



კოალიციის ბავშვებისა
და ახალგაზრდებისთვის
COALITION FOR CHILDREN AND YOUTH

INCLUSIVE EDUCATION IN GEORGIA

Ketevan Kalandadze, CCY Secretary

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COALITION FOR CHILDREN AND YOUTH



Coalition for Children and Youth, registered in Georgia in December 2016 and is an union of 41 child-and-youth oriented international and local civil society organizations, aiming to develop the current child and youth welfare system and promote protection of children and youths' rights.

It's mission is to unit all wiling organizations of the Child Welfare sphere, with the mission of ensuring that all vulnerable children have their rights respected, are protected and have available the systems, services, policies, behaviors and other means to ensure their rights and wellbeing and their participation in actions and decisions that affect them.

COALITION FOR CHILDREN AND YOUTH



Coalition history started in June 2012, when 22 NGOs united and created the informal union to support to the fulfillment of joint goals. Nowadays, the Coalition units 41 organization, working in the field of Child Welfare and is focused on the following problematic areas:

- Prevention of Child Abandonment and Development of Family Supporting Services;
- Access to Justice;
- Protection of Children and Youth from Violence and Neglect;
- Mechanisms for Assisting Youth Leaving Care.

STATISTIC DATA/ 2017



- ❑ 871,532 lives children in Georgia
- ❑ Only 10,069 are officially registered as having some type of disability.
- ❑ In the same census data, it appears that 25,925 children suffer from some kind of disability or health condition according to self-reporting made by their family members and legal representatives.

INCLUSION EDUCATION DEVELOPMENT IN GEORGIA



- ❑ In Georgia the inclusive education approach acquired significance in **2006**, when, in the Law on General Education, Georgia recognized the right of persons with disabilities to attend general education institutions together with other children. By the same law, the school has no right to refuse admission of a child with disabilities.
- ❑ Georgia Government developed “Strategy and Action plan **2009-2011** for children with special educational needs” (Ministry order N814, 5.09.2008)
- ❑ **2009** inclusive education piloted in regional public schools within a project supported by Norway “Development of Inclusive Education in the Public Schools of 10 regions of Georgia”.

INCLUSION EDUCATION DEVELOPMENT IN GEORGIA



- ❑ Multidisciplinary group has been established to assess individual needs of Children around Tbilisi
 - Nowadays multidisciplinary group works in Tbilisi and 9 regions of Georgia
- ❑ In **2013** inclusive education has been institutionalized in the system of professional education
- ❑ **2013** ministry implement the “Inclusive Education Support program”. In the frame of this program three integrated classes were opened: the class for pupils with Hearing Problems; the class for the Autistic children and the class for the children with leukemia.
- ❑ **2014** Law on early and Preschool Education has been adopted



MULTIDISCIPLINARY GROUP

Functioning In Tbilisi and 9 regions of Georgia:

- Assessment of children academic and functional skills
- Preparation of recommendations on children special educational needs
- Consulting Parents and Teachers

BOARDING SCHOOLS



- ❑ Till 2010 Georgia had 14 Special Schools (Boarding Schools for children with disabilities)
- ❑ In 2009-2010, MoES conducted assessment of all 14 special schools of Georgia.
Only 8 Special schools were left to continue functioning:
 - 1 school for Blind and Low Vision persons,
 - two schools for Deaf and Hard of Hearing persons,
 - one school for persons with Behavior Disorders and
 - 4 schools for persons with Mental Disorders

LEGISLATION REGULATING INCLUSIVE EDUCATION IN GEORGIA



1. Law of Georgia on General Education
2. EU Child Rights Convention
3. The Convention on the Right of People with Disability (Ratified in 2014)
4. Law of Georgia Early and Preschool education

CHALLENGES OF EARLY AND PRESCHOOL EDUCATION



- Currently, the Ministry of Education, Science, Culture and Sport of Georgia defines early and preschool education policy, although kindergartens fall under the auspices of the local governments.
- No statistics as to how many children with disabilities are enrolled in early-stage education programs
- Preschool institutions are not certified yet, even it should be done till April, 2017
- Lack of qualified human resources
- Non-adapted infrastructure outside and inside preschool institutions
- No mechanism of assessing the needs of children with disabilities

CHALLENGES OF INCLUSIVE GENERAL EDUCATION



- Lack of human resources in regions of Georgia
- Lack of regulation of the multidisciplinary teams of the ministry and monitoring of the quality of inclusive education based on Georgia Law of General Education
- Absence of a mechanism for identifying children with disabilities
- Child Educational needs assessment is based on parents wish and it is not obligatory
- Non-adapted infrastructure outside and inside the school
- Insufficient number of special education teachers and poor resources for their professional development
- Lack of qualified human resources
- Along with human resources, poor material-technical base is a serious problem. Teachers do not have enough supplementary textbooks to work with children who have SEN
- Absence of a mechanism for monitoring attendance and early school leaving
- Lack of the non-governmental sector to work on increasing public awareness

Table 1. Difficulties and barriers experienced during the implementation of inclusive education in Georgia

The main difficulties that schools face in the process of implementation of Inclusive Education	The main duties and responsibilities of the Ministry of Education and Science of Georgia	Public schools' needs in the process of implementation of Inclusive Education	The major barriers that learners with SEN are encountered
Lack of skilled special educators	To train so as mainstream as special educators on regular basis	Skilled mainstream educators	Their rights to education are violated
Deficiency of competency of mainstream teachers	To create appropriate environment for learners with SEN	Adapted environment	Absence of perception among mainstream pupils about Inclusive Education
Non-adapted environment for learners with SEN	To satisfy all needs for promoting Inclusive Education	Technical and financial support	Existence of "Soviet legacy"
Negative attitude of mainstream parents towards Inclusive Education	To effectively implement Inclusive Education	Having special educators, psychologists and speech therapists at schools	Technical barriers (non-adapted facilities)
Lack of special materials and equipments (resource classrooms)	To organize awareness raising actions	Society's positive attitude towards inclusion	System barriers (inconsistent steps from decision-making institutions)
Negative attitude of the society towards SEN children and their inclusion	To closely cooperate with parents and introduce them new reforms	Organizing events for raising public awareness	Dependent barriers (attitude-based obstacles)
Unstable financial system		Existence of SEN model	
Transportation problem		Financial support for arranging resource classrooms	
Absence of SEN standards		Adapted transport for transferring SEN learners	

Source: Own research

Inclusive Education in Georgia: Current Progress and Challenges,

Nikoloz Kavelashvili,
University of Wroclaw,
Faculty of Social Sciences,
Koszarowa 3, 51-149
Wrocław, Poland,
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THANK YOU!