

Inclusive Education in Georgia

Policy Paper

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Executive Summary

In 2004, Georgia embarked on an ambitious programme to reform all aspects of its education system, a root and branch effort to bring the country out of the outdated practices of the Soviet Union and the chaos, decay and corruption that pervaded education in the first decade after independence. These reforms focused not only on the physical rehabilitation of schools and on the provision of ICT infrastructure, but also on changing the culture of education that left large groups of pupils outside the mainstream, left behind by the educational system.

Most notable among the children who had been left behind by the educational system are children with Special Educational Needs (SEN) and children with disabilities. For decades education all but closed off to them. Many were not sent to school at all, and many of those that were sent to school were left adrift by a system incapable of responding to their needs.

More than fifteen years into the reform effort and significant progress has been made. However, deep inequalities remain and the promise of inclusion for children with SEN and disabled children has yet to be fully realized.

More than two-thirds, 68%, of Georgia's public schools educate children with SEN, employing around 2000 special education teachers.¹ However, stigma remains deep-rooted and prevalent, varying on a school-by-school or class-by-class basis.

A major problem is human resources. In the groups assembled to assess needs, there might be one person responsible for an entire region of Georgia, equaling a couple of hundred children.²

The qualification of special education teachers (as well as training of general education teachers) still lags behind desired levels. Often special teachers are general education teachers retrained in inclusive education, but such retraining is insufficient. In 2016 the State Audit Office examined the qualifications of 117 special education teachers across the country on a random basis. Out of the selected group 95% had academic education but only 44 of them - 38% - had received qualifications in inclusive education³. The distribution of special education teachers per school and per student is also disproportional across regions.

Stigma among parents, who are at times unwilling to have their child assessed by a specialist, hinders diagnosis and inclusion.⁴ This is especially problematic in the regions. Most children with SEN tend to be from municipal centers, and very few from remote villages.⁵ This suggests that more active work is needed in hard-to-reach communities.

Lack of physical infrastructure and resources are also one of the factors hindering quality inclusive education for students with special education needs as well as for students with disabilities. While the official data show increasing trend in number of students with disabilities, reflecting increase in awareness and access as well

¹ Data received from EMIS upon request, June 2021

² Interview with Maia Bagrationi, Disability Program Manager at MAC Georgia (June 24, 2021)

³ State Audit Office (2017), Inclusive Education: Effectiveness Audit Report, p30

⁴ Public Defender's Office (2019), Inclusive Education in Pilot Public Schools: Monitoring Report, p10

⁵ World Vision (2014), *Caucasus Sub-Regional Social Inclusion of Children with Disabilities*, p17

indicates the state’s increased ability to provide inclusive education and decrease in stigma, the physical infrastructure available for wheelchair users, for instance, remains challenging.

According to the Ombudsman’s report, in 2019, out of 2084 school buildings only 120 were fully and 690 – partially adapted for the use of students with disabilities.⁶ According to a SAO report, in 2016 out of 233 schools who had students who use a wheelchair, 101 did not have a ramp, 143 did not have an adapted water closet, and 75 – neither of the two.⁷

1. Methodology

The research for this policy paper was part of a year of research that has been conducted by GeoWel, as part of the US State Department financed Education Advocacy Project. This, in turn, followed on the research done in 2018 and 2019 for McClain Action for Children (MAC). The current project conducted extensive desk and field research within the project.

Desk research involved analysis of secondary data provided by the government, international organizations and local researchers. We analyzed quantitative data provided by:

- The National Statistics Office of Georgia (GeoStat)
- The National Assessment and Examination Center (NAEC)
- The Education Management Information System (EMIS)
- The Education and Science Infrastructure Development Agency (ESIDA)

The Government data included, and was not limited to, the number, status and exam scores of schools, students, teachers, teacher qualification, school location and infrastructure, etc.

We also reviewed data and analysis provided by the major international assessment surveys that Georgia has undertaken in recent years. This included:

- Program for International Student Assessment (PISA) 2009, 2015 and 2018 – focusing on student performance in reading, maths and sciences;
- Teaching and Learning International Survey (TALIS) 2013 and 2018 – a survey of teachers focusing on working conditions and learning environments; Teacher Education and
- Development Study in Mathematics (TEDS-M) 2008 – a study of how teachers are prepared to teach mathematics in primary and lower secondary school.

We also reviewed the National Assessment of Georgian as a Second Language 2016, conducted by NAEC, reports by the Georgian Human Rights Ombudsman and research and analysis reports by local researchers and experts. We also referred to our 160-page research report from 2019, which comprehensively reviewed the Georgian education system.⁸ In addition, we extensively reviewed and analyzed ordinances of the

⁶ Public Defender of Georgia (2019), *Inclusive education: Achievements and challenges*, pp5-6.

<https://www.ombudsman.ge/eng/spetsialuri-angarishebi/inkluziuri-ganatleba-mightsevebi-da-gamotsvevebi>

(Reviewed August 18, 2021)

⁷ State Audit Office (2017), *Inclusive Education: Effectiveness Audit Report*, p25

⁸ G=<https://geowel.org/wp-content/uploads/2021/05/GeoWel-Education-Report-for-MAC-Final.pdf>

government of Georgia and the Minister of Education and Science regarding school funding, teacher remuneration and career entry/development.

Another extensive trove of data that was processed by GeoWel was the public school infrastructure assessment data for individual public schools that GeoWel received from ESIDA in 2019. Within the Education Advocacy Project, we were able to scrape the 2,233 individual excel spreadsheets and create a single database of public school infrastructure and analyze the collated data. Moreover, GeoWel created a publicly available interactive map of these schools, available in English and in Georgian at <https://geowel.org/en/public-school-map/>.

In addition to detailed desk research, we conducted considerable field research. This included:

- 50 online focus groups with parents and teachers of the 300 schools with the poorest infrastructure condition as recorded in the 2018-2019 Public school infrastructure assessment database;
- 24 online focus groups with public school teachers and students' parents, representing schools throughout Georgia, with 113 participants in total;
- 58 phone interviews and follow-up interviews with public school teachers, parents, experts and government representatives.

The fieldwork took place between February-September 2021. The sampling was designed to include as many rural and disadvantaged communities as possible, including ethnic minority settlements.

Based on this research we prepared four policy documents in different topics, published 10 articles on various national and international media outlets (Civil.ge, Eurasianet.org, Open Democracy), and 12 blogs on our website. The articles were written by GeoWel senior researchers and a professional journalist. We also conducted a webinar⁹ on the impact of COVID pandemic on general education, attendees included teachers, parents and journalists.

⁹ GeoWel Research (2021), *Webinar: COVID-19 Impact on Georgia's General Education System*. <https://geowel.org/en/webinar-on-covid-19-impact-on-georgias-general-education-system/> (Reviewed August 11, 2021)

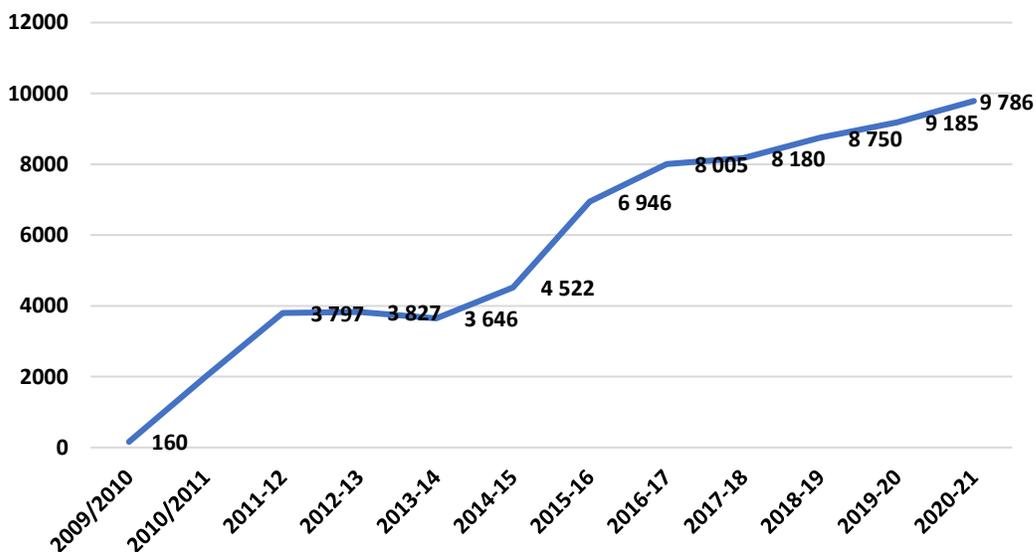
2. Special Education Needs

Fifteen years ago, Georgia took the decision to radically change its approach to children with special educational needs (SEN). The change led to the abandoning of decades of Soviet and post-Soviet practice that saw children with severe needs were either educated in separate, often inadequate institutions, or just kept at home. Children with less severe needs, meanwhile, were left to go it alone in regular school with no extra support.

From 2004, the country embarked upon a journey to create an inclusive learning environment for all children, with pilot programmes running from 2004 to 2010. Since that time, Georgia has done a lot to include children with special educational needs in the general education system. The country has adopted much international best practice when it comes to SEN. The identification of SEN is no longer tied to children with disabilities. Public schools identify students with special educational needs, parents request a special education teacher from the Education Ministry, which then provides a ‘multidisciplinary group’ to study the case. Based on which special needs are identified, a special education teacher is assigned to the school and an individual curriculum is developed. Special education teachers work with children during and after school hours, most often in specially allocated resource rooms equipped with additional materials and specially designed literature. Official assessment and teaching standards are provided by the ministry and additional guidebooks are available or being developed.

In 2009, the number of students with SEN registered in Georgia was 160.¹⁰ In the academic year 2020/2021 there were 9,786 children with special educational needs in Georgia’s public and private schools — some 60 times the figure in 2009.¹¹

Figure 1. Number of students with special education needs by academic year, 2009/2010-2020/2021



¹⁰ Inclusion.ge, *Statistical Data: 2018-2019*. <http://inclusion.ge/geo/attachment/345> (Reviewed August 18, 2021)

¹¹ GeoStat, *Statistics: General Education, Number of Pupils of General Education Schools by Social Status*. (Reviewed Jun 23, 2021)

Reference: Inclusion.ge; EMIS

This growth reflects an increase in awareness and access, as well as an increase in requests for professional diagnosis. It also indicates the state's increased ability to provide inclusive education: today, 68% of Georgia's public schools educate children with SEN, employing around 2000 special education teachers.¹² After fifteen years of reforms, children with SEN are increasingly able to engage in academic and social learning.

The positive shift has been reflected in changing of negative attitudes and a reduction in stigma around children with special needs.

"In the beginning the public looked at students with special educational needs differently," a special education teacher from Tbilisi, who has been working for over a decade, told us. "They perceived me differently too, they used to call me 'the special educational needs teacher'. They had different perceptions about what these children want. They pitied them. And they were afraid, worried that their own children would learn tics from them. The teachers were afraid too. If we recall the old times, teachers simply refused to have these children in their classes. Especially when some of them exhibited difficult behavior...But this has been overcome slowly."¹³

All this represents a significant positive shift away from the stigma related to SEN. However, on the implementation side of the mechanism there are important gaps, caused by a lack of sensitivity and awareness among teachers, parents and school administrations.¹⁴ Special educational needs vary enormously from child to child, and often require an individual, tailored approach. Therefore, with almost 10,000 children with SEN to educate, there is a huge responsibility on the public school system in terms of accommodating these diverse needs and assuring inclusion of all children in the school and consequently, in public life.

"Someone told me, they wanted to enroll their kid with special education needs in a public school and the school did not accept them, even though they did not have a right to reject. The parent made a formal complaint and the school received an official rebuke. The principal then called [the parents] apologized and said they would accept the kid."¹⁵

Cases like this indicate that stigma is still prevalent, but varies on school-by-school or class-by-class basis. In some cases, however, stigma is more pronounced, especially in cases of children with problem behavior.

"I found out from a parent of a child [with special education needs] that their class was going on a school excursion and the family was not notified about it. I don't know whether this was because of the other parents or the teachers but that's what happened. They said that the kid would not be able to keep still," said a special education specialist from Tbilisi¹⁶

The biggest problem appears to be human resources. In the multidisciplinary assessment group, there might be one person responsible for an entire region of Georgia, or a couple of hundred children.¹⁷ This makes it

¹² Data received from EMIS upon request, September 2021

¹³ Interview with special education teacher (June 8, 2021)

¹⁴ Interviews with special education teachers, specialists and experts (June 2021)

¹⁵ Interview with special education teachers (June 8, 2021)

¹⁶ Interview with special education specialist (June 21, 2021)

¹⁷ Interview with Maia Bagrationi, Disability Program Manager at MAC Georgia (June 24, 2021)

impossible to conduct monitoring or follow-ups after the initial assessment is made. According to the Georgian human rights Ombudsman, “the quality of inclusive education largely depends on the existence of qualified teachers, the involvement of specialists in the educational process and their qualifications.”¹⁸ A lack of specialists leads to a lack of in-depth assessment of students, inconsistencies in individual curricula development, gaps in inclusive teaching and a lack of monitoring.¹⁹ Often special education teachers are general education teachers retrained in inclusive education, but such retraining is seen as insufficient.

In 2016 the State Audit Office examined the qualifications of 117 special education teachers across the country on a random basis. Out of the selected group 95% had academic education but only 44 of them - 38% - had received qualifications in inclusive education. The rest of the teachers had academic degrees in various fields - they mainly had teacher qualifications, although there are cases when the existing academic degree does not meet the established requirements.²⁰

“We don’t have professionals with focused specializations [in the school system]. Special education teachers with master’s degrees are rare, basically nonexistent in regions. Mainly these are [regular] teachers who did training as special teachers, especially in regions. They don’t have a deep field knowledge and long experience, only basic knowledge,” said Diana Janashia, Family and Community Services Coordinator at MAC Georgia, an educational charity.²¹

In addition, only Tbilisi and Guria have on average one special education teacher per school (Tbilisi, in fact, has two).²² Racha-Lechkhumi and Kvemo Svaneti and Samtskhe-Javakheti have the smallest SE teacher to school ratio. It is clear that the need for special education is more assessed and requested in the capital.

¹⁸ Public Defender’s Office (2019), Inclusive Education in Pilot Public Schools: Monitoring Report, p18

¹⁹ Public Defender’s Office (2019), Inclusive Education in Pilot Public Schools: Monitoring Report

²⁰ State Audit Office (2017), Inclusive Education: Effectiveness Audit Report, p30

²¹ Interview with Diana Janashia, Family and Community Services Coordinator at MAC Georgia (June 22, 2021)

²² Data received from EMIS upon request, June 2021

Figure 2. Public schools employing special education teachers, 2020/2021

| Region | Schools | SE teachers | Students with SEN (2020/2021) | SE teacher per school | SEN student per school | SEN student per SE student |
|-----------------------------------|-------------|-------------|-------------------------------|-----------------------|------------------------|----------------------------|
| Tbilisi | 175 | 365 | 3285 | 175 | 2.1 | 18.8 |
| Imereti | 371 | 336 | 1266 | 371 | 0.9 | 3.4 |
| Kvemo Kartli | 253 | 183 | 1007 | 253 | 0.7 | 4.0 |
| Kakheti | 185 | 227 | 987 | 185 | 1.2 | 5.3 |
| Adjara | 229 | 186 | 884 | 229 | 0.8 | 3.9 |
| Samegrelo-Zemo Svaneti | 241 | 220 | 719 | 241 | 0.9 | 3.0 |
| Shida Kartli | 163 | 146 | 581 | 163 | 0.9 | 3.6 |
| Guria | 97 | 105 | 408 | 97 | 1.1 | 4.2 |
| Samtskhe-Javakheti | 204 | 103 | 294 | 204 | 0.5 | 1.4 |
| Mtskheta-Mtianeti | 84 | 57 | 256 | 84 | 0.7 | 3.0 |
| Racha-Lechkhumi and Kvemo Svaneti | 67 | 27 | 63 | 67 | 0.4 | 0.9 |
| Abkhazia ²³ | 15 | 11 | 36 | 15 | 0.7 | 2.4 |
| Total | 2084 | 1966 | 9786 | 2084 | 0.9 | 4.7 |

Reference: Data received from EMIS upon request, June & August 2021

Stigma among parents, who are at times unwilling to have their child assessed by a specialist, hinders diagnosis and inclusion.²⁴ This is especially problematic in the regions. Most children with SEN tend to be from municipal centres, and very few from remote villages.²⁵ This suggests that more active work is needed in hard-to-reach communities. Low finances seem to account for the lack of qualified personnel. Recent increases in school funding and teacher salaries could serve to increase the quality of inclusive education. Special education teachers were only recently enrolled in the Teacher’s Professional Development and Career Advancement Scheme, a career ladder which allows them to receive extra status and salary add-ons. This will hopefully attract more qualified personnel and increase the motivation of existing special education teachers, resulting in a higher quality of inclusive education. The first qualification exam was conducted in summer 2021 and will be held annually.

While overall Georgia has successfully introduced inclusive education, the qualification of special education teachers, the number of field specialists outside large cities, and the awareness of teachers and the public in general still requires fundamental work. The system needs to provide enough incentives to attract qualified personnel and keep them motivated to excel.

As Tatia Pachkoria, Inclusive Education Expert-Coordinator of Alternative Educational Plans, National Educational Plan Division of the Ministry of Education and Science of Georgia, remarks: “We need more qualification and more belief in inclusive education. We need to instill the unconditional belief that this is an organic part of education. The more you imbue education with inclusiveness, the more successful the

²³ The schools administratively in Abkhazian Autonomous Republic are physically located in cities of Zugdidi, Senaki, Kutaisi and Tbilisi - in areas of high concentration of Internally Displaced Persons (IDPs).

²⁴ Public Defender’s Office (2019), Inclusive Education in Pilot Public Schools: Monitoring Report, p10

²⁵ World Vision (2014), *Caucasus Sub-Regional Social Inclusion of Children with Disabilities*, p17

education system is in general. We need to see and believe this: That inclusivity is a priori an indicator of a properly functioning education system.”²⁶

Also, the structure of financing creates particular challenges. If 1-5 students with special needs are enrolled in a school, that school becomes eligible for additional financial support of GEL 600 per month. Only if the school receives a sixth SEN student does it then become eligible for an additional GEL 500 per month. This cycle continues with funding increasing in blocks of fives until it reaches 26 students; up to this point the school gets a monthly GEL 100 per student.²⁷

Figure 3. Additional funding allocated to public school per student with special education needs

| N of students | GEL per year | GEL per month |
|----------------------|--------------|---------------|
| 1-5 students | 7 200 | 600 |
| 6-10 students | 13 200 | 1 100 |
| 11-15 students | 19 200 | 1 600 |
| 16-20 students | 25 200 | 2 100 |
| 21-25 | 31 200 | 2 600 |
| 26 and more students | 37 200 | 3 100 |

Reference: Ordinance of the Government of Georgia on determining the financial normative per student for financing general education and the amount of its corresponding standard voucher

These funds are allocated for the remuneration of the specialist teacher and assistant, and relevant special education resources. Given that schools have some level of autonomy in budget planning, it is not uncommon, for some of this money to be instead directed towards general expenses, such as utilities, etc.²⁸ Though one is not to blame the school management for this reallocation: rural schools tend to be smaller and thus have smaller voucher funding and more trouble with paying utilities, especially in winter. Which means that the current school funding mechanism might not be accommodating the schools’ diverse needs. While we do not discuss the funding mechanism in our policy paper, it has to be mentioned that the voucher-based funding system has been criticized by education experts.²⁹

In total, 68% of public schools have a special education teacher, 13% have a personal assistant to students with special educational needs and 6% have an on-staff psychologist, though even these often lack

²⁶ Interview with Tatia Pachkoria, Inclusive Education Expert–Coordinator of Alternative Educational Plans, National Educational Plan Division of the Ministry of Education and Science of Georgia (June 22, 2021)

²⁷ Ordinance of the Government of Georgia N476 of September 14, 2015 on determining the financial norm per student for financing general education and the amount of its corresponding standard voucher (consolidated version reviewed on Legislative Herald of Georgia on May 28, 2021)

²⁸ GeoWel Research (2019), *Educating Georgia: an overview of Georgia’s General Education system and a consideration of opportunities and challenges*. <https://geowel.org/en/educating-georgia-key-findings/> (Reviewed August 16, 2021)

²⁹ Centre for Civil Integration and Inter-Ethnic Relations (2014), A study of the effectiveness of general education voucher funding in the context of equality. <https://www.cciir.ge/images/pdf/vaucher.pdf> (Reviewed September 2, 2021); Transparency International Georgia, Should Georgian schools be given freedom? Assessment: Has decentralization increased the accountability of Georgian schools to the public? https://www.transparency.ge/sites/default/files/post_attachments/School%20reform-GEO.pdf (Reviewed September 2, 2021)

appropriate training.³⁰ Even with employing this many specialists, their level of qualification still leaves something to be desired. According to the State Audit Office (SAO), while a total of 6254 students with SEN studied in 1235 schools across Georgia in 2016, only 719 schools actually had a teacher or psychologist who had received some form of inclusive education training.³¹

In addition, the learning process can be slowed down due to insufficient resources being available in the school resource rooms, such as color paper, pencils, markers, watercolor, gouache, plasticine, kinetic sand and sound toys, according to the Ombudsman's monitoring of inclusive education.³² The report also underlines that despite rules laid down by the government, most schools did not have a required, individual schedule of working with each SEN student in resource rooms. Moreover, special education teachers spend more time in resource rooms and rarely attended lessons, which directly contradicts the idea of inclusive education. Moreover, only three out of 15 schools had prepared an intervention plan (part of the individual curriculum) for students with SEN.

3. Disabilities

By working on inclusive education since 2004, Georgia has also been making secondary education more accessible to students with disabilities. For a school to be considered "adapted" to meet the needs of disabled students, it has to have a ramp, elevator, an adapted water closet, classrooms and resource rooms adapted to the needs of the persons with disabilities and special educational needs. In addition, they need to be equipped with all that is needed for the children with sensory impairments.

The information provided by EMIS on the number of schools with students with disabilities include data for 2018-2020 years only, which shows an increasing trend in the number of students: from 831 to 1246.³³ As is the case for children with SEN, this increase likely reflects an increase in awareness and access, as well indicates the state's increased ability to provide inclusive education. Based on the available data, in this chapter we mainly focus on public school infrastructure available for wheelchair users.

According to the Ombudsman's report, in 2019, out of 2084 school buildings only 120 were fully and 690 – partially adapted for the use of students with disabilities.³⁴ According to SAO report, in 2016 out of 233 schools who had students who use wheelchair, 101 did not have a ramp, 143 did not have an adapted water closet, and 75 – neither of the two.³⁵

³⁰ Data received from EMIS upon request, June 2021

³¹ State Audit Office (2017), *Inclusive Education: Effectiveness Audit Report*, p30

³² Public Defender of Georgia (2019), *Inclusive education: Achievements and challenges*.

<https://www.ombudsman.ge/eng/spetsialuri-angarishebi/inkluziuri-ganatleba-mightsevebi-da-gamotsvevebi>
(Reviewed August 18, 2021)

³³ Data provided by EMIS upon request, August 2021

³⁴ Public Defender of Georgia (2019), *Inclusive education: Achievements and challenges*, pp5-6.

<https://www.ombudsman.ge/eng/spetsialuri-angarishebi/inkluziuri-ganatleba-mightsevebi-da-gamotsvevebi>
(Reviewed August 18, 2021)

³⁵ State Audit Office (2017), *Inclusive Education: Effectiveness Audit Report*, p25

According to the 2018-2019 public school infrastructure assessment data, 520 out of 2,233 school buildings had ramps in Georgia, but only 20% of them were in good or fair condition, the rest – in poor condition or substantially damaged. The same data shows that only 22 schools had an elevator adapted for students with disabilities.

“Arranging separate components in schools does not provide full access to education for students with SEN, and if there are only one or two elements, a student using a wheelchair in the building will not be able to move independently, which hinders their integration into the education process.”³⁶ “The current situation poses a risk that students using wheelchairs will not be able to receive a proper school education, even though funds have been spent by the state to meet this condition.”³⁷

The majority of school toilets do not meet accessibility and sanitary-hygienic norms.³⁸ The 2018-2019 assessment data show that only 323 schools had toilets adapted to students with disabilities. Of that number, 42% were in a poor or damaged condition.

The Ombudsman also reported that classrooms and resource rooms for wheelchair users are located on the ground floor, while other rooms, including the library, cannot be accessed as there is no elevator. In addition, the thresholds in the classroom entrances create additional barriers for independent movement of a wheelchair.³⁹ In 2016, 25% of schools with students with SEN did not have a resource room at all.⁴⁰

Finally, the Ombudsman’s monitoring of inclusive education states that the use of adapted educational materials and assistive resources and textbooks in the education process remains a problem, as well as the library's rehabilitation/equipment with accessible textbooks and assistive materials (Braille books, audio books, adapted materials for students with intellectual disabilities, etc.).⁴¹

4. Recommendations

Along with improvements to textbooks, increasing the sensitivity of all teachers regarding special needs and disabilities is indispensable. Retraining subject teachers and special education teachers about students’ educational needs, the individual curriculum, the management of challenging behavior and the methods of teaching students with severe and multiple disabilities is required. Training modules need to be improved and be offered on a demand-bases – by surveying the concrete practical and theoretical knowledge and skills required by teachers, and developing practice-oriented training modules and programmes based on these

³⁶ State Audit Office (2017), *Inclusive Education: Effectiveness Audit Report*, p21

³⁷ State Audit Office (2017), *Inclusive Education: Effectiveness Audit Report*, p26

³⁸ Public Defender of Georgia (2019), *Inclusive education: Achievements and challenges*.

<https://www.ombudsman.ge/eng/spetsialuri-angarishebi/inkluziuri-ganatleba-mightsevebi-da-gamotsvevebi>
(Reviewed August 18, 2021)

³⁹ Public Defender of Georgia (2019), *Inclusive education: Achievements and challenges*, p5.

<https://www.ombudsman.ge/eng/spetsialuri-angarishebi/inkluziuri-ganatleba-mightsevebi-da-gamotsvevebi>
(Reviewed August 18, 2021)

⁴⁰ State Audit Office (2017), *Inclusive Education: Effectiveness Audit Report*, p26

⁴¹ ombudsman

demands. Training modules also need to be created based on the specific disabilities or educational needs that students have and teachers encounter.

Schools need to make sure that students with SEN spend as much time in classrooms as possible, instead of spending most of the days in resource rooms.

Closer cooperation between the multidisciplinary team and the school (special education teachers and subject teachers) is required for the evaluation and management of students' academic, cognitive and functional skills. Also, multidisciplinary team membership needs to grow in order to accommodate the regional demand.

Schools and education policymakers need to engage more closely with parents for individual curricula development and classroom work

Monitoring of inclusive education – ensuring development and enforcement of a comprehensive assessment mechanism.

School infrastructure assessment mechanism in advance to enrolment of students with special education needs and disabilities – early planning and infrastructure development in order to ensure equal access to quality education for all.