a strategic midterm development policy document that presents a detailed account of intended outcomes of the comprehensive education system reform. Among a number of interventions, the document prioritizes interventions in the fields of

system decentralization and democratization, education financing, quality of and access to education for all, infrastructure development and improvement of material and technical base.

The Economic Development and Poverty Reduction Program (EDPRP) of Georgia – Guided by the Universal Declaration of Human Rights and the UN Millennium Declaration, the government of Georgia in close cooperation with civil society and international community (UNDP among the participants of the process), formulated its overall development concept and crystallized it into the Economic Development and Poverty reduction Program (EDPRP). The Program represents a roadmap that the state of Georgia has developed to achieve its primary purpose – to enhance peace, justice, prosperity, equity and security in the society. It attempts to promulgate the principles of rule of law, public participation, and equality of opportunities in the society. The focus of the Program is drawn on the exercise of human rights in education. The EDPRP emphasizes the power of education to fight exclusion, inequality and discrimination caused by poverty. It recognizes education as a means to develop the country's strong human capital by equipping it with applicable and transferable knowledge and skills and refocusing cultural priorities of public consciousness on humanitarian principles and values. The EDPRP also views education as a means to empower women and achieve gender equity. The focus on the EDPRP is also drawn on the deliver human rights through education. The program envisages the development and implementation of educational programs to increase public awareness of human rights and fundamental freedoms.

The European Neighborhood Program Action Plan (ENPAP) in Georgia – The European Neighborhood Program Action Plan is a policy document manifesting awareness of the state of the increasing global interdependence between peoples and nations. It promotes cooperation between Georgia and the EU and sets forth stability, security and welfare in the EU and its neighboring as paramount strategic objectives of the cooperation. The ENPAP acknowledges education as a means to attain these objectives. The document recognizes its capacity to contribute to economic growth and social cohesion that confound stability, security and welfare nationally and internationally. Given its specific context, the ENPAP perceives education as a vehicle to facilitate integration of Georgia into the EU and a means to promote international understanding between the cooperating parties. To this end, the ENPAP propagates education that is infused with international humanitarian values and principals and is supportive to international education and intercultural dialogue among the EU and its neighbors.

Millennium Development Goals (MDG) in Georgia – The Millennium Development Goals in Georgia is an important strategic policy document that crystallizes the country's commitment to the UN Millennium Declaration and promotes international cooperation and solidarity. The MDG is a program of priority goals that the state sets to enhance world peace, security and development and promote human rights, environmental protection, and effective governance. To monitor the fulfillment of the commitment, the government of Georgia established a special Governmental Commission for Elaboration of the Report on the Realization of the Millennium Development Goals. The Commission is leaded by the State Minister and consists of five working groups that focus on specific issues of poverty and development, education, health care, environment, gender equality and women's empowerment. Regarding education, the MDG recognizes it as a powerful means to eliminate root causes of poverty and its consequences such as social exclusion and discrimination. In addition, education is perceived as a capable force to reduce and eliminate discrimination based on gender and physical/mental abilities. Finally, education is viewed as a means to increase social awareness of environmental issues.

In the field of education *per se* the corpus of strategic policy documents includes the National Objectives of General Education, the National Strategy and Action Plan for Education for Sustainable Development and the Strategy and Action Plan of Special Needs Education for the Years 2009-2011. Each of the document shapes education priorities and goals of education processes in general education schools. In particular, each of the document specifies purposes, goals and direction of education processes in the following manner:

1. **The National Objectives of General Education**[10] (adopted October 18, 2004) is a policy document that sets forth state expectations for education. It asserts that the primary purpose of education is to provide all students with opportunities for self-determination and self-realization. According to the document, the national system of education should serve to develop free individuals sharing national and humanitarian values; help them recognize and exercise their civic rights and responsibilities; bring them up as law-abiding citizens with an advanced sense of tolerance and a strong intercultural understanding.

[10] See Annex 7 – The National Objectives of General Education

2. **The National Strategy and Action Plan for Education for Sustainable Development (ESD)** recognizes that education should be directed towards developing knowledge, skills, attitudes and values that are congruent to world shared principles, values and attitudes and help students actively participate in decision making on local, regional and global levels; developing students' critical thinking and problem solving skills; their equipment with life skills; raising their civic and law literacy; improving their awareness of political, economic and social processes on local regional and global levels; developing their understanding of the needs of intercultural cooperation, collaboration and solidarity for world peace, sustainable development and environment protection. The document is a joint effort by the Ministry of Education and Science of Georgia (MoES), the Ministry of Labor, Health and Social Affairs (MLHSA) and the Ministry of Environment Protection and National Resources (MEPNR). The strategy is on the yearly stage of its development. However, the participating parties have been making efforts to align the ESD processed in Georgia with the expectations of the UNECE Strategy for ESD.

3. Built upon the *Concept on Social Integration of Persons with Disabilities* approved in 2008, the **Strategy and Action Plan of Special Needs Education for the Years 2009-2011**[11] has been put into force since 2008. This strategy document generated in close cooperation with the civil society is intended to open up the mainstream system of education for students with special education needs. The purpose of the strategy document is to develop and introduce the national model of education for the children with special education needs (SEN). It also intends to propagate the right of all students including students with special education needs to receive quality education; enjoy equity of access to education opportunities; receive mainstream instructions.

The corpus of the above-mentioned policy documents in education is supported by legal provisions in the field of education *per se.* These legal provisions include the Law on Education and the Law on General Education. A set of Decrees further reinforces the provisions secured by the Laws. The rest of the section gives a brief review of the documents and specifies their focus of attention.

1. **The Law on Education** (adopted June 27, 1997) – The Law on Education is a legal document that determines state education policy principles, values and priorities in the field of education. It promotes the humanitarian nature of learning and development and requires that the state education policies should observe national and international cultural values and traditions; enhance diversity and autonomy of education institutions; support democracy of education system and protect its emancipation from political and religious indoctrination (Chapter I, Article 1 b, e, h, i, g). Concerning the rights and freedoms in education, the Law on Education recognizes and protects the right of everyone to receive education (Chapter 1, Article 3, paragraph 1); assumes the responsibility for the provision of pre-school education, proclaims basic education as compulsory and commits to the provision of basic education (Chapter 1, Article 3, paragraphs 7 and 8); affirms state language as an official language of instruction but observes the right of ethnic minority students to receive education in their native languages (Chapter 1, Article 4, paragraphs 1 and 2); secures education and development of students with special education needs (Chapter I, Article 3, paragraph 3); provides for general education of students devoid of parental care (Chapter IV, Article 41, paragraph 5).

2. In accord with the expectations of the Recommendations, the human rights principles and values have been incorporated into important national legal provisions and strategic policy documents in the field of education *per se.* Adopted in 2005 the **Law on General Education**[12] is the primary legal provision in the field of education. It determines national policy principles, priorities and values in the general education sector. It stipulates that the primary purpose of education is to develop students into free individuals that acknowledge and share national and humanitarian values; bring them up as citizens with liberal and democratic values; assist them in exercising their rights and recognizing their responsibilities towards the society, the state and the environment (Chapter I, Article 3, paragraph 1 a & b). Pertinent to these purposes, the Law on General Education articulates the state commitment to provide equity of access to education opportunities; quality education; safe school environment; autonomy of education institutions; democracy of education system; inclusive education for all; alignment and integration of national education system into international education area (Chapter I, Article 3, paragraph 2 a-h). Importantly, the Law on General Education protects all students' rights to complete general education (Chapter II, Article 9, paragraph 1); have a free choice of education (Chapter II, Article 9, paragraph 6); receive quality

[11] See Annex 8 – Strategy and Action Plan of Special Need Education for the years 2009-2011
[12] See Annex 2 – Law of Georgia on General Education

education in a safe environment (Chapter II, Article 9, paragraphs 8 and 9); receive instruction in their native language Chapter I, Article 4, paragraph 3); enjoy the right to become enrolled in inclusive special education programs (Chapter II, Article 9, paragraph 3). It prohibits political and religious indoctrination of education processes, student discrimination in admissions, assessment, teaching and learning processes and advocates tolerance and understanding among students, teachers and parents regardless of their social, ethnic, religious, and cultural background (Chapter II, Article 13, paragraphs 1-7).

3. The **Decree # N841 of the Minister of Education and Science of Georgia on the Approval of the National Curriculum (**issued September 28, 2006 **)** gave a go-ahead to the reformation of the national curriculum. The new national curriculum has become oriented on the achievement of the National Objectives of General Education. New education standards pertinent to the content, aims and principles of teaching and learning have been brought in line with the principles of human rights education. At the same time, the new national curriculum has become geared towards achievement of the ESD goals. The **Decree # 428 of the Minister of Education and Science on the Rules of Textbook Review and Approval** (issued May 11, 2006) gave opportunity to support the quality of teaching and learning with new textbooks that develop students' knowledge, skills, attitudes and values in compliance with new education standards promoted by the national curriculum and expectations of quality human rights education.

4. The **Decree # 75 of the Georgian Government on the Child Protection and Deinstitutionalization State Action Plan, the Child Protection and Deinstitutionalization Commission and the Child Protection and Deinstitutionalization Commission Regulations** (issued April 21, 2005) is another legal document that reiterates welfare of and support for at-risk students to be paramount priorities of the state. The Decree purports to secure and protect marginalized students (i.e. orphans, street children, children with special needs) accommodated in special education institutions such as orphanages and special boarding schools. Pursuant to Article 4 of the UN Convention on the Rights of the Child, the document official proclaims the approval of the Child Protection and Deinstitutionalization State Action Plan developed and approved by the Ministry of Education and Science of Georgia, the Ministry of Labor, Health and Social Affairs and the Ministry of Finance. Essentially, the document advocates deinstitutionalization of special education institutions, enhancement of alternative child supporting services (i. e. adoption, foster parenting, and guardianship) and inclusion in education processes as effective strategies to reinforce social integration of the targeted student population. The **Joint Decree # 42-16N of the Minister of Education and Science and the Minister of Labor, Health and Social Affairs on the Adoption of Child Welfare Standards** (issued, 2008) is another step towards an establishment of open system of education for all. The Decree sets minimum standard requirements for special education institutions such as orphanages and boarding schools that accommodate students devoid of parental care and those with special needs. It requires that these institutions should provide their students with safe environment nurturing their self-respect and respect for others; promoting tolerance and understanding among the students, their teachers and the community; offering the students opportunities for self-determination and self-realization; advocating inclusion of students in mainstream education processes and their integration in social life of a surrounding community; providing students with support of professional competent in child welfare and protection.

5. The **Decree #1029 of the Minister of Education and Science on the Form of Provision of the External General Education** (issued in November 2008) allows students to take their external examinations three times a year (i.e. once per trimester) except for the external exams in grade 12 that can be taken only once a year. The **Certification Regulations of External Education** enacted in January 2009 allows students to take their external annual/grade level exams without the obligation of completing a preceding grade/grade level and permanently maintain their tests scores. The amendment to the regulations of the United National Admissions Examinations (UNAE) introduced in March 2007 by the **Decree # 127 of the Minister of Education and Science on the Approval of the Regulations of the United National Admissions Examinations** permits incarcerated students to access examination centers inside or outside of their penitentiary institutions to participate in higher education admissions examinations. Here, it should be mentioned, that besides the newly introduced amendment to the regulations of external and the UNAE examination procedures, the MoES gives case-by-case consideration to participation of incarcerated students in the exams. Strongly supporting their involvement in education processes, it advocates adjustment of the procedures to the students' needs.

Policy Implementation

Pursuant to the rights-based approach to education, the process of education reforms in Georgia involves not only a thorough review of teaching and learning content, but also a comprehensive transformation of the whole system. The primary purpose of such system level reforms is to secure the adequateness of the education system to the needs of its students, teachers, parents and the community. It also intends to support inclusion of the system and the participatory nature of its governance. Correspondingly, the MoES has launched reforms directed towards democratization and decentralization of a school system; deinstitutionalization in special education institutions; fair distribution of financial resources; the quality of education; inclusion of education for all. The specific directions and priorities of the reforms are as following:

- **Democratization and decentralization of school governance system**[13] **–** In unison with the expectation of the World Program for Human Rights Education, one of the most recent education reform directions in Georgia prioritizes delegation of powers and responsibilities in education system governance. The reform is also geared towards enhancement of participatory principle in decision making and policy development within the field of education system governance. Overall, the fundamental change process intends to comprehensively transform public school management into a democratic and decentralized system of general education governance that is based upon the principles of transparency, publicity and equity. Pertinent to these goals, the Law on General Education establishes public and private general education schools as legal entities of a public law or legal entities of private law respectively (Chapter V, Article 31, paragraph 1). By doing so, the law entitles general education schools to have their own elective bodies of governance and exercise autonomy in administrative matters; develop their own budgets and enjoy autonomy of financial decision-making. Elective school boards have become the principle elective representative body of students, parents and teachers that started to lead in school governance.

- **Quality of Education:** In unison with the Recommendations and the World Program for Human Rights Education, the exercise of rights-based holistic approach to education in Georgia aims at the improvement of the national education system's overall effectiveness in the education of every child. This direction of education system reform intends to crystallize every child's right to enjoy access to quality education. These reforms are carried out simultaneously and purposefully in numerous dimensions. They encompass improvements in the content of teaching and learning; teaching and learning principles; teaching materials; professional development of teachers; learning environment. As a result, the comprehensive system changes serve to develop and establish rights-based quality schools that are conscious of human rights and fundamental freedoms and promote intellectual, emotional and social development of their students; support the promotion of world peace and global understanding; contributory to the development of respect for diversity of cultures, their reciprocal influences and perspectives; lead in the implementation of child-centered and participatory methods of teaching and learning; advance school environments fostering equal opportunities, non-discrimination, rule of law and safety; enhance informed school improvement; build on democratic principles of rulership and governance. The **National Curriculum Reform** implemented by the National Curriculum and Assessment Center (NCAC) has been an important effort towards quality education. The NCAC has been put in charge of the development and implementation of the new national curriculum; its alignment with the National Objectives of General Education; its adjustment to the needs of students, parents, community and the society; its responsiveness to the international commitments assumed within international frameworks, conventions and covenants pertinent to human rights and fundamental freedoms. **The Teacher Professional Development Reform** led by the Teacher Professional Development Center (TPDC) aims specifically at the improvement of the quality of instruction by enhancing teacher professional development. This intends to be done through the establishment of modern teacher professional development standards; introduction of the teacher certification processes; promotion of quality pre-service and in-service teacher education and training programs.

- **Continuous education** has become a significant priority of comprehensive education system reform. In this respect, the provision of access to higher education through the introduction of the United National

[13] See Annex 3 – Decentralization and Democratization System Reform

Admissions Examination has been a step forward. The purpose of the intervention is to provide every individual including general education students with merit-based opportunities to pursue their studies at higher levels of education. Void of distinction on the basis of student's social, ethnic, religious, linguistic, and social-economic background, the reform intends to crystallize the principle of education for all" into a real-world opportunity.

- **Resource allocation in education[14] –** Pursuant to the expectations of the Recommendations and the World Program for Human Rights Education, the allocation of state budgetary resources in Georgia is intended to ensure access to education for all students on every level of general education (i.e. primary, basic or secondary general education level). To this end, the MoES has embarked on significant reformation of the school financing system. So far, the reform has resulted into funding of general education schools from the central state budget[15]. Intending to provide purposeful and effective needs-based financing of general education, the MoES has introduced a voucher system funding. Additional resources are allocated for the development school infrastructure and environment. To provide schools with opportunities to better adjust their budgets to their needs, the Law on General Education entitles schools to be established as income-generating organizations eligible to apply for school development grants (be they state or private grants), accept donations or appeal to local governments for additional financial support, especially concerning special education cases of marginalized and at-risk students. Most importantly, the power of autonomy granted by the Law (Chapter V, Article 31, paragraph 1) allows schools to manage their own budgets to meet the demands and address the needs of their students and teachers.

- **Inclusion in education for all:** Comprehensive education reform in Georgia prioritizes inclusion in education for all students. This reform is carried out to protect the rights of all students regardless of their race, gender, religion, minority status, socio-economic background and abilities to receive to be provided with access to education and be provided with quality education. The particular focus of the reform is drawn upon education of marginalized students, i. e. students belonging to ethnic, religious and language minorities; students with disabilities; students in residential education institutions; juveniles in corrective institutions; IDP students. Special efforts in the fields of **education for students with disabilities** intended to develop education into an open system for students with special needs. Interventions in the area of **minority education** aim at providing students from minority background with the equity of access to the quality of education enjoyed by their peers from the larger community. Efforts in the field of **education for students in conflict with law** are undertaken to encourage participation of incarcerated students in education processes. (This effort is harmonized with the ongoing Juvenile Justice System Reform mentioned below). Special interventions in the field of **education for students in special residential education institutions** have been undertaken to ensure participation of students in residential boarding schools and orphanages in mainstream education processes. These efforts have been made within the Child Welfare Reform aiming at the protection of the rights of institutionalized students (i.e. students devoid of parental care and students with disabilities institutionalized in orphanages and special boarding schools) and those running the risk of being institutionalized to enjoy equity of access to social and education opportunities along with the majority of their peers. **Diversification of education service[16]** has been an important attempt to achieve the purposes of inclusive education. It is perceived as a means towards establishment of an open system of education flexible to the needs of all students, their parents and the community. It is also recognized as an indispensible system pre-requisite that enhances the delivery and practice of rights-based approach to education by increasing access to and participation in schooling for all students; improving the quality of learning achievements by promoting child-centered and participatory teaching and learning practices and processes; contributing to social cohesion by giving vein to inclusion and integration of all students in schooling and social life. In their attempt to observe diversity as a principle of education, the MoES supports reforms that are directed towards diversification of both the education system and education processes.

[14] See Annex 4 – Financial Resources in Education

[15] The funding of general education schools from the state budget has been introduced since 2006. Prior to the reform general education schools were funded from local government budgets.

[16] See Annex 9 – Diversification of Education System and Education Processes

- **Child Welfare Reform**[17]**:** The child welfare reform aims at the protection of the rights of institutionalized students (i.e. students devoid of parental care and students with disabilities institutionalized in orphanages and special boarding schools) and those running the risk of being institutionalized to enjoy equity of access to social and education opportunities along with the majority of their peers. The reform is implemented in three main directions. These area a) deinstitutionalization of students in special residential institutions; b) reintegration of the institutionalized students into families (either biological or foster families); c) promotion of alternative forms of child care (i.e. adoption, foster care, guardianship, etc). Integration of a considerable number of the targeted students into a larger community through a family environment has become an important achievement of the reform. Inclusion of these students in mainstream education processes has been another important achievement of the reform.

Teaching and Learning

The first curriculum reforms were launched within Ilia Chavchavadze Project[18] established in 2001. A special national curriculum and textbook development team started work on the development of purposeful interventions in the field of teaching and learning content, methodology and materials. Since 2006 the team has bee developed into the National Curriculum and Assessment Center (NCAC) – an agency leading reforms in the field of teaching and learning. Its scope of performance includes:

- determination of fundamental principles, values and purposes of teaching and learning in general education schools;
- development of the national curriculum, education standards and requirements in each curriculum area;
- development of students assessment system;
- alignment of textbooks with the national curriculum and national education standards;

The national curriculum reforms are thoroughly oriented on the development of rights-based schools that give rise to students as free individuals, equip them with applicable knowledge and skills, provide them with civic and law literacy and develop them into individuals who share human values, appreciate diversity and advocate peace, tolerance and understanding. The curriculum reforms aim at the exercise of rights based approach to human rights education. They are designed to help schools deliver human rights through education and exercise these rights in education. Importantly, since 2005 the national curriculum reforms have become focused on the achievements of the ESD goals. To this end, a wide rage of issues in civic education, international relations, social processes, economics, environment protection, global problems have been integrated intro teaching and learning across all curriculum areas.

Fundamental Principles and Values Promoted by the National Curriculum

The new national curriculum developed and piloted by the NCAC has been built upon the following driving principles of education:

- student-centered education processes and school environment;
- result-oriented teaching and learning;
- thorough consideration of students physical and mental abilities, their interests and experience;
- education as a means of accumulation of applicable knowledge, opportunity for transferable skill development and development of values and attitudes conscious of human rights, fundamental freedoms, their principles and values;
- teaching and learning as opportunity for multidimensional approach to problem identification and problem solving;
- education as a participatory cooperation among students and teachers in teaching and learning processes;

[17] See Annex 10 – Child Welfare Reform Facts and Data
[18] Georgia Education System Realignment and Strenghening Program APL.

Teacher professional standards, teacher professional development programs, teacher certification requirements and the United National Admissions Examinations are aligned with the standards, requirements and expectations of the new national curriculum. The national curriculum sets forth guidelines and establishes principles for the following:

- Organization of teaching and learning;
- The national and school curricula;
- Teaching and learning methodologies;
- Assessment of student achievement;
- Teaching and learning materials[19].

Reforms, Interventions and Innovations in the Field of Teaching and Learning

The national curriculum reforms have been focusing on the quality of education in general education schools. The introduction of these reforms was preceded by the introduction of the National Objectives of General Education in 2005. It was this document that has become the primary framework of the reforms.
The national curriculum reforms have been implemented simultaneously in three main directions. These directions include:

- development, piloting and implementation of the of the national curriculum;
- textbook development;
- teacher professional standards.

In what follows, the report presents a short account of the major reforms implemented in the fields mentioned in 2005-2008.

Development, Piloting and Implementation of the National Curriculum[20]

The reformation of the national curriculum is undertaken in three following stages:

- the development of the national curriculum draft projects;
- the piloting of the national curriculum draft projects in selected schools and their adjustment;
- the implementation of the national curriculum in all general education schools.

Importantly, all stages of curriculum reformation envisage a heavy participation of wide school community (i.e. teachers, students and parents) in the processes.

The **development** of the national curriculum draft projects is carried out in two stages. On the first stage, teams of curriculum area experts and consultants develop draft projects of the curriculum. These teams involve experienced content/subject area experts, scientists, teachers, parents, students and publishers. On the second stage, a wider school community participates in the process as all general education schools participate in the review of the draft projects developed by the teams of experts and consultants. Proposed comments, suggestions and recommendations from the reviews are considered for the finalization of the curriculum draft projects and their preparation for piloting.

By December 2004 the national curriculum draft projects for grades 1 through 12 had been developed. All suggestions, comments and recommendations from school reviews were taken into consideration to finalize the draft for piloting.

The **piloting** of the draft projects started in 2005. One hundred Georgian schools and 30 minority schools (i.e. 10 Azeri, 10 Armenian and 10 Russian Schools) participated in process[21]. The participating schools had been selected according to purposeful random selection rules. Importantly, the selected school sample included schools from all the regions and all geographic locations.

[19] Annex 11 – The Foci of the National Curriculum
[20] See Annex 13 – The National Curriculum Data Tables
[21] The national curriculum for minority schools is an analogue to the one developed for Georgina schools. The processes of its piloting and implementation in these schools are analogous to the piloting and implementation processes in Georgian schools with the only difference in timing. (See Appendix ? - the schedule of national curriculum piloting and implementation).

Piloting of the curriculum draft projects is a gradual process that involves only a certain number of grades each year. So far, the draft projects have been piloted in grades 1 through 3, 7 though 9, and 10 through 12[22]. By academic year 2009-2010 draft projects for all grades will be piloted.

The piloting stage envisages simultaneous intervention in the field of human capital development. The purpose of intervention was to accumulate a cohort of teachers experienced in the implementation of the national curriculum. In 2005-2008 all teachers from piloting schools participated in the curriculum reform-based teacher professional development. Training sessions were delivered in 7 training centers (a nominal piloting school) each located in every regions of the country.

The **implementation** of the national curriculum first launched in 2006-2007 closely follows the piloting stage. So far, the national curriculum regulates the delivery of education process in grades 1, 2, 7, 8, 10 and 11[23].
The implementation process envisages a simultaneous wide scale curriculum reform-based professional development for all teachers involved in the implementation of the national curriculum in their classrooms. First launched in 2006-2007, the professional development in the area of curriculum implementation was facilitated by:

a) NCAC seminars delivered by NCAC curriculum experts;
b) Peer seminars delivered by the cohort of experienced teachers from piloting schools[24].

Textbook development

The reformation of the national curriculum is supported by simultaneous development and introduction on new textbooks. The textbooks are aligned with the requirements of the national curriculum and the national education standards.

The NCAC has developed new procedures of textbook development which envisage close cooperation between curriculum experts, schools and publishers (i.e. textbook private providers). The NCAC is responsible to determine the quality of textbook alignment with the national curriculum and education standards.

Prior to introduction in general education schools, new textbooks are required to be licensed by NCAC curriculum experts for piloting, piloted in a general education schools and evaluated. In other cases, textbooks are submitted to the NCAC which assesses the quality of textbooks by purposefully development textbook assessment criteria[25].

Importantly, the new procedures do not impose limit on the number of textbooks. This circumstance accounts for the variety of quality textbooks currently available to teachers and students. So far, 167 textbooks have been approved by the agency. The textbooks have been introduced in grades 1, 7, 10 (2006-2007), 2, 8, 11 (2007-2008).

To secure the quality of education processes aligned with the national education standard, the NCAC has launched a special **Textbook Translation Project** for minority schools. The purpose of the project is to provide minority schools with equity of access to quality education through the provision of these schools with textbooks analogous to the ones introduced in Georgian schools. Launched in 2006, the project resulted in 19 textbooks translated in Azeri, Armenian and Russian[26].

Acknowledging the gap that exists in state language competency among minority students, the NCAC launched a special program aiming at the development of Georgian language curriculum and textbooks for minority schools.

[22] In 2005-2006 piloting involved grades 1, 7 and 10; in 2006-2007 it involved grades 2, 8 and 11; in 2007-2008 it involved grades 3, 9 and 12.
[23] In 2006-2007 the national curriculum was introduced in grades 1, 7, and 10; in 2007-2008 it was introduced in grades 2, 8, and 11.
[24] Both NCAC and peer seminars were made available for all teachers participating in the implementation of the national curriculum in all regions of the country.
[25] The textbook assessment criteria have been developed by NCAC in close cooperation with textbook publishers.
[26] The first stage of the project (2006-2007) envisaged translation and piloting of textbooks for grades 1, 7 and 10; the second stage (2007-2008) envisaged translation and piloting of textbooks in grades 2, 8 and 11; the thirst stage envisages translation and piloting of textbooks in grades 3, 9 and 12.

The curriculum was developed and piloted in 30 minority schools in 2005-2006. Georgian language textbooks for students aged 12-17 appeared during the same academic year. So far, the textbooks have been delivered to all minority schools.

In 2008 the NCAC developed Georgian language curriculum for minority students in grades 1 through 3 for minority schools. During the same year, NCAC started to work on the Georgian language curricula for basic education level. So far, the draft projects of the curricula are being developed.

Teacher Professional Development[27]

Since 2007 teaching has become a state regulated profession entrance in which is guaranteed only after fulfillment of teacher certification requirement. Established in 2006, the Teacher Professional Development Center (TPDC) has become the state agency that is responsible for the regulation of entrance into the teaching profession and provision of continuous professional development opportunities for teachers. The TPDC scope of performance includes:

- Development of teacher professional standard and code of ethics;
- Development of teacher certification system;
- Development of teacher registration system;
- Development of a quality control system for teacher professional development programs;
- Development of teacher recruitment mechanism;
- Research in the field of teacher professional development;
- Development of methodological materials for teachers.

The TPDC is building on the legacy of the Ilia Chavcahvadze Project. In 2008 – the first year of its accountability – the agency pursued implementation of the projects and programs initiated within the Ilia Chavchavadze Project[28].

In its effort to improve the quality of teacher development the TPDC has been closely cooperating with NCAC, NEAC and the NEC. This cooperation has resulted in the following reform interventions:

Teacher Professional Standards

In 2008, the teacher professional development standards were developed. The development of the standards envisaged active teacher participation in the process. The developed standards are based on the expectations and requirements of the national curriculum.

The standards include both curriculum area and professional skills standards. Curriculum area standards help teacher develop their content/subject area knowledge, content/subject area teaching competency and skills. These standards cover all levels of general education. The professional skills standards are design to encourage teachers to build their professional skills on theories of child development, teaching and learning theories, assessment methods, professional environment organization strategies, etc.

Professional development standards have been translated in minority languages (i.e. Azerbaijanian, Armenia and Russian). They have been distributed among all general education schools and Education Resource Centers. They have also been introduced to higher education institutions providing pre-service teacher education programs. The standards will be applied for teacher certification and school accreditation processes as well as for the development of quality teacher professional development programs.

[27] See Annex 16 – Teacher Development, Recruitment and Deployment.
[28] Georgia Education System Realignment and Strengthening Program, APL2 – component 1B "Strengthening the System of Teacher Professional Development".

Teacher Certification

Teacher certification involves:

- certification regulations and procedures;
- regulations and procedures for teacher registration system for certification;
- qualification requirements for certification, etc.

The TPDC has started to work on the teacher certification processes. The certification examinations are scheduled to be introduced in 2010. Within the certification process, teachers will be tested on both content area knowledge and professional skills. Teacher certification has the status of a voluntary procedure until 2013. However, starting in 2013, the procedure will be compulsory meaning that every teacher candidate will be required to pass the certification processes in order to enter into the processes. For the time being, the examination procedures and tests are being developed.

The TPDC has introduced a special Teacher Professional Development State Financial Support Program/Voucherization for teachers willing to pass the certification processes. The Teacher Professional Development Financial Support Program implies provision of funding for professional development in the form of voucher for acting teachers. Two types of voucher (General professional skills and Subject specific) will be issued within the framework of the program focusing on further development of teacher's subject knowledge, proficiency and professional skills. Primary funding emphasis is made on teachers of Georgian, math and foreign languages at basic and secondary school level. The subjects were prioritized in accordance with the subject range for teacher certification process starting in 2010. Teachers will be able to take voucher to accredited training programs and get their professional development for free. Voucher for each teacher cost the government GEL 160. TPDC designed the framework of the program and after program accreditation process is completed will ensure its implementation.

To assist teacher in their preparation for the certification examinations, the TPDC has also developed a special teacher supplementary manual. The manual focuses on the development and improvement of teacher professional skills. It includes “Theories of Development, Teaching and Learning” (Part I), “Teaching, Learning and Assessment” (Part II), and “Teaching, Learning and Professional Environment” (Part III). The manual has been distributed to all Education Resource Centers (ERC) and general education schools.

At present, the TPDC is focusing on the development of certification regulations and procedures.

Regulation of Entrance into the Teaching Profession

The Initial Teacher Training ITT Program (ITTP) is a regulatory educational program of 60 ECTS completion of which is obligatory for those who wish to become basic and secondary school teachers. The ITTP is delivered by accredited higher education institutions. The students/participants of the ITTP acquire the skills and pedagogical knowledge necessary for a teacher. Completion of ITTP is one of the preconditions for being admitted at the National Teacher Certification Examinations. Passing the certification exams for becoming school teachers at the basic and secondary levels will be possible for those candidates who have acquired a degree in subject areas, have passed the ITTP and have successfully passed the probation period.

The ITTP program may represent:

a) a part of BA program which is oriented on subject area relevant to the national curriculum;
b) independent program participation in which is possible after the completion of the BA (subject oriented), MA (subject oriented), or graduating from the higher institution of professional training in sports of arts.

An introduction of the special Student Teacher Development Program has been an important step towards regulation of entrance into the teaching profession. Its purpose is to allow teacher candidates newly graduated from higher education institutions to gain a hands-on experience in actual school settings before starting their professional teaching career. Within the framework of the program student teachers (i.e. teacher candidates) are placed under the supervision of their mentors (i.e. experienced teachers). Such cooperation between mentors and mentees is intended to result into development of professional skills among teacher candidates.

To enhance the performance of both mentors and mentees, the program envisages development of student teacher registration mechanism, student teaching procedures and evaluation criteria as well as special supplementary materials for mentors and their mentees.

The program is intended to become the precondition for teacher certification process. At present, the program is on the piloting stage of its development. It involves 48 student teachers, 28 mentors from 24 general education schools. The TPDC is heavily involved in monitoring the program.

Quality Control of Teacher Professional Development Programs

In close cooperation with the NEAC, the TPDC has been working on the development of the quality control mechanism for teacher professional development programs. In 2008 the cooperation resulted in the development and approval of regulations for the quality control of in-service professional development programs.

Teacher Registration System

The TPDC has actively been involved in the development of teacher registration system. The system is intended for the generation of teacher data-base with a built-in mechanism for continuous update. The center has already developed an online Teacher Registration Management Information System. The system allows entrance, update and search of any information within the data-base.

Teacher resources - supplementary materials, bulletin and journal

Both the NCAC and the TPDC have been making efforts to provide teachers with modern supplementary materials. In 2007 the NCAC issued "Teaching Critical Thinking". It is a supplementary methodological material that provides teachers with opportunity to further their professional knowledge on the issue of developing critical thinking skills among students. In 2008, the agency published "Problem-solving Teaching and Learning". The publication promotes the importance of problem-solving skills among students and suggests relevant methodological strategies for teachers.

In 2008 the TPDC issued the "Intercultural Education". The manual is designed to support teachers in the promotion of respect for cultural diversity, equity, tolerance and cooperation in their classrooms. The publication was distributed in all general education schools and the ERCs.

To better support teachers in the implementation of the national curriculum, the NCAC has established the "Dialogue" (first launched in 2006-2007) – an information bulletin for schools. The bulletin has been designed as a communication medium between the NCAC and schools. It helps teachers, students, parents and administrators receive first-hand information regarding the national curriculum and its implementation from the NCAC experts. The "Dialogue" is distributed among all general education schools. Since 2007 the NCAC issues the "Dialogue" in minority languages as well.

Since 2008 the TPDC has been publishing "Teacher" professional journal. The primary purpose of the periodical is to increase motivation among teachers, promote teaching as a profession, deliver new professional information to classroom teachers. Importantly, the journal offers teachers an opportunity to become aware of innovations in teaching and learning methodologies, international practices as well as peer experiences and achievements[29].

[29] For other supplementary materials see Annex 17 – Purposeful Development Programs, International Experience and Supplementary Materials for Teachers.

Professional Code of Ethics for Teachers

The development of Professional Code of Ethics for Teachers involved active participation of students, parents, teachers and international experts in the process. The fist draft of the Code has already been developed. Also, the TPDC has already started to develop the Teacher Professional Ethics manual.

Besides the mentioned interventions, professional development of teachers is supported by development programs and initiatives jointly undertaken by the MoES, the NCAC and partnering organizations. These programs allow teacher to further their professional knowledge and skills through participation in purposeful development programs as well as through international experience sharing[30].

School Environment

Interventions in the field school environment aim serve to establish a school environment conscious to human rights. These interventions target both social as well as physical environments in schools. The development of the social environment is enhanced by the:

- Safe School Program and Policy;
- Georgia Legal Socialization Program;
- the national curriculum[31];
- the Teacher Professional Standards;
- Professional Code of Ethics for Teachers[32];

Safe School Program and Policy

The Safe School Program is geared towards establishment of a safe climate in general education schools. It builds upon the "Safe School" policy that provides directions for providing children with a safe, non-threatening environment at school, in families and in society over the long term. The focus is on providing an atmosphere at school that will support realization of national goals of general education. The policy also focuses on supporting and enhancing students' safety and proper development in society and the family environment. It advocates a broad approach to school as an exemplary place for a student and considers its immense role for students' emotional as well as social development and takes into consideration the family share in this process.

Georgia Legal Socialization Program[33]

Based on best international practice, the **Georgia Legal Socialization Program** (GLSP) aims at increasing the level of law literacy among students. Overall, the mission of the GLSP program is "to raise awareness about juvenile justice issues, to positively influence student's knowledge and attitudes about the rule of law, public safety, and crime prevention issues through school-based curricula. Moreover, the program is to provide students with skills to both resist the temptations of corruption, gang involvement, drugs and crime. After the completion of the program the students should be able to understand why society needs to develop and maintain a rule of law; they should be able to explain law; describe how crime and corruption threatens the values and institutions of society; students should be able to identify measures that can be taken by themselves and society to promote a rule of law and to resist the attraction and acceptance of crime and corruption. Beside that the ultimate aim of the program is to contribute to the deeper cooperation and trust building between the students and the police officers" (GLSP http://www.glsp.ge/index.php?a=main&pid=12&lang=eng).

[30] See Annex 17– Purposeful Development Programs, International Experience and Supplementary Materials for Teachers.
[31] See Annex 11 - The Foci of the National Curriculum
[32] See Annex 18 - The Professional Code of Ethics for Teachers
[33] See Annex 12 - Core and Optional Curriculum Areas, Extra-curriculum and Targeted Needs-Based Programs.

The National Curriculum

Pertaining to the establishment of the school environment conscious of human rights, the national curriculum prioritizes the focus of education processes on the needs of students, their interests, abilities and experience. The national curriculum also forbids the discrimination of students based on any maker including the marker of student achievements. Importantly, the national curriculum recommends school implement any activities and initiatives that promote and support the establishment of the school culture of integration and unity.

The Teacher Professional Standards

The Teacher Professional Standards are based on the values and principles promoted by the national curriculum and propagated by the Convention on the Rights of the Child. The standards have introduced a new understanding of a teaching profession. The teachers are perceived not as mere instructors and supervisors, but as actual participants in education processes, student advisers and cooperators.

The Professional Code of Ethic for Teachers[34]

Along the national curriculum and the Teacher Professional Standards, establishment of an environment conducive to the fully-fledged development of students' individual personalities and protection of their rights and freedoms is secured by the Professional Code of Ethics for Teachers developed by the TPDC. The Code reaffirms the role of teachers to propagate rights-based values and principles and thus become the role-models for their students.

The development of a physical environment is undertaken within the two main projects:

- the Jacob Gogebashvili Program;
- the Dear Leap Program

The Jacob Gogebashvili Program[35]

Since 2005 the program aims at the development and improvement of school infrastructure. The fist active phase of the program resulted in the rehabilitation 323 school the construction of 20 new schools in 2006. In 2007 there were 375 schools were repaired and 4 newly constructed while in 2008 the number of rehabilitated schools reached 219 schools. The program target is to provide the full rehabilitation of all schools by 2011.

The Dear Leap Program[36]

The program aims at the equipment of general education schools with modern technology. Since its launch in 2005, the program decreased the student-computer ration from 200:1 to 20:1. Within the program more than 600 schools have access to the Internet. Importantly, 18,000 teachers have been given professional development opportunities to improve their computer skills and apply technology for facilitation of education processes.

Research and Evaluation for Human Rights Education

Pertinent to priority areas of human rights education, the MoES and NCAC and the TPDC have conducted a number of research studies. Specifically, these studies were undertaken in the areas of:

- policy implementation;
- teaching and learning;
- school Environment;
- teacher professional development.

[34] The current Code is a draft version. Its approval is schedules for the end of 2009.
[35] See Annex 4 – Financial Resources in Education
[36] See Annex 4 – Financial Resources in Education

In what follows the report presents a short summery of the studies in each of the education area.

Policy Implementation

In 2008 in cooperation with the MoES, the International Institute of Education Policy Planning and Management conducted the **School Decentralization Reform Research**. The purpose of the research study was to evaluate the progress of school decentralization reform. Namely, it intended detect the level of awareness, attitudes/perceptions and behavior of parties – school administrators, school board of trustees, parents and education resources centers – central to the decentralization reform. Respectively, school administrators (335), chairs of school boards of trustees (335), mangers of education resource center (58) and parents (900) constituted the targeted research sample.

School Environment

In cooperation with the MoES, the Public Health and Medicine Development Fund of Georgia, ISPCA and other non-governmental organization, the UNICEF conducted the study **National Study on School Violence in Georgia**. The study was carried out as a part of a wider National Study on Violence against Children in Georgia, the latter being a follow-up research project to the call of the United Nations Secretary General for world study of violence against children in 2006. The purpose of the research project in Georgia was to learn the extent and nature of violence experienced by children in Georgian. The research findings and recommendations are intended to be used for informed decision making regarding safe school policy development and implementation.

The National Study on Violence against Children in Georgia study aimed at gaining insight into violence against children in three settings – home, residential institutions and schools. The research targeted children aged 11-17 (1,300 children) from 93 schools. A multistage cluster sampling was used for the selection of 1,300 students for the National Study on School Violence in Georgia project. The face-to-face student survey was applied as a data collection tool with a response rate of 99.5%. The survey included a school climate questionnaire. The research sample represented students from both urban (727 students) and rural (573 students) areas.
Pertinent to the nature of violence against children, the National Study on School Violence in Georgia revealed that:

School Culture Research is another study in the field of school environment. The purpose of the research was to explain factors influencing culture in Georgian schools. Specifically, the research looked into determinants in school culture that influenced students' academic performance, their attitudes and values. The research was conducted by the NCAC in 2006 and involved both general education students in grades 7-10 (1,179 students) and school administrators (35 school principals).

The **Research into the Culture in Minority Schools** drew the focus of the study on minority schools. The purpose of the study was to identify the level of motivation among students in minority schools; the quality of teacher-student relationship; planning school activities conducive to the development of positive school culture; school values and norms.

Teaching and Learning

Classroom Observation was one of the important studies conducted in the field of teaching and learning. The purpose of the study was to assess application trends of new teaching and learning methods demonstrated by classroom teachers. The research was conducted by NCAC in general education schools across the country during 2005-2006 academic year. The research sample included 1,114 students (grades 7-10) and 63 teachers. The data was collected through classroom observations by experts, student survey and teacher interviews.

Integrated Teaching and Learning of Social Sciences was another study of education processes. The purpose of the research is to determine occurring problems in integrated teaching and learning of social sciences incorporating history, geography and civics. The objective of the research was to determine problems that is faced by teachers in the content areas of social sciences; detect the transferrable knowledge and skills with which teaching and learning in social science should equip students; identify ability of students to become involved in integrated teaching and

learning of the content area. Teacher survey and student tests were applied for data collection. The student tests included materials from the subject areas of history, geography and civics and integrated assignments that required students to demonstrate their transferrable skills. The research sample included 30 teachers and 285 students in grade 7 from 18 general education schools across the country during 2005-2006 academic year.

Teacher Professional Development

Important evaluation contributing to the field of teacher professional development was undertaken by the TPDC. The primary purpose of the research was to analyze teacher deployment in general education schools. The research looked into a number of factors including divergence of recommended and actual number of teachers performing in general education schools.

Other evaluation and research

Here, it is important to mention that Georgia participates in the international evaluation of student achievements such as TIMSS and PIRLS. The paramount goal of the participation is to closely follow the effectiveness and general education reforms in general education schools in Georgia and persistently align the quality of education processes with international standards and expectations.

Also, it is worthwhile mentioning that the introduction of all general education curricula to classrooms is preceded by their piloting, assessment and evaluations. This practice allows researchers, experts and specialists to make information-based decision making concerning the effectiveness of curriculum-based interventions and their adjustments.

Challenges

The efforts to exercise rights-based approach to education are important constituents of education system reform in Georgia. Since 2004 these reforms are geared towards protection and observation of human rights in education and its delivery of human rights through education. They are also directed towards reformation of education into an effective vehicle for sustainable development of the society. However, in its development towards quality human rights education, education reform in Georgia faces significant challenges.

1. **Democratization and decentralization of education system:** The School Decentralization Reform Research (2008) revealed that schools lack capacity of independent decision making in the context of decentralized system management. Namely, schools need to improve their capacity in school management, school improvement and self-assessment. Importantly, being principle decision-making bodies on a school level, school boards need to enhance their knowledge about and skills in management.

2. **Inclusive education for students with disabilities:** Inclusive education for students with disabilities is on the early stage of its development. The lack of accurate evaluation of the needs of special education students and the absence of measurement instruments constitute the primary concern within the field of special education. Other challenges include unreadiness for inclusive education in the community; lack of professional skills in and knowledge of special education among classroom teachers; lack of special education teachers and teacher assistants; inadequate school physical environment; education processes failing to address education needs of disabled students; low quality of education processes in special education institutions for disabled students, their outdated infrastructure and equipment.

3. **Education for minority students:** Instruction in minority schools lack competent Georgian language teachers. Also, quality textbooks are still not available at these schools at large.

4. **Education for juveniles in detention:** Education of students in conflict with law lacks legal basis. Consequently, there is a lack of consistency in education interventions focused on the education needs of students in detention.

5. **Intercultural education:** Along with the ongoing interventions in the fields of intercultural education, the system of education needs to develop a united state strategy that will organize the interventions into a system of programs addressing the needs of intercultural education and promote the values of cultural diversity, tolerance and civil integration. The important part of the strategy should include development of intercultural education policy; definition of intercultural education indicators and elaboration of relevant assessment system; teacher professional in-service development focused on the issues in the field of intercultural education; introduction of issues in the field of intercultural dialogue to pre-service teacher development programs; development and dissemination of educational resources to promote intercultural dialogue; application of technology to encourage intercultural dialogue among teachers, students and the wider community.

Current and Future Interventions

The **Basic Data and Directions (BDD) for 2009-2012** sets education policy priorities to be directed towards further diversification of education, decentralization and democratization of the system, promotion of quality education and support for environment conducive to learning. It prioritizes maintenance of a focus on professional development of teachers and alignment and integration of Georgian education system into Euro-Atlantic education space.

To align with the expectations of the BDD for 2009-2012, the MoES intends to undertake the following efforts:

Capacity building within the decentralization reform

In cooperation with the UNDP, the MoES has launched the **Improved Skills for Successful General Education Decentralization Reform.** The project aims at increasing management capacity in planning, implementing, and monitoring and evaluating general education decentralization reform initiatives to be carried out for 2009-2012. The project will focus on developing a sustainable, effective, and efficient mechanism for improving MoES, regional ERC, NEA, and school board members' competencies in general education financing scheme development and evaluation, general educational institutions' quality evaluation, education reform support project management and evaluation, and school leadership.

The strategy chosen for achieving the project output is training of trainers in key areas of importance; namely, in education project planning and management; monitoring and evaluation in education sector; human resources management; school quality evaluation and measurement; school finance monitoring; school management, school strategic planning; school finance management; school human resource management; and dispute resolution. Trainers will be selected among the MoES, ERC, NEA, and school staff. Trainers will then develop training modules and conduct pilot trainings for their colleagues.

The special **General Education School Management Enhancement Program** by MoES aims at improving the capacity of general education schools to perform well in the context of decentralized system of general education management. The program consolidates three subprograms - School Board of Trustees Enhancement Program, Education Resource Center Enhancement Program and School Administration Enhancement Program. The implementation of the subprogram is scheduled for 2009.

The purpose of the School Board of Trustees Enhancement Program is to further the performance and effectiveness of school boards of trustees by improving competency of their members in project planning and management. Special development training programs will be administered to members of school board of trustees. Members of all school boards of trusties (2,178 members) are the target of the project. The training of board members will be focused on elections of school principals, school management (financial, administrative, etc.), rights and

responsibilities of the board/ legal provisions, project management, conflict resolution, etc. The project also envisages development of guides for the board members.

The Education Resource Center Enhancement Program aims at capacity building within the regional resource centers. The program targets 72 representatives of all resources centers (2 representatives from each center). The participants of the program will be developed into trainers in the field of school management/ leadership, project planning and management, school improvement and fund-raising.

The School Administration Enhancement Program aims at improving the performance of school principals. Namely, it intends to increase competency of school principals in school management, project planning and management, financial management. The principals will also improve their awareness of legal provisions framing their performance. The program targets principals from all general education schools.

Teacher professional development

The TPDC intends to implement a special program to encourage professional development of teachers. To this end, the agency is focusing on the development of a teacher voucher system allowing teachers to become active participants of in-service training programs. Also, TPDC is designing a special program "Teach for Georgia" that will support recruitment and deployment of quality teachers in rural and highland areas.

The Teacher Professional Development State Financial Support Program/Voucherization is another initiative in the field of teacher professional development. The Government of Georgia has decided to stimulate the teacher training market, in order to create the maximum choices for the teacher and at the same time to maintain the quality of the teacher training services provided.

The Teacher Professional Development Financial Support Program implies provision of funding for professional development in the form of voucher for acting teachers. Two types of voucher (General professional skills and Subject specific) will be issued within the framework of the program focusing on further development of teacher's subject knowledge, proficiency and professional skills. Primary funding emphasis is made on teachers of Georgian, math and foreign languages at basic and secondary school level. The subjects were prioritized in accordance with the subject range for teacher certification process starting in 2010. Teachers will be able to take voucher to accredited training programs and get their professional development for free. Voucher for each teacher cost the government GEL 160. TPDC designed the framework of the program and after program accreditation process is completed will ensure its implementation.

Inclusive education for students with special needs

To improve state efforts in the field of education for persons with disabilities, the MoES has closely been cooperating with the Office of Ombudsmen and its Center for Disability Rights. Within this cooperation, the institutions are focused on harmonizing Georgian Law on General Education, the Law on Vocational Education and the Law on Higher Education with the expectations of the UN Convention on the Rights of Persons with Disabilities. The process of harmonization is facilitated by the UN Office of High Commissioner on Human Rights (UNHCR), the UN Children's Fund, Save the Children international organization and other civil society organization. Also, the Office of Ombudsmen participates in monitoring the implementation of education programs for students with disabilities. The cooperation is planned to be supported by a memorandum of cooperation between the MoES and the Office of Ombudsmen in the field of education for persons with disabilities.

Interventions within the juvenile justice system reform

An ongoing reformation of the juvenile justice system intends to develop and introduce a new system and policies in the field of juvenile justice that will reflect the "best interests of the child". The changes aim at the creation of a juvenile justice and probation systems that comply with international standards and norms for juvenile justice. The MoES is among the state stakeholders participating in the reform. Within the system reformation framework, it

offers its cooperation in the fields of prevention, probations, detention and reintegration. At present, the MoES in cooperation with the Ministry of Probation is focusing on the development of policies that will support education interventions for students in conflict with law. To this end, the MoES in cooperation with the Ministry of Penitentiary, Probation and Legal Assistance will be proposing amendments to the Law of Georgia on Imprisonment. The amendments concern access to education for students in conflict with law. The two ministries will also be working on the development of a Regulation for the education and vocational education of students in conflict with law. The development of the legal framework will allow consistent policies on education of students in conflict with law to be established and programs to relevant education programs to be introduced.

Education Programs for minority students

New programs that are intended to implemented in 2009-2010 academic year a special textbook program for minority schools. The program aims at the development of textbook loaning system in minority schools. Another program targets Georgian language teachers within minority schools and intends to increase their professional competency in teaching Georgian as a second language. During the same academic year, the piloting of the multilingual education program will take place. Overall, 40 schools are scheduled to participation.

TPDC program "Qualified Georgian Language Teachers for the Regions Compactly Inhabited by Ethnic Minorities" starts in 2009 academic year. It aims at professional development of Georgian language teachers of ethnic minority populated regions, and at enhancement of teaching of Georgian as a second language. In the framework of the program will be selected 50 teachers, who are aware of languages of local population and are competent to teach Georgian language and literature. After the training courses the teachers should teach not only the school children, but the teachers of their or nearby schools as well. Moreover, the ten best teachers will be selected out of 50 as trainers of "Language Houses" to provide training of Georgian language teachers. These teachers will be also responsible for managing Georgian Language clubs that will involve community in Georgian Language activities. Selected teachers will be paid very competitive salary.

Conclusion

The present report reveals that since 2004 education reform in Georgia is geared towards the exercise of rights-based approach to education. The reform is focused on the infusion of human rights in education. Focus on the needs of students, the community and the society has put human rights education to the forefront of the country's education agenda.

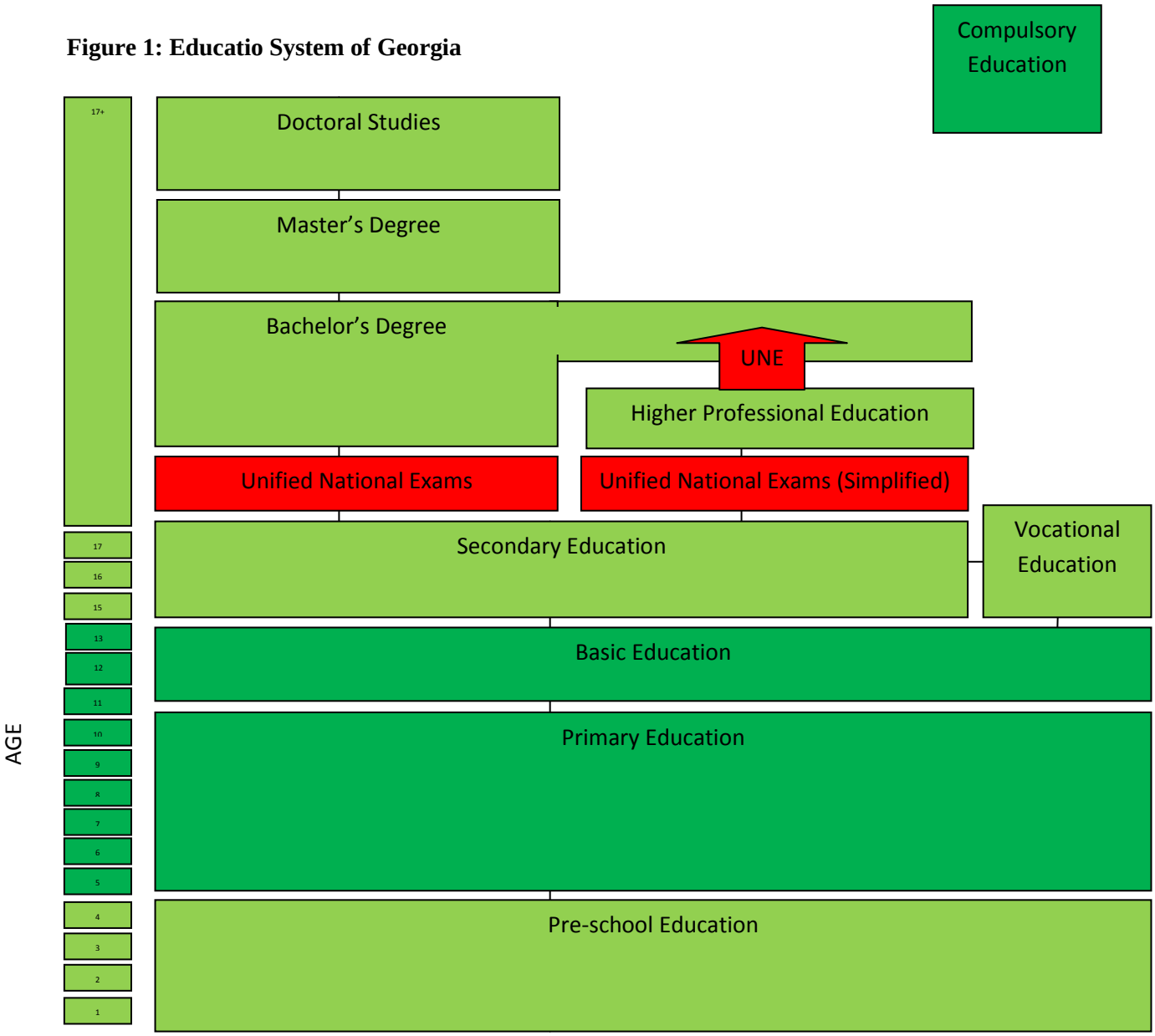
The achievements of the reform for human rights education are considerable. Simultaneous interventions in the areas of curriculum, teaching and learning methodologies, student assessment, teacher professional development, teaching and learning materials have been implemented. Change towards democratization and decentralization of system management has been introduced. Priority of education for all and education for sustainable development has been recognized. Application of research for informed decision-making and policy evaluation has been forwarded. Participation in international dialogue for improved teaching and learning has been initiated.

Along with the achievements, the reform has demonstrated its drawbacks. Policy implementation needs to be followed up by consistent interventions towards capacity building within the education system. The quality of teaching and learning needs to be improved. Participation of all students in education processes needs to be enhanced.

Fostering the achievements, improving the drawbacks and making steps forward, education reform in Georgia maintains a thorough focus on human rights education. All in all, the concerted efforts by the MoES, local and international NGOs and international organizations aim at the development of an open education system that fosters diversity, equity and civic literacy and enhances sustainable development, protection and promotion of human rights and fundamental freedoms in Georgia.

Annex 1-Education System of Georgia

Figure 1: Educatio System of Georgia



Ministry of Education and Science of Georgia (2009)

Annex 2

Law of Georgia on General Education

Chapter 1. Generalia

Clause 1. Legislation of Georgia in the sphere of general education and the sphere of action of the present law

1. Legislation of Georgia in the sphere of general education covers Constitution of Georgia, constitutive agreement, international treaties and agreements, the present law, other laws and relevant acts.
2. The present law shall regulate terms of implementing general education activity in Georgia, principles of rules for the management and funding of general education. It shall define the status of all general educational institutions (irrespective of organizational-legal forms), rules for their constitution, activity, reorganization and liquidation, licensing and accreditation.

Clause 2. Explanation of terms. For the purpose of present law the below given terms have the following meanings:

a) Accreditation - certification of conformity of education process in general educational institutions with the document of the national goals of general education, national curricula and normative documents for general educational institutions approved by the Ministry of Education and Science of Georgia. If general educational institution does not fully meet the demands of accreditation, it will be granted temporary accreditation to satisfy fully demands of accreditation during that period;
b) Additional individual work – alongside with the lessons (hours), fixed by the national and school curricula work of a teacher for the achievement of the goals of the national curricula;
c) Disciplinary breach – violation of the rules fixed by the regulations of general educational institution;

d) Disciplinary oppression –unity of measures implemented by general educational institution, which pursues exposure of disciplinary breach of a pupil or a teacher;
e) Disciplinary penalty – measure of action provided for disciplinary breach, defined by internal regulations of general educational institution;
f) National Curriculum – document covering distribution of hours for all stages of general education, terms and recommendations that are necessary for organizing education environment, necessary and maximum workload of pupils, list of achievements (skills and knowledge) to be mastered by a pupil by the completion of every stage/level and description of means for acquiring that skills and knowledge;
g) Additional teaching and education service stipulated by the national curriculum – teaching and education services at a public school rendered in the disciplines defined by the school curriculum and stipulated by the national curriculum within the frame of the maximum number of hours;
h) Additional teaching and education service not stipulated by the national curriculum - teaching and education services at a public school rendered in the disciplines defined by the school curriculum and not stipulated by the national curriculum.
i) National Assessment System – system, by which the state monitors how the achievements of pupils conform with the levels of achievements defined by the national curriculum and how realistic is to achievement of those levels;
j) External studies – rule of obtaining the state document certifying general education of a person, who independently mastered general education curricula and was given a possibility to pass attestation at the general educational institution;
k) Voucher –financial instrument given to a pupil by the state, which may be issued in materialized or non-materialized form and is designed for funding general education of a pupil;
l) General education – education, which pursues preparation of a citizen of Georgia for post-general education, professional and social life. Complete general education course in Georgia equals to 12 years.
m) Document of national goals of general education – document, which according to this law defines the goals of general education system functioning in the country. Document of national goals of general education is the basis for developing

principal indices of national curriculum and general education system. Document of general education of national goals is adopted by the Government of Georgia at the recommendation of the Minister of Education and Science of Georgia and is submitted to the Parliament for its approval.

n) Stages of general education – Complete general education consists of three stages/levels in Georgia: primary (6 years), basic (3 years) and secondary (3 years);

o) System of general education – unity of national and school curricula, general educational institutions implementing those plans, state bodies and legal persons of public law, which provide receipt of general education;

p) General educational institution/school –legal person of public law or entrepreneurial or nonentrepreneurial legal person of private law, which provides general educational activity according to the national curricula and fully covers minimum one stage of general education;

q) Administrative and financial autonomy of general educational institutions - self-management of general educational institution, the subjects if which are the board of trustees, board of directors, pedagogical council, self-government of pupils, disciplinary committee, committee of appeal –in case there is such;

r) License for general educational activity – document issued by the state, which certifies the conformity of material-technical, curricular and human resources of a private school with the normative documents fixed for general educational institutions by the Ministry of Education and Science of Georgia;

s) Self-assessment – inspection carried out by the school for determination of conformity of current educational process with the document of national goals of general education, national curricula and normative acts fixed for general educational institutions by the Ministry of Education and Science of Georgia;

t) Inclusive study – inclusion of children with restricted capabilities in the process of general education with other pupils;

u) Capital expenditures – dues, which are designed for purchase of capital assets, strategic and specific stocks, goods, land plots, non-material assets; purchase of buildings and constructions, machinery and equipment, furniture, transport and other principal means, capital repairs, building and reconstruction;

v) Private school – general educational institution constituted in the form of a legal person of private law;

w) Class – temporary unity of pupils preserved minimum for one year, which is created according to the recommendations given in the national curricula and the statute of this institution, in which associated pupils master together general educational curricula of any stage of general education;

x) Modified education plan – integral part of the national curriculum, modified curriculum for pupils of special educational needs;

y) Parent – parent or legal representative of a pupil;

z) Small-contingent school –school, in which due to local conditions small number of pupils study. Normative of the small-contingent school is defined by the Ministry of Education and Science of Georgia;

aa) Teacher – person possessing higher education who is certified in accordance with the legislature;

bb) Pedagogical activity –class and individual work of a teacher with pupils;

cc) Piloting – inspection of feasibility of the goals of national curricula and means of achievement of those goals at schools;

dd) School time – time dedicated to curricular process as well as to any measures initiated, organized, controlled, financed by the school or held at its sponsorship;

ee) School curriculum – education plan, which makes precise for concrete general educational school the workload given in the national curricula within the frames of compulsory and maximum workloads; defines additional educational services stipulated by national curricula and planned and non-planned additional educational and teaching services as well as general educational measures implemented at schools;

ff) Public school – general educational institution founded as a legal person of public law;

gg) School board of directors /management – director of a school, his deputy/deputies, accountants;

hh) Pedagogical council of a school –self-governance body of school teachers;

ii) Board of trustees of a school – supreme electoral body for self-management of a school;

jj) Search –action, which aims exposure and removal of means of disciplinary breach, the object which bears the trace of disciplinary breach, object and valuables obtained by means of disciplinary breach, as well as of an object or

document which are necessary for clearing up disciplinary breach conditions – carried out by a person duly authorized by the school;

Clause 3. Principal goals of the state policy in the sphere of general education

1. Principal goals of the state policy in the sphere of general education in Georgia are as follows:

a) Creation of conditions necessary for the formation of a pupil as of the independent person of national and universally declared virtues;
b) Development of mental and physical abilities and skills of a pupil, his provision with necessary knowledge, establishment of healthy mode of life, formation of civic mentality based on liberal-democratic values, respect to cultural values, rendering him support to cognize his rights and responsibilities to his family, society, state and environment.

2. The state shall provide the following to achieve the goals stipulated by the first point of this clause:

a) Openness of general education, equally accessible for everybody along the whole life;
b) Inclusion of the system of general education of Georgia into international educational space;
c) Independence of public education from religious, political associations and independence of private school from political associations;
d) Development of national assessment, national curricula and accreditation systems, which implies planning and management of general educational process via determining and assessing the quality of study.
e) Defining the normatives for material-technical, curricular and human resources that are necessary for functioning of general educational institutions and on its base developing the system of licensing for private schools;
f) Administrative and financial independence of general educational institutions;
g) Extirpation of violence in general educational institutions;
h) Introduction of inclusive education.

Clause 4. Language of education

1. Language of study at the general education institutions shall be Georgian, while in the Abkhazian Autonomous Republic – Georgian or Abkhazian;

2. In general educational institutions of Abkhazian Autonomous Republic, where study process is performed in one of the state languages, study of the second state language is obligatory.
3. Citizens of Georgia, whose native language is not Georgian, have the right to receive complete general education in their native language, according to the national curriculum by the observance of rules fixed by law. In such general educational institutions study of the state language is obligatory, while in the Abkhazian Autonomous Republic – study of both state languages is obligatory.
4. In the cases stipulated by international treaties and agreements of Georgia it is possible to lead education process in foreign languages in general educational institutions. In such general educational schools teaching of the state language is obligatory, while in the general educational schools of Abkhazian Autonomous Republic – of both state languages.

Clause 5. National curriculum

1. The state, to achieve the goals stipulated by the Clause 3 of the present law shall develop the national curriculum, which will define the necessary disciplines, disciplinary groups, hours according to disciplines, their distribution and ratio, necessary and maximum loading, minimum number of hours necessary for teaching disciplines and disciplinary groups according to general education stages/levels, conditions and recommendations for organizing academic environment.
2. National curriculum shall define the list of achievements (skills and knowledge) to be mastered by a pupil in all disciplines or disciplinary groups by the end of a class or stage. National curriculum shall also provide modified education plans for pupils needing special educational means.
3. National curriculum shall include the following disciplines and disciplinary groups:

a) Georgian (in Abkhazian Autonomous Republic – Abkhazian and Georgian) language and literature;

b) History of Georgia, geography of Georgia and other social sciences;
c) Mathematics;
d) Natural science;
e) Foreign languages;
f) Physical, labor and aesthetic education;

4. In general educational institutions where the study process is led according to the Clause 4, article 3, disciplines and disciplinary groups stipulated by this Clause, article 3, sub-points "a" and "b" shall be studied in Georgian, while in Abkhazian Autonomous Republic – in Georgian or Abkhazian.
5. Fulfillment of national curriculum is obligatory for all general educational institutions.
6. Teaching of disciplines stipulated by national and school curriculum must be academic, objective, neutral and pluralistic.

Clause 6. General education

1. Receipt of complete general education will imply mastering of the level of achievements fixed by the national curricula for all three stages/levels of general education and certification of this fact by the state by issuing relevant document. A sample of the state document and the order of its issuing shall be fixed by the Ministry of Education and Science of Georgia.
2. Enhanced mastering of general educational curriculum will be permitted only in special cases, considering individual capacities of a pupil, according to the rule defined by the Ministry of Education and Science of Georgia.
3. In case of demand of a pupil or his parent, the general educational institution will be obliged to issue a certificate confirming that a pupil studied the disciplines, according to the form elaborated by the Ministry of Education and Science of Georgia.
4. Leaving a pupil beyond general education system up to mastering the level of the basic stage shall not be allowed.
5. Persons possessing certificate of any stage of general education have the right to continue education on the next stage/level of general education on the whole territory of Georgia.

6. Minimum age of a child for starting study at the primary level of general education shall be 6 years. The Ministry of Education and Science of Georgia may define exclusive cases.

Clause 7. Accessibility to general education

1. The state shall guarantee the right of a pupil to receive general education in the state or native language as close as possible to his residence.
2. In case it is impossible to use the right stipulated by the present Clause, article 1, the state shall provide such pupils with increased voucher.
3. Volume of the increased voucher shall guarantee implementing of the right stipulated by the present Clause, first article - within the frames of small-contingent public, special, corrective or lingual minority schools or classes, if at the primary level there are 3 pupils, at the basic level – 6 pupils and at the secondary level – 21 pupils.

Chapter II. The principal rights and freedoms of a pupil,
parent and teacher

Clause 8. Principal guarantees

1. A pupil, parent and teacher, or their associations will have the right to enjoy all rights and freedoms stipulated by the present Chapter and declared by the school as well as to use all resources of the school at equal terms, without discrimination, according to the fixed rule, during school time or on school territory.
2. A school has the right to restrict the rights and freedoms of external persons during school period or on school territory on non-discriminative basis.
3. A school may define the rules for not discriminative and neutral restriction of rights and freedoms of pupils, parents and teachers and their associations during academic period and on school territory for the fulfillment of demands of the present law, as well as in other cases if there is substantiated and inevitable danger of;

a) security of health, life and property;
b) encouragement of drug, alcohol or tobacco use or lawless actions;

c) distribution of obscenity or slandering, inspiration of ethnic or religion hostility, encouragement of crime or violence;
d) hindering education process. school activity or free dislocation on the territory of school;

4. Any restriction of rights and freedoms of a pupil, parent or teacher shall be reasonable, proportional, minimal and shall be implemented only on the base of the fixed rules, by the observance of ethical norms, by due and legal procedure;
5. Restriction of rights and freedoms of a pupil, parent or teacher in a way that is equal to their invalidation shall not be permitted. Any restriction or regulation shall provide such neutral restrictions of the place, time and form of implementing of the rights and freedoms of a pupil, parent or teacher, which will not affect the contents or effect of expression of information or ideas and will leave efficient the possibility of their implementing via alternate ways.
6. Using of the rights and freedoms of a pupil, parent or teacher declared by the present law means legality. During disputes connected with their use the initiator of restriction will be obliged to prove unlawfulness of using those rights and responsibilities.
7. Funding of the measures by a school, which may contradict to the goals of the present law - shall not be allowed.
8. The present law does not reject the declared rights and freedoms, which are not referred to here and which proceed naturally from the legislation of Georgia.

Clause 9. The right on general education

1. Everybody has equal rights to get general education, in order to develop his person and acquire knowledge and skills, which are necessary for equal possibilities to achieve success in private and social life. Primary and basic education is compulsory.
2. To provide getting general education the state forms general education system and adequate social-economic conditions.
3. Managerial bodies of the system of education shall create special and corrective curricula for pupils with limited abilities, as well as for pupils who need long-term medical treatment, according to which their teaching, education, treatment, social

adaptation, integration in social life is carried out. The state shall provide funding of such pupils.

4. General education may be acquired in the form of external studies. Rules and terms for obtaining education in the form of external studies shall be defined by the Ministry of Education and Science of Georgia.
5. General education shall be provided by means of alternate methods according to the rule adopted by the Ministry of Education and Science of Georgia, considering age peculiarities and labor and family conditions of pupils.
6. The state shall protect freedom of educational choice of a pupil and parent. Freedom of a parent on the choice of education shall not imply:

a) the right to avoid obligatory education;
b) education, which will hinder achievement of goals of the present law.

7. The school is obliged to make all reasonable measure for the provision of adequate assessment of pupil's knowledge. Assessment of academic progress of a pupil can not be conditioned by his discipline.
8. A pupil will have the right to be secured from inadequate attitude, carelessness and insult.
9. A school will be obliged to create safe environment for health, life and property during school period, as well as on the territory of the school or in its vicinity.
10. A school will be obliged to make all reasonable measures for due protection of rights and freedoms of a pupil, parent or teacher during school time, on its territory or in its vicinity, in order to avoid or extirpate any disorder.
11. A pupil expelled from one school may continue his studies in other schools.
12. A pupil may pass from one school to another at the same stage of general education, according to the rule fixed by the Ministry of Education and Science of Georgia.

Clause 10. The right to know one's own rights and freedoms

1. A pupil, parent or teacher may possess information about their rights and freedoms, as well as the grounds for their restriction.

2. A school will be obliged, in case of restriction of the rights and freedoms of a pupil, parent of a teacher to explain them, in reasonable time, the grounds for such restriction.

Clause 11. Right to participate in school management.

1. A pupil, parent or a teacher will have the right to participate in the management of the school, personally or via representative nominated by them.
2. A pupil, parent or a teacher will have the right to receive any information available at the school, less those, which contain personal confidential data.
3. A pupil, parent or a teacher may demand and get possibility to participate, personally or via their representative, in hearing or consideration of the issue connected with them, in hearing their opinion at making decision by the school.
4. While implementing measures in connection with a pupil his true interests shall be observed.

Clause 12. The right of appealing

1. A pupil, parent or a teacher, for the protection of their rights and freedoms, will have the right to appeal against lawless and other unjust actions of a teacher or school, and shall receive full compensation for the injury.
2. A school will be obliged to create efficient measure of independent and unbiased consideration of plaints.

Clause 13. Neutrality and non-discriminative attitude

1. Politicization of the study process at the general educational institutions shall not be allowed.
2. Using of the study process in a public school for the purposes of religious indoctrination, proselytism and forced assimilation shall not be allowed. This norm shall not restrict celebration of state festivals and historical dates in public schools as well as organization of measures, which are directed towards establishing national and universal values.
3. Either form of discrimination shall not be allowed at the school. This norm will not exclude the possibility of holding selective competitions in those general

educational schools, which implement professional artistic and sport training and education.

4. A school shall not use its powers and resources in a way that may directly or indirectly result any discrimination of a pupil, parent or teacher or their associations.
5. Any action differing from common or allowance of exception shall be considered as discrimination less the cases when such action or exception is just and reasonable, serves to the provision of free development and equal possibilities of every person and group.
6. A school shall observe and encourage establishing of tolerance and reciprocal respect between pupils, parents or teachers, irrespective of their social, ethnic, religious, lingual and world outlook belonging.
7. A school, on the base of equality shall provide individual and collective right of members of minorities to use their native language, preserve and express their cultural values.

Clause 14. Freedom of expression

1. A pupil, parent or teacher have the right, within the rules fixed by the law, during classes or on the territory of a school to carry out search, get, create, keep, treat or distribute any information or idea, to use school resources for search, obtaining, creation, storing, processing and distribution of information and ideas, within the frames of legislation of Georgia, including restrictions defined by the present law.
2. A pupil will have the right to express his own opinion and demand its respect.
3. Violation of editorial independence of school publications and censure of books of school library shall not be allowed. This norm does not restrict a school to fix non-discriminative and neutral restrictions for the provision of protection of minors from harmful influence of literature not conforming to pupils' age.
4. A pupil, parent or teacher will have the right to attract voluntary contributions for charity purposes, according to the fixed rule. A school shall take all reasonable measures to avoid extortion of financial resources and other goods.
5. A pupil and teacher have the right on education, teaching and freedom of academic research within the frames not contradicting to the goals defined by the national curriculum.

6. A school has all rights to introduce the school uniform in a way, which will not restrict freedom of expression of a pupil or teacher. A pupil and teacher have the right to refuse to wear the school uniform and substantiate this refusal.
7. While fixing the school uniform a school must provide financial standing of pupils and if they are unable to buy it, provide them with the uniforms.

Clause 15. Freedom of meeting

1. A pupil, parent or teacher have the right on freedom of meeting on the territory of a school, within the rules fixed by the law, on the base of preliminary notification.
2. A school has no right to lead or control process of meetings of pupils, parents or teachers against their will. A school may, in case of need, attend meetings of pupils, parents or teachers.
3. Third persons may attend a meeting of pupils only if they are invited to it.

Clause 16. Freedom of association

1. Parent of a pupil and teacher have the right to associate according to the rule defined by the law;
2. Interference of a school in the activity of associations of pupils, parents and teachers shall be prohibited less the cases stipulated by the law.
3. Leading or control of association of pupils by a third person shall not be allowed.

Clause 17. Intactness of private life

1. Private life of a pupil, parent or teacher shall be intact. They can't be asked to disclose information about their private life.
2. While gathering and storing personal data on a pupil, parent or teacher, a school shall be guided with the provisions of the present law and the General Administrative Code of Georgia.

3. Information about academic progress of a pupil shall be kept apart from disciplinary data.
4. A school has the right to demand from a pupil and a teacher to pass through medical examination on diseases, alcohol and drugs. A school shall provide accessibility of relevant medical examination.
5. Unwarranted restriction of the right of intactness of personal life, private communications of a pupil and a teacher as well as the property of the school handed over for personal use of a pupil or a teacher shall not be allowed.

Clause 18. Freedom of faith

1. A pupil, parent or teacher have the right on freedom of faith, religion and conscience stipulated by the law, on the right to choose or change any faith or world outlook or not to choose any.
2. A pupil, parent or teacher can't be obliged to fulfil duties, which contradict to their faith, confession or conscience, if it doesn't substantially infringe the rights of others or doesn't hinder mastering of the level of achievements stipulated by the national curriculum.
3. Dislocation of religion symbols on the territory of a public school must not serve non-academic goals.
4. Pupils in public schools may study religion or perform religious rituals during time free from classes, if it serves religious education.

Clause 19. Discipline

1. School discipline must be observed by the methods based on the respect of freedoms and dignity of a pupil and teacher.
2. Demands stipulated by internal regulations of a school, disciplinary oppression and penalties shall be reasonable, substantiated and proportional.
3. School regulations can provide for turning of a pupil from lessons, expelling from the school and other disciplinary penalties.
4. Disciplinary oppression can be implemented only in the cases stipulated by regulations of a school, according to the fixed rule, by due and just procedure.

5. At the disciplinary oppression a school shall explain to a pupil or teacher the essence of disciplinary breach made by him.
6. A parent of a pupil shall be notified immediately about a fact of using disciplinary penalty, as well as of starting disciplinary oppression against a pupil. A pupil has the right, together with his parent to attend the consideration of the issue connected with him.
7. A school shall take measures not to cause substantial lagging behind of a pupil from academic process due to disciplinary penalty.
8. Strict or other disciplinary penalties, which may infringe dignity and authority of a person shall not be used.
9. Search of a pupil, less the cases when evidences refer to concrete persons and there is a substantiated supposition that the search will reveal the breach stipulated by internal regulations of the school shall not be permitted. Only a person duly authorized by a school can implement the search. Collective search of pupils shall not be permitted.
10. Disciplinary oppression of a pupil or teacher by the school for the actions made by him during free from classes time, or beyond school territory, less the cases when the school has substantiated grounds – shall not be permitted.
11. A pupil or teacher will enjoy the right to use the right of silence during the disciplinary oppression. The right of silence doesn't release a pupil and a teacher from disciplinary responsibility.
12. A teacher has the right to make decision of turning out of a pupil, a director has the right to make decision on turning out of a pupil from the school for maximum 5 days, while disciplinary committee has the right to make decision on turning out of a pupil from the school from 5 to 10 days or expelling a pupil via balloting.
13. A police officer or other public officer, prior to establishing contact with a pupil during study process or on the territory of a school, less the cases stipulated by the law, in urgent cases shall inform the school about the reason of such contact, case situation and shall contact a pupil via the school. The school shall explain to the pupil his rights and immediately notify about the case a parent of a pupil, less the cases when parent of a child infringes the rights of a pupil.

Clause 20. Non-admittance of violence

Violence against a pupil or any other person shall not be allowed in the schools. In case of physical or verbal insult a school is obliged to react immediately adequately by the observance of provisions of legislation.

Clause 21. Other rights of a teacher.

1. A teacher of general educational school has the right to:
    a) demand from the institution creation of conditions necessary for work;
    b) receive labor remuneration according to the normatives fixed by the Ministry of Education and Science of Georgia;
    c) perfect his qualification;
    d) use all rights stipulated by the Georgian legislation.

2. Labor remuneration of a teacher in case of full working week must not be less than the minimum fixed by the Georgian legislation for the officers of public institutions.
3. Labor contract between the general educational institution and a teacher shall be concluded according to the rule stipulated by the Georgian legislation.
4. Labor remuneration of a teacher shall be increased at the increase of public school budget.

Chapter III. Funding of general education

Clause 22. Funding of general education by the state

1. The state shall provide receipt of complete general education. State funding of education of a pupil in general educational institution shall last for 12 years.

2. The state shall compensate the costs of education in public schools, which implement primary or/and basic or/and secondary general educational curricula. By the vouchers calculated per pupil the state shall finance education in a private school, only when a school is granted relevant accreditation.

3. The state shall finance education of a pupil from the central budget by a voucher, calculated per pupil according to the financial normative. This does not include capital expenditures of general educational institution. Dimensions of standard

and increased vouchers are defined according to the level of academic progress stipulated by the loading rates fixed by the national educational plan, taking into consideration various financial standing of children, by the observance of the principle of equity of the right to get education.

4. Every parent has the right to get a voucher for financing the education of a child who reaches school age. Dislocation of this voucher is possible in the institutions stipulated by the present clause, point 2, State funding shall be continued in case of transfer of a pupil to other institution as defined by the same point.
5. The state or/and local management bodies shall compensate capital expenditures of public schools.
6. Small-contingent public school, where the expenditures for the fulfillment of the national curriculum exceed the volume of funding calculated according to the financial normative per pupil, shall be authorized to receive from the central budget additional funding in the form of the increased voucher, on the base of a resolution of the Ministry of Education and Science of Georgia.
7. Funding, stipulated by the present clause, will cover citizens of Georgia. The rights of foreign citizens and persons not enjoying citizenship on general education shall be implemented on the base of International treaties and agreements of Georgia. In the cases of citizens of the countries where the issue of getting general education is not regulated – Georgian state funding, according to the international treaties or/and agreements, shall be performed in the form of the principle of exchange. List of the countries the citizens of which get general education on the principle of exchange by the state of Georgia shall be published by the Ministry of Education and Science of Georgia on the base of the information supplied by the Ministry of Foreign Affairs of Georgia.

Clause 23. Funding of additional general educational and teaching services

1. If a child after 12-years study course at the general educational institution fails to master the level of academic progress fixed for basic level of the national or modified education plan, board of trustees shall address the relevant body of local self-government with the appeal to prolong funding of education of such a pupil. Funding might be prolonged up to the achievement of basic level by a pupil. In

this case public school is obliged to offer to a pupil to get general education by alternate method.

2. If a pupil is unable to master secondary level of general education within 3 years, board of trustees, on the base of his appeal, may address the local self-managerial body with an appeal to extend funding. Local self-government may select any form approved by the legislation for continuation of education.
3. At the demand of a board of trustees the local self-managerial body may compensate costs for extra educational and teaching services. The state and local self-management may finance special educational curricula.

Chapter IV. Management of general education system

Clause 24. Powers of the Parliament of Georgia in the sphere of general education

Parliament of Georgia

a) shall define principal trends of state policy in the sphere of general education and its management; shall develop relevant legislative acts;
b) shall approve a document on the national goals of general education within one month from its adoption by the government of Georgia;
c) shall periodically hear the report of the Minister of Education and Science of Georgia about leading state policy, financial activity and fulfillment of national and regional programs.

Clause 25. Powers of the Government of Georgia in the sphere of general education

1. State policy in the sphere of general education shall be implemented by the government of Georgia.
2. Government of Georgia:

a) shall adopt a document on the national goals of general education within one month from its submitting by the Ministry of Education and Science of Georgia and shall submit it to the parliament of Georgia for its approval;
b) at the presentation by the Ministry of Education and Science of Georgia. Ministry of Economic Development of Georgia and Ministry of Finance of Georgia shall

approve financial normatives calculated per pupil and the relevant volumes of standard and increased vouchers.

3. Premier minister of Georgia at the nomination of the Minister of Education and Science shall appoint director of the center of national curriculum and assessment.

Clause 26. Powers of the Ministry of Education and Science of Georgia in the sphere of general education

1. Ministry of Education and Science of Georgia, on the base of legislation of Georgia – constitution of Georgia, constitutive agreements, international treaties and other agreements, the present law, other laws and legal acts, shall, in the sphere of general education:

a) lead state policy in the sphere of general education;
b) develop document of national goals of general education of Georgia and submit it to the government of Georgia;
c) develop the principal document expressing the indicators of education system;
d) develop and approve the statute of center of national curriculum and assessment;
e) submit to the Prime Minister of Georgia the candidature of director of the center of national curriculum and assessment
f) On the base of the offers of the center of national curriculum and assessment approve national curriculum;
g) develop the normatives of material-technical, curricular and human resources for general educational institutions, while in public schools shall also control their fulfillment, supervise the fulfillment of license demands in private schools;
h) make licensing of private schools, control fulfillment of licensing provisions; will be authorized to stop functioning of the issued license in case of violation of license terms or to cancel it. The necessary term for issuing the license shall be conformity of material-technical, curricular and human resources with the normatives fixed by the Ministry of Education and Science of Georgia;
i) approve the regulations for accreditation of general educational institutions proposed by the state accreditation service of general educational institutions;
j) define engineering standards for buildings and premises of general educational institutions in cooperation with relevant ministries and departments;

k) determine the rule for issuing and transfer of vouchers, jointly with the Ministry of Finance of Georgia;

l) take measures for the provision of getting education by all pupils, including those needing special education facilities, as well as pupils expelled from school; shall develop the regulations for certification of education in the form of external studies; shall elaborate regulations for shifting of a people from one general educational institution to other general educational institution and/or alternate educational form;

m) will constitute general educational institution in the form of a legal person of public law and approve its statute; will be authorized to reorganize and liquidate it; the Ministry shall realize actions stipulated by the present clause in Abkhazian and Ajarian Autonomous Republics on the base of recommendations of the ministries of relevant autonomous republics;

n) organize competitions for selection of directors of public schools and shall submit to the board of trustees maximum three candidatures on the position of director;

o) register a director elected by the board of trustees of a public school and members of the board of trustees;

p) will be authorized to discharge the board of trustees of a public school if it unlawfully discharges director, and this unlawful discharge should be proved by the relevant resolution of the court;

q) in case a public school fails twice to pass through accreditation or if a public school is granted twice, in succession the conditional accreditation, as well as in the cases stipulated by clause 49, point 7 of the present law - it may discharge the board of trustees or/and terminate the powers of director;

r) develop the rule and terms for recognition of documents certifying general education acquired abroad;

s) approve the schedule of holding national assessment;

t) cooperate with international organizations, foreign countries, their general educational institutions in the sphere of quality control and provision;

u) approve the rule of texbooks approval on the base of recommendation of the center of national curriculum and assessment;

v) make state control of public schools and will be responsible for the fulfillment of Georgian legislation in the sphere of general education. With this in view the

Ministry shall be authorized to carry out financial inspection of public schools by the observance of the rules stipulated by legislation;

w) constitute educational and teaching institutions beyond the walls of school in the form of legal persons of public law;

x) create a legal person of public law – state accreditation service of educational institutions for carrying out accreditation in educational institutions, including general educational institutions;

y) determine the rule for holding selection competition for directors and teachers of public schools; rule for selection of members of board of trustees and the rules and terms of cancellation of their powers. Mechanism of simultaneous selection of several candidates of directors might be defined by the rule of selection;

z) appoint a member of the board of trustees of a public school, including at the offer of social organizations, by deliberative vote;

aa) determine minimal and maximal number of academic days during a year for public schools, minimal and maximal length of holidays; defined exclusive cases when a child is given the right to start general education before he is 6.

bb) at the nomination of the state accreditation service of general educational institutions shall approve the limit of accreditation due for general educational institutions;

cc) determine order of registration of directors and members of elective bodies of a public school;

dd) define minimal volume and conditions of labor remuneration for teachers of public schools at the participation of trade unions; shall adopt obligatory terms for labor contracts signed with teachers;

ee) plan measures for advanced training of teachers at the participation of trade unions;

ff) approve accreditation regulations for legal persons which lead professional training of teachers, retraining or/and advanced training, perform their accreditation; control fulfillment of accreditation terms; will be authorized, in case of violation of accreditation terms -to cancel the issued accreditation directly or via a legal person of public law created by it specially for those purposes;

gg) approve the form of state document certifying general education;

hh) shall lead numbering of public schools and define the rule of granting names to those schools;

ii) may fix grants and stipends for especially talented pupils, for their encouragement;
jj) lead registration of personal data of pupils and teachers and define the rule of their registration;
kk) develop mechanisms for favoring employment of teachers;
ll) implement other powers stipulated by legislation of Georgia and regulations of the Ministry.

2. To implement the powers stipulated by the present clause, point 1 the Ministry of Education and Science according to the law of Georgia "On the structure, powers and order of actions of Georgian government" will create, transform and cancel its territorial bodies on the whole territory of Georgia, approve their regulations, appoint to positions and discharge from positions heads and their deputies of those bodies. Territorial bodies of the Ministry of Education and Science of Georgia shall be financed from the state budget.

3. Ministry of Education and Science of Georgia shall lead the register of general educational, out-of-school educational and out-of-school teaching organizations; shall register directors of public schools, and their duties in case directors are unable to fulfill their duties, acting persons, members of the board of trustees, by the order fixed by the Ministry of Education and Science of Georgia, by the observance of the following terms:

a) The data shall be registered within 15 days from its submitting;
b) The data shall nor be registered if the provisions of the present law and legislative acts acting in general education sphere are violated;
c) The data shall be considered registered if the Ministry of Education and Science of Georgia does not notify the person, who submits the data about violations of law within 15 days;
d) The data, connected with general educational institutions located on the territory of Abkhazian and Ajarian Autonomous Republics shall be registered on the base of application of the Ministry of Education of relevant autonomous republics.

Clause 27. Powers of ministries of Georgia in the sphere of general education

1. Ministry of Education and Science of Georgia shall constitute general educational institutions, which together with the professional artistic and sports training and education provide general education in the form of a legal person of public law, at the recommendation of the departmental ministry. Those institutions shall be accredited according to the order stipulated by the Ministry of Education and Science of Georgia. Implementation of professional artistic and sports training and education beyond the national curriculum, including, primary and basic levels, shall be financed by departmental ministries, or/and local self-management bodies.
2. Programs for professional artistic and sports training and education beyond the national curriculum shall be supervised by the order fixed by departmental ministries.

Clause 28. Center of national curriculum and assessment

1. The Center of national curriculum and assessment is a legal person of public law.
2. The functions of the Center of national curriculum and assessment are:

a) Preparation of the national curriculum, piloting and supporting its implementation;
b) Elaboration, introduction of the national system of evaluation of education process in public schools, implementing national and other assessment;
c) Determination of conformity of textbooks with national curriculum and granting approval to the recommended textbooks;
d) Realization of other powers stipulated by legislation of Georgia including the present law;

Clause 29. Powers of the Ministries of Education of Abkhazian and Ajarian Autonomous Republics in the sphere of general education

1. Ministry of Education of Abkhazian Autonomous Republic, Ministry of Education of Ajarian Autonomous Republic, on the territory of relevant autonomous republics:

a) shall be the main authority of management of education system, shall lead integral state policy in the sphere of general education;

b) shall provide the observance of legislation of Georgia in the sphere of general education;
c) shall organize introduction of national curriculum, support the Center of national curriculum and assessment in a deed of assessment;
d) according to the regulations approved by the Ministry of Education and Science of Georgia, shall provide conformity of regulations of all general educational institutions with the normatives fixed by the Ministry of Education and Science of Georgia;
e) shall control the fulfillment of license terms and in case of violation of licensing provisions shall appeal the Ministry of Education and Science of Georgia about warning of the school, stopping the functioning of a license or its canceling;
f) shall carry out assessment of general educational institutions according to the rule fixed by the Ministry of Education and Science of Georgia;
g) shall submit to the Ministry of Education and Science of Georgia the charters of general educational, out-of-school educational and teaching institutions;
h) shall lead a register of general educational, out-of-school educational and out-of-school teaching institutions; shall register in this book directors, and their duties in case directors are unable to fulfill their duty, members of the board of trustees according to the rules stipulated by the present law and legislative acts used in the sphere of general education; shall send the above stated data for repeated registration to the Ministry of Education and Science of Georgia. Registration of the data at the Ministry of Education and Science of Georgia shall enforce those data;
i) shall realize funding of general education according to the order referred to in the present law;
j) shall organize competition of election of director and shall submit to the board of trustees maximum three candidatures for the office of director;
k) may discharge board of trustees of public schools if it discharges director of the school lawlessly, and this should be proved by relevant court resolution;
l) if the public school fails twice to get accreditation or in case it is granted conditional accreditation twice, it can discharge the board of trustees or/and cancel the powers of director prior to expiration of his/her term;
m) shall demand materials and information or shall study the fulfillment of legislation of Georgia and license terms by the school, on the spot;

n) in case the school violates the provisions of legislation of Georgia or license, may warn the school in writing;
o) may discharge board of trustees or/and cancel the powers of director prior to expiration of his/her term, if the public school fails to extirpate violations within the term referred to in a warning letter, or/and the school will get 2 such warning letters in one year. In this case it is authorized to assign for definite time the acting director;
p) according to the order stipulated by the Ministry of Education and Science of Georgia shall receive reports of public schools for previous year, dealing with the fulfillment of legislation of Georgia, education process and financial activity;
q) shall fulfill other powers stipulated by legislation of Georgia, including those granted by the present law.

2. If the laws of Georgia and legislation of Abkhaizan and Ajarian Autonomous Republics about Abkhazian and Ajarian Autonomous Republics do not provide for the existence of the Ministry of Education, the rights stipulated by the present clause, article 1 and 2 shall be implemented by the Ministry of Education and Science of Georgia according to the rule defined by the present law.

Clause 30. Powers of the local self-management body in the sphere of general education

Local self-management body shall:

a) support the school to efficiently implement the activities stipulated by the present law and for this purpose takes the measures stipulated by the legislation, shall define volume of funding to be allocated from the local budget as extra financial resources needed for the implementation of school curriculum;
b) support fulfillment of educational and teaching programs/curricula stipulated by the school curriculum and the programs beyond national curriculum at public schools;
c) provide coordinated social and medical services to pupils;
d) take measures for the provision of general education for the pupils expelled from the school;

e) take measures for the provision of general education of pupils, who due to illness or other excusable reason are unable to participate in class study process;
f) provide transportation of children to the schools in the cases stipulated by legislation;
g) take measures stipulated by legislation for the provision of attendance of children on the lessons;
h) may demand all forms of information dealing with the disposal of financial resources allocated from the state budget;
i) in case of financial violation within the frames of provisions stipulated by the present clause, sub-point "a" , may appeal the school board of trustees with an offer to stop the powers of a director, and in case the board of trustees does nothing, appeal the Ministry of Education and Science of Georgia about discharge of board of trustees or/and cancellation of the powers of director prior to expiration of his term;
j) may appoint a member of the board of trustees by deliberative voting right in the school located on its territory;
k) implement other rights defined by legislation of Georgia, including those of the present law.

Chapter V. Legal bases of activity of general educational institutions

Clause 31. The organizational-legal form of general educational institutions

1. General educational institution/school is a legal person of public law or entrepreneurial or non- entrepreneurial legal person of private law created on the base of the law of Georgia "On legal persons of public law".
2. General educational institution shall provide general education at the primary/or/and basic or/and secondary stages.
3. Licensing of a private school shall be implemented by the Ministry of Education and Science of Georgia. Licensing shall be performed according to the rule and normatives defined by the Ministry of Education and Science of Georgia.
4. For the state to recognize the primary and basic general educational programs/curricula implemented by general educational institutions it is necessary

to pass relevant accreditation. Costs for public school accreditation shall be compensated by the state, while the costs of accreditation of private schools, a concerned person. Price of accreditation shall be defined by the Ministry of Education and Science of Georgia jointly with the Ministry of Economic Development and the Ministry of Finance of Georgia.

5. Private school that is accredited by the order defined by the Ministry of Education and Science of Georgia, may receive the state funding according of the rule provided by the present law.
6. Relevant provisions of chapters I, II, III, IV and XII of the present law shall be applied for private schools.

Clause 32. Accreditation of general educational institutions

1. To provide conformity with the document of national goals of general education and the national study programs/curricula the state shall perform accreditation. The state shall recognize the documents issued only by the accredited general educational institution.
2. Accreditation shall be obligatory for all general educational institutions, which implement general educational program. The first accreditation of the newly founded general educational institution shall be carried:

a) After 3 years from the moment the institution starts its activity, if it implements the program of the primary level;

b) After 2 years, if it implements the program of the basic or/and secondary general education without the program of primary general education

3. To provide accreditation the Ministry of Education and Science of Georgia will create a legal person of public law –state accreditation service for general educational institutions (hereinafter referred to as the State accreditation service).
4. State accreditation service shall be independent in its actions and shall lead its work within the frames of the present law and the regulations approved by the Ministry of Education and Science of Georgia
5. State accreditation service shall lead accreditation of general educational institutions, shall control fulfillment of provisions, may cancel the granted accreditation in case of violation of accreditation terms.

6. The head of state accreditation service shall be appointed and discharged from the office by the prime minister of Georgia.
7. To carry out any concrete accreditation the state accreditation service shall appoint the chairman of the group of experts, the candidature of which shall be agreed upon with the applicant for accreditation. The process of agreement shall be defined by the regulations of the state accreditation service.
8. Chairman of the state accreditation service will nominate the candidatures of group members.
9. In case of accreditation of a public school, if the agreement with the applicant for accreditation is not achieved, the candidature of the chairman of a group of experts shall be approved by the head of state accreditation service.
10. The condition for carrying out accreditation shall be the self-evaluation made by the applicant according to the forms supplied by the state accreditation service in advance.
11. Group of experts, within one week from the end of its work shall submit to the state accreditation service its conclusion on the results of accreditation.
12. On the base of the conclusion of the group of experts the head of the state accreditation service shall issue the individual act – order.
13. The resolution about accreditation of general educational institution shall be executed by the head of the state accreditation service, by the individual act – order, which shall be registered in the register of educational institutions of the Ministry of Education and Science of Georgia and shall be published according to the rule stipulated by the legislation.
14. Decision about accreditation of general educational institutions might be of 4 types, that on:
    a) granting accreditation;
    b) refusal on granting the accreditation
    c) granting conditional accreditation
    d) cancellation of accreditation.

15. In case of granting conditional accreditation the relevant order shall refer to the rule of observance of terms for granting accreditation.
16. Less the cases of granting the conditional accreditation, general educational institution shall be granted accreditation for a term of maximum 6 years.

17. In case of granting conditional accreditation, the next accreditation shall be implemented in maximum 1 year. The term shall be defined by the order issued by the head of the state accreditation service.
18. If the public school is created at the recommendation of the departmental ministry, terms of accreditation shall be agreed upon with that departmental ministry. Participation of an expert in professional or special art, performance, sport training or education program provided by the curriculum of the general educational institution in a group of experts of accreditation of such general educational institution – is necessary. In such a case candidature of a member of group of experts shall be agreed upon with the applicant for accreditation. If the applicant for accreditation refuses twice to various offered candidatures, chairman of the group of experts may, without agreement appoint a member of the group, who shall not be a person rejected by the applicant.
19. Cost for carrying out accreditation of a public school, as well as for labor remuneration of members of a group of experts shall be paid by the state, while the costs for accreditation of private schools – by general educational institution.
20. State accreditation service shall render legal service to general educational institution in connection with the issues of accreditation. State accreditation service shall develop annual recommendations on the issues of accreditation.
21. The state shall recognize only the document certifying general education, which is issued by the institution possessing accreditation.
22. Private school shall receive state funding only if it is granted accreditation or conditional accreditation.
23. If a private school fails twice, in succession to pass accreditation or is granted twice in succession conditional accreditation it may become the basis for discharge of the board of trustees of the general educational institution or/and cancellation of the powers of director prior to expiration of its/his term or/and reorganization or liquidation of general educational institution.
24. Any pupil who holds a document certifying graduation of any private or public school may participate in unified national exams only when the general educational institution is granted accreditation or conditional accreditation.
25. In the cases stipulated by the p. 23 of the present clause the Minister of Education and Science of Georgia may assign, for a definite time acting director, who will lead coordination of everyday activity of general educational institutions and shall

develop recommendations on the expediency of continuation of further activity of the institution and on the possibility of transfer of pupils of this institution to other general educational institutions.

26. In case of cancellation of accreditation of general educational institutions or in case of non-granting such, the provisions of the present clause, points 21 and 24 shall not refer those pupils of the institutions, who for the moment cancellation or not granting of accreditation study at those institutions by the program of secondary general education.
27. In case of cancellation of accreditation of the institution or in case of non-granting such, it shall be considered that pupils of those institutions acquired general education including the class or level they were studying in the moment of cancellation or accreditation or not granting such.

Clause 33. Obligations and rights of general educational institutions

1. General educational institutions will be obliged:

a) to provide pupils with the education conforming to modern demands, and based on national and universal values, principles of healthy mode of life, democracy and equality;

b) to create all necessary conditions for the education process;

c) to observe fulfillment of national curriculum fixed for general educational institutions;

d) to carry out general educational activity by the use of national curriculum and textbooks recommended by the center of national curriculum and assessment;

e) to provide realization of measures for health protection together with the Ministry of Labor, Health and Social Affairs of Georgia and the local self-management bodies;

f) to create possibility of getting education by alternate forms, taking into consideration age peculiarities of pupils, apart from other pupils of the relevant level;

g) to establish advantages for children with restricted capabilities for the creation of necessary conditions for their teaching and education;

h) not to allow teaching of non-scientific ideas or theories as the scientific theories or facts;

k)to have its self-assessment system;

l)to provide security of children on the territory of the school during classes.

2. General educational institution is authorized:

a) within the frames of the possibility, to provide transportation service of those pupils, who are unable to reach the school and leave it independently;

b) to demand the fulfillment of provisions of Georgian legislation and the statute of the institution from the teachers of those institutions, other personnel, pupils and parents;

c) to create conditions for inclusive study;

d) to cooperate with other schools and public organizations to achieve goals of the present law;

e) to provide the existence of medical, including psychological aid services as well as existence of catering objects on the territory of a school for the protection of health of children and for whole value development;

f) to provide pupils with school library, which must be based on the pluralism of ideas and will guarantee all-sided development, assimilation of originality of his country, national and universal values and cultural diversity by a child;

3. Public school has the right to provide pupils with the extra educational services stipulated by the national curriculum in the cases only when:
    a) a teacher does not get additional compensation for such a service;
    b) this service has no form of a lesson;
    c) a teacher carries out such service at the agreement of parents of a pupil;
    d) such services are free for pupils.
4. Public school has the right to provide pupils with additional educational and teaching, including the paid service stipulated by the national curriculum. Public school shall guarantee equal accessibility to such services for all pupils of the institution.

Clause 34. Reorganization and liquidation of general educational institution

1. Reorganization and liquidation of a public school shall be made by its founder:
    a) if the activity of the institution is anti constitutional;

b) if optimization of physical and human resources of the institution is necessary;
c) if the institution substantially passed to business activity;
d) in the cases stipulated by the clause 32, point 23 of the present law.
e) in the cases stipulated by legislation of Georgia;

3. Private school shall be reorganized and liquidated according to the legislation of Georgia.

Chapter VI. Principles of management of general educational institution

35. Responsibilities and structure

1, Director of the institution shall be responsible for the fulfillment of national curriculum and for the observance of legislation of Georgia in the sphere of general education by the institution, for the teaching and education process and purposeful spending of finances.

2. Structure of general education institutions shall consist of pedagogical council, board of trustees, directorate, self-management of pupils and disciplinary committee. In order to have a possibility to appeal against resolution of disciplinary committee the committee of appeal might be provided according to the statute.
3. In the general educational institution, which carries out professional art education and training the statute may provide for the existence of artistic director. The order of selection/nomination of such a manager shall be defined by the present law and the statute of the institution.
4. Management of a public school shall be implemented on the base of publicity and transparency principles.

Clause 36. Interest conflict

1. To avoid conflict of interests in public schools parents who lead pedagogical activity or are members of its board of directors or are representatives of administrative or technical personnel of the very school will have no right to submit their own candidatures, as parents, to offer their candidatures or participate in the balloting for the election in the board of trustees .

2. Legal persons of public and private law, who implement general educational, higher or/and professional educational programs/curricula can't function in one and the same building

3. The second party of a deal signed by the public school, less labor contracts, can not be a director, other member of directorate, member of board of trustees or close relatives of those persons. For the purposes of the present law "close relative" implies a person stipulated by the law of Georgia "Interest conflict and corruption in public organization" clause 4, sub-point "b".

4. Agreement of the board of trustees shall be necessary for signing labor contract between director of public school and his close relative. If a member of the board of trustees is a close relative of the second party, he can not participate in balloting.
5. Members of the board of trustees, disciplinary committee and committee of appeal must not be close relatives of each other. Exclusions can be made at the agreement of the Ministry of Education and Science of Georgia in small-contingent schools.

Chapter VII. Board of trustees in general educational institutions

Clause 37. Board of trustees

1. Board of trustees shall consist of minimum 6 and maximum 12 representatives of parents and pedagogical council, in equal number, elected at least for 3 years and 1 representative elected by self-governance of pupils of secondary level. Local self-governance body may appoint 1 member in the board of trustees. While determining number of the members of the board of trustees for small-contingent schools exclusion can be made at the agreement of the Ministry of Education and Science of Georgia. Members elected from parents shall represent every level existing in the school in equal quantity. Members of the board of trustees might be elected in succession only twice.

2. Statute of the school shall define the number of members of the board of trustees elected from parents and pedagogical council.

3. Ministry of Education and Science of Georgia will have the right to send its representative to the board of trustees and this representative shall possess deliberative vote.
4. Ministry of Education and Science of Georgia and local self-government body have the right to call-off its representative from the board of trustees at any time.
5. Board of trustees shall be headed by the chairman of the board, who shall convene and chair the conference of the board. He will represent the school in relations with its director. Chairman of the board shall be elected in turns from the members of parents and pedagogical council of the board maximum by a term of their powers. Member of the board of trustees – representative of self-management of pupils, representative of local self-management bodies – shall not be elected to the position of the chairman of the board of trustees.
6. In case of equal distribution of votes the vote of the chairman of the board of trustees shall be decisive.
7. Board of trustees shall be convened at least 3 times in academic year, at the beginning of every trimester.

Clause 38. Functions of the board of trustees.

1 Board of trustees

a) According to the rule defined by the clause 42 of the present law shall elect school director by simple majority of votes. Director shall be registered by the Ministry of Education and Science of Georgia.
b) At the presentation of a school it shall approve the school budget, approve also annual report prepared by the director and provide its publicity;
c) At the presentation of the school director it shall approve school internal regulations, which shall define in details list of disciplinary breaches and disciplinary penalties for them, terms for transfer from the school;
d) Shall express consent in connection with the school curriculum developed by the school council and the list of textbooks to be used within the academic year selected from the textbooks recommended by the center of national curriculum and assessment by the teachers;
e) Shall control disposal of financial resources and assets by the board of directors;

f) Will be authorized to cancel the contract with the director in case of violation of demands stipulated by labor contract and Georgian legislation;
g) Shall keep and record ballot paper and protocols of elections of representatives of parents and teachers to the board of trustees;
h) Shall consider plaints and take relevant measures according to the school statute;
i) may appeal the center of national exams and sign relevant contracts with the purpose of organizing final exams according to the national curriculum;
j) May demand from the school director to cancel the contract signed with a teacher prior to expiration of its term in case of violation of contractual terms by him, for the behavior improper for educational activity and in other cases provided by the law;
k) With the purpose of considering the disciplinary breaches, shall elect disciplinary committee by the order stipulated by the school statute Disciplinary committee shall consist of equal number of teachers, parents and secondary level pupils. Board of trustees will have the right to consider the plaints against resolutions of disciplinary committee according to the order fixed by the statute or to create committee of appeal. Committee of appeal, board of trustees shall also consider the claims, which deal with resolutions on disciplinary breaches made by a director. It shall not be allowed to convene disciplinary committees or committee of appeal of specific composition for considering any special case;
l) Shall coordinate the draft of the school statute submitted by the school director.

2. Board of trustees will make decisions defined by points "a", "b", "c", "d", "k", "l", by majority of votes, while those referred to in "f" – by the two thirds of votes.

Clause 39. Rule of election of the board of trustees

1. Equal number of representatives of parents and the pedagogical council as well as representatives of self-governance of secondary level pupils shall be elected in the board of trustees.
2. Rule of election of the board of trustees shall be defined by the Ministry of Education and Science of Georgia. Elections shall be carried out on the principles of equality, via secret ballot, by the observance of transparency and equality of number of parents according to the levels of pupils.

3. Violation of the rule referred to in p.2 of the present clause might be appealed at the board of trustees or/and court.
4. Results of elections of the board of trustees shall go into force according to the rule fixed by the Ministry of Education and Science of Georgia, at the moment of its registration.

Clause 40. Cancellation of powers of a member of the board of trustees and the board of trustees

1. Powers of the member of the board of trustees shall be cancelled:

a) In case the pedagogical council cancels powers of a member as its own representative in the board;

b) At the decision of parents, according to the order fixed by the Ministry of Education and Science of Georgia

c) If a pupil whose representative he/she used to be does not study at the school or was advanced to the other level, or if he is no more the representative of the pedagogical council or is not a teacher at that school;

2. The vacant place in the board of trustees, for the remaining period, shall be occupied by a parent or/and member of the pedagogical council, who in the relevant elections received more votes but not sufficient needed for the board membership.
3. Powers of the board of trustees shall be cancelled by the resolution of the Ministry of Education and Science of Georgia or according to the clause 49, point 7 of the present law.
4. Powers of a member of the board of trustees and the board of trustees shall be cancelled from the moment of registration of relevant resolution at the Ministry of Education and Science of Georgia.

Chapter VIII. Management of the general education institution

Clause 41. Board of directors/management of the school

1. Management of the school will consist of school director, his deputy/deputies and accountants.
2. Director might be any citizen of Georgia, who has higher education, 3 year's working experience, has not reached 65, elected according to the present law.

Director shall be elected for a term of 6 years. A person might be elected to the office of director in succession only twice.

3. Director, within 2 weeks from his election shall appoint deputy director/deputies, including acting director for the cases when director is unable to fulfill his duties, and shall send these data to the Ministry of Education and Science of Georgia for registration.
4. In case director is unable to fulfill his duties, a deputy director who is registered at the Ministry of Education and Science of Georgia shall fulfill his duties by the observance of the rule fixed by the present law. Election of a new director shall result in cancellation of powers of deputy director/deputies.
5. Office of director is not conformable with any other payable activity in the same school. As an exclusion, if according to the law of Georgia director has the right to lead pedagogical activity, he/she may lead pedagogical activity by the observance of the order fixed by legislation, up to the thirds of hours of the full-time of a teacher, with a corresponding compensation. For high mountain regions and small contingent schools exclusions might be allowed in case there are excusable reasons, at the agreement of the Ministry of Education and Science of Georgia.
6. In the general educational institutions, which lead professional artistic education and training the artistic manager may fulfill powers of a director.

Clause 42. Rule of elections of a director

1. Ministry of Education and Science of Georgia shall choose the candidature to the office of director of public school according to the rule defined by the Ministry, on the base of open competition, by the observance of transparency, equality and just competition principles.
2. Ministry of Education and Science of Georgia shall offer the elected candidatures of director, maximum 3, to the board of trustees, which, on the base of the program submitted by the candidates shall elect a director by majority of votes, via balloting, on the base of free and equal elections.
3. In case a candidature to the office of director is a member of the board of trustees, he will not participate in balloting. The board of trustees will have no right to nominate one candidate repeatedly.

4. Board of trustees shall submit the copies of protocols of elections of a director and the resolutions of the board of trustees to the Ministry of Education and Science of Georgia for registration. Results of elections shall go into force from the moment of registration of relevant documents at the Ministry.
5. Board of trustees shall sign labor contract with the director registered at the Ministry of Education and Science of Georgia according to the contractual terms defined by the Ministry of Education and Science of Georgia.
6. If the board of trustees does not elect candidates offered by the Ministry of Education and Science of Georgia, the Ministry of Education and Science of Georgia shall organize new competition. In case of repeated rejection of the candidate of the Ministry of Education and Science of Georgia, the Ministry of Education and Science of Georgia may appoint acting director whose term of powers will last till election of a new director. The Ministry will have no right to offer to the board of trustees repeatedly to the position of a director a person who was not elected by the board of trustees in current elections.
7. In case of failure to achieve result in elections in small-contingent school in elections the Minister of Education and Science of Georgia may assign a person, already of 65 and the board of trustees shall sign labor contract for definite period.

Clause 43. Functions of a director

1. School director shall:

a) lead management of the school;
b) represent a school in the relations with third persons, less the cases stipulated by the present law and the statute of the school;
c) submit the internal regulations of the school and school budget to the board of trustees for the approval;
d) develop the staff schedule;
e) participate in elaboration of the curriculum of the school by the board of trustees;
f) according to the provisions and rule fixed by the Ministry of Education and Science of Georgia shall provide signing and fulfillment of labor contracts with teachers and other personnel of the school;
g) may cancel labor contract signed with a teacher, prior to expiration of its term in case of violation of contractual provisions, action not conforming to the

educational activity or in case of proving undue qualification of a teacher - by the observance of the rules stipulated by the legislation;

h) up to December 10 of every year shall present his report/account about financial activity of the board of trustees of the school and the progress of academic process at the school;
i) is authorized to sign deals, including in connection with school assets, less the deals which according to the Georgian legislation and the statute of the school need agreement of the council of trustees or body executing control;
j) consider the plaints and make relevant measures by the observance of the rule defined by the school statute;
k) supervise teaching and educational process going on in the school;
l) develop draft statute of the school and submit it to the board of trustees for coordination, and the draft agreed upon with the Board –to the Ministry of Education and Science of Georgia for its approval;
m) will carry out other forms of activity defined by the legislation of Georgia and the school statute.

2. Director will issue individual legal acts within the frames of legislation of Georgia and the school statute;
3. In general educational institutions, which carry out professional artistic education and training, the statute may define that director shall fulfill the powers stipulated by the sub-points "c", "d" and "e" of the point 1, present clause, jointly with artistic director.

Clause 44. Cancellation of the powers of director

1. In a public school the powers of a director shall be cancelled by the duly authorized body, in the cases defined by legislation or/and by the rules defined by the contract, as well as when he reaches 65, less the cases defined by the present law, clause 42, p.7.
2. Powers of a director shall be cancelled from the moment of registration of relevant resolution at the Ministry of Education and Science of Georgia.
3. Up to the election of a new director powers of a director shall be implemented by a person defined by the present law, clause 41, p.3, less the cases defined by the present law, clause 32, p.23, clause 42, p.6 and clause 49, p.7.

Chapter IX. Pedagogical Council of general educational institution.

Clause 45. Pedagogical council

1. All members of the pedagogical council enjoy equal voting right. Conference of the council is competent, if it is attended by more than half of its members;
2. One thirds of the council has the right to convene a conference of pedagogical council, demand hearing of their representative in the board of trustees, at any time.
3. Pedagogical council shall be headed by the chairman of the council, who shall be elected for a term of 3 years, by majority of votes. Chairman of the pedagogical council shall convene and chair the conferences of the council.
4. Separate groups shall be created at the pedagogical council which will deal with the issues within the frames of its competence. These groups shall fulfill instructions of the council and be accountable to the council.
5. Pedagogical council will make decisions by minimum one thirds of total votes.
6. In the general educational institutions, which lead professional artistic education and training, powers of the pedagogical council may be implemented by the artistic council. Artistic director shall head the artistic council; he is elected/nominated by the order defined by the statutes.

Clause 46. Functions of pedagogical council

Pedagogical council:

a) According to the national study plan, by the participation of director and at the agreement of the board of trustees pedagogical council shall approve school curricula;
b) At the agreement with council of trustees, according to the levels and disciplines shall approve the list of textbooks to be used during a year, selected by the teachers from the books recommended by the national center of curricula and assessment;
c) Shall elect its representatives in the board of trustees;

d) May withdraw/change its representative prior to expiration of his term.

Chapter X. Self-governance of pupils at general educational institution

Clause 47. Self-governance of pupils

1. Self-governance of pupils is a body elected according to the rule defined by the present law and the school statute. It shall be the structural entity of the school.
2. Pupils of basic and secondary levels elect their self-governance body.
3. Elections of self-governance of pupils shall be implemented on the base of equality, via balloting, by the observance of principles of transparency, equal number of representatives of pupils according to the classes.
4. Chairman elected by the self-governance shall head the body of self-governance of pupils.

Clause 48. Functions of the pupils' self-governance body

Self-governance of pupils shall:

a) elaborate recommendations about internal-regulations of the school;
b) be authorized to submit offers connected with all issues dealing with the school – to the board of trustees;
c) elect its representative to the board of trustees;
d) According to the order fixed by the school statute and Georgian legislation - participate in disposal of the obtained grant;
e) create school clubs at the initiative of one thirds of its members.

Chapter XI. State control over general educational institutions, property, funding, accounting and bookkeeping

Clause 49. State control

1. State control over schools is implemented by the Ministry of Education and Science of Georgia, other state control bodies defined by the legislation, as well as

ministries of education of Abkhazian and Ajarian Autonomous Republic - within legislation, including the cases defined by the present law.

2. State control shall mean supervision over fulfillment of Georgian legislation and license terms by general educational institutions;
3. Public school, maximum by May 1 of every year shall submit to the Ministry of Education and Science of Georgia the report on its activity in the previous year, about observance of legislation of Georgia, academic process and financial activity. Forms of presenting the report shall be defined by the Ministry of Education and Science of Georgia.
4. To implement the control defined by the present law the Ministry of Education and Science of Georgia shall demand materials and information from the school or will study the observance of legislation of Georgia and license terms on the spot.
5. The school shall submit to the Ministry of Education and Science of Georgia the demanded information within 15 days from the demand.
6. In case the school violates Georgian legislation or license terms the Ministry of Education and Science of Georgia will warn the school in writing.
7. The Ministry of Education and Science of Georgia will be authorized to discharge board of trustees or/and cancel powers of director prior to expiration of his term if the public school fails to extirpate violations within the period stated in a written warning, or/and if the school will receive 2 written warnings within one year. In such a case the Ministry will be authorized to appoint acting director for a definite time.
8. The Ministry of Education and Science of Georgia will be authorized to stop functioning of a license, if a private school does not extirpate the violation within a term referred to in the written warning or if the school receives 2 written warnings in one year.

Clause 50. Assets of the private school

1. Building and the corresponding land plot of a private school shall be the property of the state and will be issued to the school by a free usufruct contract for indefinite time, according to the legislation of Georgia.

2. Public school shall dispose the assets transferred to it by the state on the base of the agreement of the Ministry of Education and Science of Georgia, according to the order defined by the legislation.

Clause 51. Funding of general educational institution

1. Main funding of a school shall be implemented according to the rule defined by the present law and relevant legislative acts, via issuing vouchers by the state as well as by the provision of rules defined in clause 22, point 5 of the present law.
2. Public school will have the right to attract other financial resources, get incomes from economic activity within the frames of legislation of Georgia, if such activity is not dangerous to health and does not affect physical and moral development of pupils. The obtained resources, according to the legislation shall be used only for the fulfillment of the goals and functions of the school.
3. All incomes and expenditures shall be mirrored in its budget.
4. The school will have independent bank account and its seal.

Clause 52. Accounting and bookkeeping recording of general educational institution

1. Director shall alienate resources according to the school budget approved by the board of trustees.
2. Director is authorized to shift maximum 10% of resources of one section to the other section of the budget in urgent cases, without consent of the board of trustees. These changes must not condition decrease of payments of teachers. In case the school budget is not approved by the board of trustees the budget of the previous year shall function.
3. Agreement of the board of trustees shall be necessary for signing a deal, the value of which exceeds 5% of the school budget.
4. A school shall execute documents of recording-accounting of the financial-economic activity according to the rule stipulated by Georgian legislation.

Chapter XII. Intermediary and final provisions

Clause 53. Invalidation of normative acts in connection with adoption of the present law

1. In connection with adoption of the present law the following provisions/points shall be considered invalid: Law of Georgia "On Education" of July 27, 1997, clause 4, p.5; clause 11, p.2; clause 14, p. 2; clause 18, p.4, sub-points "o", "p", "Zh" and "s"; clause 20, sub-points "k". "l" and "n"; clause 21; clause 22, p.2; clause 23, p.3, sub-points "a", "b", "c", "d" and "a.d"; clause 24, p.5; clause 29, p.3; clause 40, p.3; clause 44, p.4 and 5 as well as all those norms of the above stated law, which regulate differently the relations regulated by the present law;.
2. The order of the Minister of Education of Georgia No 16 of February 25, 2003 "On the receipt and approval of typical regulations for general educational state institutions" and all normative acts adopted by the state managerial bodies according to the law of Georgia "On normative acts" or their parts, which regulate the relations regulated by the very law, differently - shall be considered invalid

Clause 54. Drafts to be developed

1. The Ministry of Education and Science of Georgia shall prepare the drafts before 2007-2008: "On Education Activity", "On Professional Education", "On Pedagogical Activity" and "On Accreditation of General Educational Institutions and Accreditation Programs".
2. The government of Georgia shall prepare the draft "On Making Amendments and Additions to the Code of Administrative Violations" and shall enforce the present law, clause 30, p. "g", up to 2007.
3. Government and the parliament of Georgia up to 2007-2007 academic year shall provide preparation of draft on making amendments and additions to relevant legislative acts dealing with granting of the new status to general educational institutions - status of a legal person of non-profit organization.

Clause 55. Teaching and general educational institutions

1. Teaching and general educational institutions may exist in the form of a legal person of private or public law.

2. Ministry of Education and science of Georgia will constitute teaching and educational institutions in the form of legal persons of public law, shall approve their statutes, implement control over them, over their reorganization and liquidation.
3. Teaching and general educational institutions, less institutions for children of pre-school age, which are legal persons of public law shall be financed from the budget or/and from the sources permitted by legislation.

Clause 56. Out-of-school art and sports educational institutions

The out-of-school art and sports educational institutions, which implement only art and sports educational programs without general educational programs, at their initiative or at the recommendation of local self-managerial bodies shall be constituted and controlled by the Ministry of Culture, Monuments Protection and Sports.

Clause 57. Secondary professional educational institutions.

1. Secondary professional educational institution might exist in the form of a person of public or private law.
2. Ministry of Education and Science of Georgia shall constitute the secondary professional educational institution in the form of a legal person of public law, shall approve its statute, shall implement the state control over it, make its reorganization and liquidation.
3. The secondary professional educational institutions, which together with secondary general education provide professional art and sports education and training shall be constituted by the Ministry of Education and Science of Georgia in the form of a legal person of public law on the base recommendation of departmental ministry, while the secondary professional educational institutions, which provide only professional art and sports education and training shall be constituted in the form of a legal person of public law -by the departmental ministry.

4. Secondary professional educational institution, which is a legal person of public law shall be financed from the central budget, local budget or/and other resources defined by the legislation.
5. Secondary professional education can be received after basic education. Standard of secondary professional educational institution shall cover national curriculum.
6. Secondary professional educational institutions need accreditation. Rule of accreditation, terms and standards of secondary professional educational institutions shall be defined by the Ministry of Education and Science of Georgia at the agreement of departmental ministry, on the base of recommendations of the state accreditation service.
7. Within the frames of secondary professional education the general educational program shall be financed according to the order stipulated by the present law, while the professional education itself –shall be financed from the central budget or/and from other resources permitted by legislation.

Clause 58. Provision of constitution of general educational institutions in the form of legal persons of public law

1. Ministry of Education and Science of Georgia shall provide constitution of general educational institutions in the form of legal persons of public low. The new statutes of the existing legal persons of public law shall be approved till August 1, 2005, according to the present law.
2. The educational, teaching and educational–teaching institutions, which are not legal persons of public or private law and are financed from the state budget shall observe the norms defined for legal persons of public law.
3. For the institutions referred to in the present clause, point 1 the Ministry of Education and Science of Georgia shall approve integral sample of the statute, according to which these institutions are to be constituted. Ministry of Education and Science of Georgia shall publish the sample of the statute and the list of general educational institutions constituted duly.
4. Ministry of Education and Science, Ministry of Economical Development, Ministry of Justice and Ministry of Finances of Georgia within 1 month from the adoption of the present law shall submit to the government of Georgia the plan for

financial and legal provision of measures necessary for constitution of general educational institutions of Georgia in the form of legal persons of public law.

5. Clause 5, point 4 of the present law shall start functioning by stages, maximum by the beginning of 2010-2011 academic year.
6. Clause 36, point 2 of the present law shall start functioning by stages, maximum by the beginning of 2007-2008 academic year.

Clause 59. Provision of holding of the first elections of managerial bodies of general educational institutions

1. Ministry of Education and Sciences of Georgia shall provide holding of the first elections of board of trustees of public schools till the end of 2006-2007 academic year. The first elections might be organized only according to the schedule and rule adopted by the Ministry of Education and Sciences of Georgia.
2. Enforcement of the present law shall form the base for discharge of directors of all legal persons of public law which implement at least one level of general educational program and this procedure shall be executed by the order of the Ministry of Education and Sciences of Georgia. According to the present law the Ministry of Education and Science of Georgia shall appoint acting directors up to election of a director. The Ministry of Education and Sciences of Georgia is authorized to discharge acting director of general educational institution prior to expiration of his term,
3. Enforcement of the present law shall condition cancellation of powers of the existing board of trustees of public schools.
4. Registration of the first director elected according to the present law at the Ministry of Education and Sciences of Georgia shall condition cancellation of powers of acting directors of these general educational institutions and administration/officers of management.
5. Director elected for the first time shall provide signing of labor contracts with all teachers of general educational institution within 1 month from his registration.
6. Public schools shall be considered accredited up to academic year 2011-2012. Up to that time the Ministry of Education and Sciences of Georgia shall provide starting of further accreditation of these general educational institutions by means of the state accreditation service.

7. Licensed private school shall be considered accredited till 2010-2011 academic year, to the end of completion of current curricula.
8. From 2010-2011 academic year, according to the present law only persons possessing higher education, who had been accredited, had assimilated program of professional training and passed relevant certification exam - shall be employed as teachers to the general educational institutions accredited by the Ministry of Education and Sciences of Georgia.
9. Results of the first elections of boards of trustees of public schools might be appealed to the Ministry of Education and Sciences of Georgia.

Clause 60 Provision of conformity of curricula with general education levels

The Ministry of Education and Sciences of Georgia shall provide starting of education process in all general educational institutions according to the national curriculum up to the beginning of 2006-2007 academic year.

Clause 61. Pedagogue

Provisions of the present law, clause 2, sub-point "x" sill go into force at the enforcement of the law of Georgia "On pedagogical activity".

Clause 62. Funding of general educational institutions

1. According to the present law, clause 22, point 3, transfer of funding of general education from the central budget shall be performed by stages, maximum in 2007-2008 academic year. Till that time the financing of the general education shall be realized by the local management body. In the towns, which do not belong to any region, or where there is no local managerial body funding of the general educational institutions shall be implemented by local self-management bodies. The state shall compensate the difference between the funds allocated by local management/self-management bodies and the financial normative calculated per pupil.
2. The provisions of the clause 21, point 2 of the present law shall be enforced maximum by the beginning of 2005-2006 academic year.

Clause 63. Shifting to the 12-years course of general education

1. The Ministry of Education and Sciences of Georgia shall provide stage-wise transition to 12-years term of general education from 2006-2007 academic year.
2. 12-years course of general education shall not apply to pupils who will be in the eleventh form in 2006-2007 academic year.
3. Regulations of the center of national curriculum and assessment referred to in the clause 28 of the present law shall be approved maximum by the beginning of 2006-2007 academic year.
4. Functions of the center of national curriculum and assessment, prior to its creation shall be implemented by the Ministry of Education and Sciences of Georgia and the legal person of public law – national center of assessment and exams.

Clause 64. Enforcement of the law

The present law shall be enforced from the moment of its publishing.

President of Georgia Mikheil Saakashvili

Tbilisi
April 8, 2005

No 1330 -IS

Annex 3

Decentralization and Democratization System Reform

The decentralization and democratization of general education system has resulted in delegation of powers and distribution of responsibilities on the central system level management as well as on the general education school level governance. In such a system of management and governance, the Ministry of Education and Science of Georgia, its agencies, the Education Resources Centers and general education schools have become the key power holders.

The structure of the Central System Level Management in Education

The Ministry of Education and Science of Georgia, its agencies and the Education Resource Centers have become the principle participants of the central system level management. The following delegation of powers and distribution of responsibilities between these stakeholders have been in place:

The **Ministry of Education and Science of Georgia** (MoES) is established as the implementer of the national education policy. The scope of its responsibilities includes advocacy of the right for education; provision of education and education opportunities envisaged by the Law; coordination of and supervision over all levels of education under its jurisdiction; planning of education and science system development; approval of education programs; approval of national education standards and supervision over their implementation; approval and licensing and accreditation of education institutions; approval of professional standards and qualifications that acquisition of which are supported by state certificates; support for social protection of teachers.

Since 2006 the **Education Resource Centers** (ERCs) have been established as primary bodies of regional level management. The ERCs primary function is to provide support and assistance to education institutions (i.e. general education schools, residential education institutions, pre-school and vocational education institutions) in the matters of administration and financial management, institution level governance, teacher professional development and implementation of the national curriculum.

Since 2006 the **National Education Accreditation Center** (NEAC) has been established as an agency responsible for quality control of general, vocational and higher education institutions. In its performance, the NEAC is responsible for accreditation of these institutions. The accreditation aims at the alignment of the education institutions and their services with national and international standards and requirements.

Since 2006, the **National Education Center** (NEC) has been introduced as an agency in charge of the higher education admission processes. Namely, the NEC regulates the entrance into higher education institutions through the United National Admissions Examinations. It also is entitled to regulate the entrance into graduate level education in higher education institutions. Besides, the agency performs as a stakeholder in the quality of education delivered by general education schools. To this end, the NEAC is entitled to evaluate the quality of education processes in general education schools and secure the participation of these institutions in international assessments of student achievements (e.g. TIMSS and PIRLS).

Since 2006, the **National Curriculum and Assessment Center** (NCAC) has been established as an agency regulating education processes in general education schools. The NCAC is responsible for the development, piloting and implementation of the national curriculum, development of student assessment system, realignment of textbooks with the national curriculum standards and their approval.

Since 2006 the **Teacher Professional Development Center** (TPDC) has been performing as the primary state stakeholder in teacher professional development. The agency's real of performance includes development of teacher professional standards, teacher development and certification.

The Structure of the General Education School Level Governance

The Law on General Education (Chapter VI, Articles 35-48) establishes elective bodies as the key stakeholders on the school level general education governance. These school level power holders include students, teachers, parents, principals, local governments, and the MoES. General education school level governance is regulated by five main bodies. These bodies are the board of trustees, the school administration, the teacher council, the student union, and the disciplinary committee. Table 1 below displays the main structure of general education school governance structure and outlines the main composition and responsibilities of the five governance unites.

Table 1: Structure, composition and responsibilities of general education school governance unites

Board of trustees – students, parents, teachers, local government, the MoES
• election of a school principal; • approval of a school budget plan; • approval of school regulations; • approval of an annual account submitted by a principal and its publicity; • ratification of a school curriculum and textbook list; • appointment of the disciplinary committee.
School administration – school principal, deputy principal, principal assistant
• school management; • staff management; • annual accountability to the Board of Trustees on financial issues and education processes; • participation in the development of a school curriculum; • supervision over education processes; • development of a school budget plan; • development of school regulations.
Teacher council – school teachers and a principal
• development and approval of a school curriculum based on the National Curriculum; • development and approval of the list of state recommended textbooks.
Student union – basic and secondary school students
• development of recommendations concerning school regulations; • promoting student interests; • participation in the utilization of acquired grant funds; • participation in the function of a Board of Trustees; • participation in the development of school regulations.
Disciplinary committee – parents, students, teachers
• review of cases of violation against school regulations by students, teachers and principals.

Ministry of Education and Science, 2009

Pertinent to the composition, responsibilities and the principles of participation of the five school governance units, the following facts should be highlighted:

- **Board of trustees** is reckoned to be the supreme elected school governance unite where the interests of the key stakeholders are represented. The board includes an equal number of teachers (representatives of the teacher council) parents in the frame of 6-12 members. The number of these representatives depends on the extensiveness of a student population and a school type (i.e. primary, basic and secondary). The

board also includes single representatives of the student union (i.e. the head of a secondary school student union) and the local governments. To represent its interests, the Ministry of Education and Science of Georgia is allowed to accredit one of its representatives to the board. The main responsibilities of the board include election of a school principal; approval of a school budget plan and school regulations proposed by the principal; approval of an annual accounted submitted by the school principal and its provision for public use; ratification of a school curriculum and textbook list developed and proposed by the teacher council; appointment of a disciplinary committee. Teacher and parent participation in the function of the board is based on the principles of democratic elections from among the respective electorate.

- **School administration** is a school management unit. It includes a school principal (i.e. the head of the administration), a deputy principal and an assistant principal. The main responsibilities of the principal is to perform as a school and staff manager; account on the financial performance of a school its school achievements to the board; supervise over education processes; participate in the development of a school curriculum; development of school budget plan; development of school regulations. Concerning the issues of participation in school administration, it should be noted that principalship is an elective position. The election procedures envisage testing of principal candidates and their elections *per se*. The testing of the candidates is conducted by the MoES and aims at examining the adequateness of candidates' knowledge and abilities to the requirements of the position. The power to elect candidates achieving on the tests is delegated to school boards of trustees. Based on the interviews with the candidates and their proposed school improvement plans and initiatives, the Boards elect school principals from the pool of candidates willing to serve at their schools. The position envisages the service of school principals for 6 years; it allows the consecutive election of the same candidate to the next term of service only once. In case of legal offense by elected principals, the board of trusties is entitled to discharge the principals from their positions.

- **Teacher council** is an elected unit that includes school teaching staff. The primary responsibility of the council is to develop a school curriculum in alignment with the requirements of the National Curriculum, propose it to the board of trustees and approve it. The teacher council also develops and approves the list of state recommended textbooks.

- **Student union** is an elected governance body. It is noteworthy, that students from basic and secondary levels of general education are allowed to elect their own student unions. The power of representation at the board of trustees is delegated upon the secondary school student unions (i.e. the heads of the secondary school union). Though lacking their representation at the boar, the basic school student unions (i.e. the heads of the basic school student unions) have the authority to address school principals, teachers and parents directly. The primary responsibility of student unions is to guard the interests of school students. They also are entitled to develop recommendations concerning school regulations. Importantly, they are bestowed the rights of decision making concerning the distribution of grants acquired by their schools.

- **Disciplinary committee** - is a school governance unit that consists of students, teachers and parents. The right to establish the committee is bestowed on the school board of trustees. Noteworthy, members of the board are not allowed to function as the committee members. The primary responsibility of the committee it to review cases of infringement of school rules and regulations by teachers, students and school principals. It should also be mentioned here, that the committee has the rights to appeal to the board of trustee with a plea to discharge school principals from their positions.

Annex 4

Financial Resources in Education

The distribution of state funds in general education serves to provide all students with an opportunity for development, self-realization and self-determination. Pursuant to this goal, the state has assumed the commitment to secure financial support for student education at all levels of general education, be it the primary, basic and secondary levels. The current school funding system intends to observe the rights of all students to enjoy equity of access to education opportunities; be provided with quality education; participate in lifelong learning; exercise creativity and achieve maximal self-realization. State funds are also committed to provide secondary school graduates with opportunities to further pursue their studies at higher education level and thus become involved in continuous education.

The Law on General Education (Chapter V, Article 31, paragraph 1) recognizes schools as legal entities of public law. This legal status entitles schools to generate their own budget and enjoy autonomy of its management. The dominating share of funds in school budges are secured by the state. Additional complementary financial resources include commercial activities of schools, donations and grants acquired by schools. Allocations from local budgets provided by local governments can become an additional source of financial support for school budgets. Pursuant to the Law on General Education, these special allocations are directed for the education of students who run the risk of being left behind (Chapter IV, Article 30*e*).

General data:

- Table 2 below displays education expenditure as % of GDP and % of total government expenditure in Georgia for 2005-2008 and a projection for 2009.

Table 2. Expenditure on education - GDP and total government expenditure, 2005-2009

Year	2005	2006	2007	2008	2009*(projected)*
% of GDP	2.5	2.4	2.2	2.2	2.4

Source: Ministry of Finance, 2009

- Table 3 below displays MoES expenditures (GEL) in general education sector and their share (%) in the MoES total budgetary expenditures for 2006-2008 and a projection for 2009[1].

Table 3. MoES expenditures in general education and their share in the MoES total expenditures, 2006-2009

	2006[2]	2007	2008	2009*(projected)*
General education (GEL)	187,396,528	201,396,188	268,615,341	293,263,000
as a % of the MoES total budgetary expenditures	52%	49%	59%	55%

Ministry of Education and Science, 2009

State funding of schools:

- ***Vouchers system funding:*** The dominating share of a general education school budget is refilled through a voucher system[3]. The voucher values are calculated based on the financial support that is required for a single student to perform on each state education program and meet each education standard every year. Starting 2009, vouchers are

[1] The funds displayed in the Table 2 demonstrate financial resources that general education schools received/will receive through voucher system funding.
[2] The funding of general education schools from the central state budget started in 2006. In 2005, the schools were funded from the local government budgets.
[3] Before 2005, school funding had been ensured by allocations from budgets of local governments. Most of the 2005, schools were funded by the same system. The voucher system funding mechanism was introduced in 2005; however, the mechanism has been activated only since 2006.

granted to general education schools according to the number of students they serve. To secure the parity of voucher funds distributed among different types of schools, the voucher system funding differentiates three types of vouchers depending on the types of school locations. The table 4 below displays types of vouchers and their values for 2005-2008 and a projection for 2009.

Table 4. Voucher types and values by school location type, by number of students, 2005-2009

School Type	2005	2006	2007	2008	2009[4]			
Urban	220	235	250	300	up to 400 students	345	any additional student	325
Rural	330	350	350	420	up to 200 students	475	any additional student	450
Highland	396	425	425	510		565		565

Ministry of Education and Science, 2009

- ***Capital funding:*** In addition to the funds secured by the vouchers, the state allocates special resources for school capital funding. The allocation of these complementary resources is secured through the Jacob Gogebashvili Program and the Dear Leap Program funds earmarked for rehabilitation/construction of school buildings and school provision with technology respectively. Table 5 below demonstrates budgetary expenditures within the two programs for 2005-2008 and the projected expenditure for 2009.

Table 5. The *Jacob Gogebashvili* and *Dear Leap* programs expenditures (GEL), 2005-2009[5]

	2005	2006	2007	2008	2009 *(projected)*
Jacob Gogebashvili Program	731,021	73,472,603	78,830,959	25,333,059	35,500,000
as a % of MoES total budgetary expenditures	1%	21%	19%	6%	7%
Dear Leap Program	2,822,606	5,829,967	12,931,777	12,253,938	9,805,300
as a % of MoES total budgetary expenditures	4%	2%	3%	3%	2%

Ministry of Education and Science, 2009

Table 6 below displays the number of schools constructed, completely/partially rehabilitated or undergone other repair work as an outcome of the Jacob Gogebashvili Program for 2006-2008.

Table 6. The Jacob Gogebashvili Program outcomes, 2006-2008

Type of activity	2006	2007	2008
Construction	20	4	8
Complete rehabilitation	70	10	41
Partial Rehabilitation	219	254	158
Other repair work (heating, gasification, building reinforcement)	34	111	20
Total (number of schools)	**343**	**379**	**227**

[4] According to the voucher system formula for 2009, up to 400 students in an urban school will receive a (GEL) 345- type voucher each; any additional student will receive a (GEL) 325-type voucher. (e. g. In an urban school with 500 students 400 students will receive a 345- type voucher each and 100 will receive a 325-type voucher each). Up to 200 students in a rural school will receive a (GEL) 475-type voucher each; any additional student will receive a (GEL) a 450-type voucher. (e.g. In a rural school with 300 students 200 students will receive a 475-type voucher each and 100 will receive a 450-type voucher each). In highland schools all student will receive (GEL) 565-type voucher each.

[5] The comparatively low expenditure indicator for the Jacob Gogebasvili program in 2005 (only 1% of the MoES total budgetary expenditures) is explained by the initial phased of the program establishment. The Program has commenced its actual activities only since 2006. Hence, the data demonstrates much higher education expenditures in 2006 (21%) and 2007 (19%). The expenditure drop in 2008 is explained by the redirection of program financial resources to local governments. Specifically, in 2008 GEL 40,000,000 were redirected to local government budgets while the program maintain its GEL 25,333,059 of the MoES total budgetary expenditures. The low expenditure indicator projected for 2009 (only 7% of the MoES total budgetary expenditures) is explained by the state budgetary shortages.

Ministry of Education and Science, 2009

For 2009, the projection envisages local government participation in school rehabilitation processes. For this purpose, GEL 20,000,000 will be allocated to the budgets of the local governments. The Jacob Gogebashvili Program itself will be accountable for the construction of 19 new schools and construction reinforcement of 24 schools.

Table 7 below displays the number of computers and schools for which they were provided as outcomes of the Dear Lean Program for 2006-2008.

Table 7. The Dear Leap Program outcomes, 2005-2009

Year	2006	2007	2008
Computers (N)	7,330	9,400	10,000

Ministry of Education and Science, 2009

The table above demonstrates the cumulative number of computers delivered to schools in each year during the 2006-2008 period. By the end of 2008, 10,000 computers were distributed among all public schools in Georgia (N=2446). The computer student ratio is 22/1. The initial target to reach the computer/student ration 20/1 by 2008 was hampered by the Russian aggression against Georgia in August 2008. The lack of resources in the aftermath of the aggression impacted the program and resulted in the inability to provide schools with additional 3,5000 computers. The projection for 2009 envisages an additional equipment of general education schools with other technology such as laptops and projectors.

Funding of targeted needs-based education programs and civic education projects

The targeted needs-based education programs are purposeful interventions designed and implemented to serve the needs of marginalized students from minority ethnic background, students in residential education institutions (i.e. orphanages and residential boarding schools), students with disabilities and incarcerated students. Civic education programs involve interventions in the fields of civic and law literacy. The table 8 below demonstrates expenditures of these programs in 2005-2008 and the projections for 2009. Also, the table displays the current adjusted projections for 2009.

Table 8: Program Expenditures (GEL) in 2005-2008 and a projection for 2009

Programs:	2005	2006	2007	2008	2009 (projected)
Program for Residential Education Institutions for Orphans and Children Devoid of Parental Care	2,473,006	2,104,796	7,759,313	7,143,818	0
Program of Childcare Forms Alternative to Orphanages, Boarding Schools and Closed Special Education Institutions for Orphans and Children Devoid of Parental Care	794,114	1,327,653	2,242,148	4,132,296	0
Inclusive Education[6]			77,365	54,500	412,595
Georgian Language Program in Minority Schools	-	-	249,766	66,767	-
Support Program for Georgian Schools Abroad	2,070	47,531	41,591	41,250	100,000
Book Subsidy Program for Minority Schools	244,130	238,724	-	-	-
School Partnership Program	50,595	100,960	99,658	-	-
Preparatory Course for the UNAE for Minority Students	199,225	99,999	239,999	221,378	-
Olympiad Program for ESD	-	154,725	2,714,014	797,499	1,692,400
Education of Students in Prison	-	-	-	30,417	62,000
Safe School Program	-	-	-	16,749	50,000
Multilingual Education	-	-	-	-	75,000
Decentralization Program	-	-	-	-	211,940
English Language Enhancement Program	-	-	-	-	2,092,136

[6] The Inclusive Education Program designed for the needs of special education students has been introduced as a part of the Program of Childcare Forms Alternative to Orphanages, Boarding Schools and Closed Special Education Institutions for Orphans and Children Devoid of Parental Care in 2007 and 2008. Since 2009, it is a stand alone program with is own budget.

Civic Action Program	-	-	-	-	164,880
Program for Improved Availability of Textbooks for Minority Students	-	-	-		543,600
Program for the Protection of Minority Languages	-	-	-	11,000	23,000
Qualified Georgian Language Teacher Program in Regions Densely Populated by Minority Communities	-	-	-		326,689
Testing Preparation Course for Minority School Principal	-	-	-		100,000

Ministry of Education and Science, 2009

Note: The Program for Residential Education Institutions for Orphans and Children Devoid of Parental Care and the Program of Childcare Forms Alternative to Orphanages, Boarding Schools and Closed Special Education Institutions for Orphans and Children Devoid of Parental Care as well as the Inclusive Education Program introduced in 2007 were implemented within the Child Welfare Reform. In 2009 the programs have been transformed into the jurisdiction of the Ministry of Health, Labour and Social Affairs.

State funding of higher education:

Merit-based and needs-based state education grants: 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 the General Aptitude Tests while the needs-based grants are awarded to marginalized students admitted to higher education institutions[7]. Besides, state education grants are available for non-citizens.

State education grants are differentiated by their type. These are 100%, 70%, 50% and 30% grants. Table 9 below demonstrates the distribution of merit-based grants by types for 2005-2008. The distribution of grant types among students is based on their performance on the United National Admissions Examinations.

Table 9: Distribution of state education grants by type, 205-2008

Year	Applicants (N)	Admitted students (N)	Education Grants (N)	Grant Type				Grant Total (GEL)
				100%	70%	50%	30%	
2005	31,171	16,507	4,162	4,162	0	0	0	1,693,000
2006	32,791	19,479	9,245	981	1,478	2,007	4,779	7,812,000
2007	39,295	15,444	7,906	982	1,346	2,105	3,473	15,000,000
2008	24,150	15,559	8,273	982	1,481	2016	3,794	21,000,000

Ministry of Education and Science, 2009

Note: In the Grant Total column each year's grant value represents a cumulative of the previous year as well as the grant value of a year in questions. Thus, the GEL 21,000,000 is a cumulative of all the preceding years and the 2008 year per se.

[7] The categories of students eligible for needs-based grants include students from highland areas and ecological migrant students; IDP students from Abkhazia and South Ossetia; graduates from minority schools; students of the KIA and MIA military families; Decedents of deported minority groups; orphans and students from large families (four and more siblings); Students impacted by Russian aggression, August, 2008

Annex 5

Basic Data on General Education, 2008

Basic Data on Students

Table 10: The Ratio of Student Number to Total Number of Administrative and Technical Staff

Total Number of Students	643,096
Total Number of Administrative and Technical Staff	30,014
Nationally there are 21 Students per Representative of Administrative and Technical Staff	

Table 11: Teacher-Student Ratio

Total Number of Students	643,096
Total Number of Teachers	77,011
Nationally there are 8 Students per Teacher	

Note: The Number of Teachers in the table above represent all teachers engaged in general education schools.

Table 12: Students by Ethnicity

Ethnic Groups	Number of Students
Georgian	433,861
Azerbaijani	36,546
Armenian	26,579
Russian	3,177
Others	9,489

Table 13: Students by location

	Urban	Rural	Highland	Total
Tbilisi	179,317	-	-	**179,317**
Adjara	26,688	22,798	14,325	**63,811**
Guria	4,940	13,531	1,211	**19,682**
Imereti	52,651	31,434	10,145	**94,230**
Kakheti	14,512	39,085	596	**54,193**
Mtskheta-Mtianeti	2,380	9,464	4,048	**15,892**
Racha-Lechkhumi, Kvemo Svaneti	0	0	5,005	**5,005**
Samegrelo, Zemo Svaneti	24,991	29,070	2,078	**56,139**
Samtskhe-Javakheti	6,144	867	22,786	**29,797**
Kvemo Kartli	31,176	38,228	5,158	**74,562**
Shida Kartli	19,290	28,106	0	**47,396**
Abkhaza -IDPs	2,390	682	0	**3,072**
Total	**364,479**	**213,265**	**65,352**	**643,096**

Table 14: Students by social status

Social Groups	Number of Students
IDPs	24,510
Poverty students	46,123
Orphans	19,704
Non-citizens	799
Refugees	253
Physically disable students	1,312

Note: IDP students presented in the table above represent students impacted by the Russian aggression in August 2008

Note: The data on physically disabled students in an approximate number

Table 15: Students by school types

Basic Data	
Total Number of Students	643,096
Public School Students	597,806
Private School Students	45,290
Students in Primary-Basic-Secondary Schools (grades 1 through 12)	603,042
Students in Primary Schools (grades 1 through 6)	2,647
Students in Basic Schools (grades 7 through 9)	1,745
Students in Secondary Schools (grades 10 through 12)	3,715
Students in Primary-Bacis Schools (grades 7 through 9)	28,169
Students in Basic-Secondary Schools	3,778

Table 16: Public/private students in the capital and by regions

Number of Students			
Regions	**Public**	**Private**	**Total**
Tbilisi	155,297	24,020	17,9317
Adjara	58,178	5,633	6,3811
Guria	18,817	865	1,9682
Imereti	89,209	5,021	9,4230
Kakheti	52,834	1,359	5,4193
Mtskheta-Mtianeti	15,426	466	1,5892
Racha-lechkhumi, Kvemo Svaneti	4,952	53	5005
Samegrelo- Zemo Svaneti	53,430	2,709	5,6137
Samtskhe-Javakheti	29,558	239	2,9797
Kvemo Kartli	71,627	2,939	7,4562
Shida Kartli	45,406	1,990	4,7396
Abkhazia - IDPs	3,072	0	3072
Total	**597,806**	**45,290**	**64,3096**

Basic Data on Schools

Table 17: Schools by type

Basic Data	
Total Number of Schools	2,446
Total Number of Public Schools	2,178
Total Number of Private Schools	268
Primary-Basic-Secondary Schools (grades 1 through 12)	1,898
Primary Schools (grades 1 through 6)	36
Basic Schools (grades 7 through 9)	15
Secondary Schools (grades 10 through 12)	22
Primary-Bacis Schools (grades 7 through 9)	457
Basic-Secondary Schools	18

Table 18: Private/Public schools in the capital and by regions

Regions	Public	Private	Total
Tbilisi	191	131	322
Adjara	235	23	258
Guria	95	4	99
Imereti	383	35	418
Kakheti	194	13	207
Mtskheta-Mtianeti	95	4	99
Racha-Lechkhumi, Kvemo Svaneti	69	1	70
Samegrelo-Zemo Svaneti	255	22	277
Samtskhe-Javakheti	208	2	210
Kvemo Kartli	273	18	291
Shida Kartli	164	15	179
Abkhazia - IDPs	16	0	16
Total	**2,178**	**2,68**	**2,446**

Note: Schools listed as Abkhazia – IDPs are general education schools under the jurisdiction of the Ministry of Education and Culture of Abkhazia.

Basic Data on Teachers

Table 19: General Data on Teachers

Total Number of Teachers	77011
Female teachers among them	65755
Teachers in Public School	69503
Teachers in Private School	7508
Teachers in grades 1 through 6	50566
Female teachers among them	43671
Teachers in grades 7 through 12	52838
Female teachers among them	43416

Note: Full time teacher work load constitutes 18 hours per week.

The existing database on general education teachers performing in general education schools reveals the following data on:

Age:

- 26% of all teachers are aged 41-50;
- 25% of all teachers are aged 31-40;
- 22% of all teachers are aged 51-60;
- 12% of all teachers are 30 years old or younger;
- 4% of all teachers are 70 years old or older;

The average age for teachers is 46 years old.

Level of Education:

- 86% of all teachers have higher education;
- 3% of all teachers have incomplete higher education;
- 1.5% of all teachers have complete general education;
- 6.5% of all teachers have secondary professional education;
  (Note: 3% of teacher did not identify their level of education)

Deployment by content areas:

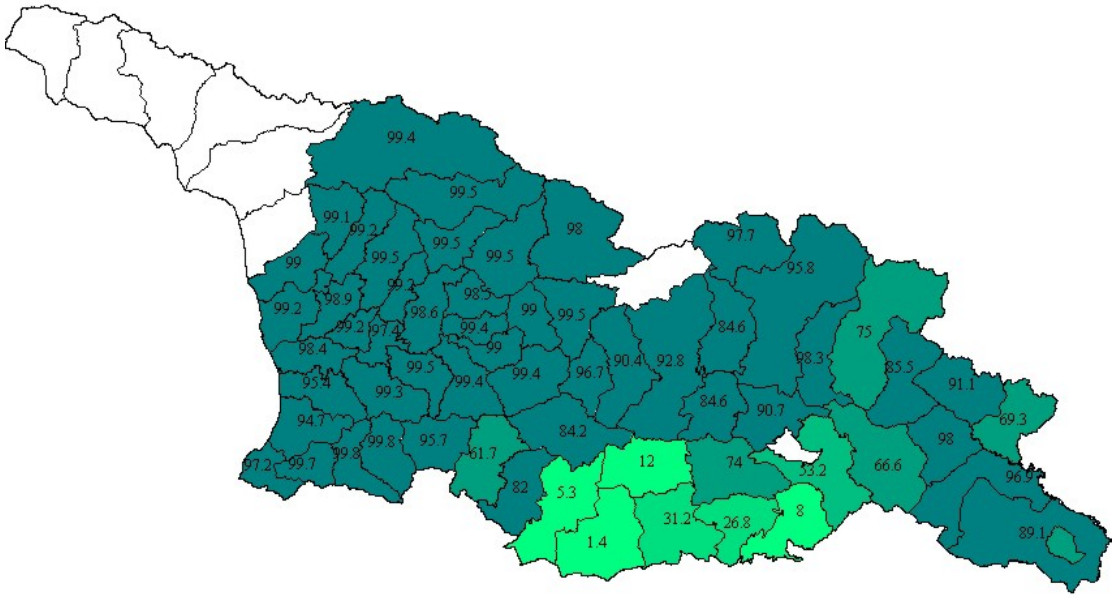
- Georgian Language and literature – 24.5%
- Math – 24%
- World Languages – 21.5%
- Arts – 18.5%
- History – 10.5%
- Geography – 5%
- Biology – 10%
- Physics – 7%
- Chemistry – 4.5%
- Biology – 5.5%
- Physical Education – 13.5%
- Work Habits – 10%
- Law – 4.5.%
- IT – 2.5%
- Other content areas 11%.
  Note: Teachers in primary education constitute 18.5% of all teachers.

Annex 6

Distribution of Population by Ethnicity in Georgia

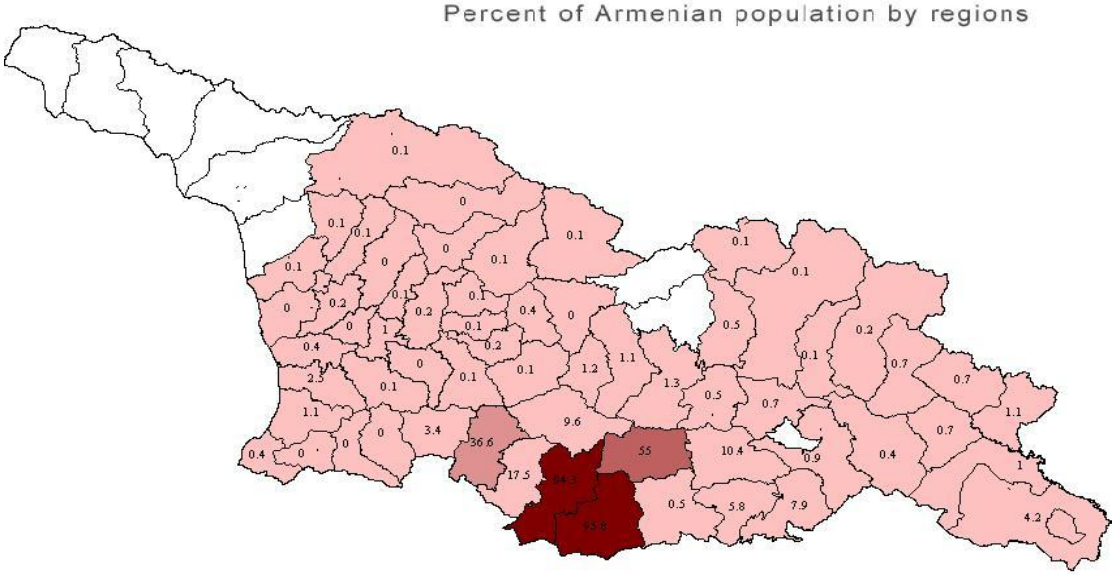
ქართველების რაოდენობა პროცენტებში რაიონების მიხედვით

Percent of Georgian population by districts



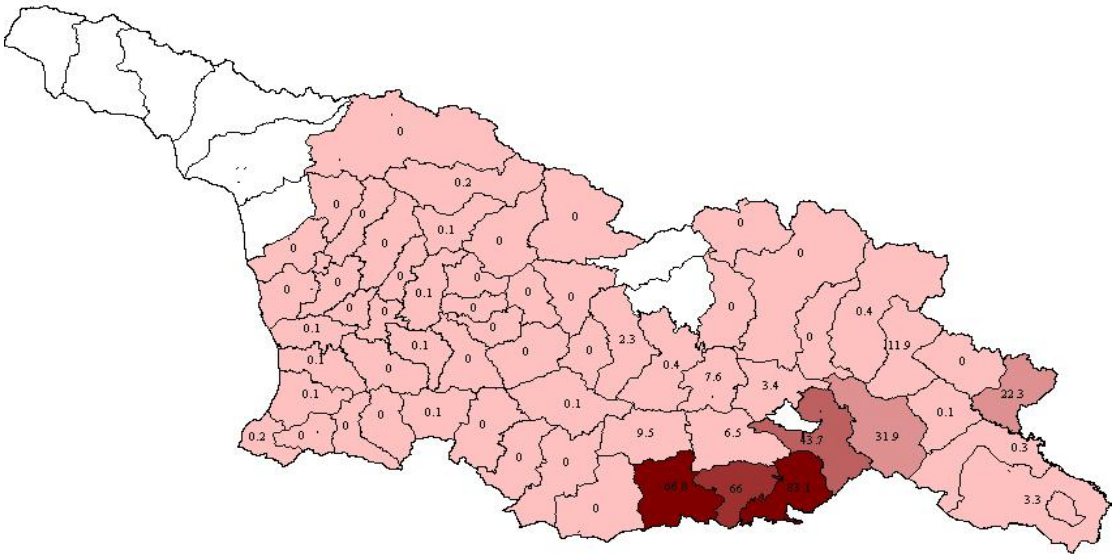
სომეხი მოსახლეობა რაოდენობა პროცენტებში რაიონების მიხედვით

Percent of Armenian population by regions



აზერბაიჯანელი მოსახლეობის რაოდენობა პროცენტებში რაიონების მიხედვით

Percent of Azeri population by regions


0
0.2
0
0
0
0.1
0
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0
0
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0
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0.1
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Annex 7

The National Objectives of General Education

Decree of Georgian Government N84

October 18, 2004

Tbilisi

On Approval of "National Objectives of General Education"

For the purpose of carrying out a unified state policy in the field of education and science, upon the recommendation of the Ministry of Education and Science of Georgia, according to the Constitution of Georgia, article 78, paragraph 1 and the Law of Georgia "Concerning the Structure, Proxy and Activity Rule of the Government of Georgia", article 5, sub-clause "o", the following shall be accomplished:

1. The attached "National Objectives of General Education" shall be approved.
2. The Ministry of Education and Science of Georgia shall elaborate the legislative and sub-legislative acts in the field of general education in accordance with the "National Objectives of General Education".

Prime Minister ***Zurab Zhvania***

Approved

Resolution N84 of the Government of Georgia

October 18, 2004

National Objectives of General Education

The general education system of Georgia aims at creating favorable conditions for developing a person that is free in nature and has a sense of national and common to all mankind values.

Besides, the education system shall provide an adolescent with the physical and mental skills, develop his/her basic knowledge, establish sound mode of living, develop civil awareness of the student based on the liberal and democratic values, help a student in realizing his/her rights and responsibilities before family, public and state.

On the basis of experience gained within the general education system of Georgia, the adolescent shall:

a) be conscious of his/her personal responsibilities towards the interests, traditions and values of the country:

The school education shall provide an adolescent with the skills to properly define state, cultural, economic and political interests of his/her country and give the opportunities for a sound decision-making and an active action;

b) be able to maintain and protect natural environment:

An adolescent shall be aware of the natural environment s/he lives in, what kind of harm may be caused to the environment by activities of a person, how to maintain and protect natural environment.

c) be able to effectively use the technological and other intellectual achievements; information collection, processing and analysis:

At the present time, where a great amount of information with different content is available for people, effective usage of it assumes vital importance. An adolescent shall be able not only to collect information, but also to assess it according to its content, purpose and quality; to define the forms of information usage for the set objectives; to effectively use the technological achievements for the purpose of improving conditions necessary for everyday life, work, intellectual or spiritual life.

d) be able to live independently and make independent decisions

The school education shall provide an adolescent with the skills necessary for making independent decisions in personal, family and public life.

e) be creative, create values at his own and not live at the expense of the existing.

The school education shall provide an adolescent with the skills that will give him/her the opportunity to use existing experience and achievements for developing new material, intellectual or spiritual values.

f) be ready for lifelong development of personal abilities and interests and be able to realize them to its full extent as within the country as abroad.

The school education shall provide an adolescent with the ability for continuous education, independent acquisition of new knowledge and skills in order to be able to adequately define his/her own capabilities and spiritual inclinations enabling him/her to define his/her place in the society; An adolescent shall be ready to decide on his/her further education perspectives and labor activities.

g) be able to communicate with individuals and groups:

The school education shall provide the future member of the society, including those whose native language is not the state language, with general communication (writing, reading, speaking, listening), organizational and group working skills.

h) be law obedient and tolerant citizen:

In the dynamic, ethnically and culturally diverse world, for the purpose of functioning of the society, special importance shall be attached to the skills as mutual respect, understanding and cognition. The school shall provide an adolescent with the ability to protect human rights and respect for the person that will be used in preserving his/her own and others' identity. An adolescent shall be able to realize the theoretical knowledge of fundamental rights and to live on the basis of these principles.

Main instruments for Attaining National Objectives of General Education

In order to ensure the development of the skills stated above, the state of Georgia takes the responsibility to develop and introduce:

1. General Education Policy and Legislation

The general education policy and legislation shall define the rights and responsibilities of the parties operating in the field of school education as well as main ways and means of reaching the set objectives.

2. General Education System

The general education system shall be created by the independent legal entities with different legal and organizational form and financing sources that pursue educational activities according to the management principles and national curriculum defined by the legislation of Georgia and school charter. The school system shall have constantly developing physical and human resources.

3. General Education System Regulation and Quality Assurance Mechanisms

Basic components of the school system management are: licensing, accreditation and certification; school administrative, financial and human resource management development; identification of main forms of school system management and ensuring their implementation; assessment of the quality of national curriculum introduction and operation; creation and management of national assessment and examination system.

4. National Curriculum

National Curriculum shall be developed on the basis of national objectives of general education. The National Curriculum shall define: mandatory student load; general techniques for knowledge acquisition; volume of necessary information

and relevant skills to be developed after completion of each stage; subjects and priorities for each school education stage.

Without active public participation and effective operation of resources available, the above-stated means won't be sufficient to ensure perfect development of the skills listed above. Therefore, development of these skills shall be realized by full participation of school community: students, teachers, parents, administrators and other stakeholders in different environment - examinations or elections, classroom or home, clubs, sport halls, school yard or workshops. Active participation of students, parents, teachers, administrative staff or surrounding community stipulates the degree and success of attaining objectives.

The state envisages creating such school system that will guarantee equal opportunities for students to develop the above skills.

The state won't allow discrimination of students by social, racial, ethnical, religious or political belongings, physical abilities or other properties.

Annex 8



Strategy and Action Plan of Special Needs Education, for the years 2009-2011

Tbilisi

2008

USAID FROM THE AMERICAN PEOPLE

Save the Children

Definitions of Terms

Additional individual work – work of the teacher for the purpose of achievement of goals of the national plan, apart from the lessons (hours) determined by the national and school educational plans.

Temporary supplementary classes – means the supplementary classes, temporarily established in accordance with educational needs of the students, where they are provided with an opportunity to overcome the difficulties, arisen during the learning process, e.g. lagging behind in a certain subject due to illness or other causes, catch-up classes, etc. The necessity of existence of additional classes disappears, when all the students have overcome their learning difficulties.

Daycare center – state program for facilitating integration and adaptation of the people with disabilities, approved by the order of the Minister of Labor, Health and Social Affairs, which envisages development of daycare centers of various profiles, that will contribute to individual development of the people with disabilities (including children) and their involvement in public life.

Individual Educational Plan (IEP) – is a written document, the content, volume and the rule for children with special educational needs of which are developed according to the level of academic preparation and interests of the student with special educational needs. The individual curriculum is compiled, assessed and reviewed by the multidisciplinary team of inclusive education, the parent of the student with special educational needs and, where possible, by the student with special educational needs himself/herself. The individual curriculum is based on the national curriculum and takes into account all the educational needs of the student with special educational needs, as well as the ways for satisfying these needs and all the additional activities, which are necessary for achieving the goals, envisaged by the individual curriculum.

Inclusive education – implies involving the students with all types of special educational needs in the meanstream education, along with their peers. Inclusive education also implies teaching the students with special educational needs based on individual and/or modified curricula.

Multidisciplinary team of inclusive education – is a team of specialists, which includes a psychologist, an occupational therapist, a speech therapist, a special teacher and a general education teacher. Composition of the multidisciplinary team may change according to necessities. The following specialists can also be invited into the team composition: a neurologist, a psychiatrist, an audiology teacher and/or any other specialist. A school may have a permanently functioning multidisciplinary team within its school staff. **Mobile multidisciplinary teams** may also exist on the premises of the management bodies of the educational system (Ministry, resource-center).

Functions of the multidisciplinary team of inclusive education are: a) Identifying and evaluating the children with special educational needs; defining their individual needs and abilities; b) Determining the educational interests of the child with special educational needs, based on assessment, and providing recommendations to parents for selection of the educational institution; c) Providing consultations to schools for developing individual educational plans and effectively introducing them into educational practice; d) Practical and methodological assistance to schools in implementation of the projects for introducing and developing inclusive education; forming a group in the school, which will be working on the issues of inclusive education; e) Monitoring and assessment of academic and social achievements of the children with special educational needs, involved in the learning process in schools; identifying the factors which hinder inclusive education; developing the ways for resolving problems and the recommendations, which will define the actions, necessary for effectively implementing future activities. f) Identifying the children with special educational needs from databases of the resource-centers, district polyclinics and social security departments; supplementing the existing database.

Integrated class – a class consisting of the children with special educational needs, where studies are conducted based on a special corrective program and which is located within the space (building) of a general educational school. Students of the integrated class are involved in all of the school activities (field trips, celebrations, exhibitions, etc.), apart from the educational process.

Maximally supportive and least restrictive environment – implies that absolute majority of the children with special educational needs receive education together with their peers, who do not have special educational needs and that children with special educational needs are redistributed to specialized schools only in the cases when educational needs of the child are so diverse and acute, that they cannot be satisfied in a general educational space.

Modified curriculum – a component part of the national curriculum – a different educational plan for the students with special educational needs.

Partial inclusion – refers to the special timetables of the student with special educational needs, in accordance with which this student attends only the lessons envisaged by his/her individual curriculum.

Resource room – is a room, existing within the space of the schools of mainstream education, which is equipped with all the material-technical means that are necessary for meeting special educational needs of students: adapted furniture, various visual teaching aids, audio-video equipment, computer, printer, copier. Resource room is served by the school psychologist, special teacher, speech therapist and all those teachers, who take part in the process of inclusive education of the children with special educational needs. Resource room is a part of the timetables of students with special educational needs, where they are provided with an opportunity to rest, according to

necessity, or to study individually and/or in groups. Frequency and duration of the presence of the student with special educational needs in the resource room is defined by his/her individual curriculum.

'Full' inclusion – refers to the timetables of student with special educational needs, according to which s/he attends all lessons.

Child (student) with special educational needs – all the children, who are characterized by the following: 1. physical and mental development disorders; 2. visual and hearing disorders; 3. speech, behavior and emotional development disorders; 4. those who need long-term treatment/hospitalization; 5. those who represent national minorities; 6. those who are vulnerable and 7. those are threatened by being excluded from the educational process, due to learning difficulties.

Identifying and evaluating children with special educational needs – identification of the child with special educational needs implies revealing and determining disorders related to psychical development and learning difficulties of the child, while evaluation refers to defining the nature, quality and causes of these disorders.

Specialized school – a school, which conducts special and corrective educational programs, as well as the upbringing activities of the children deprived of parental care and the children with special educational needs.

Special teacher – is a teacher with higher education, who is thoroughly well-acquainted with the issues of upbringing, development, education of the children with special educational needs, as well as with the issues of their integration into society. Special teacher is capable of using in practice the techniques of psycho-pedagogical teaching, pedagogically evaluating the students with special educational needs and compiling the individual educational plan. Functions of the special teacher also include helping and assisting teachers of the general educational school in the process of inclusive education of the children with special educational needs.

Activities of a psychologist – imply the following: conduct of psychological and pedagogical tests; interpreting the test (assessment) results; obtaining, integrating and interpreting all the information related to the child's behavior and learning; providing consultation to other members of the team, in order to plan the learning process to be carried out based on the information obtained as a result of testing, interviews with parents and behavior assessment and so that all of the child's educational needs are maximally taken into account; planning and conducting psychological consultations with children with special educational needs and their parents; planning the behavior improvement strategies, together with teachers.

Children (students) with disabilities - are the children, whose status is defined according to the diagnostic criteria of the category of people with disabilities. Specifically, such children, the vital functions of the body of which have been damaged

as a result of illness, trauma, delayed mental or physical development, which predetermines full or partial decrease of the learning ability and/or substantial complication of daily life, which leads to temporary or permanent disability of their capacities and the necessity of social protection.

"The general educational schools, which are established based on the principles of inclusive education are the most effective route towards overcoming discriminative attitudes, creating a favorable environment, building an inclusive society and achieving the universal goals of education."

Salamanca Declaration, UNESCO, 1994

I. Introduction

Receiving education is a fundamental right of all children. The state is obliged to ensure accessibility of education and equal opportunities for all children, regardless their needs, ethnic, religious or racial origin.

This Strategy has been developed based on the Constitution of Georgia, the Law of Georgia on General Education, the Law of Georgia on Vocational Education, the UN Convention on the Rights of the Child, the national curriculum of Georgia for the years 2008-2009 and the international Program "Education For All".

For a long time, homogeneity in the educational system was a natural phenomenon for Georgian society, which was part of the Soviet legacy. Children with special educational needs (hereinafter in the text: "children with SEN") were strictly segregated from society and did not have the opportunity of receiving education in the mainstream educational environment, together with peers. Changes in the sphere of education of the children with special educational needs began to be implemented by the NGO sector from the year 1994, although this issue still remained beyond the scope of attention of the state.

Education of the children with SEN, was recognized by the state, as a priority, from the year 2004, when a reform of the education system began. Government of Norway provided substantial financial and methodological assistance to the process of introduction of inclusive education in Georgia. The National Curriculum and Assessment Center of the Ministry of Education and Science implemented the Project: "Introduction of Inclusive Education in 10 Schools of Tbilisi", which "contributed greatly to integration of the children with disabilities and socially isolated children into society"[1].

[1] Monitoring Report of the Child's Rights Committee, 2007.

Results of the project and experience of the NGOs made it apparent, that the state needs a uniform, agreed strategy and action plan in the sphere of education of the children with special educational needs, which must reflect the necessary legislative, administrative and methodological changes.
Educational needs of all children must be maximally reflected during planning and implementation of the national educational policy. In the sphere of education of children with special educational needs, countries are guided by the UNESCO Program "Education for All", the goal of which is for all children, notwithstanding their educational needs, to have the following opportunities, by the year 2015:

- To study in a general educational school, located near the place of the child's residence;
- To receive knowledge through diverse, flexible, academic and social skills-oriented educational programs;
- To be involved in an continuous educational process, including preschool education, vocational education, professional education and higher education;
- To fully participate in any aspect of the school and public life;
- To be an equal-rights student and to maximally develop his/her potential.

By striving towards the abovementioned long-term goals, the Ministry of Education and Science of Georgia, as a result of multilateral consultations[2] and with support from the USAID and "Save the Children", developed this Strategy and Action Plan for the years 2009-2011. The indicated period was defined as the transitional, preparatory stage of the process of achieving the long-term goals of education of the children with special educational needs. Through implementation of the Strategy and Action Plan of the transitional period, the Ministry will contribute to methodological and material-technical perfecting of specialized schools and will begin introduction and development of **inclusive education**[3].

For the purpose of preparing the development and introduction of the Strategy, the Ministry will carry out several necessary measures. First of all, the Ministry will renounce the accepted **terminology** and introduce the term: "child with special educational needs (CWSED)."[4] **Introduction of the term CWSED** enables to avoid,

[2] The 15-member working group on elaborating of inclusive education, formed on the premises of the Ministry's Childcare Department, includes representatives of the Ministry, mainstream educational and specialized schools, University education, local and international NGOs and organizations of parents of the children with special educational needs.

[3] The researches, conducted in the 1990's by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the sphere of education of the children with special educational needs, have made it clear, that the most successful and internationally recognized model of education of the children with SEN is inclusive education. Inclusive education is an approach, which ensures the accessibility, for all children, of the education corresponding to their capabilities and skills, in the context of general education, i.e. in mainstream educational schools.

[4] The Law on General Education, of 2005, and the National Curriculum of Georgia for the Years 2008-2009".

within the education system, the division of children according to the status of disabilities, learning skill, social condition, nationality or any other characteristic.

Consequently, the Ministry defines the following children as the children with special educational needs:

- Children with disruptions of physical and mental development;
- Children with vision and hearing impairments;
- Children with speech, behavior and emotional development disorders;
- Children who need long-term treatment/hospitalization;
- Children who represent national minorities;
- Children who are vulnerable;
- Children who are threatened with being excluded from the educational process, due to learning difficulties.

Also, specialized and inclusive education of the children with SEN will not be successful and effective without adequate human/professional, material/technical and financial **resources being supplied.** At this stage, the Ministry will also turn specialized schools into educational **resource-units**, to which there will be assigned the task of facilitating education of the children with SEN, through sharing the approaches, methodologies and effective teaching strategies, developed by the Ministry.

II. Principles and Values of the Strategy

The Ministry's Strategy for education of the children with special educational needs is based upon the following principles and values:

- The starting point of the educational policy are the educational interests of the child;
- It is necessary to ensure a high standard of education for all children;
- It is necessary to ensure equal opportunities for all students;
- Each student must be provided with the opportunity to study, together with peers, at a general educational school.

III. Goals of the Strategy

The **main goals** of the Strategy of education for the children with SEN are as follows:

- To develop and introduce the **national model** of education for the children with SEN;
- To ensure accessibility of education for the children with SEN;
- To facilitate improvement of the quality of education of the children with SEN at the preschool, primary, basic, high-school, artisan and vocational education levels;
- To support formation, between the state sectors, of an agreed, uniform vision.

IV. Priorities of the Strategy

The Strategy comprises the 8 priorities listed below:

1. To develop the national model of education for the children with special educational needs

Context and justification: Currently there is a possibility of receiving formal education for the children with special educational needs in specialized schools in Georgia, while informal education can be received at the daycare centers. Inclusive education is accessible only to a small part of the children with SEN, while the majority of the children with SEN remain without any education at all. In exceptional cases, children receive education at home. Unfortunately, for the absolute majority of the children with SEN, there exists no adequate system of evaluating the educational needs, appropriate curricula or a favorable environment for their education. This situation is caused by the combination of many factors[5], of which the main one is non-existence of the national model of education for the children with SEN, that would be oriented towards creating the optimal educational environment for the child, proceeding from his/her specific educational needs and in which there would be clearly defined the following: all possible forms[6] of education for the children with SEN and relevant standards.

In order for high-quality education to become accessible to all children, there has to be developed a national model of education for the children with SEN, the introduction and functioning of which will further be regulated by a normative Act and will be subject to monitoring. The national model of education for the children with SEN must include the following components:

- The system for identifying the children with SEN and assessing their educational needs;
- The criteria and system for recommending educational institutions/programs, based on the results of identification and assessment of the children with SEN;
- Professional standards for the teachers (special teachers) of education of the children with SEN;
- Standard rules for clarifying the types of inclusive education (integrated class, partial inclusion of the student with SEN in the general educational process, complete inclusion of the student with SEN in the general educational process and temporary auxiliary classes) and introducing them, with the following necessary minimum: list of necessary services; teaching materials and visual aids; the necessary level of knowledge of the school administration and teachers in inclusive education; responsibility of the administration and teachers, their work hours and defining other activities; relations with educational resource-centers; requirements

[5] Review and analysis of the Inclusive Education Policies and Practice: Assessment of existing situation in Georgia and in other European and non European countries, Report USAID, Save the Children, 2008.

[6] Inclusive education, specialized education, informal education at daycare centers and home education.

towards assisting personnel and their work hours; list of auxiliary means, such as transportation, the minimum of physical adaptation of the environment, etc.
- Mechanisms for funding education of the children with special educational needs;
- Standard rules for managing the educational process of the students with SEN in conditions of general educational schools, specialized schools and daycare centers. The abovementioned rules include: the rules for compiling, implementing and monitoring individual educational plans; the rules for evaluating academic achievements of students and transferring them to the next level;
- The system of attestation of the students with SEN.

Objectives: Consequently, it is necessary for a group of experts on education of the children with SEN to develop the national model of education of the children with SEN, described above, and components of the indicated model should be established as strategic priorities for action.

Implementation:
It is necessary to undertake the following actions:

a) To form a group of experts on education of the children with SEN;
b) Work of the expert group must be based upon research, evidence and best experience of the education for the children with SEN;
c) The expert group should develop the national model of education for the children with SEN and it must be submitted for discussion by the public, including schools, educational resource-centers and the Ministry;
d) The expert group should also develop and disseminate, from the name of the Ministry, a glossary of the terminology related to education of the children with SEN.

2. To introduce the national model of education for the children with special educational needs

Context and justification: Development and pilot testing of the national model of education for the children with SEN, its guidelines, identification tool and relevant regulatory mechanisms will make it possible to introduce inclusive education on the scale of whole Georgia, as well as to strengthen the currently existing practice of inclusive education.

Objective: To begin introduction of the national model of education for the children with SEN, on the scale of the country.

Implementation:
It is necessary to undertake the following actions:

a) Under management of the Ministry of Education and Science of Georgia, with assistance from the expert group and resource-centers, to undertake complete piloting of the national model in all 9 regions of Georgia, while observing relevant regulations and guidelines;

b) Program grants should be allocated from the Ministry of Education and Science to those general educational schools, which have started or are starting the process of introduction of inclusive education. Such program grants can be allocated for the purpose of inviting a specialist to the school, for purchasing textbooks and visual aids, adapting the educational environment and for special measures;
c) Results of the piloting should be submitted for discussion by the public, including schools, educational resource-centers and the Ministry;
d) Introduction of the national model should be started, for which purpose there should be developed a plan for re-training of the teachers' staff, a plan for forming and preparing multidisciplinary teams, a plan for re-training the school administrations and resource-centers;
e) The abovementioned re-training plans should be implemented in all the schools and districts of Georgia;
f) Monitoring of the process of introduction of inclusive education should be conducted, relevant analysis and recommendations should be prepared and annual reports should be produced.

3. Regulations and guidelines of education for the children with special educational needs

Context and justification: Introduction of the national model, in itself, implies that, along with the national model, there must be developed the regulations, necessary for its introduction and functioning, a list of rights and obligations and normative requirements. Without such mandatory Acts, it will be impossible to introduce the national model.

Objective: It is necessary to create the regulations, guidelines and funding mechanisms, corresponding to the inclusive and special education. These changes should include the following:

- Determining the structure of management of inclusive and special education, defining the units, duties and functions, included in it;
- Defining the funding mechanisms of inclusive and special education;
- List of the rights and obligations of the administrations and teachers of general educational and specialized schools;
- List of the rights and obligations of parents and/or caregivers;
- Rules and requirements for preparing/re-training and certification of professional staff;
- The rule and criteria for accepting the children with SEN into general educational schools, specialized schools and daycare centers;
- The rule for mobility of education of the children with SEN, description of the so-called "system of free circulation" and the norms and measures necessary for its implementation;

- Effective mechanism for relations and coordination between agencies.

Implementation:

a) The expert group should develop the relevant guidelines, regulations and requirements;
b) Guidelines, regulations and requirements must be discussed by the multidisciplinary teams, resource-centers and the Ministry;
c) Final approval of the guidelines, regulations and requirements should take place, they should be published and disseminated to all the educational institutions and resource-centers.

4. Introduction of the tool and system for identifying the children with SEN and assessing their educational needs

Context and justification: Identification of the children with SEN and assessment of their educational needs does not take place in Georgia; decisions related to education of the children with SEN depend completely upon whether they have the disability status. Planning of the state policy through such an approach may predetermine incorrect distribution of resources. For example, many children with the status of 'people with disabilities', such as for example those with diabetes or asthma, do not have special educational needs[7]; on the other hand, children who manifest the syndromes of lack of concentration and of hyperactivity, dyslexia, or other reading, writing or speech disorders, do not have the status of persons with disabilities, although they do have special needs in terms of education. Children representing national minorities and vulnerable groups of population (street children, IDPs, etc.), as well as all those children, who are facing difficulties in the learning process, due to various reasons, also require assessment and identification of educational needs.

Non-existence of identification of educational needs significantly hampers development of the necessary educational recommendations and leaves the parents in an unclear situation. The latter are unable to make an informed choice as to where should their children be studying: in a general educational or a special school, at home or at a daycare center.

Educational work of the currently existing specialized schools is also substantially hampered exactly due to non-existence of a system of identification of needs.[8] Children are not being accepted into these schools based on any standard, fair and universally acceptable system; it is also impossible to determine capabilities of the child and to develop the individual plan for his/her education.

[7] The study, conducted in 2008, in Kutaisi by the NGO Save the Children and the Coalition for Independent Living demonstrated that only 45 of 142 children with a disability status (within the age category of 5-12 years), had special educational needs, 22 of which were not attending school.

[8] There is the total of 13 specialized schools in Georgia.

Due to lack of a system of identification of educational needs, creation of a system of assessment of education and progress of education of the child is also being delayed, non-existence of which, in its turn, makes it impossible to objectively evaluate the results of education and to introduce a system of free educational plan of the child within the educational space.

Objectives: Consequently, it is necessary to:

1. Create a valid and standardized tool for assessment of educational needs of the child, which will single out the strengths and weaknesses of the child's skills and capabilities and will evaluate the following: a) highest psychical functions of the child, such as perception, attention, memory and speech; b) academic functions, such as writing, reading, counting; c) motor and emotional functions and d) adaptation, self-serving, daily life and social skills;
2. Development and introduction of such tools on the scale of the country will create the following possibilities: each student will be able to become maximally involved in the educational process; it will be possible to effectively plan the programs supporting education of the children with SEN, to improve the mechanism of funding inclusive education and to create an accurate database of the children with special educational needs.
3. Develop the regulations and procedures for identification and assessment of the children with SEN; define the groups, responsible for and authorized to determine the with SEN status.

Implementation: It is necessary to undertake the following actions:

a) The expert group on education of the children with SEN, based on review, adaptation and standardization of various existing tests, should develop a tool for identifying the needs of the children with SEN and the methods for its introduction. This tool should then be submitted for discussion by the public, including schools, educational resource-centers and the Ministry;
b) The tool should be pilot-tested in all 9 regions of Georgia;
c) The final, tested version of the tool for identifying the children with SEN and assessing their educational needs should be approved and multidisciplinary teams should begin studying and introducing this tool;
d) Multidisciplinary teams should be formed (where they exist – strengthened) on the premises of every educational resource-center in Georgia, so that in the future the following functions may be imposed upon them:
    - Recommending identification of educational needs of the children with SEN and the relevant form of education;
    - Assessing the knowledge and skills of the children with SEN;
e) Supporting teachers in the process of development of individual educational plan;
f) Monitoring of the child's educational achievements;

g) Providing assistance to general educational schools in formation of multidisciplinary teams and facilitation of their professional development;
h) Activities of the currently functioning multidisciplinary teams should be strengthened, so that they can become capable of introducing the national model of education for the children with SEN in their pilot schools and facilitate pilot-testing in other, minimum three neighboring schools.

5. University education and professional development of teachers

Context and justification: The educational system is experiencing a serious shortage of the SEN specialists. The educational system does not possess a sufficient number of appropriately qualified teachers, psychologists and speech therapists. The existing situation is caused by a combination of factors, the most significant of which is the generally low social status and insufficient remuneration for the profession of teachers.

Objective: To create a strong school of professional staff of inclusive and special education in Georgia and to establish professional standards of special teacher. In order to introduce humane approaches of inclusive and special education, which are new for Georgia, it is necessary to develop long-term programs for preparation of the specialists of this sphere. Only by means of a sufficient number of well-educated specialists will it be possible to introduce those approaches, which are recognized by the UN Convention and are being successfully implemented in other countries since a long time ago.

Implementation: Through cooperation of universities and the Ministry, a working group should be formed, which will work on the following issues:

- Within the Bachelor's and Master's educational programs there should be introduced and/or intensified teaching of the subjects, necessary for working with the children with SEN; teaching of the basics of inclusive and special education should be introduced as a mandatory module; new modules and textbooks should be created, including methodological educational materials;
- A university program of special educational should be created, with awarding of the relevant degree (teacher or specialist of special education);
- Professional and educational standards and a system of certification of teachers of special education should be created; accelerated certification training courses should be introduced;
- Preparing an accredited program/curriculum for re-training individuals as specialists of special education; developing new modules and a textbook;
- Introducing mandatory training courses for professional development of teachers of specialized schools;
- Introducing mandatory training courses for acquainting the teachers of general educational schools with the principles and practice of education for the children with SEN;
- Training courses for intensive increase of qualification should be introduced in those schools, were inclusive education has been or is being introduced;

- Popularization of profession of the general and special education teacher;
- Coordination and intensification of joint work between inclusive, mainstream educational and special schools and educational faculties of the university, for the purpose of planning and implementation of field practical studies of the students.

6. Improving the quality of education in specialized schools

Context and justification: Simultaneously with recognizing the priority of inclusive education for the children with SEN, the state is aware that mainstream educational schools cannot ensure meeting of all the types of educational needs. It is necessary to ensure accessibility of special (non-inclusive) education through specialized schools. There are 926 students in 13 specialized schools of Georgia. They are funded with vouchers. The existing specialized schools have, as a rule, small staff, which, in conditions of the existing mechanisms of funding, creates the motivation to increase the number of children mechanically, and causes a negative attitude towards inclusive education, as far as possible transfer of a student to a mainstream educational school means the loss of the voucher.[9]

The majority of the schools are in quite grave conditions, in terms of both material-technical and methodological development. Teaching methods have almost not changed at all since the 1960's. There is a significant shortage of teaching materials, textbooks (especially the expensive ones, in Brail script) and visual aids, not to mention modern technical equipment. It is difficult for the teachers to develop modified programs, which would fit the uniform national educational curriculum, due to scarcity of modern methods and instructions. All of the abovementioned clearly raises the necessity of introducing training and professional development courses for teachers.

In many countries of the world, specialized schools are the main resource for facilitating development of inclusive education. It is exactly these schools that are the leaders, in terms of the teaching strategies, tailored educational plans, as well as the knowledge and experience related to individual approaches towards educational needs of the child. It is necessary to give a similar function to specialized schools in Georgia as well.

Objective: Improvement of the quality of education in specialized schools, so that they may turn into resource-units of inclusive education in the future.

Implementation: In order to overcome this situation, a program for improvement of the educational process in specialized schools and for facilitating

[9] Review and analysis of the Inclusive Education Policies and Practice: Assessment of existing situation in Georgia and in other European and non European countries, Report USAID, Save the Children, 2008.

development/introduction of new methodologies must be implemented. The indicated program should include following activities:

- Research of the needs of specialized schools, from the point of view of quality of education;
- Assessment of effectiveness of the existing methodologies and identification of modern methods (and relevant specialists);
- Introduction of experimental classes in specialized schools, for testing new methods and approaches;
- Preparing methodical guidebooks for modifying and simplifying the national curriculum, as well as for compiling individual curricula for specialized schools, in each of the following spheres: mental retardation, visual and hearing disorders, difficulties in communication, etc.
- Introducing the methods and techniques for developing individual educational plans, based on the assessment outocomes of students;
- Introducing models of integrated education and strategies for development of cognitive, academic, communication and functional skills;
- Introducing the system of evaluating academic achievements and progress;
- Developing the plans of extracurricular activities of informal education for specialized schools and daycare centers;
- Introducing cooperation between specialized schools and general educational schools, for the purpose of facilitating inclusive education;
- Updating the material-technical basis of special schools.

7. Early education of the children with special educational needs

Context and justification: It is universally acknowledged, that early identification and rehabilitation of the child's special educational needs plays a decisive role in his/her further development. Such intervention at preschool age (0 to 5 years) also enables to considerably diminish the future educational needs of the child.

Objective: Development of the program of early education of the children with SEN, in order to stimulate the child's development and education as early as possible.

Implementation: Government of Georgia has approved the national Strategy and Action Plan for Early Child Development for the years 2007-2009. The measures defined in the indicated plan must ensure accessibility, fairness and inclusiveness of high-quality preschool education.

In order for inclusive education of the children with SEN to be conducted effectively, the following is necessary: 1. Introduction of the models of early development of children; 2. Facilitation of the programs of education for the children with SEN in preschool upbringing institutions; 3. Developing the methods and guidebook of education of the children with SEN; 4. Developing the rule and procedures for

transferring the children with SEN from early intervention and education centers to schools.

For effectiveness of early intervention and education for the children with SEN, it is important to establish direct contact and conduct coordinated work between the early intervention and education centers, kindergartens, specialized and inclusive schools.

8. Vocational education of the students with special educational needs

Context and justification: Vocational education and employment of the persons with disabilities poses a serious problem in any age group. Specialized schools and daycare centers include many young people aged from 18 to 28. For example, 34 of 139 students of the Tbilisi public school No.198 for children with intellectual disabilities, are aged from 17 to 28.[10] Such situation, apart from requiring additional state resources, also hampers development of the skills of independent living of the young people themselves, their self-realization and integration.
Objective: For the purpose of improving this situation, it is necessary to introduce a system of vocational education of the children with SEN in specialized schools, as well as in general educational schools and centers of professional education.
Implementation: Revival of vocational education began in Georgia from the year 2006. In 2007, the Ministry of Education started the initiative of integration of vocational education, which implies introduction of courses of vocational education, as an optional class, in the 11th-12th grades.
Program for facilitating vocational education envisages introduction of such education, during the school year 2008-2009, in up to 40 schools of Georgia; in the future, this number is going to increase. Funding will be provided through grants, based on competition, by the Ministry, based on the concepts of development of vocational education, submitted by schools to the Ministry.

Vocational education of the children with SEN must become fully integrated with the indicated initiative of the Ministry. One of the important criteria for evaluation of the grant applications must be assessment of their inclusiveness and determining, to what extent does the program satisfy the vocational education needs of the children with SEN ; the resources (including human resources) necessary for individual assessment of the children with SEN and compiling the educational curriculum must be taken into account.

Apart from the above, it is important to establish inclusive vocational educational workshops and to develop training programs, where the students with SEN and their peers will have the opportunity of learning together and experiencing professional

[10] Review and analysis of the Inclusive Education Policies and Practice: Assessment of existing situation in Georgia and in other European and non European countries, Report USAID, SAVE the CHILDREN, 2008.

growth. It is also necessary to establish close coordination between special and mainstream educational schools and centers of professional education, for the purpose of providing students with professional education, which implies mutual sharing of professional experience and branch expertise. The already existing state professional education centers should take into account the vocational education needs of the students with SEN and plan their curricula in such a way, so as to provide the children with SEN with vocational education programs, to introduce appropriate methodologies and adapt the physical environment of professional education centers.

The Ministry of Education and Science of Georgia recognizes, that ensuring accessibility of education and creating favorable educational environment and conditions is especially important for those children who, due to their special educational needs, either remain completely outside of the educational process or receive inadequate education. In order for educational needs of all children to be fully reflected in the process of planning and implementation of the educational policy, the Ministry of Education and Science of Georgia has defined strategic priorities of education for the children with special educational needs and has developed the Action Plan, for the years 2009-2011, for ensuring implementation of the strategy.

Action Plan

Priority	Activity	Indicator	Result	Implementer	Year
1. Developing the national model of education for the children with special educational needs	1.1. Forming a group of experts on education of the children with SEN	1. Group of experts selected through competition (maximum 11 experts) 2. The group has started work	Implementation of the defined goals and objectives at a high professional level	Department of Programs of the Ministry of Education and Science	2009
	1.2 Developing the national model of education for the children with SEN and submitting it for discussion of schools, educational resource-centers and the Ministry	1. National model of education for the children with SEN developed	Education of the children with SEN will be implemented, on the scale of all Georgia, according to the uniform national model, i.e. high standards	Group of experts on education of the children with SEN and the Department of Programs of the Ministry	2009
	1.3 Developing a glossary of terminology, related to education of the children with SEN and disseminating it, from the name of the Ministry	1. 5 000 copies of the glossary printed; 2. Glossary disseminated to the educational resource-centers and schools of Georgia	Specialists and teachers, working in the sphere of education for the children with SEN, as well as parents, on the scale of all Georgia, will become acquainted with the newest concepts and terms, recognized by the state	Group of experts on education of the children with SEN, the Department of Programs of the Ministry, the national Center of educational curricula and assessment	2009
2. Introduction of the tool and system for	2.1 Selecting the tool for identifying the	1. The tool for identifying the needs of	Each student will be placed in the center of the	Group of experts on education of the	2009-2010

identification of the children with SEN and assessing their educational needs	needs of the children with SEN, creating the methods for its introduction and submitting it to schools, educational resource-centers and the Ministry	the children with SEN is being developed 2. Results are submitted quarterly to the Department of Programs of the Ministry 3. Final presentation has been held and the tool has been presented to schools, educational resource-centers and the Ministry	educational process; programs for facilitating education of the children with SEN will be planned effectively; the mechanism for funding inclusive education will be improved; an accurate database of the children with SEN will be developed	children with SEN and the Department of Programs of the Ministry	
	2.2 Pilot-testing of the tool for identifying the needs of the children with SEN in all 9 regions of Georgia	The tool has been tested in 9 regions of Georgia	Pilot-testing of the tool will facilitate the process of determining its validity and its further standardization	Department of Programs of the Ministry and the national Examination Center	2010
	2.3 Final approval of the tool for identifying the children with SEN and assessing their educational needs and beginning of the process of studying and introduction of this tool by multidisciplinary teams	The standardized tool for identifying the children with SEN and assessing their educational needs, as well as its user manual, have been developed	1. Adequate identification and assessment of the children with SEN will be carried out, the educational process will consequently be planned effectively and academic or social achievements of the child will become measurable 2. Increase of qualification and professional development	Group of experts on education of the children with SEN, the Department of Programs of the Ministry and multidisciplinary teams	2010

			of the specialists, working in this sphere, will be facilitated		
3. Regulations and guidelines of education for the children with SEN	3.1 Developing the guidelines, regulations and requirements	List of guidelines, regulations and requirements is developed	Education for the children with SEN will be carried out based on a uniform regulation, on the scale of all Georgia, and will facilitate prevention of inadequate education, cases of discrimination, as well as assist schools in effectively planning and implementing the process of education for the for the children with SEN	Group of experts on education of the children with SEN	2009
	3.2 Discussion of the guidelines, regulations and requirements by multidisciplinary teams, resource-centers and the Ministry	1. Presentation of developed guidelines, regulations and requirements held 2. Recommendations for perfecting the rules are adopted, as a result of discussion	Perfecting the guidelines, regulations and requirements	Department of Programs of the Ministry of Education and Science and the group of experts on education of the children with SEN	2009
	3..3 Final approval and publishing of the guidelines, regulations and requirements and delivering them to all the educational	1. Guidelines, regulations and requirements are approved by the Ministry 2. The regulations are	Education for the children with SEN will be carried out based on a uniform regulation, on the scale of all Georgia, and will facilitate	Ministry of Education and Science of Georgia	2009

	institutions and resource-centers	published as a brochure, in 5 000 copies, and disseminated to educational institutions and resource-centers	prevention of inadequate education, cases of discrimination, as well as assist schools in effectively planning and implementing the process of education for the for the children with SEN		
4. Introducing the national model of inclusive education	4.1 Complete pilot-testing of the national model of education for the children with SEN in all 9 regions of Georgia, while observing the relevant regulations and guidelines	Pilot testing of the national model of education for the children with SEN in 9 regions of Georgia is conducted	Effectiveness of the model will be determined, its strengths and weaknesses will be assessed and the necessary or desirable changes, to be introduced to the national model of education for the children with SEN will become identified	Department of Programs of the Ministry, the group of experts on education of the children with SEN, educational resource-centers and multidisciplinary teams	2010
	4.2 Allocation of program grants to schools, for the purpose of intensifying activities of the existing multidisciplinary teams and improving the quality of inclusive education	1. Program grants allocated to 16 schools in 2009 2. Program grants allocated to 21 schools in 2010 3. Program grants allocated to 26 schools in 2011	Improving the quality of education for the children with SEN	Department of Programs of the Ministry of Education and Science and partner public schools	2009-2011

	4.3 Presenting the results of pilot-testing for discussion by schools, resource-centers and the Ministry	1. Presentation of the results of pilot-testing of the national model held 2. Recommendations for perfecting the model are adopted, as a result of discussion	Perfecting the national model of education for the children with SEN	Department of Programs of the Ministry	2010
	4.4 Introducing the national model of education for the children with SEN: 1. Preparing a plan for re-training of the staff of teachers (mainstream educational and specialized schools) 2. Developing a plan for creating and preparing multidisciplinary teams 3. Preparing a plan for re-training administrations of schools and resource-centers	1. Plan for re-training of the staff of teachers developed 2. Plan for creating and preparing multidisciplinary teams developed 3. Plan for re-training administrations of schools and resource-centers developed	Development of the plans will assist the Department of Programs of the Ministry and all other responsible departments and unites in effectively planning and implementing professional growth of the specialists of education for the children with SEN	Department of Programs of the Ministry	2009-2010
	4.4 Implementation of the indicated plans of re-training in all regions of Georgia and announcing the	1. Minimum 7 partner organizations selected through competition 2. Re-qualification training courses	Professional growth of the specialists of education for the children with SEN, increasing the qualification of teachers	Department of Programs of the Ministry and partners selected based on the tender principle	2010-2011

	appropriate tender for selecting partners	conducted in 9 regions of Georgia: minimum 30% of the teachers, minimum 60% of the schools and all of the resource-centers	and improving the quality of education for the children with SEN in all regions of Georgia		
	4.5 Formation of multidisciplinary teams and starting activities on the baisis of educational resource-centers of Georgia	Multidisciplinary teams have begun working on the basis of 15 educational resource-centers in Georgia	Highly qualified services will be provided to the children with SEN, their parents and teachers, in order to provide the children with SEN with high-quality education	Department of Programs of the Ministry and educational resource-centers	2009
	4.6 Implementing monitoring of introduction of the national model of education for the children with SEN; preparing an analysis of the monitoring results and relevant recommendations, preparing the annual report form	1. Monitoring of introduction carried out in all regions of Georgia 2. Analysis of the monitoring results and recommendations prepared 3. The annual report form developed	Annual monitoring of introduction of the national model of education for the children with SEN will facilitate its effective introduction, necessary modification and further perfecting and development of the model	Department of Programs of the Ministry	2011
5. University education and professional development of teachers	5.1 Creating a group working on university education and professional development of	1. The group working on university education and professional development of	Effective planning and implementation of university education and professional development of teachers	Department of Programs of the Ministry	2009

	teachers	teachers selected through competition 2. The group begins work			
	5.2 Developing the professional standard of a special teacher	1. Professional standard of a special teacher developed	Special teacher is a highly qualified expert of special education	Department of Programs of the Ministry	2009
	5.3 a) Introduction and/or intensification, within the Bachelor's and Master's Programs, of teaching of the subjects, necessary for working with the children with SEN; b) Introducing the basics of inclusive and special education, as a mandatory module, into the curriculum; c) Preparing new modules, textbooks and methodological educational materials	1. Teaching of the subjects, necessary for working with the children with SEN, has started within the Bachelor's and Master's Programs 2. The basics of inclusive and special education are included in the curriculum, as mandatory modules 3. New modules, textbooks and methodological educational materials are developed	Georgian system of higher education will ensure preparation of highly qualified specialists in the sphere of education for the children with SEN	Department of Programs of the Ministry, the Center working on university education and professional development of teachers, the National Curriculum and Assessment Center	2009-2010
	5.4 Developing a university program of special education, in compliance with modern standards, with awarding of the	University program of special education developed, with the appropriate curriculum and syllabus	Preparing specialists in compliance with modern standards and making students interested in special pedagogy	Department of Programs of the Ministry, the Center working on university education and professional	2009

	corresponding degree (teacher of special education)			development of teachers, the National Curriculum and Assessment Center	
	5..5 Preparing an accredited program/curriculum for re-training of persons as specialists of special pedagogy; developing new modules and a textbook	1. An accredited program/curriculum for re-training of persons as specialists of special pedagogy developed 2. new modules and a textbook prepared	1. High professional standard of the teacher of special education will be established 2. Demand for knowledge and professional development will increase 3. Every teacher will have the opportunity of undergoing certificate training and testing and become a qualified teacher of special education	The National Curriculum and Assessment Center, the group of experts on education of the children with SEN and partners selected based on the tender principle	2009-2010
	5.6 Introduction of mandatory training-courses for professional development of teachers of specialized schools	120-hours per year mandatory training courses for teachers of all specialized schools are introduced	Professional development of teachers of specialized schools and improving the quality of education in specialized schools	Department of Programs of the Ministry and partners selected based on the tender principle	2009-2010
	5.7. Introduction of mandatory training courses for teachers of mainstream educational schools, for acquainting them with the principles and	60-hour mandatory training courses introduced for teachers of mainstream educational schools	Professional development of teachers of mainstream educational schools, facilitation of introduction of inclusive education and improvement of the	Department of Programs of the Ministry and partners selected based on the tender principle	2009

	practice of education for the children with SEN		quality of inclusive education teaching		
	5..8 Conduction of intensive training in those schools, where inclusive education has been or is being introduced	15-hour intensive training courses conducted in all those schools, where inclusive education has been or is being introduced	Professional development of teachers of general educational schools, facilitation of introduction of inclusive education and improvement of the quality of inclusive education	Department of Programs of the Ministry and partners selected based on the tender principle	2009
	5..9 Popularization of profession of the teacher of mainstream and special education	1. Wide-scale campaign of popularization of profession of the teacher of mainstream and special education planned 2. Publications, TV-stories and features prepared	Increase of popularity of profession of the teacher of mainstream and special education, high school seniors and college students becoming interested in the new professions and obtaining of a positive attitude and trust from the society, for introduction of inclusive education	Department of Programs of the Ministry and partners selected based on the tender principle	2009
	5.10 Intensification of coordination and joint work between inclusive, mainstream educational and special schools and university education faculties, for	Field practice work conducted by minimum 30 students, both in mainstream educational schools, specialized schools and daycare centers	Improving the quality of education of the specialists of education for the children with SEN, practical utilization of theoretical knowledge by students and obtaining	Department of Programs of the Ministry, the group working on university education and professional development of	2009-2011

	the purpose of planning and implementing field practical work of the students		of knowledge, based on evidence and specific cases	teachers	
6. Quality of education in specialized schools	6.1 Assessment of the needs of specialized schools, in terms of quality of education	1. Needs assessment of the specialized schools completed 2. Results and analysis of the research prepared and published	Identification of the needs of specialized schools, developing recommendations for satisfying them, based on the needs' analysis, and defining a plan for development of specialized schools	Department of Programs of the Ministry and the group of experts on education of the children with SEN	2009
	6.2 Assessment of efficiency of existing methodologies and identifying modern methods (and appropriate specialists)	1. Assessment report submitted to the Department 2. Minimum 7 specialists identified	Methodological development of specialized schools and improvement of the quality of education for the children with SEN	Department of Programs of the Ministry and the group of experts on education of the children with SEN	2009-2010
	6..3 Introduction of experimental classes in specialized schools, for approbation of new methods and approaches	Minimum one experimental class opened in each specialized school	Methodological development of specialized schools and improvement of the quality of education for the children with SEN	Department of Programs of the Ministry, the group of experts on education of the children with SEN and specialized schools	2009
	6.4 Preparing methodical guidebooks for modifying, simplifying and compiling individual	Methodic guidebooks developed and published in each of the following branches: mental development	Methodological development of specialized schools and improvement of the quality of education for	National Curriculum and Assessment Center, the group of experts on education of the children with SEN,	2009 2010

	curricula for specialized schools, in each of the following branches: mental development disorders, vision and hearing disorders, communication difficulties, etc.	disorders, vision and hearing impairment, communication difficulties and behavior disorders	the children with SEN	Department of Programs of the Ministry and partners selected based on the tender principle	
	6.5 Introduction of the methods and techniques of compiling individual educational plan, based on the results of assessment of students	Methods and techniques of compiling educational plans have been introduced in all the institutions of education for the children with SEN	Methodological development of specialized schools and improvement of the quality of education for the children with SEN	Department of Programs of the Ministry and partners selected based on the tender principle, the group of experts on education of the children with SEN	2009
	6.6 Introduction of the models and strategies of integrated education, for development of academic, communication and functional skills	Integrated educational models introduced in all the institutions of education for the children with SEN	Methodological development of specialized schools and improvement of the quality of education for the children with SEN	Department of Programs of the Ministry and partners selected based on the tender principle, the group of experts on education of the children with SEN	2009
	6.7 Introduction of the system of assessing academic performance and progress	The system of assessing academic performance and progress introduced in all the institutions of education for the	Methodological development of specialized schools and improvement of the quality of education for the children with SEN	Department of Programs of the Ministry and the group of experts on education of the children with SEN	2009-2010

		children with SEN			
	6.8 Developing the plans of extracurricular activity of informal education for specialized schools and daycare centers	Plan of extracurricular activity of informal education developed	The education for the children with SEN, no matter where it is implemented, will be subjected to a certain standard and all aspects of the child's activity will be conducted according to his/her educational needs	Department of Programs of the Ministry, the group of experts on education of the children with SEN, the National Curriculum and Assessment Center	2009-2010
	6.9 Introduction of cooperation between specialized schools and general educational schools, for the purpose of facilitating inclusive education	Minimum 10 children annually transferred from specialized schools to general educational schools	Facilitation and development of introduction of inclusive education	The group of experts on education of the children with SEN, the Department of Programs of the Ministry	2009
	6.10 Updating the material-technical resources of specialized schools	The material-technical resources of all specialized schools updated	Methodological and material-technical development of specialized schools and improvement of the quality of education for the children with SEN	Department of Programs of the Ministry, the National Vocational Agency	2009-2011
7. Early education of the children with special educational needs	7.1 Introduction of the model of early development	Program of early development annually conducted in minimum 20 families	Children find it easier to enter into contact with the outside world and it is simpler for them to become involved in the educational system	Department of Programs of the Ministry and partners	2009-2011

	7.2 Facilitation of early education programs for the children with SEN in preschool educational institutions	1. Early education programs for the children with SEN developed 2. Number of the children with SEN in preschool educational institutions is no less than 50 children a year	Avoid or significantly diminish educational needs of the child	Department of Programs of the Ministry and partners	2009-2010
	7.3 Developing the methodic and guidebook of early education of children	Methodic guidebook of early education of the children with SEN developed	Every person or agency, interested in early education of the children with SEN, will have the opportunity to become acquainted and use in practice the modern guidebook of early education for the children with SEN, based in research and evidences	The group of experts on education of the children with SEN, the Department of Programs of the Ministry, the National Curriculum and Assessment Center	2010
	7.4 Introduction and implementation of the rule and procedures for transfer of the children with SEN from early intervention and education centers to schools	The rules and procedures for transfer of the children with SEN from early intervention and education centers to schools developed and approved by the Ministry	Implementation of universal rules and procedures will ensure correct planning of future education of the children with SEN, their prepared and painless transfer to new educational institutions	The group of experts on education of the children with SEN, the Department of Programs of the Ministry	2009
	7.5 Development and introduction of the	The mechanism of direct contact and	Activation of the mechanism will ensure	The group of experts on education of the	2009

	mechanism of direct contact and coordination between early intervention and education centers, kindergartens, specialized and inclusive schools	coordination between early intervention and education centers, kindergartens, specialized and inclusive schools developed and introduced	correct planning of future education of the children with SEN, their prepared and painless transfer to new educational institutions	children with SEN, the Department of Programs of the Ministry	
8. Vocational education of the students with SEN	8.1 Allocation of program grants to mainstream educational and specialized schools, for introduction and development of vocational education and training	Minimum 10 grants allocated every year	The children with SEN will have the opportunity of mastering various vocational skills and crafts, based on individual curriculums and while taking into account their interests, inclinations and capabilities	The National Vocational Agency,	2009-2011
	8.2 Development of inclusive vocational educational workshops and training programs	1. Training programs developed 2. Minimum 20 inclusive vocational educational workshops opened and functioning	The students with SEN and their peers will have the opportunity of learning and experiencing professional growth together	The National Professional Agency, the National Curriculum and Assessment Center, The group of experts on education of the children with SEN	2009-2010
	8.3 Introduction of coordination between specialized and general educational schools and professional	Mechanism of coordination developed and introduced	Existence of such a mechanism will make the following possible: mutual exchanging of vocational experience and	The National Professional Agency the Department of Programs of the Ministry	2009

	educational centers, for the purpose of providing students with professional education		branch expertise, fitting the curricula of the state vocational educational centers to the needs of vocational education of the students with SEN, introduction of appropriate methodologies, providing the children with SEN with programs of vocational development and adapting the physical environment of the centers of vocational education		

Annex 9

Diversification of Education System and Education Processes

Reform towards diversification of education in Georgia is directed towards to establishment of an open and inclusive system of education that serves the needs, expectation and requirements of all students, parents and the community. It is the intention of this reform to offer students versatile opportunities for development and self-realization. Also, the reform aims at the enhancement of sustainable development of and social cohesion in a society by involving all students in education processes and offering them opportunities to achieve to the best of their abilities.

Importantly, the Law on General Education reaffirms, "The state should protect the right of students and their parents to enjoy freedom of choice in education" (Chapter 2, Article 9, paragraph 6). The diversification of education system serves the very purpose to provide students and parents with a choice of education and protect the freedom of this choice.

The Law on General Education and the national curriculum establish legal and strategic framework of system reforms directed towards diversification of education. These provisions allow to implement reforms directed towards diversification of education system as well as towards diversification of education processes *per se*.

Diversification of education system:

- The Law on General Education allows languages other than the state language to be a language of instruction in general education public schools (Chapter 1, Article 4, paragraph 3). Pursuant to this legal provision, students belonging to national and language minorities have an opportunity to receive education in their native language in that is brought in alignment with national education standards and the requirements of the national curriculum. Also, in alignment with this law, the education system allows the establishment of a school where education processes are delivered on any international language.
- The Law on Education supports the establishment and development of schools with profiles different from the general profile of the majority of public schools. This is particular the matter with schools where a particularly thorough focus is drawn on science, humanities, sports or religion (Chapter 2, Article 13, paragraph 2). Education processes in these schools are conduced in alignment with the requirements of the national curriculum; however school requirements in certain content areas (such as math, science, humanitarian disciplines) exceed the state standards and the requirements of the national curriculum.
- The Law on Education and the Law on General Education allows students to receive general education both in traditional classes and in alternative forms (the Law on General Education: Chapter 2 article 9 paragraph 5; the Law on Education: Chapter 2, article 9 paragraph 1). Alternative forms of schooling include completion of general education schools externally (the Law on General Education: Chapter 2 article 9 paragraph 4) through education programs that are based on the abilities and capacities of individual students.
- The Law on General Education establishes a diversified school financing system that intends to allow all students exercise equity of access to education opportunities (Chapter 1, Article 7, paragraphs 2 & 3).
- The Law on General Education allows the establishment of special education services within the public school system for students with special needs (Chapter 5, Article 33, paragraph 2c).

Diversification of education processes:

- The Law on General Education legitimates the establishment of both the national curriculum and school curriculums (Chapter 1, Article 5 paragraph 6). The national curriculum establishes state education standards and achievement requirements for students. School curriculums are developed for each school individually by its teacher council and adopted by its board of trustees. The alignment with the national curriculum and its expectations in an important requirement for the development of individual school curriculums. At the same time, school curriculums are expected to reflect the interests, expectations and requirements of the students, teachers and the community that a school services.
- The Law on General Education allows the development of special education programs depending on abilities, capacities and circumstances of each individual student. This is particular the case for students with disabilities, students in corrective establishments (Chapter 2, article 9 paragraph 3) and students unable to timely complete general education courses (basic and secondary education course) in due time (Chapter 3, Article 23, paragraph 3).
- The Law on Education establishes the requirement for the national curriculum to encompass both required and additional education programs (Chapter II, Article 7). The required programs are intended to be introduced to all general education schools be they public or private. The optional education programs are offered to schools as additional education programs that contribute to student achievements in content areas required by the national curriculum. Schools develop their individual curriculum by adopting the required education programs and completing them with their choice of the additional programs. This choice is made based on the requirements, needs and expectations of students, parents and the community that schools serve.
- The national curriculum allows schools to introduce their curriculum areas as either required or optional content areas. Namely, the required national curriculum programs are incorporated into individual school curriculums as required subject areas. The additional education programs are introduced to school curriculums as either required or optional content areas. Schools determine the status of additional education programs within their school curriculum depending on their own needs and requirements.
- The Law on General Education (Chapter 1, Article 5 paragraph 6) and the national curriculum *per se* set the requirement for a diversified, pluralistic and interdisciplinary approach to teaching and learning of each content area within a school curriculum.

Annex 10

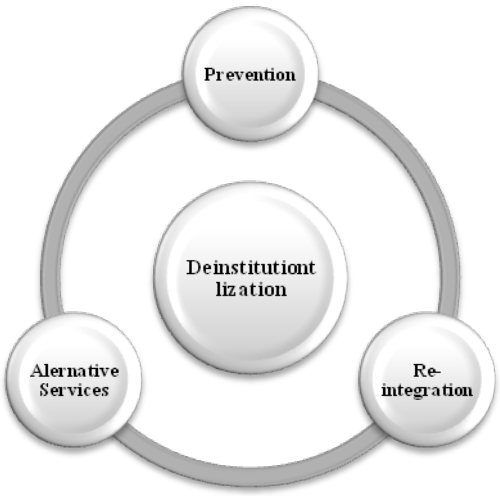
Child Welfare Reform Facts and Data

General facts about the reform

Child welfare reform is a joint effort by the Ministry of Education and Science and the Ministry of Labor, Health and Social Affairs that is directed towards the protection of the rights of students institutionalized and those running the risk of being institutionalized in special residential education institutions (i.e. orphanages and boarding schools) to enjoy equity of access to social and education opportunities as the majority of their peers. In their majority, these students are those devoid of parental care (i.e. orphans, street children, etc.), students with disabilities (either mental or physical) or belong to families with very low socioeconomic status. The residential institutions provide food, shelter and care for their students. However, they have failed to provide their students with quality opportunities for their full emotional, physical and mental development. In addition, it is acknowledged that accommodation in these institutions brings students to isolation from their families and communities. As a consequence, the graduates of residential institutions have minimal chance to succeed in personal and professional life and become fully-fledged members of a society.

Data collected prior to the reform revealed that more than 90% of students were accommodated in special residential institutions due to high poverty of their families and lack of strong social infrastructure. Building on these data and facts, governmental and non-governmental (international) organizations launched a project to pilot alterative child care services in 1999. The project gave grounds for the child welfare reform to start in 2004. During the course of the reform, the Government Action Plan on Child Care and Deinstitutionalisation 2005-2007 was developed. The plan envisaged development and implementation of the prevention, reintegration and alternative care service state programs which have still been in action. Importantly, the action plan also secured the establishment of the Government Commission for Child Protection and Deinstitutionalisation (GCCPD) to take further the legislative, administrative and institutional reforms in the field of child welfare. Figure 2 below demonstrates the main scheme of the reform.

Figure 2. Child Welfare Reform



As the Figure 2 illustrates, the course of the child welfare reform is directed towards deinstitutionalization of students in special residential education institutions such as orphanages and boarding schools and those of them potentially running the risk of being placed in these institutions. This is achieved through student reintegration into their biological families and further support for these families; enhancement of alternative services for childcare such as adoption, foster care, and guardianship; prevention of student entrance into the special education institutions. The development and implementation of the reform is under the realm of responsibility of the MoES and the MLHSA. Participation of these institutions in the

child welfare reform has resulted in the inclusion of the students from special residential education institutions in mainstream schools and the support for the families of these students through social welfare programs.

The major developments of the child welfare reform are as following:

- Government funding for the alternative child care services increased by 450% (from GEL 800,000 to GEL 4,430,000);
- The pool of state social workers providing family support, reintegration and foster care services has increased from 51 to 178 members;
- The number of children in state child care institutions decreased by 51% (from 5,200 to 2,690 students)
- In 3,626 cases students were prevented from institutionalization;
- State-funded alternative forms of child care (i.e. shelter for mothers and infants, daycare centers, small group homes, foster care, etc) has been increasing;
- A number of special childcare institutions have been dismantled;
- Boarding schools have been reorganized to give children opportunity to study at mainstream public schools;
- Motivated and experienced directorate took over most of the special education institutions;
- National minimum standards for family support and family substitute services were adopted;
- Higher education state grant programs for students deprived of parental care have been provided (see Appendix B);
- Emergency assistance to families was provided (medical or other).

The main outcomes of the reform

- 50 New Social Workers recruited;
- 5 Day Daycare centers Financed (Rustavi, Tianeti, Akhmeta, Tbilisi);
- 6 Small group homes Financed (Telavi, Kutaisi, Batumi, Rustavi, Ozurgeti, Mtskheta);
- 400 new Foster Care cases;
- 300 new reintegration cases;
- 900 new prevention cases.

The state continues the reform with a new policy document - the Children's Action Plan 2008-2011. This document builds on the previous Action Plan 2005-11 but also shifts the focus of the reform from deinstitutionalization to the development of a sustainable, modern child welfare system.

Annex 11

The Foci of the National Curriculum

The national curriculum regulates teaching and learning processes in general education schools by focusing on the following:

- Organization of teaching and learning;
- The nationaland school curricula;
- Teaching and learning methodologies;
- Assessment of student achievement;
- Teaching and learning materials

In what follows, the report presents some detailed information concerning the foci mentioned.

Organization of teaching and learning

Levels of Education: General education public schools encompass three levels of education – primary, basic and secondary. The primary level of education encompasses grades 1-6; the basic and secondary education levels encompass grades 7-9 and 10-12 respectively. Georgian legislature requires that basic education should be recognized as the minimal level of education that should be provided to all students.

Purpose of education at each level: Teaching and learning at all levels of education are built upon the principles and values of human rights education and envisage the achievement of goals set forth by the Recommendations. Namely, the purpose of education at primary, basic and secondary education is as following:

- Primary education:
  - preparation of students to pursue further their studies and achieve on the basic education level;
  - provision of conditions and support conducive to maximal development of students' mental, physical and emotional potentials;
  - development of students' knowledge and skills that will allow them to participate in lifelong learning;
  - equipment of students with values and attitudes that will help them become integrated into their communities and societies and support them in their becoming community-oriented members of the society;

- Basic education:
  - achievement of the targets established by the National Objectives of General Education;
  - preparation of students for participation in lifelong learning;
  - development of applicable knowledge and transferrable skills among students;
  - development of their values and attitudes oriented on the welfare of their communities and the society; respect for diversity and cultural heritage of the human kind;

- Secondary Education:
  - provision of conditions and support conducive to the development of students in alignment with the requirements of the National Goals of General Education;
  - preparation of students for further education and their participation in lifelong learning;
  - assistantship for students to develop into full-fledged members of the community and society that share humanitarian values, advocate and protect human rights and fundamental freedoms.

Class size: The national curriculum sets the standards of class size. According to its standards, classes are allowed to have up to 25 students. In rare cases, classes are allowed to admit the maximum number of 30 students. At the same time, individual teachers are recommended to instruct the maximum number of 125 students at a time. These recommendations

are intended to promote quality education for all students. Given the comparatively small class sizes, instruction becomes more individualized to students needs, better oriented on their learning and achievement.

Student discrimination: The national curriculum forbids the discrimination of students based on any marker including the marker of their achievements. To this end, the curriculum declares unacceptable division of students in classes according to their academic achievements. It also forbids discrimination of students in school admissions. Respectively, the national curriculum (in compliance with the Law on Education and the Law on General Education) expects schools to promote equity of opportunities for all students to become participants of education processes and become included in classes together with their peers regardless of their mental and physical abilities and irrespective of their ethnicity, language or cultural minority status, religion, gender and socio-economic background.

School culture of integration and unity: The national curriculum recommends schools to promote and advocate any initiatives, programs and projects that foster the establishment of a united school culture and community. The curriculum recommends that promotion and support for friendship and understanding should become the target of these actions. To this end, schools are encouraged to establish combined classrooms of students from the same grade levels. Also, to better establish the culture of understanding and unity among students, the national curriculum recommends that schools should promote student clubs, sports activities and other out-of-school activities with a maximal participation of all school students and their engagement.

Advising: The national curriculum strongly recommends general education schools to establish special advising program for their students. The program intends to take teaching profession further and transform it to advising. The program is design to make teacher support and assistance more available to students. Each student on every level of education is recommended to have an advisor from the school teaching staff. On the primary level of education, advisors are assigned to classes. For better connection with students on the basic and secondary education levels, advisors are assigned to small groups of students (no more than 15 students per advisor).

The primary objective of advising is to help students navigate freely and effectively within the school system; provide support and assistance in their academic studies and achievements; focus on students' progress and their participation in education processes; facilitating a versatile development of students' mental, physical and creative potentials; troubleshooting in case of conflict of interests between students and their teachers; involvement of parents in the education of their students.

It is worthwhile mentioning that advisors are expected to hold individual conferences with students and their parents concerning the students' academic achievements and their participation in school and education process. The national curriculum requires that individual conferences should protect the rights of students and their parents for the confidentiality of disclosed and discussed information in each case.

Planning of education processes: The national curriculum recommends that schools should establish school departments that unite content area teacher/instructors. The primary purpose of this school initiative is to plan education processes and develop learning plans in accord with the best interest of the students (i.e. considering their needs, interests, expectations and requirements). To this end, each department should determine the needs of students they serve, the methods of addressing these needs and the teaching and learning materials that will increase the effectiveness of teaching and learning in their classrooms.

Also, considering the interdisciplinary mode of teaching and learning processes and the delivery of content areas though their integration across the curriculum, the national curriculum advocates that school departments should be geared towards coordinated performance of teachers in all curriculum areas. This includes coordinated teaching and learning of the content across curriculum; sharing of experience and best practices among the teachers; joint efforts to develop assessment criteria for student achievement; identification of opportunities for purposeful professional development; recommendations for teaching and learning methodology oriented on the needs of classrooms.

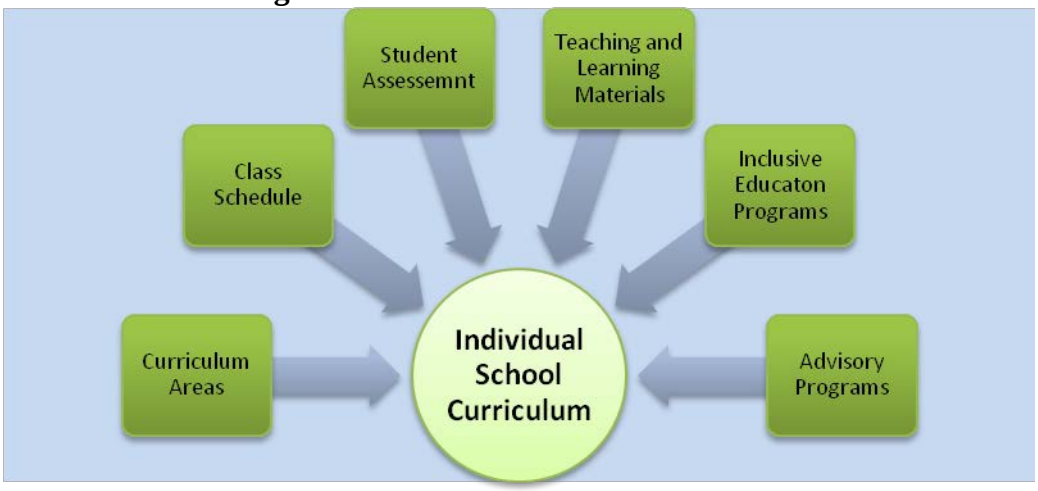
The national and school curricula

Georgian legislature on education and the national curriculum require that schools develop their own individual curricula that are in the best interest of students. These individual school curricula are expected to be flexible to the needs and interests of students and build upon their requirements, experience and expectations. It also aims at rendering delivering result-oriented teaching and learning and securing participation of all students in education processes.

The present part of the report concentrates on the alignment of individual school curricula with the standards and requirements of the national curriculum. Farther focus on the national curriculum extra-curriculum areas is drawn in following parts of the report - The National Curriculum Areas and The Extra-Curriculum Areas, Activities and Initiatives.

An individual school curriculum is expected to be brought in alignment with the standards and expectations of the national curriculum in five main curriculum fields. These curriculum content and subject areas; class schedule; student assessment; teaching and learning materials; special inclusive education programs; advisory programs for students. Figure 3 below illustrates the constituting parts of an individual school curriculum:

Figure 3: Individual School Curriculum

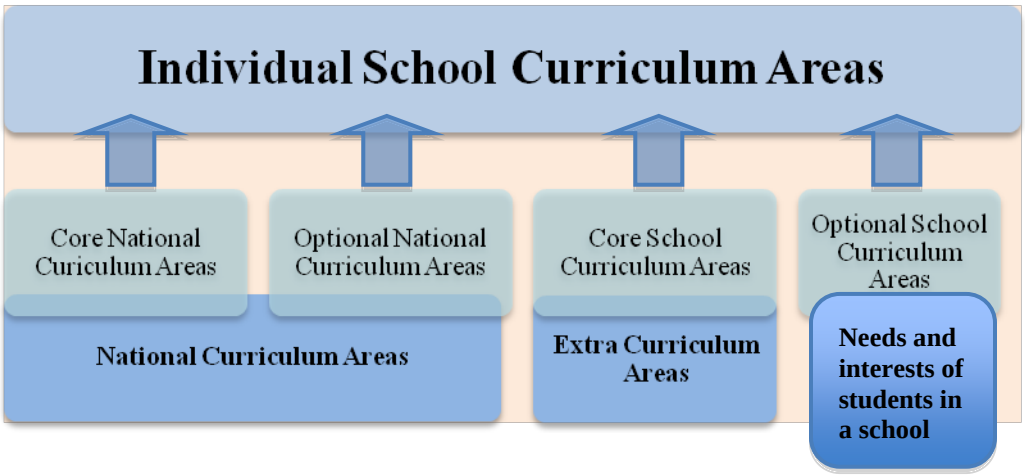


The national curriculum makes requirements and recommendations concerning curriculum areas, class schedule and teaching and learning materials that are expected to be observed by an individual school curriculum. As long as inclusive education and advisory programs are concerned, the national curriculum offers general guidelines and recommendations in these fields while schools are expected to develop relevant programs based on needs, requirements, expectations, experience and interests of their students.

The present report presents insights into the fields of individual school curriculum areas, class schedule, student assessment and teaching and learning materials. Specifically, it focuses on the recommendation, requirements and expectations of the national curriculum towards these fields of individual school curriculum. The present part of the research focuses on the mechanisms of development of an individual school curriculum areas. Further insight into curriculum areas, class schedule, student assessment and teaching and learning materials is presented in following parts of the report.

An individual school curriculum is developed based on a number of content and subject area resources. Figure 4 bellow illustrates the mechanism of this development:

Figure 4: Mechanism of Individual School Curriculum Area Development[1]



As illustrated by the figure 4 above, an individual school curriculum areas are expected to be developed from the areas recommended and required by the national curriculum and offered by a number of extra-curriculum areas, activities or initiatives. Importantly, schools are entitled to include their own curriculum areas (i.e. optional school curriculum areas) that are developed based on the needs, interests, expectations, requirements and experience of students in a particular school.

The national curriculum requires and recommends to include the following content areas in an individual school curriculum.

1. Georgian/Native Language;
2. Georgian as a Second Language;
3. Math;
4. Science (i.e. biology, chemistry and physics);
5. Social Sciences (i.e. history, geography and civics);
6. World Languages;
7. Arts and Work Skills;
8. Music;
9. IT Technology;
10. Physical Training.

The national curriculum differentiates between core and optional (i.e. core national curriculum areas and optional curriculum areas)[2] national curriculum areas. These are:

1. Georgian/Native Language – this area is delivered at all grade levels of education. It is included as a core national curriculum area;
2. Georgian as a Second Language –
3. Math – this area is delivered at all grade levels of education. It is included as a core national curriculum area;
4. Science – this content area includes the subject areas of biology, geography, physics and chemistry. Its delivery is differentiated across grades. Specifically, in grades 1-6 at the primary education level it is delivered as an integrated subject area Natural Science in includes Fauna (Element of biology), Objects and Phenomenon (Elements of physics and chemistry), the Earth and the Environment (Elements of Geography and Astronomy) and Individuals and the Environment (Elements of Civic Education). In grades 7-9 it is also delivered as an

[1] See Annex 12 – Core and Optional Curricum Areas, Extracurriculum and Targeted Needs-Based Programs
[2] See Annex 13 – The National Curriculum Data Tables

integrated subject area Natural Science and includes Fauna (Foundations of Biology), Physical Phenomenon (Foundations of Physics) and Chemical Phenomenon (Foundations of Chemistry). In grades 10-12 it is introduced in separate subject areas of Biology, Physics and Chemistry. In grades 1-10 Science is included as a core national curriculum area; in Grades 11-12 it is included as an optional national curriculum area.

5. Social Sciences – this content area includes History, Geography and Civics. Importantly, the content area covers the issues of history and geography of Georgia as well as history and geography of the world across all grade levels. In grades 1-4 at the primary education level the content area is integrated into other areas. The content area is delivered as an integrated subject area History, Geography & Civics at the primary education grades 5-6 and basic education grades 7-8. In grades 9 at the basic education and grade 10 at the secondary education the content area is delivered in separate subject areas History, Geography and Civics. In grades 11-12 it is delivered in separate subject areas History, Geography of Global Problems, Government, Citizenship and Economics. In grade levels 1-10, subject areas of Social Sciences are included as core national curriculum areas; in grades 11-12 History of Georgia and Geography of Global Problems (grade 11) are included as core national curriculum areas; Government, Citizenship and Economics and Geography of Global Problems are delivered as optional national curriculum areas.
6. World Languages – this content area is introduced in grade 3 at the primary education levels and is delivered across all grade levers henceforth. It is included as a core national curriculum area.
7. Arts and Work Skills – this content area is introduced in grade levels 1-10 as a core national curriculum area. In grades 11-12 it is delivered as subject areas History of Arts and Theatre which are included as optional national curriculum areas.
8. Music – this content area is introduced in grades 1-10 as a core national curriculum area. In grades 11-12 is it delivered as an optional national curriculum area.
9. IT Technologies – this content area is introduced on the basic and secondary levels of education. It is included as a core national curriculum area;
10. Physical Training – this content area is introduced across all grade levels and is included as a core national curriculum area.

An individual school curriculum is expected to include the above-mentioned core and optional national curriculum areas. The national curriculum requires that core national subject areas should be introduced to an individual school curriculum as required content and subject areas. Participation of all students in teaching and learning of these classes is obligatory. Pertinent to optional national curriculum areas, schools are entitled to introduce these subject areas of their choice to their individual school curriculum. Importantly, these subject areas are introduced as required subject areas in which participation of all students is expected.

Besides the above-mentioned core and optional national curriculum areas, individual school curricula are expected to include core and optional school subject areas or activities. Schools are entitled to select their core school curricula subject areas or activities from a number of extra-curricula opportunities offered by the MoES and in cooperation with international organizations and NGO. These extra-curricular subject areas, their purposes and contents are presented in the Extra-curricular Subject Areas and Activities part of the report. Pertinent to optional school curricula activities, schools are expected to include their own individual subject areas, activities and initiatives that best serve the requirements, interests, expectations and needs of their students. The national curriculum recommends that core school curriculum areas should be introduced as required subject areas in an individual school curriculum while optional school curriculum areas should be delivered as electives with a participation of students interested in the offered subject areas or activities.

Teaching and learning methodologies

The national curriculum advocates, promotes and supports the introduction of student-centered teaching and learning methodologies that consider the best interests of the students, i.e. their needs, expectations, requirements, interests and experience. To this end, the national curriculum builds upon methodology that enhances:

- applicable knowledge and transferrable skills:

- teaching and learning should be oriented towards the provision of knowledge and skills that students can perform upon and apply beyond their classrooms and schools. This knowledge and skills should be those that will determine student success in their professional career, community and social life. Besides academic literary and numeracy, students should be provided with understanding and experience of independent performance and performance in cooperation with a group of peers/partners; the importance of joint efforts in the achievement of success. Also, the knowledge and skills with which schools should equip their students should not be limited to an application in one restricted content area but be applicable in various fields of performance. To this end, general education should aim at establishing the culture of critical thinking in schools and classrooms and equipment of students with universal knowledge and skills that will assist them in their successful career development and lifelong learning.

- critical thinking and multidimensional problem solving skills:
  - schools should apply teaching and learning methodologies that are oriented on the development of students ability and skills in information seeking; analysis and synthesis of the acquired information; deduction and induction based on the available information . At the same time, they should be oriented on helping students indentify problems from multidimensional perspectives and determine their causes and effects from various viewpoints. Teaching and learning should be directed towards the development of students' skills in identifying a variety of solutions to these problems.

- experience-based and experiential learning:
  - priority should be given to education strategies and techniques that allow teaching and learning to be build upon experience-based and experiential learning of students. Individual and group projects, experiments and assignments should allow students amply opportunities to learn by doing. They should encourage the students to prose their own initiatives and determine their own strategy of performance. At the same time, they should encourage teachers to become the fully-fledged participates of their students' learning and perform as facilitators, instructors and assistants to their students. In addition, to maximize the effectiveness of education processes, teaching and learning should be tied up to students' interests and their own experience.

- integrated content area teaching and learning:
  - general education schools should promote integrated teaching and learning of all curriculum areas as a means towards development of students' critical thinking and multidimensional problem solving skills. The national curriculum also recognizes this mode of teaching and learning as an opportunity to secure the universality of the knowledge (i.e. applicability of knowledge and transferability of skills) with which they are providing their students. Importantly, integrated teaching and learning of content areas encourages students to perceive the world as a wholesome unity of knowledge, cultures, traditions, problems and purposes.

- student rights and responsibilities:
  - the national curriculum requires that all education processes in general education schools should be conscious of students' rights and their freedoms. Teaching and learning should become a means to develop, respect and protect students' senses of dignity. Student-centered school and classroom culture should encourage students to freely express themselves, their opinions and attitudes and respect their viewpoint. Also, teaching and learning should be directed towards development of the sense of justice in students; respect of themselves, their peers and partners; respect for diversity in individuality of students, diversity of culture, traditions, opinions and ideas. Also, education processes as well as school and classroom culture should promote students' sense of responsibility towards their teachers and peers as member of their school community; the sense of responsibilities towards the members of their communities and the society. Most important education processes, school and classroom culture should advocate, promote and protect the rights of every students to receive quality education, learn with their peers and have access to mainstream teachings and

learning. To this end, the national curriculum requires (in unison with Georgina legislature on education) schools to include all students in education processes regardless of their mental or physical abilities, cultural or social backgrounds; serve the needs of all students; develop their education plans that best suit the interests of each of their student.

- priority for instruction that is in the best interest of students:
  - the national curriculum requires that schools develop their education plans considering the best interests of their students – their abilities, interests, experience, needs, requirements and expectations. The recommendation of small class sizes serves to allow teachers to approach every students and students to have access to their teachers' assistance and guidance. This method attempts to maximally approximated class instruction to individual instruction of students. At the same time, the national curriculum requires schools to design individual teaching and learning plans and assessment for their students should the need for such plans occur. The necessity of such plans and assessments should be recognized by schools as they are expected to include all students in mainstream education processes. The individual education plans and assessments give teachers opportunities to approximate the requirements and expectations of the mainstream instruction to the needs of all students.
- teaching as equal participation of students and teachers in education processes:
  - pursuant to the purposes of teaching and learning, the organization of education processes and the mode of instruction, the national curriculum recommends that teachers should become fully-fledged participating of teaching and learning. They should perform as advisors for their students and facilitators of education processes. Their primary goal is to encourage all students to perform as the best of their abilities and provide them with opportunities to achieve. Importantly, teachers are expected to create the culture of inclusion in their classrooms by offering all students equal opportunities to participate in teaching and learning processes. At the same time, pursuant to its values and principles, the national curriculum expects teachers to perform as partners of and assistants to their students in their learning and achievements.

- discipline:
  - the national curriculum requires that schools should develop students' respect for themselves and others and recognize their responsibilities as members of the school community. To vouchsafe the disciple, the national curriculum recommends that schools should direct their efforts towards development of school ownership among their students. To this end, schools should provide students with opportunities to recognize their role in school improvement and develop; offer students opportunities to take part in initiatives that promote the school culture of diversity, respect, dignity, tolerance and understanding; develop the sense of community among their students. Also, the national curriculum strongly recommends that schools should be oriented on students' interests, their expectations and needs. They should manage to engage all students in teaching and learning by designing and offering them needs-based education processes. Finally, the national curriculum requires that school discipline should be subject to school rules and regulations that are accepted, understood and recognized by students, teachers, parents and administration. These rules and regulations are developed by school administration with the participation of student unions and approved by the school boards of trusties (See Appendix A).

Assessment of student achievements

Given that student assessment is a part of an individual school curriculum, the national curriculum requires that schools should develop their own assessment systems that will cut across all content areas. To this end, the national curriculum requires that all schools should consider some important principles while developing their assessment systems. Namely, the national curriculum requires that an individually developed assessment system should specify school-wide achievement benchmarks; determine alternative interventions for students who are not able to achieve the benchmarks by the end of an academic years; assessment of students who are frequently absent from school and run the risk of being left behind the pace

of instruction; explain course-specific assessment criteria and rubrics. In addition, the national curriculum requires and recommends the following:

- Frequent and multidimensional assessment of student performance:
  - Frequent and multidimensional assessments allow teachers to closely observe student progress and provide wholesome understanding of achievements by assessing students' performance in the perspective of their academic excellence as well as in such perspectives as engagement in learning process, classroom participation, cooperation with students, independent performance, creative problem solving, factual knowledge, real-world application of knowledge, etc. Teacher should employ multiple assessment strategies raging from quizzes and test-writing to portfolio assessments (including group and individual projects, presentations, etc.), classroom observations, etc.

- Student awareness of assessment criteria and rubrics:
  - Teachers should observe and protect the rights of students to become informed on specific assessment criteria and rubrics on which their performance will be assessed. This knowledge will help students align their performance with subject-specific and school wide expectations; learn, grow and improve in each aspect of performance.

- Merit-based and devoid of discrimination:
  - Students should be assessed according to their knowledge and skills. It should be devoid of discrimination based on their mental and physical ability, gender, minority status, religion, cultural background of socio-economic status. Further, it should be devoid of prejudice of disciplinary measures should they become applied to any student.

- Grading system:
  - Student grading should be based on a 10-point scale. Such a grading system allows teachers accurately differentiate student performance and observe student growth over time. In the early grades at the primary level of education (grades 1-4) student assessment envisages explanatory teacher note on the performance of each student. Achievement grading is introduced in grades 5 and 6 at the primary level and in all other grade levels of the basic and secondary education;

- Classroom observations:
  - Teachers should employ classroom observations as an important assessment strategy of student performance. It allows teachers observe student progress and growth on everyday basis. This strategy is applied primarily to gradually improve student achievements and timely introduce purposeful interventions for their development. Given this importance, everyday classroom observations should not become subject to grading.

- Formative and summative assessments:
  - Both formative and summative assessment should be applied to the evaluation of student achievements. Formative assessment should become an integral part of instruction. It should be designed to aim at the adjustment of teaching and learning to the needs of students and improvement the effectives of instruction for all students. Summative assessment should be developed to reveal the quality of student knowledge and skills at the end of a specific period of time. Given that the teaching and learning should be oriented on the improvement of student performance based on their needs, the national curriculum recommends that priority should be given to formative assessment. Assessment per trimester is recommended to be viewed as an opportunity for formative assessment of student achievements.

- Student participation in the development of assessment criteria:

- Assessment criteria should explain student achievements on multiple perspectives of student performance and provide a wholesome understanding of student achievements. Namely, the national curriculum recommends that schools should include classroom participation, performance on class- and home-work assignments, performance on midterm tests/quizzes and projects as assessment criteria for student performance. The national curriculum also requires student participation in the development of assessment criteria. To this end, it expects schools to include an additional assessment criterion that should be development and introduces exclusively by students. Importantly, students are expected to participate in the development of specific rubrics for the additional assessment criteria they intent to include in the assessment system. Furthermore, students participate in weighing the assessment criteria. Namely, weighing (90% overall) the assessment criteria relative to student classroom participation and their performance on homework and on-going classroom assignments is expected to be the responsibility of school departments and teachers; however, weighing (10% overall) the assessment criteria pertinent to students performance on midterm assignments, projects and the additional criterion introduced by students is required to be subject to teacher-student negotiations.

- Assessment of students running the risk of being left behind:
  - Given that schools should ensure participation of all students in education processes and develop individual education programs for at-risk students (disables and poverty students and students lagging behind general instruction), the national curriculum requires that schools develop individual assessment criteria for each of these students. The national curriculum requires that the individual education plans and assessment should be based on the needs of the targeted students. Importantly, individual assessment system for these students should be aligned with their education plans and build upon their abilities and capacities.

Teaching and learning materials

An Individual school curriculum is expected to include a list of textbooks and other teaching and learning materials that will be applied in each subject area. The national curriculum recommends that the textbooks should be selected from the range of textbooks reviewed and approved by the state (specifically, the National Curriculum and Assessment Center). At the same time, it is maintained that teachers should select their textbooks that they recon will efficiently facilitate the achievement of education standards that the national curriculum establishes for each subject areas. Also, teachers are strongly recommended to select textbooks that are relevant to students, their interests, experiences, needs and expectations.

Importantly, selected textbooks should be viewed as only a medium to achieve national education standards and teaching and learning goals. The national curriculum advises that teachers should make application of diverse teaching and learning media that will allow them to attain the education standards efficiently. Teachers are recommended to introduce optional materials that best facilitates education processes for their students.

While selecting textbooks, schools (specifically school departments) should following the following general rules:

- The alignment of a textbooks with the national education standards established by the national curriculum (- Will teaching and learning supported by a textbook allow students meet national education standards?);
- The availability of a textbook for students (-Is a textbook readily available for students?);
- The applicability of a textbook for the following three years (- Will students be able to use a textbook during the next three years?).

Pertinent to the processes of textbook review and approval, **the Decree # 428 of the Minister of Education and Science on the Rules of Textbook Review and Approval** (adopted May 11, 2006) establishes rules and criteria of school textbook assessment and evaluation procedures. The textbook quality evaluation criteria include:

- alignment of a textbook with teaching and learning purposes and its relevance to national education standards in a targeted content/subject area;

- alignment of teaching and learning methodology promoted in a textbook with those advocated and recommended by the national curriculum; promotion of diverse teaching and learning methodologies;
- promotion of knowledge acquisition through exploration (experimental and experiential learning methodologies);
- support for both knowledge and skill development;
- promotion of student's self-assessment and their development as independent learners efficient at both individual assignments and cooperative group-work;
- orientation on students' capacities, abilities, interest, experience and knowledge;
- delivery of accurate up-to-date information and facts and promotion of modern achievements in science;
- objectiveness of presented facts and information;
- support for integrated knowledge application;
- promotion and advocacy of students' social and cultural awareness, knowledge and skills.

Annex 12

Core and Optional Curriculum Areas, Extra-curriculum and Targeted Needs-Based Programs

An individual school curriculum is developed from the content/subject areas recommended or required by the national curriculum as core and optional curriculum areas. Also, individual school curriculum can include extra-curriculum programs, activities or initiatives. At present, the majority of these programs are on the piloting stage of implementation. Their effectiveness is tested only in a number of selected general education schools. Recommendations for the implementation of the programs for all schools will be provided only after the piloting and adjustment of the programs have been complete.

Besides these education programs, the MoES and the NCAC implement targeted needs-based education programs for marginalized students from minority background, students in prison, students with disabilities, and students in special residential education institutions (i.e. orphanages and boarding schools)

In what follows, the report present some detailed account on:

- core and optional curriculum areas;
- extra curriculum programs, initiatives and activities;
- targeted needs based programs.

Core and Optional National Curriculum Areas[1]

The national curriculum develops content and subject areas (both core and optional national curriculum areas) that each individual school curriculum is expected to include as required content/subject areas. Also, the national curriculum develops and established national education standards in each content/subject area that individual school curricula are expected to adopt. Teaching and learning provided in general education schools are expected to help students meet the national educational standards and expectations.

The national curriculum areas (both core and optional curriculum areas) are developed in accord with the purpose of education acknowledged by the Georgian system of education; the National Objectives of General Education; the Law on Education and the Law on General Education. They are also aligned with the state programs aiming at poverty reduction, sustainable development, economic prosperity and social welfare. Namely, the national curriculum content areas are designed to meet the expectations of the Economic Development and Poverty Reduction Program (EDPRP) of Georgia; the European Neighborhood Program Action Plan (ENPAP) in Georgia; the Millennium Development Goals (MDG) in Georgia; the National Strategy for Sustainable Development; the National Strategy and Action Plan for Education for Sustainable Development (ESD).

Importantly, the national curriculum areas are built upon human rights values and principles and principles, purposes and values of education that are based upon the Charter of the United Nations; the Universal Declaration of Human Rights; the International Covenant on Economic, Social and Cultural Rights; the Convention on the Rights of the Child; the Convention against Discrimination in Education; the International Convention on the Elimination of All forms of Racial Discrimination; the Framework Convention on the Protection of National Minorities; the Convention on the Elimination of All forms of Discrimination against Women; the UN Convention of Climate Change and the Kiyoto Protocol; the Convention on an Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters; the International Humanitarian Law (IHL); the UN Millennium Declaration;

Respectively, the national curriculum areas, their purposes, content and objectives area aligned with the expectations set forth in the Recommendations and the World Program for Human Rights Education. Namely, they aim at:

[1] See Annex 13 – The National Curriculum Data Tables

- attitudes and behavior that recognize equality and necessary interdependence of nationals and peoples;
- human rights and freedoms as an integral part of teaching and learning content and education processes;
- the exercise of one's own rights and freedoms and the recognition and respect for the rights and freedoms of others;
- creative imagination of students, their critical thinking and problem solving skills;
- intercultural understanding and respect for diversity;
- tolerance and cooperation for the world peace;
- understanding determinants of international economic, political and social relations;
- conflict resolution;
- acknowledgement and understanding of social duties, rights and responsibilities;
- promotion of the rue of law and law-literacy;
- civic literacy;
- problem-solving at local, national and international levels;
- awareness of issues pertinent to sustainable development and environmental protection at the national, regional and international level.

In what follows, the report presents each of the national curriculum area and provides a brief insight into its purposes and objectives. Here, it is worthwhile mentioning that education processes in general education schools envisage fusion of all the above-mentioned issues into teaching and learning content across the curriculum. Also importantly, teaching and learning content is not strictly discriminated by curriculum areas but is consolidated into a wholesome unity of knowledge, skills, attitudes and abilities provide by schools.

Georgian/Native Language & Literature: The purpose of the curriculum area is to facilitate the development of students as free personalities capable of developing, expressing and communicating their opinions, viewpoints and attitudes. Its focus is drawn upon a language as a means of creativity and critical thinking. Importantly, the curriculum area aims at developing students' understanding and appreciation of their domestic and world cultures, values and traditions.

The priority objectives of Georgian/native language teaching and learning is to develop students' language skills (speaking, reading, writing and listening); applicable knowledge for real-world application (communication and self-expression); rhetoric skills for debate, discussion, discourse construction and proposition and argumentation construction; acquisition of information, its analysis and synthesis; creativity and critical thinking skills; awareness of domestic and world cultures;

The content of the curriculum area encompasses such issues as humanism; human relations; domestic and world cultural values and traditions; national and world history; diversity of religion; morality and ethics.

Georgian as a second language: Education system of Georgia observes and protects the rights of minority students to receive education in their native language and be provided with opportunities for the acquisition of the state language. To this end, the purpose of the content area is to protect the right of minority students to learn Georgian as their second language. Importantly, the content area intends to facilitate a fully-fledged integration of national minorities into Georgina society through the improvement of their state language competencies. Also, it aims at promoting tolerance and appreciation of diversity by preserving cultural identity of the students and sharing cultural values and traditions of the wider society with them.

Social Sciences[2]: The purpose of the curriculum area is to encourage students to exercise holistic approach to and understanding of world culture, processes and problems; develop a sense of cultural identity and respect for diversity; increase awareness of international relations and determinants of economic, political, economic and environmental global processes and problems; increase their civic literacy and develop their understanding of civic rights and responsibilities; improve law-literacy and recognize supremacy of the rule of law; increase awareness of conflict resolution, global problem solving and international cooperation for peace. The curriculum area promotes understanding and internationalization of

[2] See Annex 14 – Social Sciences

such values as human dignity, human rights and freedoms; national and international cooperation and solidarity; equality; tolerance; justice; honesty and industry.

Teaching and learning of social sciences at each level of education aims at the achievement of the above-mentioned purpose of education. Here, it is worthwhile specifying that curriculum area content can be classified into the fields of environment and economy; government and politics; culture and religion; individual and society; environment and social system; historic interpretation and research; geographic research; personality development; a citizen and the state; governance and social structure[3].

Arts/ Work Habits and Music: The purpose of the content areas is to facilitate the harmonious development of students' personality; encourage and develop their creativity, self-expression; enhance their critical thinking skills and imagination. Importantly, its purpose is the develop students' versatile individuality and support their appreciation of diversity and pluralism.
One of the pivotal objectives of the content areas is to bring students up to the understanding of arts and music, their universality and power of expression. Also, they aims at making students understand national and world cultures through arts and music and develop their perception of the world as a wholesome unity in diversity.

The content areas of arts/work habits and music aim at promoting important values and attitudes such as understanding of and respect for national and world cultures; tolerance, respect and appreciation of the pluralism of self-expression; understanding and appreciation of cultural diversity; development of cultural identity and respect for the identities of others.

At all the three levels of education (primary, basic and secondary), the curriculum areas purports to enhance students' emotional and creative development; foster their ability to express themselves and communicate their perceptions, ideas and worldviews; encourage their self-exploration and self-determination.

The content of the curriculum areas cover the issues of local, national, regional and world arts and music; the influence of cultural, social and historic events on arts and music; the importance of arts and music for a society and for the development of cultures; individuality of cultures perceived through their arts and music and the wholesome unity of world art; arts and music in synchrony and dynamics; social, economic and political environment and arts and music; arts and music against the context of social life and development; local, national, regional and world arts and music, folklore, classic and modern arts.

Math: The purpose of the content area is to develop encourage the perception of math as a means of understanding environmental and social events and processes taking place on the local, regional and global levels. Overall, its purpose is to facilitate understanding of the world and the society through math.

The content area aims at developing students' critical thinking and problem solving skills; enhancing their analytical capacity; fostering their cognitive development; developing and furthering their argumentation construction abilities; encouraging them to select optimal action strategies and determine their feasibility; enhancing their capacity for informed decision-making; promoting multidimensional problem analysis and development of problem-solving alternatives.

The content of the curriculum areas envisages application of math for the collection of data and information on the environmental, social and economic processes taking place in the real world. It also focuses on students; skills in analysis and interpretation of informational. Importantly, the content aims at maximizing students' efficiency in carrying out environmental, social and economic projects as the curriculum area purports to develop their skills in problem identification, problem solving, selection of relevant resources for problem-solving and assessment of outcomes and results.

Science: The purpose of the curriculum area is to develop students' perception of the wholesomeness of the world through understanding the unity of environmental processes; foster their awareness of environment and environment protection measures; promote the recognition of necessity of national and global cooperation for world peace and security; encourage

[3] See Annex 15 – Science

students to understanding their role in the society; help students acknowledge the importance of science for cultural, economic, political development of the society.

The content of the curriculum area covers important biological, chemical and physical processes in the environment; the impact of technology and industry and a human factor on the environment; the principles of sustainable development. These issues cut across all grade levels at the primary, basic and secondary education. It is worthwhile mentioning here that the content of the curriculum area envisages a particular focus on civic education at the primary education level. To this end, students are provided with an insight into the role of an individual in environmental protection.

World Languages: The purpose of the curriculum area is to introduce students to world cultures, traditions and values; develop their respect for diversity; promote tolerance; encourage students to understand social relations; promote an insight into international relations. Importantly, its purpose is to increase students' awareness of humane values, human rights and freedoms, the importance of international humanitarian organizations (e.g. UN, EU) and their role in the development of a society.

Respectively, teaching and learning of world languages aims at the achievement of the following objectives:

- improvement of students competency in world languages and cultures;
- improvement of various skills:
  - language and language learning skills;
  - skills in understanding culture;
  - life skills (i.e. cooperation, free decision-making, self-development, creativity etc.);
- development of attitudes:
  - appreciation of and respect for diversity;
  - development of cultural identity;
  - appreciation of and respect for native culture;
  - interest towards world and global culture;

To achieve the above-mentioned purposes and objectives, teaching and learning of world languages focuses on language skills (speaking, listening, reading and writing); metacognision (learning to learn); cultural dialogue.

IT Technologies: The purpose of the curriculum area is to develop students' creativity, critical thinking and problem solving skills; enhance students' ability in informed decision-making; increase computer literacy among students for their successful professional career and participation in economic and social development of the society. Also, it enhancing students' understanding of the influence of technology on the environment; the importance of ethical issues in the field of technology; the protection of rights and freedoms through technology.

Here, it is important to note that along with internationally approved practice, environment education in Georgia has been transformed into one of important dimensions of education for sustainable development (ESD). To this end, starting from 2005, environment education is delivered to students as a complex package of economic, social, political, cultural and global issues. Further, development of ESD in Georgia is brought in alignment with the UNECE Strategy for ESD (National Curriculum Area Social Sciences).

Extra Curriculum Programs, Initiatives and Activities

In unison with the national curriculum, extra curricula education programs, initiatives and activities constitute an integral part of education in Georgia that aims at exercising rights-based approach to human rights education. Pursuant to the National Objectives of General Education, these programs, initiatives and activities facilitate development of students into free individuals with a well-developed sense of individual identity who are equipped with high level of civic and law literacy; who promote tolerance, recognition and respect for diversity; who exercise respect for themselves and others; who understand the value of cooperation, collaboration and solidarity for world peace; who advocate the protection of human rights and fundamental freedoms; who have a high level of awareness of environmental issues and support environment

protection as an exercise of human rights and freedoms. Also, given that education is recognized to be an important contributor to sustainable development, the extra curriculum programs, projects and initiatives are among those developed to achieve the goals of ESD.

In what follows, the report presents some of the programs, initiatives and activities from the extra curriculum area of study. All these programs aim at providing students with additional classroom and out-of-school opportunities for teaching and learning to be thoroughly oriented on the delivery and exercise of human rights education. They serve the key stakeholders in education, i.e. students, their parents and schools (teachers and administration). These programs, initiatives and activities provide rights-based teaching and learning for students; professional development for teachers; participation in education processes for parents. Importantly, the extra curriculum programs, initiatives and activities facilitate the establishment of school/classroom environment conducive to effective teaching and learning for the rights-based education.

The Children's Tolerance Education Program (CTEP)

The Children's Tolerance Education Program (CTEP) supported by the Safe the Children federation is a regional program implemented in the South Caucasus countries (Georgian, Azerbaijan and Armenia). Administered since 2007 in Georgia, the program has become a joint effort by the NCAC and the Sate the Children federation. Importantly, the program envisages inclusion of participants from the conflict zone of Abkhazia.

The CTEP is a world-recognized education program for students in the yearly grades. It has been included in the World Book of Successful Education Practices in Democratic Citizenship and Human Rights among best practices in human rights education recognized by the OHCHR, UNSCO, European Council and the OSCE. An external evaluation of the school programming showed a statistically significant increase in children's knowledge, attitudes and practices related to tolerance, participation, cooperation, mediation and negotiation over the course of the program.

The CTEP is a peace education program that aims to help children embrace the values of tolerance, cooperation and compassion and to develop skills for peaceful co-existence. Its purpose is to increase understanding of tolerance, cooperation and collaboration among students; develop their conflict resolution skills; enhance their awareness of human-rights values; develop their human-rights based attitudes. Also, the program is focused on introducing innovations in teaching and learning and establishing school and classroom environment conducive to versatile development of students; fully-fledged development of their individuality; recognition of and respect for diversity.

Pertinent to it purposes and aims, the CTEP intends to achieve the following teaching and learning objectives:

- Help students understanding and appreciate diversity;
- Help students recognize and respect differences and similarities among individuals;
- Facilitate develop of students into dependent decision-making;
- Develop students' life skills such as cooperation and team building;
- Help students recognize primary sources of conflict;
- Help students understand the fundamental principles of equity;
- Help students relate social diversity to human rights and equity;
- Develop students' sense of dignity and respect for the dignity of others;
- Help students appreciate and protect the environment;
- Develop students' critical thinking and problem solving skills;

The content of the program focuses on the issues of:

- tolerance;
- communication;
- participation;
- independent decision-making;
- cooperation in problem solving;
- negotiation;

- mediation;
- reconciliation;
- the rights of children (the Convention of the Rights of the Child);
- understanding between generations;
- girls and boys (gender);
- diversity of cultures and cooperation;
- stigma, stereotypes and prejudice;
- environment protection;
- healthy lifestyle;
- equity.

The CTEP program is designed for students aged 5-11 in the yearly grades of the primary education (grades 3-4), their parents and teachers. It is recommended to be included in an individual school curriculum as an optional 36-hour (1 hour per week) program or as a part of a school student advising program.

The program was piloted in Georgian schools during 2007-2008 academic year. More than 2,000 students from 22 general education schools participated at this primary state of program implementation. The piloting of the program is intended to be followed-up by necessary program adjustment and improvements. The renewed CTEP will be introduced to a larger scope of 720 schools across the country in 2008-2009 academic year. According to the program design, the CTEP will be introduced primarily to schools that accommodate a large population of IDP students.

The format of the program envisages provide students with classroom and out-of-school opportunities for teaching and learning. Namely, the program has designed and introduced a special textbook "Our Neighborhood Stories" including teacher and students' books for classroom activities. At the same time, the CTEP employed TV media for education purposes. To this end, the program developed 42 children television episodes (Puppet Shows) on tolerance, good citizenship, intercultural understanding and conflict resolution created and aired on TV.

Georgia Legal Socialization Program

Given that development of law literary constitutes an integral part of successful civic education program and practice, one of the foci of civic literacy supported by general education system in Georgia has been determined to be drawn upon the issue of the rule of law and the culture of law. In Georgian schools the integration of law literacy into general instruction has become based on best practice in civic education that has been exercised in the US public schools for 10 years.

Based on best international practice, the **Georgia Legal Socialization Program** (GLSP) aims at increasing the level of law literacy among students. Overall, the mission of the GLSP program is "to raise awareness about juvenile justice issues, to positively influence student's knowledge and attitudes about the rule of law, public safety, and crime prevention issues through school-based curricula. Moreover, the program is to provide students with the skills to both resist the temptations of corruption, gang involvement, drugs and crime. After the completion of the program the students should be able to understand why society needs to develop and maintain a rule of law; they should be able to explain law; describe how crime and corruption threatens the values and institutions of society; students should be able to identify measures that can be taken by themselves and society to promote a rule of law and to resist the attraction and acceptance of crime and corruption. Beside that the ultimate aim of the program is to contribute to the deeper cooperation and trust building between the students and the police officers" (GLSP http://www.glsp.ge/index.php?a=main&pid=12&lang=eng).

The GLSP program is implemented by PH International and funded by the U.S. Department of State Bureau of International Narcotics and Law Enforcement Affairs. Ministry of Education and Science of Georgia, the Ministry of International Affairs and Project Harmony (a US non-governmental organization) participate and support the implementation of the program.

The GLSP is a twelve-month pilot program that fosters partnership between law enforcement officers and school educators. The piloting stage of the program took place in 18 general education schools in large urban areas (Tbilisi, Rustavi, Gori and Kutaisi) during the 2008 – 2009 academic years (specifically, April 2008- March 2009). The program targets students aged 14-16 in grade 9, their teachers and police officers cooperating with the selected schools. During the course of the piloting stage of the program, 1,300 students (2.3% of all students in grade 9) participated in the project.

The GLSP program envisages:

- Experience sharing between educational professionals and law enforcement officers from Georgia and the US;
- Development of classroom and out-of-school teaching and learning programs;
- Development of a special textbook focused s on law literacy issues. The textbook includes both a teacher guide and a student book;
- Professional development for teachers and law enforcement officers (20 teachers and 16 police officers);

The GLSP program employed participatory/ interactive teaching and learning methodology. It also envisages participation of law enforcement officers in education process. This particular mode of instruction increases the level of cooperation between all the parties (students, teachers and police-officers).

The textbook developed within the GLSP program focuses on such issues as student cooperation with law enforcement officers; juveniles and the law; conflict resolution; addictions and their negative impact; police – its history and importance; organized crime; negligence and cooperation; just choice.

The piloting stage of the program will be followed by final program evaluation and subsequent adjustments and improvements. The scope of the program is intended to increase in the following years as the number of participating schools will be increase by 20 new schools each year.

School Education for Trafficking Prevention in Georgia, Armenia and Azerbaijan

Under coordination of the International Organization for Migration (IOM) and in close partnership with local NGO the MoES and NCAC intend to administer the **School Education for Trafficking Prevention** regional program that is scheduled to be carried out in Georgia, Armenia and Azerbaijan. The purpose of the project is to increase awareness among students, parents and teachers of migration issues; trafficking and the preventive mechanisms against trafficking. To this end, the project aims at the development of teaching and learning program pertinent to the issue of trafficking and inclusion of the issues of trafficking in the national curriculum.

Pertinent to its purpose and aims, the project activities will include:

- support for the inclusion of the issue of trafficking into the national curriculum;
- development and piloting of a school education program dedicated to the issue of trafficking;
- development and dissemination of various teaching and learning materials for students, teachers and parents;
- development of a purpose professional development module for general education teachers;
- capacity building within the MoES (on the regional level, within ministries of education in all the three participating countries) to increase its potential to effectively fulfill its commitments assumed within the national action plans against trafficking;

The School Education for Trafficking Prevention is a regional 2-year project that is schedules to be carried out during November 2008 – October 2010 time span. The project targets at students ages 15-16 in grade 9. In particular, the project aims at reaching at risk students minority communities residing in marginalized areas, students in orphanages and residential boarding schools and students who have dropped out of school. Also, teachers and parents constitute important target group of the project.

The primary piloting stage of the project envisages selection of 15 general education schools in each of the participating country and the initial piloting and the new education program on the issues of trafficking. After the evaluation of the piloting stage and necessary adjustments to the program, the program intends to reach 20% of schools in the region (440 schools in Georgia, 622 in Azerbaijan and 296 in Armenia); 100,000 students aged 15-7 that constitute 15-20% of all students of the age in the region; 2,400 teachers from 1,350 schools out of the overall number of 6,70 schools in the region; 100,000 parents.

Teaching and learning materials purposefully developed to support the new education program will include a student's book; an information brochure; a teacher's guide and video materials; booklets for parents that will include information on the purpose of the project and the education program, the content of student's book.

The project is based on the participatory principle of cooperation between the MoES, the IOM and local NGOs.
All the partners will participate in the development of the education program (i.e. subject-specific curriculum-based interventions) and teaching and learning materials, methodology of instruction and teacher professional development programs.

Importantly, research studies in general education schools on the trafficking issues will be held. The primary research study will aim at collecting data on the level of knowledge about trafficking prior to the program intervention. The data collected at this stage will also be used for the development of purposeful and relevant teaching and learning materials for the education program. The final evaluation of the project will reveal the effectiveness of its program intervention.

Living Together

The MoES strongly supports and facilitates the implementation of **Living Together** - a major British Council initiative under the patronage of the Council of Europe that aims at the development of intercultural dialogue and understanding across Europe. Participants from South, East and Northern Europe and the UK are involved in the establishment of this intercultural dialogue which is given a large importance in modern global environment. The framework of the initiative envisages participation of 27 countries in a global debate on important issues such as equity, cultural diversity, tolerance (including religious), conflicts (including ethnically based conflicts) and economic migration.

Living Together initiative focuses on two main themes which are highly important in terms of intercultural dialogue: "Participation of minority communities in public life" and "New migrant communities & their impact on society". Within the framework of the initiative, the following project activities are planned to be carried out in Georgia: Leap of Faith Together; Imagine Your Future: Education; Arts; Summit; Congress.

Intercultural Dialogue through Education

The **Intercultural Dialogue through Education** is a joint initiatve by the Council of Europe and the MoES. The project covers South Caucasus and Ukrain. The purpose of the program is to promote undernstanding and respect for cultural diversity; facilitate cooperation and colleboration between different nations and peoples on regional and global level. Also, the program aims at supporting education insitutions to share their experience in entercutlrual education on regional and international levels and promote best practices in the field of intercultural education implemented and exercise in Europe.

So far, three workshops and one conference have been conducted in Tbilisi. Also publication of activities is prepared together with other South Caucasus countries and Ukraine. These activities cover various directions, such are diversity management, overcoming prejudice, equality, inclusion, HR, conflict resolution, tolerance and mutual respect, multidimensional approach to problem solving.

Here, it is worthwhile mentionig that since 2007 the MoES has been developing a civic integration long term intersectional state program **Equality for Everyone's Success.** The main focus of the program will be drawn upon intercultural education.

Civic Action Program

The Civic Action Program is a joint initiative of the MoES and British organization Children't High Level Group that is intended to enhance civic awareness among students; develop their attitudes towards democratic civil society values and principles; develop their sense of civic responsibility towards other members of a community especial those who are social disadvanged; recognize their own rights and freedoms and observe/protect the rights and freedoms of others; enhance their undertanding of social diveristy. The goal of the program is to develop students' positive attitude towards community- and other-oriented actions. The program design envisages engagement of students from diverse socio-economic bachground in cooperative student clubs (e.g. drama, dance, music, sports, IT technology, handycraft and other clubs). The clubs promote peer-to-peer education. Also, promoting cooperation and collaboration, they encourage students to undersntand the needs of their socially disadvanted peers and those with special needs.

Students from general education schools, IDP students and students in residential institutions (i.e. orphanages and residential boarding schools) are the target of the program. Implemented since 2007, the prgoram has engaged 3,258 students. In 2009, the program plans to engage 1,471 students from 41 general education schools, students from 41 residential institutions accomodating students devoid of parental care and students with special needs and 1,691 IDP students.

To reach a wider public, the program developed special internet resources that will be hosted by the MoEs web page. The internet resource provides access to such supplemtary metarials as a program action plan, guidbook of program activities, manuals for coorinators in general education school and residential instutions,; manuals and activity books for program volunteers.

Besides the above-mentioned focus on increasing student particiaption in cummunity actions, the program envisages delivery of public seminars in 2009. The public seminars will cover the following issues:

- Developing support for community actions;
- Principles and needs of inclusive education;
- Tolerance;
- ER.

International Committee of the Red Cross (ICRC) Education Program:

As a signatory to the 1949 Geneva Conventions and 1977 Additional Protocols, the state of Georgia has assumed the responsibility of dissemination knowledge about the International Humanitarian Law. Since 1995, the International Committee of the Red Cross (ICRC) has been supporting the MoES in fulfilling this commitment. For this purpose the ICRC has been implementing a special education program in general education schools that aims at increasing students' awareness of fundamental instruments of International Humanitarian Law; internalize its fundamental values; develop humane attitude towards victims of armed conflicts among them. Also, the program aims at introducing students to the International Committee of the Red Cross and Red Crescent international organizations.

In cooperation with the MoES, the ICRC developed and published "Recognize Yourself" - a textbook for students in grade 6 that has been introduced as a supplementary material for the Georgian Language and Literature content area in 1996. In

1999 the ICRC developed and published "What Hatred Has Ruined…" - a supplementary textbook for students and grade 7. Materials in this textbook are integrated into teaching and teaching material in such curriculum areas as Gergian/Native Language and Literature, World Languages and Social Sciences.

In non-Georgian schools where the level of Georgian language competency is high among the students, "Recognize Yourself" textbook is introduced in grade 8 and integrated into teaching and learning of the state language (Georgian as a Second Language). In 2000 "What Hatred Has Ruined…" was adapted and translated and introduced to students in grade 7 in other non-Georgian schools.

Since 2005, issues in the International Humanitarian Law (IHL) have been integrated into the national curriculum and delivered to students is an integral part of teaching and learning in such subject areas as history, geography and civics in grade 6, 8 and 9. They have been included in textbook materials. Namely, since 2007 new textbooks in geography/history and civics for grade 8 have covered foundations of the International Humanitarian Law. Since 2008, IHL issues have been included in civics textbooks for grade 9.

Environment Programs

While focused on promotion of environment protection issues, the MoES/NCAC has closely been cooperating with the Aarhus Center Georgia – an important initiative of the OSCE mission in Georgia generated on the grounds of its close cooperation with the Ministry of Environment Protection and National Resources (MEPNR) of Georgia. The primary purpose of the initiative is to support Georgia in fulfilling commitments assumed within the Convention on an Access to Information, Public Participation in Decision-making and Access to Justice in Environmental Matters (Aarhus Convention).

Pertinent to its cooperation with the MoES, Aarhus Center Georgia aims at increasing students' awareness of the natural environment and environment protection issues. General education students and teachers are the key target groups of educational interventions within the Aarhus framework. The Center delivers seminars and conferences for students and in-service training for teachers performing in the subject areas of Geography, Biology, Chemistry, Physics and Math. Seminars for students aim at increase students' knowledge about the Aarhus Convention and draw a particular focus on such environmental issues as geo-informational systems in environment protection, climate change, utilization of energy resources, pollution, etc. Student conferences are thematically organized and are held in dedication to certain environmental events such as the Environment Protection Day, the Earth Day, the Black Sea Day, etc. Importantly, Aarhus Center Georgia provides students, teachers and the wider public with teaching and learning materials and information resources (online resources) relevant to the issues of environment and environment protection. To increase effectiveness of it interventions in general education schools, the Aarhus Center Georgia participates in the publication of the "Dialogue ", a periodical newspaper issued by the NCAC for students, teachers, school administrators, parents and the wider community.

The MoES is also closely cooperating with the Agency of Protected Areas within the Ministry of Environment Protection and National Resources of Georgia. The Agency recognizes education as one of the important area of performance. It conducts seminars and conferences for students in grades 7-10 focused on the environment protection issues; supports student echo-clubs and involves students in out-of-school activities such as eco-camping. It also delivers in-service training for teachers, especial those performing within subject areas of geography and biology. In 2008 in cooperation with the MoES, NCAC, the US Department of Interior Technical Assistance Program and the Aarhus Center Georgia, the Agency delivered training sessions for 270 teachers from 140 schools across the country.

Within its initiatives for 2009, the Agency plans to organize several echo-camps for students; hold a research study of public awareness of the environmental issues; develop special needs-based education programs that will be implemented in the countries various regions; delivery of seminars for students on the issues of protected areas and the diversity of life; in-service training for teachers on the protected areas and environment protection issues; educational student echo-tours in protected areas; open lessons in general education schools on the importance of protected areas.

Olympiad Program for ESD

In cooperation with the Ministry of Environment and Natural Resources (MENR) and REC Caucasus, the MoES supports annual **Olympiad Program** for general education schools. The main purpose of the program is to increase knowledge about issued of sustainable development among students and their teachers and develop their critical thinking skills to solve problems of sustainable development. To this end, students in grades 7-12 and their teachers are the target groups of the program. Importantly, the program methodology supports collaboration between students and encourages students to present join team projects. Teachers are expected to perform as instructors and advisors to project teams.

The program was first introduced in 2006 and witnessed a high level of student participation. More than 2,000 students submitted 500 of their projects and initiatives during the first stage of the program. Out of this number, 317 projects were promoted to the second stage and 65 best projects were furthered to the final third stage. The following year the number of participants and submitted project increased considerably. More than 4,000 students presented their 830 projects on the first stage; 459 and 143 projects were furthered to the second and third stages respectively.

The Olympiad Program encompass three main themes that cover import issues in the fields of ESD, social sciences and innovations in problem solving. The list below presents the themes with their content foci:

1. Education for sustainable development (ESD) – participation in this field encourages students to develop and build their knowledge about central issues of ESD, intercultural understanding and environment protection. The content of this field is drawn upon:
    - More comfortable and humane local environment: Steps towards sustainable future;
    - Natural wonders in my region and modern times:
    - The quality of life in my city/village;
    - Rational utilization of natural resources;
    - Natural disasters;
    - Natural and historical landmarks and tourism;
    - Quality of environment and health;
    - Healthy lifestyle.

2. Social sciences – participation in this field intended to develop students' understanding and internalization of such values as tolerance and respect for diversity and develop them into active participants of a civil society. The content of the field is focused on:
    - Customs, traditions and modern society;
    - Historic legacy of Georgian and modern times;
    - Georgian literature in intercultural context;
    - Museums and their stories;

3. Innovative projects – participation in this area of the Olympiad intends to promote creativity among students. In particular, students are encourage to develop innovative projects that aim at solving problems in the fields of economy, social processes and environment protection.
    - Science projects for sustainable development (projects in physics, chemistry, math and other sciences);
    - Technological innovations in science (projects in physics, chemistry, math and other sciences);

Safe Drive

Safe Drive is a join effort by the MoES, the NCAC, the Partnership for Road Safety Foundation, BP and the Embassy of the Kingdom of Netherlands in Georgia. The purpose of the project is to increase road safety and improve students' knowledge and skills to protect them from traffic accidents. Being on the piloting stage, the project targets in grades 3 and 4 from 48 general education schools. Student textbooks, teacher supplementary materials and visual aids have been developed within the project framework.

Safe School

The purse of the program is of the national aims of the education through enforcement of the safe environment in schools. The program is intended to draw focus upon elimination of disciplinary breaches and prevention of violence; prevention of possible conflicts between pupils, directorate and school staff; creation of atmosphere of mutual respect and care; facilitation of the individual development of the sense of responsibility among students and staff member; capacity building on education process management in schools. Introduced in 2008, the program is still on the early stage of development.

Targeted Needs-based Education Programs

In unison with the national curriculum and extra-curriculum programs, initiatives and activities, targeted needs-based programs are oriented on the establishment of rights-based schools within the education system of Georgian and support for the achievement of the ESD goals. At the same time, their particular foci are drawn upon education needs of targeted student groups - students in conflict with law, minority students, students in orphanages and residential boarding institutions, IDP students and students with special education needs. In what follows, the report gives account of some of the curriculum enhancement programs undertaken to provide equity of access to education opportunities for all students; meet the needs of at risk students; offer initiatives to encourages active civic participation of students; support for education reforms.

Education Program for Students in Prison:

Supporting the juvenile justice system reform, the MoES and NCAC in cooperation with other governmental organizations, local and international NGOs have assumed the responsibility of providing quality education and improving education opportunities for juveniles in conflict with law. To this end, in 2008 the MoES in close cooperation with the Department of Justice piloted the **Provision of General Education in the Juvenile Corrective Facilities of the Penitentiary Department Program**. This unprecedented program made general education available to juveniles in penitentiary institutions and secured continuity of education for them. Within the framework of the program, the Avchala juvenile colony (a juvenile correctional facility accommodating 185 inmates) has been provided with a library, teaching and learning materials and technologies (e.g., TV sets, computers, printers, scanners, projectors, programs, videos, etc.) Education interventions for 2009 intend to build upon the achievements of the piloted program and further improve accessibility and quality of education for juveniles in conflict with law.

New interventions for juvenile delinquents in the field of education will address the needs of the students:

- to receive general education;
- to receive general education school graduation certificate;
- to become involved in continuous learning;
- to become equipped with knowledge and skills for fully-fledged reintegration into the society.

To facilitate general education for students in prison, the MoES in cooperation with the NCAC intends to develop special in-service training for teachers willing to perform as instructors to juveniles in penitentiaries; special curriculum that builds upon the needs of students, their interests, knowledge and skills; individual education plans for and assessment of students in need of special education interventions; a system of individual portfolio development; enhanced civic integration program; vocational education opportunities; methodology of teaching and learning that observe all the specificity of instruction and environment in penitentiary institutions.

To provide students with opportunities to receive graduation certificates from general education schools, the MoES has already introduced changes to the procedures of school graduation. Pertinent to these changes, students in conflict with law are allowed to take their external exams three times within the course of an academic year (once per trimester); pass a exam in one content/subject area at a time; apply for external exams in order to complete a graduate or graduate from a grade

level (i.e. basic or secondary education levels) without required completion of a previous grade or a grade level. Education Resource Centers administer external exams for the students.

To secure involvement of students in continuous education, the MoES has introduced changes to the procedures of the United National Admissions Examinations. Pertinent to these changes, students in conflict with the law are allowed to exit their penitentiaries to participate in the exams together with their peers or take sit the exams without leaving the territory of the penitentiary.

To prepare students for fully-fledged social integration, new education interventions will envision enhanced teaching and learning of social sciences with a particular focus on civic education. Also, the new education program will concentrate on equipping students with applicable knowledge and transferrable skills in world languages, IT technology, etc. Importantly, students will be provided with vocational education. Besides, the new education program will be focused on emotional and physical rehabilitation of the imprisoned students through community actions that will establish ties between the students, their peers and the community.

Education Programs for Minority Students:

Since 2004 the MoES has consistently been exercising its integration policy in education of ethnic minorities. The policy aims at the implementation of education programs that

- facilitate access to education opportunities for minority students;
- assist minority students in acquisition of the state language;
- serve to protect the cultural identity of the minorities;
- protect the right of minority students receive education in their own language;
- secure the quality of education in minority schools.

In the exercise of its policy and implementation of its programs the MoES cooperates closely with the Council on Civil Integration and Tolerance, the Office of the Ministry of Reintegration, the Committee on Human Rights and Civil Integration, the Office of Ombudsmen and its Ethnic Minority Council.

In 2005 the UNDP supported a special study of general education minority schools. The research results generate a reliable database on minority schools. These data have been applied for the development of education policies and programs for minority schools.

Launched in 2006 the **Georgian Language Program** for non-Georgian facilitation of minority student integration in a wider community society by improving their Georgian language (i.e. state language) competency. Within the framework of the program special Georgian language textbooks for non-Georgian schools have been developed. The textbook has been developed for students on basic and secondary levels of education. To evaluate the effectiveness of the textbook intervention, a purposeful textbook evaluation study was launched within the framework of the same program in 2008. Textbooks for students in primary grades developed within the same program were provided by all students in grade 2 in 2008.

In 2005, the MoES stated a special **Textbook Subsidy Program for Minority** Schools. Within the framework of the program all students in Azerbaijanian and Armenian schools were provided with Georgian Language textbooks. Also, geography and history textbooks were provided for all minority students in grade 5. The textbooks were also provided for students in grades 6 though 11. In 2008 the NCAC provided Georgian language, math, biology, music, arts and world languages for minority schools.

In 2004-2005 and 2005-2006 the MoES implemented a special program **"The Future Starts Today**". The program aimed at increasing motivation of quality teachers in geography, history and Georgian language to become deployed in minority schools. The program resulted in the deployment of 40 teachers in schools lacking quality teaching personnel in the areas identified.

Since 2007-2008 MoES has been implementing the **Minority Language Protection Program**. The program aims at promotion of minority languages and culture.

The purpose of **Multilingual Education Program** is to support development of cultural identity among minority students and facilitate their full integration into a wider community. The program aims at developing full potential of minority students by providing them opportunities to receive education in both their native languages and the state language. Also, the program promotes development of intercultural skills and tolerance among students from diverse cultural backgrounds.

The program builds upon the initial multilingual education (MLE) project piloted in minority schools located in areas densely populated with minority communities in 2006-2008.

For the time being, the **Multilingual Education Program** is on the early stage of its development. Its piloting is scheduled for 2009-2010 and will involve 40 schools. During this period the MoES and NCAC have assumed the commitment to develop and pilot special curriculum and student assessment system, relevant teaching and learning materials, purposeful in-service training for teachers. Forty schools are intended to participate in piloting of the program.

Committed to provide quality education to all students, the MoES expects all schools including minority schools to align their education processes with the standards and expectations of the national curriculum. To facilitate the alignment, the NCAC has translated the document of the national curriculum to minority languages. Also, within the **Textbook Translation Project** framework, the NCAC has been translating and piloting textbooks aligned with the national curriculum standards into minority languages. The project has been in action since 2006. The first stage of the project envisaged the translation of textbooks for grades 1, 7, and 10. Overall, 22 textbooks were translated and piloted in 10 Azeri, 10 Armenian and 10 Russian schools. Since 2007, the most effective textbooks have been put into printing for the three grades nationwide[4]. The second stage of the project commenced during the same year. Overall, 19 textbooks for grades 2, 8, and 11 were translated and piloted during the 2007-2008 academic year. The final stage of the project envisages the translation of textbooks for grades 3, 9, and 12. Their piloting is scheduled for the academic year 2008-2009.

To secure continuity of education for minority students, a special **Preparation Course for Non-Georgian Students in Georgian Language and General Aptitude Tests** has been developed and implemented by the MoES in 2008. The purpose of this program has been to assist minority students in their preparation for the Unified National Admissions Examinations and improve their performance on language and general aptitude tests. More than 250 minority students enrolled in the courses. To facilitate participation of students in continuous education, testing materials have been translated in minority languages. Further, financial state support for minority students has been secured by the **Decree of the State of Georgia #197**. Namely, the Decree This decree commits the state to provide for students from Azeri and Armenian schools. It sets the quota of 30 students from each type of school thus committing the state to funding of 60 minority students each year[5].

The **School Partnership Program** has been a significant initiative to promote intercultural understanding among students. The framework of the program envisages establishment of partnerships among Georgian and non-Georgian schools. The program started in 2005. This program consists of a projects contest enabling students and teachers of majority and minority origin to establish closer relationships and become familiar with each other's culture and traditions. The districts of Tsalka, Terjola, Marneuli, Bolnisi, Tbilisi, Akhalgori, Akhaltsikhe, Chkhorotsku, Lagodekhi, Gardabani, Abasha, Akhalkalaki, Kobuleti, Dmanisi, Khelvachauri, Kutaisi, Khoni, Ninotsminda, Sagarejo, Tskaltubo participated to the program in 2005-2006. School websites contests, essays contests and Armenian/Georgian or Azeri/Georgian translators' contests were also tested during the last school year. A long-term output is the creation of a common educational internet network.

[4] See Appendix 14 – The Schedule of Piloting and Introduction of the New National Curriculum in General Education Public Schools
[5] Appendix 3 – State Funding of Education

Deinstitutionalization Programs for students in Orphanages and Residential Institutions

In cooperation with the Ministry of Labor, Health and Social Affair (MLHSA), the MoES has developed and implemented special program **Alternative forms of child care for the children in orphanage houses under state institutions and the children deprived of parental care.** The program aims at rehabilitation and development of orphanages and residential boarding and deinstitutionalization of students accommodated in these institutions through development of alternative forms of child care (i.e. adoption, guardianship, foster parenting, etc. This has been the first target program in Georgia for children in state residential institutions.

The program is being implemented in three directions:

- Reintegration – reunification of children with their biological families in case children are provided with appropriate conditions for living and development;
- Risk-group prevention – assistance to families where children run the risk of being institutionalized;
- Adoption – temporary accommodation of a child in a foster family under a bilateral agreement between the state and foster family.

For the time being, the deinstitutionalization subprogram has assisted about 850 children.

Education Program for Students with Special Needs

Since 2007, the MoES has been carrying out activities that enhance development of inclusive education for students with special needs. Inclusive education was piloted in some urban school schools. Monitoring of the program revealed certain achievements in integration of students with disabilities in mainstream education. At the same time, it was revealed that students in mainstream education and their parents should be offered opportunities to become better aware of inclusive education, the needs of students with disabilities and aspects of their integration into a wider community.

Building on the experience in the field of inclusive education for students with disabilities, the MoES and NCAC in close cooperation with the Norwegian Ministry of Education and Research has been developing a special inclusive education program for students with disabilities. The scope of the program involves 10 general education schools across the country where 100-150 students with special education needs will be integrated in mainstream education processes. The program will support development of comfortable physical environment for the needs of the students. Also, the framework of the program envisages in-service training for 300 classroom teachers on specificities of serving the needs of special education students in mainstream classes. They also will be provided special professional development opportunities to increase their capacity to develop individual education programs for special education students. The project is schedule to be implemented during 2009-2011.

Education Programs for IDP students

Pursuant to the Decree N145 of the Minister of Education and Science of Georgia adopted August 12, 2004, the MoES has assumed the responsibility to provide financial support to IDP students admitted to higher education institutions. **Needs-based Social Grant Program** aims at supporting at risk students enrolled in higher education institutions from various social groups accommodates the needs of IDP students. Within the framework of the program 10 Ossetian and 11 Georgian graduates of general education schools in the South Ossetia conflict zone were secured with funds providing for their higher education tuition fees and a monthly stipend of GEL 50.

Needs-based Social Grant Program

Needs-based social grant program aims at providing financial support to students from different at risk social groups admitted to higher education institutions. Students belonging to the following social groups are eligible for the program:

1. Students living in conflict zones/IDP students
2. Minority students;
3. Students from highland/remote areas.
4. Students of the KIA and MIA military families
5. Students decedents of minority groups deported from Samtkhe-Djavakheti, Georgia during the soviet regime;
6. Students from orphanages and those from large families with low socio-economic status;
7. Foreign citizens with Georgian ethnic origin.

Annex 13

The National Curriculum Data Tables

Table 20: The Schedule of Piloting and Introduction of the New National Curriculum in General Education Public Schools

	Primary Education						Basic Education			Secondary Education		
Year	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**
2005-2006	A1/X	X	X	X	X	X	B1/X	X	X	C1/X	X	
2006-2007	A/Y1	A1/X	X	X	X	X	B/Y1	B1/X	X	C/Y1	C1/X	
2007-2008	Y	A/Y1	A1/X	X	X	X	Y	B/Y1	B1/X	Y	C/Y1	
2008-2009		Y	A/Y1	A1/X	X	X		Y	B/Y1	B1/C	Y	C/Y1
2009-2010			Y	A/Y1	A1/X	X			Y	B/Y1	B1/C	Y
2010-2011	m			Y	A/Y1	A1/X				Y	B/Y1	B1/C
2011-2012		m			Y	A/Y1	A1/B				Y	B/Y1
2012-2013			m			Y	A/Y1	A1/B				Y
2013-2014				m			Y	A/Y1	A1/B			
2014-2015					m			Y	A/Y1	A1/B		
2015-2016						m			Y	A/Y1	A1/B	
2016-2017							m			Y	A/Y1	A1/B
2017-2018								m			Y	A/Y1
2018-2019									m			Y

Note: X- previous curriculum;
A1, B1, C1 – piloting of the new national curriculum in Georgian schools;
Y1 – piloting of the new national curriculum in non-Georgina schools (schools for minority students);
A, B, C, - the new national curriculum in Georgian schools;
Y – the new national curriculum in non-Georgian schools (schools for minority students);
m- modified and reviewed national curriculum

Table 21: The Table of Integrated Teaching and Learning of the National Curriculum Areas

	Social Science	**Georgian Language**	**Math**	**Science**	**Arts and Work Skills**	**Music**	**IT Technologies**	**World Languages**
Social Science		*	*	*	*	*	*	*
Georgian Language/Native Language	*		*	*	*	*	*	*
Math	*	*		*		*	*	
Science	*		*	*	*	*	*	
Arts and Work Skills	*	*		*		*	*	*
Music	*	*	*	*	*		*	*
IT Technologies	*	*	*	*	*	*	*	*
World Languages	*	*		*	*	*	*	
Physical Training								

Note: * - integrated into other curriculum area

Table 22: Class Hours for Each National Curriculum Area

		1	2	3		7	8	9		10	11	12
Georgian Language & Literature		7 (252)	7 (252)	5 (180)		5 (180)	5 (180)	5 (180)		5 (180)	5 (180)	5 (180)
Georgian as a Second Language		3 (108)	3 (108)			3 (108)	3 (108)			3 (108)	3 (108)	
Native Language (Non-Georgian Schools)		5-8 (180-288)	5-8 (180-288)			5-6 (180-216)	5-6 (180-216)			4-5 (144-180)	4-5 (144-180)	4-5 (144-180)
Math		5 (180)	5 (180)	5 (180)		4 (144)	4 (144)	4 (144)		5 (180)	5 (180)	4 (144)
World Languages	First World Language			3 (108)		3 (108)	3 (108)	3 (108)		2 (72)	2 (72)	2 (72)
	Second World Language					4 (144)	4 (144)	4 (144)		3 (108)	3 (108)	3 (108)
Social Sciences	History					5 (180)	5 (180)	4 (144)		5 (60)	3 (108)	3 (108)
	Geography							2 (72)		5(60)		
	Civics							2 (72)		5 (60)		
Science (Biology/Physics/Chemistry)		4 (144)	4 (144)	4 (144)		4 (144)	4 (144)	4 (144)		4 (144)		
Arts and Work Skills, Physical Training	Physical Training	3 (108)	3 (108)	3 (108)		2 (72)	2 (72)	2 (72)		2 (72)	2 (72)	2 (72)
	Arts	2 (72)	2 (72)	2 (72)		2 (72)	2 (72)	2 (72)		2 (72)		
	Music	2 (72)	2 (72)	2 (72)		2 (72)	2 (72)	2 (72)		2 (72)		
Selective Subject Area 1											3 (108)	3 (108)
Selective Subject Area 2											3 (108)	3 (108)

Table 23: Delivery of Core and Optional Curriculum Area in General Education Schools

Core National Curriculum Areas Optional National Curriculum Areas

	Primary Education						Basic Education			Secondary Education		
	1	2	3	4	5	6	7	8	9	10	11	12
Georgian/ Native Language												
Georgian as a Second Language												
Math												
Science	Natural Science	Natural Science	Natural Science	Natural Science	Natural Science	Natural Science	Natural Science	Natural Science	Natural Science	Biology Physics Chemistry	Biology Physics Chemistry	Biology Physics Chemistry
Social Sciences	Elements of history, geography and civics	Elements of history, geography and civics	Elements of history, geography and civics	Elements of history, geography and civics	History Geography Civics	History, Geography & Civics	History, Geography & Civics	History, Geography & Civics	History Geography Civics	History Geography Civics	History Geography of Global Problems Government Citizenship Economics	History Geography of Global Problems Government Citizenship Economics
World Languages												
Arts and Work Skills											Theatre Theory of Arts	Theatre Theory of Arts
Music												
IT Technologies												
Physical Training												

Annex 14 - Social Sciences

Table 24: Social Sciences in Basic Education (Grades 7-9)

Grade 7	*Grade 8*
Georgian / World History, Geography and Civics	
Environment & Economy	
- he influence of environmental factors on types of communities and their economic development; - tility of natural resources and its rationalization; - he influence of modern science and technology on the environment and economic development;	- he influence of economic development of demographic characteristics of a society and migration processes; - rbanization; - evelopment of communication; - he influence of trade on economic development;
Government & Politics	
- orms of governments; - he influence of a prominent historical figure on historical evens and developments;	- auses, developments and effects of conflicts; - outh Caucasus as a world region; - elationship between a form of government and a type of regime; - nternational organizations and their importance; - he rule of law and its importance;
Culture & Religion	

- he influence of natural and social environments and economic relationships on the formation of social entities (i.e. individuals, families classes, communities, societies); - he role of a religion in a society;	- evelopment of art and education; - he influence of a culture on the development of a society;
Individual & Society	
- ocial structures; - ules, customs, norms and laws in different cultures and historical epochs;	- oundations of human rights and their development; - actors of peace in a society;

Grade 9		
History	**Geography**	**Civics**
Environment & Economy	**Government & Politics**	**Citizenship**
- ational and international economic relations; - ational and international factors influencing internal and external trade relations; - he influence of transport means and infrastructure on the development of trade; - he influence of natural resources on the development of craftsmanship and industry; - he influence of technology on the development of agriculture; - irected and market economies; - he influence of the national economy on regional and world economies;	- ocation of the state and its geopolitical significance; - trategic sectors of development (i.e. agriculture, power system, tourism); - ocio-economic parameters in Georgia and the world	- ights, freedoms and constitutional responsibilities of the citizens of Georgia; - orms of and opportunities for participation in the life of a society; - law-based social relations; - he role of an individual and the society in social problem solving;
Government & Politics	**Environment and Social System**	**Government**
- orms of government in Georgia; - orms of government in Georgia and in other democratic nations;	- he natural environment; - tility of natural and anthropogenic landscapes; - nvironmental factors, society and farming; conditions for sustainable development; - grarian and industrial landscapes; - atural and anthropogenic factors of geo-ecological issues; - he influence of demographic factors on the economic activity of the state; -	- oundations of a democratic nation; - ower branches, their functions and interrelation; - emocracy of governance in Georgia;
		Economy
		- emand-and-supply relationship;

- ocial class relations; - he influence of urbanization on social changes; - he influence of political reforms on social changes; - he relationship between - arties and social strata; - he influence of internal and external factors on the formation and development of the state of Georgia;	igration and urbanization in Georgia; - he influence of environmental factors on cultural development	- ields of economic activities and their interdependence; - areer planning and development;
Culture & Religion		
- eligious beliefs in Georgia; - ultures in Georgia;		

Table 25: Social Sciences in Secondary Education (Grades 10-11)

Grade 10		
History	**Geography**	**Civics**
Historic Interpretation & Research	**Geographic Research**	**Personality Development**
- lternative interpretations of the same historic event, their analysis and evaluation; - evelopment of personal viewpoints and attitudes towards a historic even or fact; - nalysis of historic sources and resources of information; - ssessment of a historic even/ fact based on values, interests, viewpoints, motives and other factors involved in decision-making; - ausative relationship between events; - lanning and implementation of historic research;	- eographic research methods (traditional and contemporary); - eographic projection; - roblem identification and selection; - bservation; - eographic research planning and development; - nformation resources; - ata analysis; - ausative relationship between factors (i.e. the relationship between the factors of natural environment, resources, society and ecology on local, regional and global levels);	- elf-assessment; - ole-models; - evelopment of personality based on acceptable social values; - ecognition of a personal role in a society; - areer prospective development; - ducation and professional training opportunities; - abor markets and its trends;
		Individual & Society
Communication		- ndividual and social groups; -

- evelopment of a historic thesis; - ormulation and delivery of one's own viewpoint;	- evelopment of individual viewpoints;	ocially vulnerable groups; - nalysis of events and processes prominent in a modern society; - evelopment of individual viewpoints and sharing of opinions regarding social processes and events of interest; - xpression and protection of individual opinions and viewpoints; - valuation of positions based on social interests; - eaders and partners; - onflicts and conflict resolution; - ooperation with peers and partners in problem-solving - dentification of socially vulnerable groups, inquiry into their needs, identification of stakeholders, plan of action and cooperation to solve the identified problems; - nquiry into school improvement needs, identification of a specific problem, recruitment of supporters; development of an action plan for problem-solving;
		A Citizen & the State
		- democratic governance model; - unctions of institutions in a democratic society; - ublic opinion and resolutions; - quity – majority and minority; - ulture of participation; - articipation in social welfare activities; - orruption and dereliction of duties; - he court of law and law-enforcement – guarantors of human rights protection; - ublic needs and state responsibilities;

		- itizens and public servants – the delegation of responsibilities;
Grade 11		***(Grades 11/12)***
History	**Geography**	**Government**
Environment & Economy	**Governance & Politics**	- political theories and governance; - interpretation of the concept of the law; - theories of development of laws; - law and social relations; - politics and individuals, societies and nations; - criteria for identification of majorities and minorities; - political theories; - forms of government (e.g. unitary, federation, confederation, etc.) and the form of government in Georgia; - political parties in Georgia; - social and political characteristics in Georgia; - factors determining the establishment of different social environments and their sustainability in Georgia and in countries across the world; - minorities and social conduct towards them; - identification of social vulnerable groups in Georgia and proposition of opportunities to address their needs; - policy makers and their success in a democratic society; - democracy and sovereignty of the state and analogues in other counties; - public influence on the change of governance; - democracy, the rule of law and governance; - the Constitution of Georgia and the protection of human rights; - fundamental principles of democracy and their relation to human rights, freedoms and responsibilities; - culture of the rule of law; - cooperation between citizens, legislative and law-enforcement bodies; - international relations and their role in development of a country; - governance in neighbor-states; - the influence on state governance on international relations; - international relations and social, political and economic life of the country; - ffectiveness of international law in Georgia and in other countries;
- valuation and analysis of economic changes on national and global levels; - he influence of technological progress on economic development; - igration processes – causes and effects; - conomic causes of conflicts; - esterns and eastern economies, their relationship, similarities and differences; - he role of a state in economic development; - conomic policies; - he influence of economic theories on a country development; - atural resources and economic relations; - he influence of natural and anthropogenic changes on economic development; - he influence of demographics on economic development;	- social and economic parameters determining the role of the state of Georgia in the world; - factors influencing the development of the state; - the influence of natural resources on economic development; - comparison of states based on economic parameters and the human development indices (HDI); - the influence of territorial and geopolitical factors on the development of a society; - forms of governance, territorial structures, international statuses and international political courses in different countries; - regional differentiations in the world; - historical, cultural, and geopolitical identities of regions; - important components of geopolitics; - perspectives of cooperation with strategic partners; - the important roles of international military, political, financial, and economic organizations and their factor in the development of their member countries;	
Governance & Politics	**Environment & Social System**	
- stablishment of and changes in government structures; - ational and global political processes; - nternal and external factors of integration and disintegration of nations; - he influence of important international historic even on the development of Georgia as a state;	- characteristics of world population and its demographics; - race and ethnicity in the world; - religious beliefs; - language families and their geography; - social and demographic categorization of world countries; - demographic transitions; - the importance of demographic policies, and policy outcomes in	

- ational interests and political efforts.	different countries; - projections into the rise world population; - scenarios of the developments in world demographics; - classification of countries and perspectives of their development; - categorization of countries by the HDI and environmental conditions; - identification of strategic sectors of development in countries grouped according to the UN classification principles, their development perspectives and emerging problems; - the role of societies, their resources and traditions in the process of sustainable development; - historical and geographic characteristics of traditions in different countries; - identification of natural resources and specialization of strategic sectors according to country export and import data; - identification of environmental, socio-economic, political and ecological problems within the country and ways for their solution; - future perspectives for the country's development (socio-economic and political potential);	
An Individual & the Society - elationship between social structures; - ealth and social status; - ocial classes, their rights and responsibilities; - ocial structures in different geographic locations (e.g. lowlands and highlands); - ivil and clerical governments and their relationships; - elation and influence of cultures; - estern and eastern cultures, their relation and influence on culture in Georgia;		**Citizenship** - social foundations of citizenship; - personal and social interests of an individual; - social structures, rights of social groups, their relation and their role in social and political life; - needs of social groups and opportunities to address them; - civil society in Georgia; - culture of the rule of law; - rights of juveniles and legal framework for the protection these rights; - causes of criminal actions and opportunities of their reduction; - rights of individuals in rights-based societies; - law adoption and amendment procedures; - mechanisms of social control over law implementation and protection; - actions in case of violation of rights of individuals; - respect for the rights of others while protecting one's own rights; - constitutional rights and freedoms protected by Constitution of Georgia; social responsibilities; - national and international human rights organizations, their contribution and effectiveness; - international and national human rights instruments; - participation in social activities; - democracy, rule of law and governance; - missions, rights, responsibilities and actions of law-enforcement state institutions and civil organizations;
Grade 12		
History	**Geography of Global Problems**	
Environment & Economy	**Time & Space**	
- important economic changes in the world (XX century); - technological progress and economic development; - economic background and causes of conflicts; - the role of a state in economic development of a country; - economic theories and their influence on the development of countries; - national currencies and their role in sustainable development; - shares of urban and rural areas in the economy of Georgia and other countries; - economic development and demographic factors; - directed and planned economies; - integration of Georgia into regional and global economies; - resources and economic priorities and development; natural and anthropogenic factors and economic development of a country/region;	- inquiry into globalization processes; - "global" concept; - global problems; - status of globalization issues; - causative relation between global problems; - global problems in the context of Georgia;	
	Governance & Politics	
	- global political problems; - causes of global political programs, their development and characteristics; - projections of global problems and individual viewpoints; - inquiry into military and political potentials in world countries and the contribution of each citizen and country into security of world peace and disarmament; - forms, characteristics, causes and effects of terrorism and ethnic	
Governance & Social Structure		**Economics**

- chance and government structures (XX century);
- centers, peripheries and their relation in different countries;
- forms of government (monarchies, parliamentary and presidential republics, autonomies);
- system of government structures (i.e. unitary, federation, confederation);
- social structures (XX century);
- wealth and social status;
- social structures in counties across the world;
- social classes and their statuses in the world;
- olitical parties and social classes in Georgia.

Politics

- political processes in Georgia and the world;
- the influence of an important world political event/factor and its influence on political development in Georgia;
- national interests of Georgia and political efforts;
- globalization processes and Georgia;
- separatism in Georgia and in the world and the ways of its prevention;
- nternational terrorism and ways of its eradication;

Culture & Religion

- cultures and relations and influences;
- western and eastern cultures and their influence on culture and arts in Georgia;
- trends in cultural developments;
- causes and effects of pop-culture;
- fields of art and trends of their development;
- evelopment of culture and the role of the state;

conflicts;
- ethnic conflict in the world and in Georgia;
- coordinated international policies and solution of global problems;
- social life, environment protection, education, the rule of law and their relation to sustainable development;
- international conventions, treaties, covenants and declarations ratified by Georgia and relevant commitments concerning global problems;
- projections of sustainable development of mankind, global problem solving and the role of international readiness and will;
- global problems and development scenarios in cased of successful and unsuccessful problem solving;

Environment & Social Systems

- social and economic global problems;
- the benefit of disarmament and reduction of military expenses for the solution of social and economic global problems;
- disparity of distribution of food and natural resources in world countries and ways of problem solving on local, regional, and global levels;
- social and economic global problems and their characteristics in different countries;
- historic and geographic factors and development of different countries;
- efforts directed towards eradication of underdevelopment and poverty in a society;
- development projections in world regions;
- natural and anthropogenic global problems and scenarios of their development;
- exploitation of hydrosphere, atmosphere, pedosphere and biosphere and emerging global problems;
- alternative and secure opportunities for utilization of natural resources;
- industry, farming and geo-ecological global problems;
- scenarios of geo-ecological global problem development and the ways of solution;

- supply-and-demand equilibrium and business relations;
- demand for goods and services, timing, quality and availability of their supply;
- categorization of demands according to intensity, prices, commodity value and other criteria;
- markets of goods/services in Georgia, their supply-and-demand equilibrium;
- supply, demand and prices;
- economic activities, their causes and effects;
- trade and welfare;
- competition, competitiveness and influencing factors;
- opportunities for economic activities in Georgia;
- nternational relations and economic development of the country;

Annex 15

Table 26: Science (Grades 1-6)

Primary Education			
Natural Science (Grades 1-6)			
Fauna	**Physical bodies & Phenomena**	**The Earth & the Environment**	**Individual & the Environment**
- diversity in the natural environment (flora and fauna); living organisms, their life processes and cycles; environmental conditions necessary for the development of living organisms; study of habitats; adaptation processes (living organisms and the environment); dynamics in the environment; importance of energy, energy resources and their utilization; food chain;	- environment and natural processes; - energy resources and their forms; - matter and materials; - causative relation between phenomena in the environment;	- perceptions about the Earth, - the sola system; - dynamics of the universe; - physical environment; - time and space; - cyclical processes in the environment; - life on earth, necessary resources and conducive conditions; - utilization of natural resources and its rationalization;	- interdependence of individuals and the environment; - the influence of individuals on the natural environment and vise versa; - changes in the environment caused by a human factor; - pollution and its effect on the environment; - diversity of natural resources and their rationale utilization; - environmental protection measures; - natural and artificial habitats; - impact of artificial habitats;

Table 27: Science (Grades 7-9)

Basic Education		
Natural Science (Grades 7-9)		
Fauna	**Physical Phenomena**	**Chemical Phenomena**

-forms of life and diversity of life; - life processes and evolution of life; - endemic and introduced species; - echo-system and its components; - interdependence of components and processes in the echo-system; - food chain; - biological diversity of local environments; - adaptation processes; - changes in echo-system due to chances in its components and elements; - energy transmission, cycling of matter in echo-systems and the human factor; - importance of photosynthesis; - polluting matters in local environments, their accumulation and cycle in the echo-system; - natural evolution processes and the human factor; - viruses; - food and important nutritive elements; - the influence of the environment on organisms; - importance of sustainable development; - human impact on local and global environment; - importance of science for sustainable development; - environment protection measures; - anthropogenesis	-study of universal laws; - natural forces and their effects; - thermal and electromagnetic phenomena and their application; - forms and sources of energy; - utilization of energy resources; - natural energy resources in the local environment and their rational utilization; - transformation of energy; - heat exchange	- fundamental principles in chemistry, - chemical reactions; - the periodical system of elements; - organic and non-organic matters and their application/utilization; - elements and substances necessary for life development; - air and its importance for life; - water, its physical and chemical characteristics; - water samples and experiment on water purification; - chemical processes in water purification stations; - natural mechanisms of water filtration; - water pollution and its impact; - water protection measures and avoidance of pollution; - composition of matter – atoms; - experiments, collection of data, analysis and implications; - development mechanisms of energy resources - energy carriers, their utilization and impact on the environment

Table 28: Science (Grades 10-12)

Secondary Education		
(Grade 10)		
Fauna	**Physics**	**Chemistry**
- the phenomenon of life; - study of biological processes; - components of an echo-system and their relation; - changes in echo-systems and their causes; - photosynthesis, heat exchange and transmission of energy;	- modern physics and achievements in the field; - the impact of science development on the environment; - energy, transmission and transformation of energy; - thermal energy and its utilization; - alternative measures for generation of energy; - models of constant energy resources and its application; - power stations, energy transmissions and energy losses; - rationalization of energy utilization;	- thermo-chemical and electro-chemical processes; - foundations of chemical industry; - the influence of chemical industry on the environment and environmental protection measures;

Annex 15

(Grades 11-12)		
Biology	**Physics**	**Chemistry**
- echo-systems and ecological pyramids of energy and biomass; - cycles of matter in echo-systems (oxygen, carbon dioxide, water); - pollutants in the local environment, their cycles in the echo-systems; - ecological factors and formation of echo-systems; - negative influence of anthropogenic factor on local echo-systems;	- heat exchange; - thermodynamics; - nuclear power and its generation; - utilization of nuclear power for peaceful and military purposes; - chain nuclear reaction; - radiation (ά, β, and γ radiation); - radioactivity; - nuclear reactors - technology in the modern world; - modern physics;	- hydrocarbons, their utilization and effect on the environment; - organic and nonorganic matter; - chemical elements, matter and substances; - chemical industry and its impact on the environment;

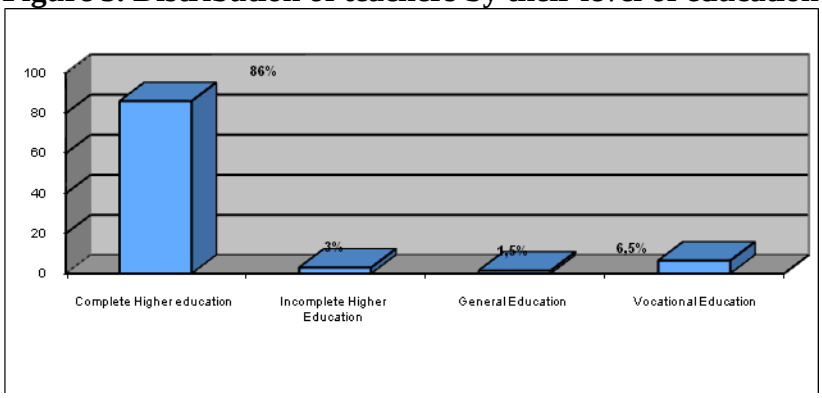
Annex 16

Teacher Development, Recruitment and Deployment

Professional growth and development of human capital in public schools have become important components of the education system of Georgia. They are recognized to create a significant condition for quality education to be delivered. Due to such acknowledgment, the imperative of professional development of teachers is gaining momentum and the state education policy is becoming increasingly oriented on providing aspiring teacher candidates and performing teachers with education opportunities that secure their professional competency and skills. For this purpose, education policy envisions professional development of teachers on two levels. On the one hand, aspiring teacher candidates are intended to be provided with pre-service education opportunities that will allow them to become competent subject-matter specialists and skillful professionals. On the other hand, performing teachers at schools are offered numerous in-service development opportunities that help them upgrade their professional knowledge and skills and consequently become involved in lifelong learning opportunities.

Prior to describing in detail the specificity of pre- and in-service development opportunities, it is important to generally understand deployment trends in which human capital is distributed in public schools. It is relevant to begin with the overall description of the human resources that are engaged in general education. The data retrieved from the Teacher Professional Development Center (2007) reveals the levels of education attained by teachers of public schools. The figure 5 below displays the distribution of teachers according to their level of education.

Figure 5. Distribution of teachers by their level of education

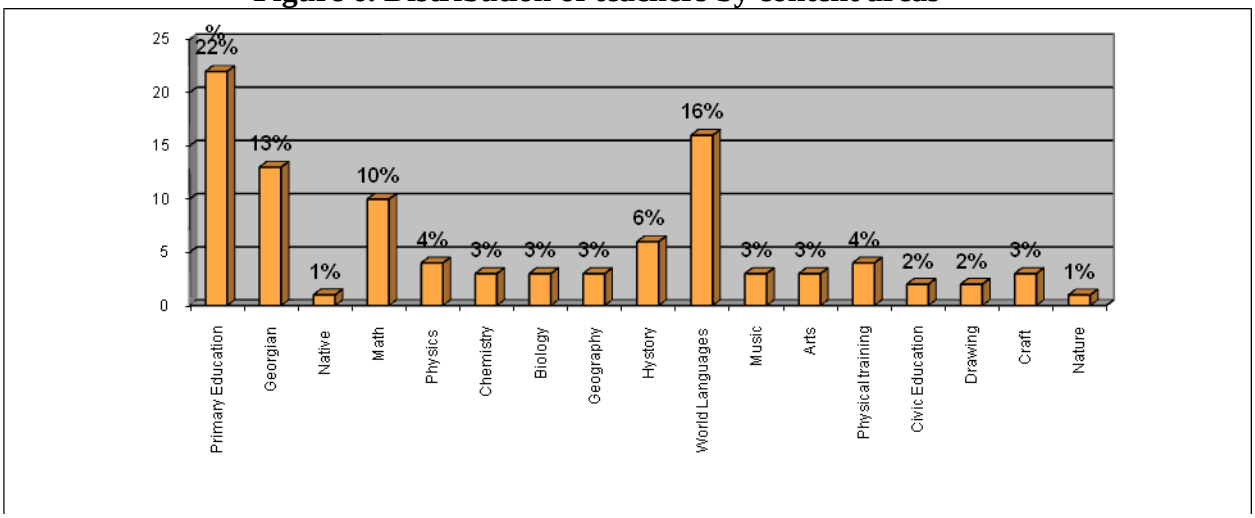


Source: Teacher Professional Development Center, 2007

As demonstrated by the figure 5 above, the majority of teachers in public schools have strong academic backgrounds. The number of teachers with complete higher education amounts to the dominating 86%. The number of teachers with other academic backgrounds is incomparably smaller. Namely, teachers with incomplete higher education account for only 3% while the number of those with general education does not exceed 1.5%. Slightly higher is the number of teachers with vocational education background. Their overall number hits the marker of 6.5%.

Other data supplied by the Institute of Social Research and Analysis (2008) allow an insight into the trends of distribution of teachers by subject areas. These data and consequent analysis are based on the calculation of teachers delivering their classes in content areas which the new national curriculum recognizes as compulsory. Fifteen in total, these content areas include Georgian language and literature, native language (for minority students), math, physics, chemistry, biology, history, geography, world languages (e.g. English, German, French, Russian, etc.), drawing, craft, civic education, music, arts, physical training. Also, the calculations include teachers at the primary stage of general education. Teachers delivering elective classes (e.g. economics, dance, philosophy, ethics, etc.) have not been included in the data and analysis. Overall, 71,192 teachers from all the 2,462 schools participated in the research study. The figure 6 below illustrates the distribution of teachers according to their subject areas.

Figure 6. Distribution of teachers by content areas

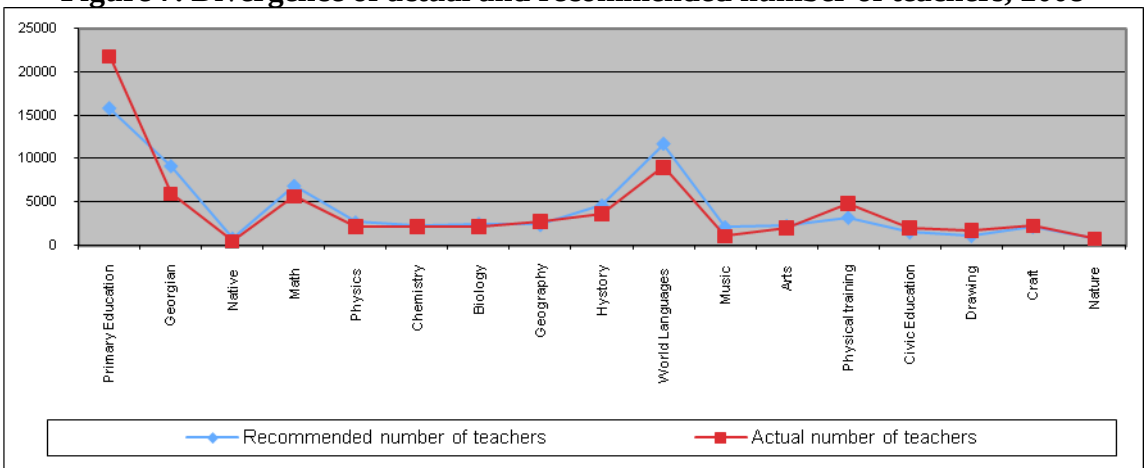


Source: Institute of Social Research and Analysis, 2008

As it is demonstrated by the figure 6 above, most teachers (22%) perform as classroom teachers at the primary stage of general education. Another large population of teachers (16%) delivers world languages classes. Comparatively smaller is the number of teachers (13%) in Georgina language and literature classes and even fewer delivers math classes (10%). The number of teachers engaged in the rest of the subject areas is considerably smaller. Namely, history teachers comprise 6% of all public school teachers. The number of teachers in science is scarcer than this as 4% of them deliver physics and 3% perform in each subject area of chemistry, biology and geography. The number of teachers in each of the music, arts and craft classes is equal to the same indicator of 3%. Finally, the smallest populations of teachers are engaged in civic education (2%), native language classes for minority students (1%) and nature (1%). It is noteworthy that the number of teachers supervising physical training classes comprises 4% of all public school teachers.

Alongside these data, the Institute of Social Research and Analysis (2008) calculated the existing divergence of the actual number of teachers engaged in public schools from their recommended number. The figure 7 below demonstrates the divergence of the actual number of public school teachers from their recommended number by subject areas.

Figure 7. Divergence of actual and recommended number of teachers, 2008



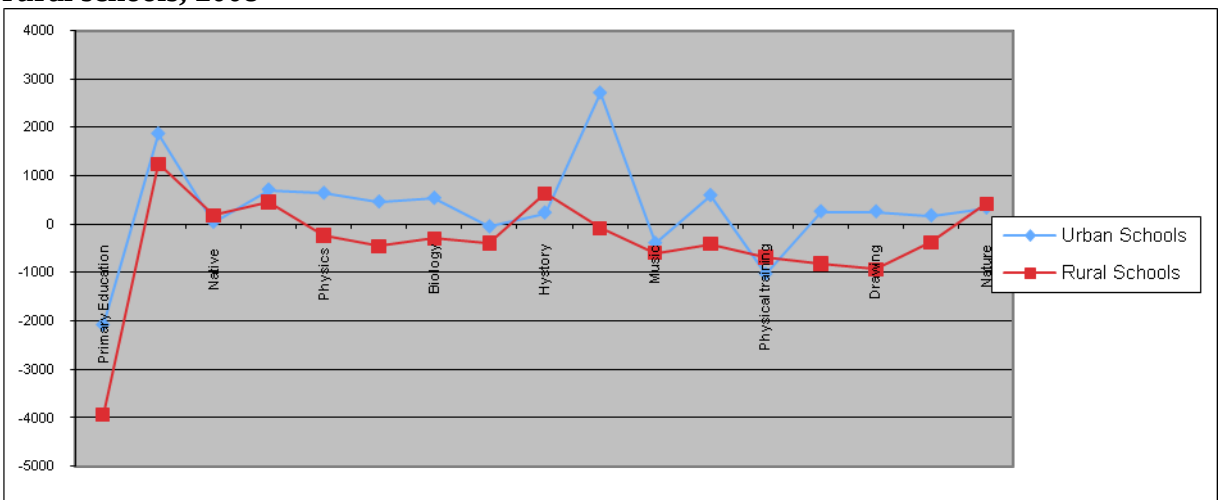
Source: Institute of Social Research and Analysis, 2008

As the figure 7 above illustrates, in most content areas, the actual number of teachers is in good balance with the recommended number. This is true for chemistry, biology, arts, craft and nature where the deviation does not exceed 1%. This is also true for math, physics, history and geography where the deviation is slightly higher. As a matter of

fact, the number of teachers engaged the first three subject areas exceeds the recommended number of the teaching staff by 2% while in geography it stays behind the recommendation by 2%. Approximating the recommended norm, content areas of physical and civic educations display the deviation by 3%. Other content areas demonstrate a more significant deviation. Namely, the number of teachers engaged in drawing classes stays behind the recommendation by 4% while those engaged in native language classes for minority students exceed their recommended number by 5%. Even larger is the deviation in music classes where schools experience a 10% deficit of the necessary human capital. Perceptible deficit is demonstrated by primary education where the number of engaged teachers stay behind the recommended norm by 28%. However, world language and Georgian language content areas display an excess of teachers by significant 29% and 52% respectively.

Interestingly enough, the data collected and analysis conducted by the Institute of Social Research and Analysis (2008) gives an opportunity to look closely into the trends of human capital distribution in public schools by location. For this purpose the data presented will reflect the deviation of actual and recommended number of content area teachers employed in urban and rural schools. In order to calculate deviations in each of the content area, the analysis conducted by the Institute of Social Research and Analysis (2008) employed a formula according to which the number of recommended teachers is subtracted from the actual number of teachers performing in each of the content area. In case the result of subtraction is positive, the actual number of teacher exceeds the recommendation. In case the result is negative, the actual number of teachers falls behind the recommendation. The figure 8 below graphically illustrates the deviations of actual and recommended number of teachers by content area by urban and rural schools.

Figure 8. Deviation of actual and recommended number of teachers by urban and rural schools, 2008



Source: Institute of Social Research and Analysis, 2008

As it is demonstrated by the figure 8 above, more often than not the actual number of teachers employed in rural schools remains persistently lower the recommended number (the markers of rural school are found on the negative part of the graph) while the actual number of teachers employed in urban schools tends to exceed the recommendation. The disparity of human resource distribution is particularly noticeable in science. Namely, while urban schools experience an excess of teachers in physics, chemistry and biology, rural schools experience their shortage. Thus specifically, deviation of the number of teachers of physics in urban schools amounts to the excess of 646 teachers while in rural schools this number is negative and indicates the shortage of the human capital by 223 teachers. The actual number of chemistry teachers in urban schools exceeds the recommendation by 467 teachers while in rural schools this subject area experiences the shortage by 446 teachers. Equally uneven is the distribution of biology teachers in urban and rural schools. In case of the former, the actual number of teachers exceeds the recommendation by 543 teachers while in case of the letter this number represents deficiency by 289 teachers. The same situation is observed in the areas of world languages, arts and civic education. If urban schools experience a considerable access of teachers in these content areas (world languages - 2,719 teachers; arts – 600 teachers; civic education – 266 teachers), rural schools find themselves in need of these teachers (world languages – 71; arts - 406 teachers; civic education – 810 teachers). It is also important to note that the actual number of primary teachers in

both urban and rural schools falls behind the recommendation. However, the problem of primary teachers in rural schools is more acute than in urban schools as the deficiency of teachers in rural schools (3,931 teachers) exceeds their deficiency in urban schools (2,079 teachers).

Thus, as revealed by the Institution of Social Research and Analysis (2008), the distribution of teachers is uneven across the country. The data and analysis also suggest that certain subject areas run the risk of not being delivered by their content area teachers. In order to tackle these and many other issues of human resource development and accumulation in public schools, education policies regarding teachers' professional development have been undergoing important changes and transformations. The rest of the section unfolds the detail of teacher professional development.

The law of Georgia on General Education adopted in 2005 recognizes the right of teachers to pursue their professional development and growth. This legislature gave a go-ahead for the establishment of a special Teachers Professional Development Center (TPDC) in 2006. The purpose of this center is to enhance teachers' professional knowledge and skills and insure the growth of their competence. The four primary directions determine the efforts of the TPDC. First, the center establishes accreditation of pre- and in-service professional development programs. This program accreditation involves the development of quality assurance system for professional development programs, the establishment of its standards, procedures and assessment criteria. Second, the TDPC is involved in the development of professional standards for teachers. Third, the center purports to develop teacher certification procedures. These procedures involve the development of teacher certification tests, provision of supplementary materials aiming at the improvement of teachers' professional knowledge and skills and the development of teacher probation program. Finally, the TPDC aims at the development of a comprehensive teacher registration system. This system will allow the creation of a resourceful database of all teachers in public schools. It will also offer access to announced job openings for teachers in various public schools. All of this will improve the management of human resources in general education. The list below offers closer insight into the progress in each of the TPDC's four areas of performance:

- **Accreditation:** As mentioned in the above given list of directions, the TDPC is involved in the teacher education and professional development program accreditation which is intended to improve the quality of both pre- and in-service teacher education opportunities. So far, the work on these targets continues. For the time being, the NEAC and the TPDC have developed a theoretical base of program accreditation. More than that, in close cooperation with a tuning group of higher education professionals, the TPDC has aligned competency-based programs with the Bologna process priorities and brought in accord the program accreditation standards with these priorities.

  Additionally, in cooperation with the National Accreditation Center, the TPDC has developed description forms for teacher professional development programs. With the active participation of professional development program providers, the center has also developed a program accreditation statute and forwarded it to the law department and the Ministry of Justice for approval.

  Though the work on the pre-service and in-service professional development programs has not been accomplished yet, this does not prevent professional development opportunities for teachers to emerge. Numerous non-governmental organizations offer in-service teacher training. While participating in these programs, public school teachers become introduced to new methods of teaching and learning, advance their professional knowledge and improve their skills. A considerable number of universities offer aspiring teachers education opportunities that advance not only their professional skills but also improve their content area knowledge.

  At the same time, the TPDC makes attempts to raise teachers' awareness of the benefits of professional development. Specifically, the center develops annual digest that informs teachers and interested professionals about innovations and new research findings that are coming to the forefront on the international level of education. The center has also been working on the development of professional journal for teachers. Three issues of the quarterly journal "Teacher" have already been published and distributed among the public schools nationwide. At the same time, the TPDC has made a presentation of supplementary materials for teacher professional development. Finally, in

cooperation with the NCAC the center will keep the general public and the professional community of teachers and educators aware of its initiatives and future plans.

- **Teacher professional standards:** The TPDC has already development the main corpus of teacher professional development standards for basic education. Also, professional standards for primary education teachers. The first draft of the teacher code of ethics has also been developed. Both professional standards and the teacher code of ethics have been forwarded to all public schools nationwide for their feedback.

- **Certification processes:** The TPDC has developed supplementary materials that enhance teachers' competencies and skills to achieve on the certification exams. The work on the certification process statutes has been undergoing. For this purpose, consultations on the issues of qualification requirements and certification types have been conducted with lawyers, various education centers and the MoES representatives.

- **Registration system:** The center has developed a web-site to host job openings for teachers. It has also developed a teacher registration management system. The system is designed to serve the needs of pubic school teachers and aspirating teacher candidates.

It is worthwhile mentioning here that the TPDC views professional development of teachers not only by means of pre-service and in-service programs, but also through a probation program. This program designed for aspiring teacher candidates aims at providing the participants with professional experience, practical knowledge and applicable skills. The TPDC's work in this particular dimension has been persistent. For the time being, the program is implemented as a piloting project. Its central focus falls on the mentor-probationary teacher dyad and its dynamics. The primary purpose of the dyad is to facilitate the navigation of a probationary teacher through the process of hand-on professional development in public schools. Mentors chosen from experienced teachers within the same schools serve as leaders and advisors to their probationary teachers. In their turn, the probationary teachers selected from the graduates of the higher education institutions, are expected to acquire useful professional experience at public schools and become equipped with skills for their certification process. Though this teacher probation project has been on the early stage of its development, the TPDC has already developed selection criteria for mentors and issued special supplementary materials for them. The center has already provided the designated mentors with training sessions to develop their skills and competencies in mentoring. All this done by the commencement of the academic year, the TPCD has been able to launch the project and establish actively working dyads of mentors and probationary teachers.

Though at present, the system of pre-service teacher education and in-service teachers development is in its primary stage of development, the state defines teacher professional development as a paramount priority for ongoing and future education intervention. This priority is reflected in the Basic Data and Directions 2008-2011 and Basic Data and Directions 2009-2012 documents. The section above unfolds all the specific reform directions determined by these strategy documents. Here it is worthwhile restating that both documents maintain their focus on the quality of education via professional development of human capital engaged in education institutions. Namely, the documents outline that the state will direct its education reforms towards:

- **professional development of pre-school teachers**: For this purpose, special education programs for pre-school teachers will be introduced at higher education institutions.
- **professional development of teacher:** The process of professional development of teachers will be carried out on a number of levels. Fist, national professional standards of teacher qualification will be developed and implemented. Second, registration of school teachers will start. Third, rules and procedures for teacher professional development training program accreditation will be developed and implemented. Finally, the process of teacher training and certification will begin.

At the same time, the goals of reforms in the field of professional development will be to engage higher education institutions to serve the professional needs of teachers. Specifically, the documents draw an important accent on:

- **Higher education service for public school development:** Higher education institutions will be involved in the development of high quality education programs for preparation of teachers. Accreditation of these programs and their implementation at higher education institutions will be carried out.
- **Higher education service for vocational education development:** The higher education institutions will implement education programs aiming at the education and development of vocational education teachers and instructors.

Along the above mentioned statistical data, and ongoing and future policy priorities, another important descriptor of human resources employed in education sector is the investment that the state makes into teaching personnel at education institutions. The figure 5 below illustrates the distribution of public expenditures on education.

Annex 17

Purposeful Development Programs, International Experience and Supplementary Materials for Teachers

The present Annex – gives details on some teacher development opportunities offered by the MoES, TPDC and international partnering organizations. These opportunities include:

- purposeful professional development programs;
- international experience for teacher professional development;
- supplementary materials for teachers.

Purposeful Teacher Professional Development Programs

- Funded by the US State International Anti-Narcotic and Law Enforcement Bureau, the **General Legal Socialization Program** (GLSP) has been implemented jointly by the MoES, NCAC, MIA, PH International, Project Harmony and US Non-Governmental Organization Project Harmony. The first (piloting) phase of program was implemented in 18 schools during academic years 2008-2009. The score of the project will be extended by 20 additional schools each year. The GLSP Program aims at establishing cooperation between teachers, students and law enforcement officers to develop the culture of law and increase law-literacy among students. The program draws a particular focus on professional development of teachers and police officers. So far, 20 teachers and 16 police officers have been trained.

- Under coordination of the International Organization for Migration (IOM) and in close partnership with local NGO the MoES and NCAC intend to administer the **School Education for Trafficking Prevention** regional program that is scheduled to be carried out in Georgia, Armenia and Azerbaijan. The purpose of the project is to increase awareness among students, parents and teachers of migration issues; trafficking and the preventive mechanisms against trafficking. To this end, the project aims at the development of teaching and learning program pertinent to the issue of trafficking and inclusion of the issues of trafficking in the national curriculum. The project intends to develop a professional development module for general education teachers. Also, its aims at developing special packages of teaching and learning materials for teachers including a teacher's guide and video materials. The primary piloting stage of the project envisages selection of 15 general education schools in each of the participating country. After the evaluation of the piloting stage and necessary adjustments to the program, the program intends to reach 20% of schools in the region (440 schools in Georgia, 622 in Azerbaijan and 296 in Armenia); 100,000 students aged 15-7 that constitute 15-20% of all students of the age in the region; 2,400 teachers from 1,350 schools out of the overall number of 6,70 schools in the region; 100,000 parents.

- Due to the joint efforts of the International Committee of the Red Cross (ICRC) and the MoES, International Humanitarian Law (ILH) is planned to be included in the pre-service curriculum programs (both BA and MA degree programs) for future teachers. The course will draw a focus on teaching and learning of ILH in general education schools. The new curriculum will be launched in March 2009. During 2005-2007 the ICRC delivered courses on the "Foundation of International Humanitarian Law and Modern Methods of Teaching and Learning IHL" for teachers. Overall, 1,876 teachers of geography, history, literature and world languages participated in the project.

- Within the framework of the **SPARE** project, 133 general education teachers from 100 schools in different regions of the country have been trained on energy efficiency issues. The SPARE project intends to increase awareness of environmental protection and rational utilization of energy resources among students and teachers. The basic idea of SPARE is to focus practical school activities on global environmental concerns.

- The **Aarhus Center Georgia** aims at increasing public awareness of the natural environment and environment protection issues. General education students and teachers are the key target groups of educational interventions within the Aarhus framework. The Center regularly delivers seminars and conferences for students and in-service training for teachers performing in the subject areas of Geography, Biology, Chemistry, Physics and Math. Additionally, the Aarhus Center Georgia provides students, teachers and the wider public with teaching and learning materials and information resources (online resources) relevant to the issues of environment and environment protection. To increase effectiveness of it interventions in general education schools, the Aarhus Center Georgia participates in the publication of the "Dialogue", a periodical newspaper issued by the NCAC for students, teachers, school administrators, parents and the wider community.

- The **Agency of Protected Areas** within the Ministry of Environment Protection and National Resources of Georgia delivers in-service training for teachers, especial those performing within subject areas of geography and biology. The primary focus of teacher professional development is drawn upon issues of environment protection. In 2008 in cooperation with the MoES, NCAC, the US Department of Interior Technical Assistance Program and the Aarhus Center Georgia, the Agency delivered training sessions for 270 teachers from 140 schools across the country.

- To ensure quality teaching and learning of students incarcerated in correctional facility the MoES in cooperation with the NCAC intends to develop special in-service training for teachers willing to perform as instructors to juveniles in penitentiaries. Within the framework of **Education Program for Students in Prison**, special education program for 16 teachers will be developed in 2009. The program will focuses primarily on teaching and learning methodologies for juveniles in conflict with law.

- Teachers from minority schools have been provided with professional development opportunities. In this respect, the priority is given to Georgian language teachers. Specifically, alongside the introduction of the "Tavtavi" textbook, the MoES has facilitated the re-qualification of teachers in the methodology of teaching Georgian as a second language. So far, 250 Georgian language teachers have been re-qualified. Further teacher professional development will be offered within the multilingual education framework which will allow teachers to improve both their content knowledge and professional skills. Training of 400 teachers is planned to take place in 2009.

- Within the inclusive education program implemented by the Norwegian Ministry of Education and Research and the MoES, 300 classroom teachers will be provided with professional development opportunities on special education for students with disabilities. Overall, 300 teachers will be trained during 2010 and 2011.

International Experience for Teacher Professional Development

- Within the **Intercultural Dialogue through Education** project (a joint Program of Co-operation between the European Commission and the Council of Europe 'Fostering a Culture of Human Rights in Ukraine and South Caucasus) Tbilisi, Georgia hosted the third international seminar "Intercultural and interreligious education: developing critical thinking and communication skills across the curriculum" **in** February 2009. The seminar was conducted by the CoE Experts Mrs. Ulrike Wolff – Jontofsohn (Germany) and Mr. Bert Robben (Belgium). Representatives of Georgian Universities, teachers' training centers, school teachers and teacher trainers participated in the workshop. NCAC experts from were actively involved in the working process. Participants of the seminar discussed curriculum and teacher professional development issues key to the management of intercultural dialogue. Namely, the discussions focused on how to teach and learn during and in the aftermath of armed conflicts; how to overcome the pressure of aggressive environment by critical thinking; how to overcome negative stereotypes in times of crisis, etc.

- Educators' workshop within the European Regional Council Project "With the help of intercultural dialogue educational management" was held in Tbilisi, Georgia in June 2008. The meeting was conducted by Project

Experts Mrs. Ulrike Wolff – Jontofsohn and Mr. Calin Rus. University representatives and teacher training centers, school teachers and teacher trainers participated in the workshop. "HOW TO STOP BEING SUPERSTITIOUS AND DEVELOP TOLERANCE THROUGH EDUCATION?" was the focus point of the meeting was. NCAC experts were actively involved in the working process. The participants also discussed issues pertinent to efficient management of intercultural dialogue and further improvement of its contribution to education. In particular, the participants touched upon teacher retraining/development program on school/university levels; modified curriculum enhancing multicultural environment; textbooks and learning materials promoting multicultural education. Also the workshop raised the issued of supporting education in conflict zones.

- Educators' second international workshop within the European Regional Council Project "Management of Intercultural Dialogue Through Education" was held in Tbilisi, Georgia in October 2008. The workshop was conducted by Project Experts Mrs. Ulrike Wolff – Jontofsohn and Mr. Calin Rus. The meeting touched "Let's live together-intervention measures in school to support intercultural coexistence in times of crisis".

- In April 2008 the national conference for "Intercultural Dialogue through Education" was held in Tbilisi Georgia. Joint workshops delivered within the conference framework focused on the methods of conflict resolution and prevention in classrooms and schools. Also, provision of conditions conducive to intercultural dialogue was discussed by the conference participants.

- In June 2008, EUROCLIO, the European Association of History Educators and the Independent Association of History Teachers from Georgia (HTG), started a three-year program called "Tolerance building through Education in Georgia – *How to teach History and Citizenship in a multi cultural and multi confessional history education?"* The Program is sponsored by the MATRA Social Transformation Program of the Dutch Ministry of Foreign Affairs. The take-off meeting took place from June 19th – 24th, in Georgia. The goal of the joint effort by the HTG and EUROCLIO is to enhance the quality of history education in Georgia by supporting the educational reforms and furthering these developments; reinforce civic society in Georgia by strengthening the professional History Educators' Associations through teacher training, capacity building and the development multidisciplinary educational materials; improve national and international cooperation, communication and the network of history educators in Georgia. The three-year program intends engage history educators from all over Georgia in active workshops, seminars and debates. The development of pilot teaching material will be carried out after round table discussions on form and content by an inclusive team of local authors (teachers, textbook developers, teacher trainers) supported by international experts. The intended closure of the Program will be the publication of a multidisciplinary Textbook and Teacher's Guide focusing on 'ethnic and religious minorities', 'human rights' and 'citizenship'.

- In December 2008 the first seminar in the EUROCLIO/MATRA project *"Tolerance Building through History Education in Georgia"* was held from 14- 16 November 2008 in Tsavkisi, near Tbilisi in Georgia. The conference was attended by 64 participants, among them Georgian Teachers, Trainers, Authors, Professors and Ministry Officials of different ethnic origins and international trainers and lecturers from Bulgaria, Germany, Israel, the Netherlands and Switzerland. Observers from Azerbaijan and Turkey were also present. Among the aims of the meeting were identification of challenges for innovative approaches in Georgian school history and discussion about the effectiveness of the present Georgian history curriculum in building tolerance in a multi ethnic and multi religious environment.

- In March 2009 The First Authors and Experts Workshop within the EUROCLIO/MATRA Project *"Tolerance Building through History Education in Georgia"* took place from Friday 6th February till Sunday 8th February 2009 in Tbilisi. A core team of 15 authors and experts engaged actively in searching for creative and innovative solutions to foster a history and citizenship education that promotes a tolerant attitude among the young generations. The workshop participants identified the intercultural opportunities of the present curricula for social sciences and history and embarked in the challenging task to foster and widen these opportunities with focus on the XX Century.

Supplementary Materials for Teachers

- In cooperation with the NCAC, DVV International developed and published a collection of a supplementary material **Transition Period to Democracy and Active Citizenship.** The publication focuses on the development of civic society and promotion of civic literacy in the community. It is designed to be applied for development of adult education programs, among them teacher professional development programs.

- All education institutions focusing on pre-service teacher education programs have been provided with the **Religion Diversity and Intercultural Education** textbooks. The textbook has been translated within the framework of the CoE project.

- Being in charge of the the development of teacher professional standards, teacher certification procedures, teacher registration system and mentoring for young teachers, , TPDC has made its materials accessible for minority schools and their teachers. **Teacher Professional StandardsSupplementary Textbooks for Teachers and** the professional quarterly journal the **Teacher have been translated** in minority languages. Standard for Georgian as a second language is developed to guide the teachers of Georgian language in minority schools.

- ***TPDC*** with the support of Council of Europe, has translated manual for teachers Living Democracy, and the framework for the development of Human Rights and Citizenship Competences. The publications will be distributed to Schools by September 2009.

- Involved in the development of teacher professional standards, teacher certification procedures and teacher code of ethics, the TPDC has made its materials accessible for minority schools and their teachers. The center has translated **Teacher Professional Standards,** the **Teacher Code of Ethics** and **Supplementary Textbooks for Teachers** in minority languages. Additionally, the professional quarterly journal **Teacher** and the **Intercultural Education** booklet also issued by the TPDC have been translated to the minority languages.

- In 2005, the ICRC developed and published "Teaching and Learning International Humanitarian Law in General Education Schools in Georgia" – a methodological manual for teachers. In 2006 the Committee issues a CD "Foundation of International Humanitarian Law". The document is hosted by the Dear Leap website – a project by the MoES.

Along the above mentioned programs and initiatives, the MoES, TPDC and NEAC forester programs that enhance the quality of teaching and learning in schools by providing them with professional teachers and efficient school leaders. Two programs in particular serve this purpose. These are:

- **Future Starts Today.** The program was carried out during 2004-2005 and 2005-2006 academic years. It aimed at providing general education minority schools with quality teachers of history and geography. Within the framework of the program nearly 40 teachers were assigned to minority schools in Samtskhe Javakheti and Kvemo Kartli. Analogical program **Teach Georgia** is schedules to be carried out in 2009.

- **Special Preparatory Courses for Non-Georgian School Principals:** The purpose of the program is to improve the quality of leadership in minority schools by encouraging minority candidates to participate in the School Principal Selection Examinations (the examinations developed by aspiring school principals was introduced by the NEAC). Specifically, the courses aim at increasing the potential of minority candidates to demonstrate efficient performance on the selection examinations and thus become eligible candidates for elections of school principals. All aspiring candidates for school leadership will be provided with the opportunity to participate in the courses. The courses are schedules to be delivered in 2009.

Annex 18

Professional Code of Ethics for Teachers

Chapter 1. General Regulations

Article 1. The concept and the purpose of the Professional Code of Ethics for Teachers

1. Professional Code of Ethics for Teachers (hereinafter referred to as "Code of Ethics") defines the regulations of professional conduct for the teachers of secondary schools.

2. The main purpose of the Code of Ethics is to establish forms of professional conduct, ethical values and obligations of teachers in the relationship with the students, parents, colleagues and other representatives of the society.

Chapter 2. Structure of the Code of Ethics

Article 2. Scope of Regulation

Code of Ethics defines general patterns of professional conduct for the teachers to be afterwards used to assess the level of professional competency of a teacher; It also stipulates such behavior patterns that shall be exhibited by a teacher in the relationship with students, parents, colleagues and other representatives of the society.

Article 3. Professional Competency

1. A teacher shall be independent, honest and objective in his/her performance of professional obligations. S/he shall abide to the legislation of Georgia, as well as norms of International law and professional Code of Ethics.
2. A teacher shall recognize and protect legally guaranteed rights and freedoms of students, parents and/or their authorized representatives.
3. A teacher shall be balanced while leading the teaching process; s/he shall help students in developing ethical values and at the same time shall leave freedom of choice to them.

4. A teacher shall be a role model for students; s/he shall model the reciprocal respect and examples of human rights protection to students.
5. A teacher shall keep the confidentiality in relation to students, colleagues, parents or any other people involved in school life, unless revealing the information is necessitated by legal circumstances.
6. A teacher shall be punctual, organized and professionally dressed.
7. A teacher shall speak in fluent, understandable language; in case of use of foreign words or terms, a teacher shall explain their meaning to students;
8. A teacher shall use class time efficiently, focusing on the achievement of educational goals and objectives.
9. A teacher shall bear responsibility over school property and shall use the school resources rationally and to the right purpose.

Article 4. Relationship with Students

1. A teacher shall not offend a student verbally, physically or in any other way.
2. A teacher shall take up a role of an adviser to a student when the latter has challenges in the learning process; and in case the student demonstrates such willingness, a teacher shall be of help in dealing with student's personal problems as well.
3. A teacher shall not give private lessons to his/her students in return to monetary compensation.
4. A teacher shall stay calm in conflict situations, exercise principles of fairness and justice in making decisions, listen to and consider students' opinions;
5. A teacher shall take all measures to protect safety, health and property of the students;
6. A teacher shall not accept gifts or other benefits from a student or a parent in return to giving privileges and higher grades to a student.
7. A teacher shall demonstrate equal attention and care to all students regardless of their social, ethnic, religious, linguistic or political affiliation.
8. A teacher shall show attention and respect to students' opinions in order to gain their trust; s/he shall create the environment where students express their ideas and attitudes freely.

Article 5. Relationship with Parents or other legal representatives

1. A teacher shall collaborate with parents, conduct individual meetings with them if necessary; A teacher shall lead the conversation with parents in a polite and collegial manner.
2. A teacher shall provide a parent with information on a student's academic achievements if requested or deemed necessary.
3. A teacher, if s/he is a class head teacher at the same time, shall have contact information of all parents, so that s/he can contact the families promptly in emergency situations.
4. In the beginning of the academic year, a teacher (together with other colleagues), shall introduce to the parents an outline of the syllabus, which s/he is planning to apply throughout the year.
5. A teacher shall inform a parent if/when a student violates school discipline and shall help the student to comply to assigned disciplinary action.
6. A teacher shall immediately contact the parent, through a class head teacher, if a student is absent, or a student's health or safety is under threat.
7. A teacher shall provide a parent or an alternate authorized representative with the information on rights and freedoms, as well as restrictions, under his/her competency.

Article 6. Relationship with the colleagues and public

1. A teacher shall demonstrate respect and equal treatment to all colleagues, regardless of their professional experience or personal features.
2. A teacher shall be willing to share his/her knowledge to other colleagues and collaborate with them on testing the new teaching methods in the learning process.
3. A teacher shall avoid critiquing the colleagues in the presence of students, parents or other teachers.
4. A teacher shall make his/her contribution to the events planned for school development purposes.