



განათლებისა და
მეცნიერების სამინისტრო



Norwegian Ministry
of Foreign Affairs



unicef
for every child



არც ერთი ბავშვი განათლების გარეშე

ინკლუზიური, თანასწორი და ხარისხიანი სკოლამდელი და ზოგადი განათლება ბავშვებისთვის საქართველოში

LEAVE NO CHILD OUT

Inclusive, Equitable and Quality Preschool and General Education for Children in Georgia

BUILDING INCLUSIVE, EQUITABLE AND QUALITY PRESCHOOL AND GENERAL EDUCATION SYSTEMS FOR CHILDREN IN GEORGIA

PROGRAMME GOAL



UNICEF/Geo-2022/Tsetskhladze

The three-year programme, "Building Inclusive, Equitable and Quality Preschool and General Education Systems for Children in Georgia," implemented by UNICEF in partnership with the Ministry of Education and Science of Georgia, the Norwegian Government Agency for Special Needs Education (Statped) and funded by the Government of Norway, has contributed to strengthening the quality and inclusiveness of the national education system in Georgia.

The programme has supported children with special educational needs and disabilities, as well as teachers, professionals and parents, in creating an inclusive and equitable environment in preschool and general education institutions throughout Georgia.

Early Childhood Education

System Strengthening

- Nine municipalities developed strategies and monitoring tools to improve access to quality early and preschool education for children with special educational needs.
- An authorization system for preschool education institutions was initiated which is expected to contribute to improving early child education quality and inclusiveness by monitoring implementation of the National Standards on Early Childhood Education.

Capacity Building

- 350 professionals in government agencies were supported through training courses and supervision in quality inclusive preschool education governance.
- Professors from seven state universities



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learned about quality inclusive early childhood education. These professors have trained more than 400 educators to support diverse learners.

- Over 230 preschool education staff underwent coaching and training to provide quality inclusive education to more than 2,100 children.
- Up-to-date teaching and learning literature on quality inclusive early childhood education was developed in the Georgian language to support teachers.

Modeling and Piloting

- In 15 preschool institutions, a pilot project improved physical environments, enriched play and developmental materials for children.
- An alternative, family-centred model for preschool services was developed, with recommendations made to support further implementation and scale-up.



- The development of the National Strategy of Education and Science for 2022-2030 was supported to incorporate equity, inclusion and diversity as one of its key priorities.
- The Ministry of Education and Science, and selected municipalities, were supported to plan and design informal educational programmes (including afterschool programmes) for children with special educational needs and disabilities.
- Child Rights Centres were established in seven state universities as knowledge hubs. Training programmes on inclusive education were developed and implemented in the Centres.
- Georgia-specific resources, tools and guidelines on inclusive and quality education were developed, which informed the Ministry of Education and Science, the Teacher Professional Development Centre, and seven state universities on the best international practices for improving teacher pre- and in-service education programmes.
- As a result of the cooperation between the universities and schools, four school-based Inclusive Education Centres were established in public schools in the cities of Tbilisi, Makhinjauri, Zugdidi and Karaleti.

General Education

System Strengthening

- A new model for an inclusive education support system was developed, which will be implemented by the Office of Resource Officers of Educational Institutions. The required legislative amendments for the reform of the inclusive education support system were submitted to Parliament for approval.



Capacity Building

- To support the Ministry of Education and Science in reforming the continuous professional development system for teachers, policy recommendations were developed for the accreditation of quality inclusive education programmes, and for the authorization of professional organizations to facilitate teacher training for a new national teacher professional development scheme.
- 120 professionals, including counsellors and leaders of the inclusive education support system, are able to provide better services to children with special educational needs and disabilities.
- 25 professors went through a series of coaching sessions on inclusive education. The professors delivered the same coaching sessions to more than 315 teachers at 105 public schools.
- An alliance for teachers was created to advocate for the continuous professional development of teachers and to provide relevant recommendations to decision-makers.
- Digital teaching and learning opportunities were strengthened to improve access to quality inclusive education in 165 public schools and seven state universities.
- More than 1,000 teachers in 200 schools were provided with supportive supervision, which was based on a new violence prevention toolkit.



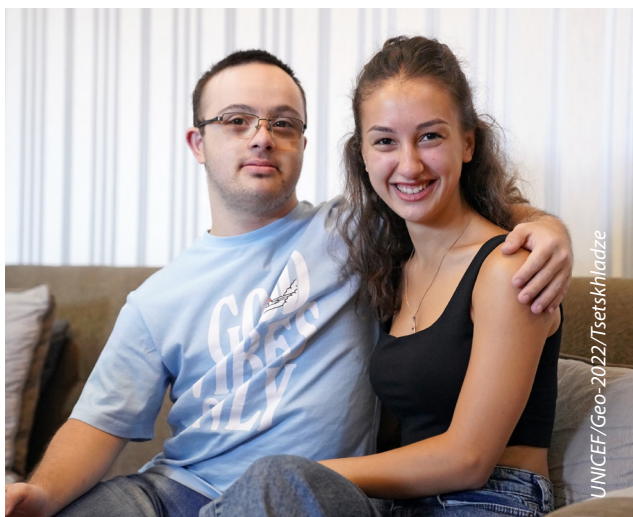
Piloting and Modeling

- Two afterschool inclusive education centres were established in public schools in the Kobuleti and Keda municipalities to demonstrate and model afterschool programmes for children with special educational needs and disabilities. 60 children have already benefited from educational and art activities at these centres.
- Debate clubs were set up in 20 public schools as a part of the inclusive afterschool programmes engaging more than 300 students and teachers in promoting inclusive and quality education.
- Innovative approaches were piloted in 10 public schools to strengthen inclusive education by improving the use of resource rooms, conducting teacher training, and providing coaching sessions for 263 educators. Support provided to children with disabilities and special educational needs in their transition from general to vocational/higher education levels in partnership with 20 state and private vocational education institutions.
- Parents' clubs in 10 public schools were piloted to improve communication between parents and educators.

Communication for Social Change



- A nationwide campaign, “See Every Color,” was aimed at reducing stigma against children with special needs and disabilities. The campaign reached 2,500 students, teachers and parents through a series of educational sessions conducted in 20 schools across six regions of Georgia.



Communication and Visibility

Information about the initiative and inclusive education reached one million people through various multimedia stories and media engagement.

Partnerships



The programme was implemented in close partnership with government organizations and local NGOs. We thank our partners, listed below, for their joint efforts and collaboration.

- Ministry of Education and Science of Georgia
- Ministry of Education, Culture and Sport of Adjara
- The Norwegian Government Agency for Special Needs Education (Statped)
- National Center for Education Quality Enhancement (NCEQE)
- Gordon College of Education
- National Centre of Teacher Professional Development (NCTPD)
- Office of Resource Officers for Educational Institutions
- Akaki Tsereteli State University in Kutaisi
- Shota Rustaveli Batumi State University
- Samtske-Javakheti State University
- Shota Meskhia State Teaching University of Zugdidi
- Iakob Gogebashvili Telavi State University
- Gori State University
- Sukhumi State University
- Ilia State University
- Georgian Institute for Debate Education (GIDE)
- Education for All (EFA)
- Innovations for Inclusive Society
- Parents for Education
- Action Global Communication