



## Georgia

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### Education for All 2015 National Review

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National EFA 2015 review  
(Georgia)  
July, 2014

## **Progress towards the EFA goals**

### **Expanding ECCE (early childhood care and education)**

Constitution of Georgia states that “Pre-school education shall be guaranteed by the State. Elementary and basic education shall be compulsory. The state shall fully finance basic education as prescribed by law. (Article 35, point 3, Constitution of Georgia; Adopted on 24 August 1995) .

The Law on Early and Preschool Education was drafted in 2014 with the help of UNICEF upon request of Major Party Member of Parliament. The law has been reviewed by Ministry of Education and Science ( MoES) and by the appropriate groups of experts in the early and preschool education field.

Local municipalities are responsible for licensing, monitoring and financing of early and preschool education establishments as well as endorsing personnel and human resource recruitment, which is not regulated by Ministry of Education and Science or any other authoritative entity.

There was a recent policy initiative by the Parliament of Georgia in 2013 which abolished parental fees to public early and preschool education establishments. The policy initiative increased demand for children’s enrollment into preschools which in turn, resulted excessive number of children in limited physical space and infrastructure of public kindergartens.

Preschool Sector Support Division was established at the Ministry of Education and Science in 2013 to liaise with international and national organizations and develop policies that would improve preschool education and children’s school readiness.

In collaboration with the international organizations, human, methodological and financial resources have been coordinated for the tasks to develop Strategic Document of Early and Preschool Education; to develop program for 5 year old children, which will be child oriented and considerate of their developmental needs, in order for them to have better opportunities to prepare for school and for life.

In 2011-2012, MoES with the support of the United Nations Children’s Fund implemented the project “Supporting Georgian Language Learning in Ethnic Minorities at Preschool Education Level” .The goal of the program was to increase school readiness of the children in ethnic minority regions and improve the knowledge of Georgian language among preschool age children.

Since 2007 several non-governmental organizations have been working on ECCE programmes in close cooperation with MoES, among them are: “UNICEF Georgia”, “Portage Georgia”; “Children of Georgia”; “First Step Georgia”, “Save the Children”; “Civitas Georgica”; “World Vision” and “Every Child”. These institutions organize trainings for tutors’ professional development, establish alternative preschool education centers (these centers provide a 5 hour service for 5 year old children in the villages where kindergartens are not available) and work on development and introduction of early childhood programs.

### **Universalization of primary/basic education**

Since 2004, Government of Georgia has launched reforms in general education focusing on different aspects of education system including improvement of management of the system, enhancement of teaching and learning methods; provision of quality of education, etc. In 2004, National Goals of General Education was approved with the resolution of government of Georgia ( #84/10/2004) and Law of Georgia on General Education was adopted in 2005 .

The Law of Georgia on General Education defines the state’s main policy priorities and goals in the field of education, in order to ensure the following : equal access to general education, integration of Georgian general education system into international educational area, independence of public schools from political and religious unions, independence of private schools from political unions; development of national curriculum and national assessment system; establishment of the procedures and criteria for authorization and accreditation of the general educational institutions.

The state respects the liberty of the parent and the schoolchild (including the children with special educational needs) to choose for the school close to the place of residence; the right of receiving the education in state or native language is also guaranteed.

The Law of Georgia on General Education ensures free general education for all public school students in Georgia. According to the law, everyone has equal right to get full general education, in order to fully develop his/her personality and acquire those knowledge and skills necessary for achieving equal success in private and social life (article 9<sup>th</sup>, section 1<sup>st</sup>).

Pursuant to the Law of Georgia on General Education (article 22<sup>nd</sup>), the State Party provides full general education for free during 12 years of study. The State party issues a voucher on each student with the amount calculated according to financial normative counted on one student. Every parent has right to receive voucher for any school-aged child. It is noteworthy, that there are no exam fees for school leaving exams as well.

Government has initiated to introduce several projects aimed at the improvement of education equity and access to education particularly for marginalized groups of pupils: For example, in 2010-2011- 2012-2013 academic years, the Ministry of Education and Science of Georgia (MoES) provided pupils from socially vulnerable families with free textbooks.

Since 2013-2014 academic year, “Program on Provision of School Children with free textbooks” has been implemented, within the scope of which, the Ministry of Education and Science of Georgia has distributed free school textbooks and complementary materials to all students of all the public schools existing nationwide, also private school student from socially disadvantageous families, from the families whose members perished in the war and

school children, whose school buildings have been alienated, as well as school children from the schools situated on the occupied territories of Georgia, where the language of instruction is Georgian.

### **Meeting the Learning Needs of the Youth**

In order to meet various learning needs of the youth, MoES has been implementing number of programs and initiatives:

At the initiative of the Ministry of Education and Science of Georgia, from January, 2013 within the scopes of “Access to General Education Program”, implementation of a new subprogram on “Access to Schools” has started. The given subprogram envisages provision of school transportation to public school children, who had to cover long distances to go to schools.

Number of programs are being implemented to support strengthening of general education system: such as: Supporting Gifted and Talented Youth Programme:- the aim of program is support the pupils to achieve their full potential in a competitive learning environment on national and international levels. This program includes several subprograms such as Sub-programme for National Subject Olympiads; Sub-programme for Awarding the Best students with Medals, Sub-programme for International Olympiads; Subprogram of Educational Excursions for Schools, Subprogram for School Contests. Summer Schools Program run by MoES, aim at promoting integration of ethnic minority representatives into cultural and civic life.

**Program on Access to Education in the Penitentiary establishments:** The MoES implements a program aimed to facilitate juvenile convicts held in penitentiary establishments to receive general education. The studies in the penitentiary establishments are provided by either public schools or teachers recruited, on a contract term basis, by the MoES for this purpose.

Within the frames of the abovementioned program, there is also the subprogram for **“Promoting Vocational Education for Convicted Persons”**. In 2014 on 19 March the memorandum of understanding on providing access to general education and vocational training to convicted people was signed between the Ministry of Education and Science of Georgia and the Ministry of Corrections of Georgia. The total budget for this subprogram is 100 000 GEL.

The MoES ensures access to vocational education of the juvenile convicts in the penitentiary institutions. Ministry provides financing of the vocational educational institutions, (teacher salaries, administration fees, the provision of vocational training certificates and other expanses). The Ministry also determines the vocational educational institutions, which will provide vocational trainings to juvenile convicts. The Ministry is entitled to exercise monitoring of the program. The subprogram aims to develop labor skills of juvenile convicts and to ensure their involvement and integration, re-socialization in the civil society.

In addition, the MoES over the last few years implements the program aimed at strengthening the general education within the penitentiary establishments, namely “Program on Access to general education in the penitentiary establishments of Georgia”, one of the subprograms of

which is “Provision of opportunities to get the General Education at the Women’s Fifth (5<sup>th</sup>) semi-open and closed penitentiary establishment”. Within the framework of the subprogram, female juvenile convicts are given the opportunity to study all those necessary subjects for General Education defined by the National Curriculum in order to enable them, after releasing from prison, to pursue their studies on subsequent level. Furthermore, during the current academic year, the MoES has decided to give all female juvenile convicts participating in the abovementioned subprogram, who have reached the age of majority (the age of 18), the opportunity to continue, without hindrance their studies to receive general education.

### **Access to education for ethnic minorities groups:**

According to the Law on General Education, a school is also responsible to protect the individual and collective rights of minority group members to freely use their native language, preserve it and express their cultural identity, relying on the principle of equality (article 13<sup>th</sup>, sec. 7<sup>th</sup>).

MoES organizes different types of events and carries out tailor-made programs for the members of ethnic minority groups in Georgia, on one hand to support the process of preserving their identity and on the other hand, to enhance the process of teaching official language to them.

Subject to the Law of Georgia on General Education, language of instruction in general educational institutions is Georgian and in Autonomous Republic of Abkhazia – Georgian or Abkhazian (article 4<sup>th</sup>, sec. 1<sup>st</sup>). However, on the basis of the same law (article 4<sup>th</sup>), in order to provide an equal access to education to all and exercise the principle of non-discrimination at all public school students, those citizens of Georgia, for whom Georgian is not a native language, can get a full general education in their native language. According to the National Curriculum, learning of native language (Azeri, Armenian and Russian) in minority schools/sectors is compulsory. In such educational institutions learning of the State language (Georgian) is also compulsory.

The National Curriculum had been translated into minority groups’ languages.

### **Challenges regarding drop outs among Ethnic Minorities:**

The rate of early drop outs is especially high among female students from ethnic minorities. The Ministry of Education and Science of Georgia (MoES) provides the possibility to such types of school children to obtain a document certifying the respective education through independently catching up and overcoming general education programs and then facilitate them to take up external examinations. This will enable them to receive compulsory education as prescribed by the constitution of Georgia and allow them, if they wish, to pursue their studies on any subsequent level.

### **Teaching Georgian to Ethnic Minorities:**

One of the most important components of the programme Georgian Language for Future Success ran from 2011 by the National Center for Teacher Professional Development (TPDC) under the Ministry of Education and Science of Georgia is to publish new textbooks of Georgian, as a second language. Already for the academic year of 2013-2014 I-XII levels of students’ textbooks, students’ workbooks and teachers’ books were developed and

published. Special CD has also been included in each package. To make education process more efficient, the TPDC developed computer games in line with each level of textbooks. These games are uploaded on the Ministry's supported [www.buki.ge](http://www.buki.ge) website. All learning materials are provided to all minority school students and teachers for free by the state.

In 2014 the Ministry of Education and Science of Georgia, through the Zurab Zhvania School of Public Administration launched the **State Language Teaching Program for the public servants, representing the ethnic minorities** in two regions of Georgia – Kvemo Kartli and Samtskhe Javakheti.

The program aims to assist the public servants, representing the ethnic minorities to be integrated into the public administration industry of Georgia and have easier access to legislation and other legal documents, affecting their performance.

Implementation of the State Language program was launched on April 14, 2014 in 8 Regional Training Center of Z. Zhvania School, located in Dmanisi, Bolnisi, Gardabani, Marneuli, Sagarejo, Tsalka, Akhalkalaki and Ninotsminda municipalities. In 2014 the Z. Zhvania School of Public Administration plans to train up to 2000 public servants for free in SamtskheJavakheti and KvemoKartli regions.

#### **Minorities Receiving Education on their Native Languages:**

Under the law of Georgia on General Education that a school should protect the individual and collective rights of minority group members to freely use native language, maintain it and express their cultural identity, based on the principle of equality (par. 7, Article 13).

According to the National Curriculum learning native language (Azeri, Armenian and Russian) in minority schools/sectors is compulsory and covers 5 hours a week. At the same time, process of teaching State language to minority group members is ensured. According to the National Curriculum (chapter VII, Article 38) “Georgian as the second language” is provided to minority schools/sectors in all I-XII grades and covers 5 hours a week as well.

#### **Summer School Program:**

Within the scopes of “Summer School Program”, it is planned to hold “International Summer School of Georgian Language”, participants of which will be ethnic minority school children who participated in the essay completion – “Georgian Language for My Success” and their teachers. 80 best works were selected in the given competition. The schoolchildren who have secured the 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> places will be awarded with diploma and valuable prizes, whilst remaining 77 schoolchildren will receive certificates. Participants for International Summer School of Georgian Language shall be selected from the abovementioned 80 schoolchildren and their teachers. The Summer School Camp will receive ethnic minority school children in two intakes, each comprising of 40 school children.

The MoES conducts a number of activities for teachers as well as school children residing in the regions of Georgia densely populated with ethnic minorities in two directions: (1) awareness-rising on discrimination and domestic violence; (2) human rights and freedoms, including gender rights.

In addition, the MoES has announced tender for carrying out Summer School Camp, where students and teachers from the regions densely populated with ethnic minorities will participate. The major objective of Summer School Camp, which will be financed by the State Budget, is to support ethnic minority teachers and school children to study the State

language and to raise their awareness in fundamental human rights and freedoms with the emphasis of rights of women and girls. The latter is planned to be carried out through interactive training.

#### **Textbooks:**

Currently, the Ministry offers approved translated textbooks in Armenian, Russian and Azeri languages for non-Georgian citizens of the school/sectors 1-6 grades. The textbooks for 7-12 grades have been also translated on the Armenian, Russian and Azeri languages, but are in compliance with the previous National Curricula, which is still valid in these grades. These textbooks have been approved and are in compliance with the existing National Curricula. In 2013-2014, all grades pupils were given textbooks for free of charge.

In 2013, non-Georgian textbooks (Armenian, Russian, Azeri) were delivered to 257 schools in 27 districts/municipalities; total number of the textbooks together with textbooks in Georgian language amounted to 650709, total cost : 2455027.63.

#### **Higher Education:**

Since 2010 Ministry of Education and Science implements the program, which supports the ethnic minority entrants in receiving a higher education. This is one of the initiatives of the Ministry aimed at providing a quality education to the ethnic minority students. Quotas are defined specially for Azeri and Armenian entrants for national unified exams; they are required to take a general ability test in their own languages (Azeri and Armenian). Based on the results of indicated test the students are enrolled at preparatory programs. Furthermore, Azeri and Armenian students will take up a yearlong intensive course in Georgian Language; afterwards, they will be enrolled at the faculties of their choice.

Receiving a higher education in Georgian language proves to be an effective mean of building a career for the ethnic minority population and contributes to the integration. Therefore, more students are taking an interest to study the state language and then take the unified exams in Georgian language. Number of students admitted under the program was 175 Azeri and 124 Armenian students in 2010-2011, 250 and 179 in 2011-2012 and 386 and 198 in 2012-2013 respectively. From 2010 100 Azeri and 100 Armenian students enrolled under the above-mentioned program were awarded funding for the full period of their university studies.

#### **Statistics**

	2010	2011	2012	2013
Armenian	124	179	198	183
Azeri	175	250	386	708

The MoES also plans to achieve the following short-term and long-term goals in order to support a bi-lingual education policy for ethnic minority groups at all levels of education (pre-school, general, vocational and higher):

- To provide continuous bi-lingual education;

- To increase an access to education for ethnic minority students in Georgian schools/sectors;
- To support step-by step implementation of bi-lingual education policy;
- To develop early childhood educational centers in densely populated regions of ethnic minorities and to introduce bi-lingual education for them;
- To prepare teachers in higher educational institutions;
- To increase an access to vocational education for ethnic minority group members.

These activities will ultimately strengthen the process of full integration of ethnic minority members into a society.

#### **Access to education for Roma Children:**

In 2014 the Ministry of Education and Science of Georgia (MoES) started to implement Social Inclusion Subprogram which aims at promoting socialization and integration of the youth of different social background and abilities. The goal of the program is achieved through non-formal education. Beneficiaries of the subprogram are Roma Children alongside with young people forcefully displaced from Liakhvi gorge in 2008, repatriated Meskhetian children.

The MoES conducts activities to support Roma children in the process of learning the state language. To this end, Roma children who do not have Georgian citizenship together with their peers from local public schools are engaged in the reading and theatre clubs set up within the scopes of the abovementioned subprogram. Besides, informal talks are arranged with parents of Roma children on the importance of receiving education. On the one hand, such activities support integration of these children into the society and on the other hand, increase tolerance among children towards their peers coming from different social, ethnic and religious background. Furthermore, during the period of 2011-2014, with support of local NGOs, summer schools are organized by the Ministry of Education and Science of Georgia for Roma children in order to support learning the state language among these children and promote contacts between children of different regions and culture. As of now, up to 88 Roma Children are studying in public schools of Georgia. In the process of gathering the statistics about Roma Children, their learning needs are being identified, information is also being collected from the NGOs working on Roma population issues.

The MoES carries out a project “Second Chance Education for disadvantaged children with behavior problems and out-of-school children in Georgia”. By its nature the project is research-based and aims to search and document the nationally relevant and feasible implementation models for second chance education.

In 2014, the MoES intends to create policy document on out-of-school children. It will in detail lay down what kind of education related services will be provided to out-of-school children.



## **Inclusive Education**

Point 1 of Article 35 of Constitution of Georgia, adopted on 24 August 1995( Last amendment 27.12.06) states that everyone shall have the right to receive education and the right to free choice of a form of Education. Special education in Georgia is regulated by the Law of Georgia on "General Education" and the National Curriculum for the years of 2011-2016. It should be noted that in 2010, significant changes were introduced in both regulatory documents to provide quality education for the persons with Special Education Needs in Georgia. Meaning of Special Education Needs, Inclusive Education, Individual Learning Plan, Multidisciplinary Team and Special Teacher has been redefined in the Law of Georgia on General Education". The issues such as process of providing Inclusive Education at Schools, importance of presence of Individual Education Plan, integration of persons with Special Education Needs into learning process, the assessment of their academic progress were fully reflected in National Curriculum.

In December 2013, the Parliament of Georgia ratified "the Convention on the right of People with Disability". In 2014, the decree #41 "Technical Regulation of Space Construction and Architectural Design for People with Special Needs" was approved the Prime Minister of Georgia.

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

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

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

- Inclusive education has been declared as a priority of the MoES;
- School funding system has been modified, which now became more targeted to the needs of the individual schools (including opportunity to introduce special teacher);
- The new strategy of inclusive education for the years of 2013-2016 focus of four main directions: 1) to improve Legal framework and management system of Inclusive Education; 2) to increase the quality education for Special Education Need pupils and Students. 3) to provide adequate financial system for Special Education Needs; 4) to create monitoring system of Inclusive Education.
- The Strategy and Action plan for the years of 2013-2016 developed by the Ministry of Education and Science became the part of the 2013-2016 State Strategy and Action Plan for Disabilities ;

- The purpose of the project “Supporting of Social Inclusion in Georgia” , launched by the Ministry of Education in 2014 is to support integration of Special Education Need, Social unprotected, Minority, Roma pupil in schools and society;
- Sign language and other communication means became the basis of teaching and learning processes and is being taught from the very first Grade. Teaching methods as well as curricula have been brought into compliance with acknowledged child development and national curricula requirements.
- In 2013, for first time during past two decades the Boarding School for Blind Pupils was provided with the text books with Brail.
- In 2013 Ministry started to fund the salary of special teachers at schools.
- From September, 2013 the Ministry of Education and Science of Georgia started to implement the “Inclusive Education Support program”. In the frame of this program 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.
- In 2013, MOES in partnership with UNICEF started the programme “Second Chance Education for Disadvantaged, Children with Behavior Problems and out of School Children in Georgia”. The programme gives basis for developing holistic approach towards education for all disadvantaged groups. It also supports to form social and educational policy for their effective integration in society. In 2013, the discussion paper for National Model of Second Chance Education for disadvantaged, children with behavior problems and out of school children in Georgia was elaborated under the mentioned programme. In 2014, The MOES took responsibility to finance and implement the programme consistently.

### **Boarding Schools in Georgia**

In 2009-2010, MoES conducted assessment of all 14 special schools of Georgia. After assessment was accomplished, 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).

In 2009-2010, the Ministry of Education and Science of Georgia and Save the Children jointly conducted an assessment of deaf and hard-of- hearing children attending special schools within the framework of USAID-funded project “Supporting Equal Opportunities for People with Disabilities”. The purpose of the project was to eradicate the Soviet idea of defectology in the selected schools. The fact is that, as a heritage of Soviet Regime ,for a long time students with special educational needs were strictly segregated from society and did not have the opportunity of receiving education in the mainstream educational environment, together with peers. These students were predominantly accommodated in special education institutions. In some cases, they were left behind of any education processes.

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

### **Training of special education teachers**

Special education teachers in Georgia represent a small group of specialists, they are working with pupils with special education needs in both, regular and special schools. The majority of special teachers are employed as assistant teachers, the rest are coordinators of inclusive education.

(Qualification of special teachers: (Bachelor degree in so called “defectology” or special needs education; Bachelor/master degree in pedagogy, psychology and so on. And additional trainings and courses in special education)).

Master’s program for Special Teacher will begin to function from 2014-2015 academic year.

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

Special training course for special teacher was developed and piloted in 2012. The special course is provided by the National Centre for Teachers Professional Development (TPDC) under the Ministry. The course consists of 75 contact hours. The main topics are as follow:

- Developmental disorders;
- Learning difficulties and effective teaching strategies;
- Development of individual education plan;
- Behavior disorder and classroom management ;

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

### **Inclusive Vocational Education**

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

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

## **Programs implemented by Teacher’s Professional Development Center (TPDC)**

Teacher’s Professional Development Center (TPDC) under the MoES have been implementing various tailor made programs to meet the diverse learning needs of the children:

“Inclusive Education and Special Education” support program: The main goal of this program is promote establishment of inclusive education in Georgia; specifically, supporting the Special Education Needs Teachers in order to increase the quality of education for special education needs students at schools. To accomplish this goal, the center has recruited 29 trainer-consultants, 10 consultant teacher, psychologists and other specialists.

“Teach for Georgia”. The main goal of the programme is to promote teaching and learning in schools by provision of high-qualified teaching staff and to ensure educational opportunity for all. Within the scopes of the program, the center attracts young, motivated professional teachers in the regional schools of Georgia. 146 consultant teachers have been recruited within the frames of this program. The program is implemented in the following regions: Adjara ( 12 schools), Guria, ( 10 schools) Mtskheta-Mtianeti( 18 schools); Racha-Lechkhumi , ( 11 schools) Samegrelo/ Zemo Svaneti – ( 19 schools) , Samtskhe- Javakheti – 32 schools, Kvemo Kartli -36 schools; Shida Kartli- 2 schools, Imereti- 6 schools.

Within the frames of the program “Teach Georgian, as the Second Language” the center promotes raising professional development of the Georgian language teachers who teach the state language at non-Georgian schools in the regions inhabited by ethnic minorities. The Center has hired 146 consultant -teacher within the frames of this program. The program covers the following districts/municipalities: Akhalkalaki ( 15 schools), Tsalka ( 7 schools), Marneuli ( 22 schools) Sagaredjo-(5 schools), Dmanisi- (3 schools), Gardabani- (5 schools) Bolnisi- 13 schools.

“Georgian Language for Future Success”- the goal of this program is to conduct such complex measures which promote access to education of the national minorities, support popularization of the state language and preservation of the cultural and linguistic identity of the national minorities. In the framework of the above mentioned program, all activities are focused on improving teaching/learning level of Georgian as a second language and strengthening professional development of the teachers involved in the program. 265 volunteer teachers have been recruited in the scope of the program. The program covers the following regions: Samtskhe – Javakheti (98 schools); Kvemo- Kartli ( 146 schools) and Kakheti (21 schools).

“Teach and Learn with Georgia (TLG), recruits native English speakers to co-teach English alongside local English teachers in public schools throughout the country of Georgia. TLG aims to improve Georgia’s nationwide English language proficiency in an effort towards further globalization. At the same time, the program supports internship of local English language teachers. As of now, the program has recruited 65 foreign volunteer teachers. The program covers Tbilisi ( 3 schools) as well as the following regions : Adjara ( 6 schools) Guria ( 6 schools); Kakheti- 7 schools, Mtskheta- Mtianeti- 4 schools, Racha- Lechkhumi- 2 schools, Samegrelo- Zemo Svaneti – 13 schools, Samtskhe- Javakheti- 2 schools, Kvemo Kartli- 7 schools, Shida Kartli- 7 schools, Imereti- 8 schools.

To ensure a learning environment that is compatible with modern standards and requirements, it is necessary to deliver training programs for teachers in modern technologies. In line with this, the Center implements Information and Communication Technologies (ICT) program. The aim of the program is to equip the teachers with practical skills on how to integrate the ICT in everyday teaching. The goals of the program are: to improve teacher qualification through trainings in Information and Communication Technologies; to improve the learning environment through creation and utilization of Georgian educational and electronic resources. The program has 84 ICT trainers.

By Public School Principal Professional Development Program the Center also supports professional development of school administration staff, public school principals, school board members, librarians.

Teacher Induction State Program implemented from 2010-2011 school year, is based on the 2008-2010 pilot program on teacher induction. The aim of teacher induction is to deepen professional knowledge of beginner teachers, acquire/develop pedagogical skills and facilitate adaptation to the school environment. Successful completion of the induction period is the prerequisite for passing certification exams and acquire teacher certificate. The pedagogical activities of inductees are managed and coordinated by mentors-qualified and experienced practicing teachers, who have gone through a series of special trainings vis-a-vis mentoring. As of now, 408 participants are involved in the program: out of these 123 are mentor teachers and 285 inductees.

Teacher Training and Retraining Program – aim of this program is to support professional development of acting teachers as well as new candidates and assist them in acquiring modern teaching skills. In the scopes of the program, 142 training module have been developed. Public school teachers have opportunity to take this trainings free of charge. The program has recruited 220 trainers in accordance with the requirements of the national curriculum. The program covers all regions of Georgia and up to 20-25 000 teachers participate in it annually.

Although significant work has been done, there are policy and social issues remained, that hinder the process of inclusion of all children in quality education. For example, most of teachers have to teach to large classes consisting of 25 or more children which makes difficult for them to meet different needs of all students. In the vast majority of school buildings physical environment is not adapted to needs of those children who are using wheelchairs and have visual or hearing impairments. Transportation of children with limited movement abilities from home to school is also a problem, especially in the regions of Georgia.

### **Improving literacy level and numeracy skills**

Literacy is one of the key competencies, which is crucial to acquire in the modern world in order to manage self-realization and find proper place in society. Teaching of any school subject should support literacy development in children together with developing specific competencies.

According to the requirements of National Curriculum of Georgia, literacy is one of the cross-curricular competencies and it is crucial to establish interdisciplinary ties in teaching-learning

process in order to support acquisition of literacy. A teacher should ensure that knowledge and experience acquired in one subject be transferred and applied by students in different contexts.

In order to improve reading and math competencies of primary grade students, the MoES with the support of the United States Agency for International Development (USAID) is implementing Georgia Primary Education Project.

The primary objective Project (G-PriEd) is to provide comprehensive assistance to the primary education system to improve reading and math competencies of Georgian and ethnic minority students. This will be achieved through supporting instructional improvements, testing and improving standards, use of technology, and development of subject experts in reading and math in schools.

G-PriEd Expected results are:

- Proposed innovative instruction methods in reading and math successfully integrated into the primary grade subject instruction in approximately 300 public schools;
- Improved reading and math outcomes for approximately 40,000 student recipients of innovative classroom interventions;
- Formative assessment methodology in reading and math is successfully applied and used by teachers in the class-rooms;
- Leveled readers, math manipulatives, video tutorials and other electronic and paper-based materials created and applied in the classroom instruction;
- Evidence-based recommendations and strategies developed to support national teacher professional development, effective teaching, and induction and retention;
- Parent engagement activities, school-based and national initiatives implemented that engage communities, parents and students in reading and math activities.

### **Adult and Continuous Education**

As of 2014, there is no cohesive system of adult education and continuous professional development which hinders realization of lifelong learning concept. One of the goals of Vocational education reform strategy for the years of 2013-2020 is to develop such vocational education system that will focus on necessity of meeting the adults' educational needs as well as on provision of wide range programs for the youth. It is necessary that vocational education system fully meet the needs of diverse age groups, persons with different working experience, persons with special needs etc. Attention will be paid on strengthening of relevant competences among the youth and the adults, in order to promote their social integration and enhance professional development.

### **Quality of Education:**

As it was mentioned above, receiving a quality education is ensured by the respective legislation.

One of the goals of the Legal Entity of Public Law National Center for Educational Quality Enhancement ( NCEQE) under the MoES is promotion of the formation of internal mechanisms

of educational quality assurance, implementation of external mechanisms and their further improvement in cooperation with educational institutions and other stakeholders;

Authorization is the instrument for external evaluation of compatibility of an institution with standards, certifying internal (self) evaluation. Authorization is obligatory for all types of educational institutions in order to carry out educational activities and to issue an educational document approved by the state.

Accreditation is a type of external evaluation mechanism, which determines the compatibility of an educational programme with standards. State funding goes only to accredited programmes. Accreditation is mandatory for doctoral programmes and regulated professions as well as Georgian language and Liberal Arts.

The processes of authorization and accreditation are carried out for assuring the quality of educational institutions. The both processes constitute the external education quality assurance mechanisms and are applied to all three levels of education: general, vocational and higher education. In order to better run the process for authorization of educational institutions, the decisions pertaining to authorization of educational institutions are made by the independent Authorization Board composed of representatives working in the respective domains; The process for accreditation of educational programs are underway in the NCEQE, as a result of which, the quality education in Georgia will be further improved and aligned with International standards; For impartial monitoring of the educational system, within the scopes of authorization and accreditation processes, the visits of accreditation and authorization experts were carried out in educational institutions. Resolving the problems revealed as a result of these visits facilitated introduction of effective management mechanisms and quality educational programs;

The NCEQE through active participation educational experts is currently working on a new concept for external monitoring of educational institutions. The NCEQE is also working on a new concept on external education quality mechanisms for educational institutions. A number of trainings were conducted for representatives of the educational institutions.

### **Gender Parity and Equality in Education**

Georgia expressed its readiness to fight discrimination against women and support gender equality by signing and ratifying the Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) without reservations in 1994.

The Government of Georgia (GoG), the State Party to the abovementioned convention, committed itself to undertake appropriate measures at national level to develop, improve the policy and legal framework on non-discrimination and gender equality. On 02 May 2014, the Parliament of Georgia adopted the law of Georgia “On the Elimination of All Forms of Discrimination”, which intends to eliminate every form of discrimination and to ensure equal rights of every natural and legal person, including sex and gender identity. The law also explicitly prohibits all forms of discrimination throughout Georgia.

In regard to ensuring gender parity and equality in education, Ministry of Education and Science of Georgia ( MoES) has been implementing the following activities:

General Education Management and Development field: within the scopes of the United Nations Development Programme (UNDP), on the basis of gender-based analysis of key laws on education, it has been revealed that education represents one of the rarest spheres of the public life in Georgia, where the problem of discrimination against women is less found. In this sense, Georgian education system has sufficiently good legacy. As compared to neighboring countries, Georgian women maintain the remarkable lead with general level of education, professionalism and qualification, and nonetheless, there are a range of issues that require to be addressed. To this end, the working group set up within the Ministry of Education and Science of Georgia, had developed the list of issues that were later embedded in “the 2014-2016 Action Plan of the activities for implementation of Gender Equality Policy in Georgia” adopted by the Resolution N1945 of the Parliament of Georgia on 24 January 2014. Pursuant to the Action Plan, the Ministry of Education and Science of Georgia assumed obligations to take appropriate measures toward raising public awareness, which implies envisaging gender-related aspects in key laws applicable in the field of education, promoting introduction of gender equality in general education, facilitating improvement of gender equality in technical directions at vocational education institutions in Georgia. Also, in the light of ensuring gender equality, the MoES assumed the obligation to develop and implement gender-conscious pre-school policy at national level. The abovementioned Action Plan also envisages gender-related aspects during the process of approval of school materials and text books.

- The important measures have been already undertaken as to improve the legislation with regard to gender equality. In this light, the law of Georgia “On Gender Equality” became operational since April 2010. “2011-2013 Action Plan for implementation of Gender Equality”, which envisaged the gender-based analysis of the key laws applicable on education and introduction of gender aspects in them, was adopted.
- Within the framework of the Action Plan, in cooperation with a number of NGOs, the training modules for teachers on gender aspects have been prepared and the teachers of civil education have been trained. Gender awareness-raising seminars were held at the institutions for vocational education and training. Within the scopes of the United Nations Development Program (UNDP), gender equality trainings have been provided to the staff of the Ministry of Education and Science of Georgia.

Currently, the process of revising the National Curriculum for 2011-2016 is underway. It is planned that considerable part of the revised National Curriculum will be devoted to both civil education component, in general, and the theme on gender and fight to stop violation against women, in particular. In this regard, discussions over changes to the National Curriculum are conducted in different directions:

- Number of hours for civil education and generally on social sciences for different grades;
- Provision of more specified instructions to teachers for teaching individual themes (including, gender and fight against discrimination);
- Clear emphasis the importance of civil-social competence in all compulsory subjects.

In the field of vocational education and trainings, the Ministry of Education and Science of Georgia together with international organization has carried out a number of activities:



“Vocational Education and Training Development Strategy for 2013-2020” foresees accessibility of vocational education for all members of the society. The specific objective of the Strategy is “the full and equal inclusion of all segments of the population in the opportunities for personal development of their potential and equip them to obtain well paid remunerative employment or self-employment to support ensured personal and family incomes within the context of sustainable career development and personal fulfillment”.

Besides, with a view to prompting gender equality in the vocational education domain, a number of different projects are implemented with the support of international organizations. In particular, in 2013, UNDP project “Enhancement of Gender Equality in Georgia” was implemented at the educational facilities (Public College “Aissi”, Shota Meskhia Teaching University) situated in the Georgian regions of Samegrelo and Kakheti. Within the scopes of the project, 315 women were trained on the vocational programs in electricity, IT, cheese-making, cattle-breeding and horticulture. The statistical indicators on female participation in vocational education and training in Georgia show a positive increasing trend over one academic year. In particular, for the Autumn 2013 intake, overall 8396 students were enrolled on vocational programs, 3019 out of which (36%) were women, and for the Spring 2014 intake, 3166 students were enrolled, 1130 (42) out of which are women.

As for the information about the circumstances preventing women to access to education and level of education among women: In 2013, the Millennium Challenge Foundation carried out the study about Labor demands, barriers to participation in STEM education programs (in STEM subjects) and occupations in Georgia, which revealed presence of certain problems with regard to girls’ equal access to education. In particular, in terms of academic performance and achievements in different subjects, female students, at minimum, equal to or even outperform their male peers. However, in the end, as opposed to male students, relatively fewer girls leave general educational institutions and fewer continue their studies or/and pursue different professional careers. The rate of early school leavers is especially high among female students from ethnic minorities.

The Ministry of Education and Science of Georgia provides the possibility to such types of school children to obtain a document certifying the respective education through independently catching up and overcoming general education programs and thus by passing external examinations. This will enable them to receive compulsory education as prescribed by the constitution of Georgia and allow them, if they wish, to pursue their studies on any subsequent level.

Besides, the Ministry of Education and Science of Georgia in the course of the recent years implements the program aimed at strengthening the general education within the penitentiary establishments, namely “Program on Access to general education in the penitentiary establishments of Georgia”, one of the subprograms of which is “Provision of opportunities to get the General Education at the Women’s Fifth (5<sup>th</sup>) semi-open and closed penitentiary establishment”. Within the framework of the subprogram, female juvenile convicts are given the opportunity to study all those necessary subjects for General Education defined by the National Curriculum in order to enable them, after releasing from prison, to pursue their studies on subsequent level. Furthermore, during the current academic year, the MoES has decided to give all female juvenile convicts participating in the abovementioned subprogram, who have reached the age of majority (the age of 18), the opportunity to continue, without hindrance their studies to receive general education.

With regard to implementation of the CEDAW, activities of the TPDC basically rest upon requirements of the National Curriculum, in which the given issues are not comprehensively laid down in different disciplines and all teaching levels. Stemming from this, Discipline-Based Teaching Standard contains only general definitions, which encompassed gender equality. The aforementioned issue is formulated in “Professional Teaching Standard for Teachers (History of Georgia, Geography of Georgia and other social sciences) of Basic and Secondary Education Levels:” as follows: majority, minorities and vulnerable groups; equality and discrimination; and stereotypes. Gender related issues are reflected in the training programs designed for Civil Education Teachers:

- (1) Module “Purpose and Function of Civil Education”: 1 Session – Equality;
- (2) Module: “Directions and Components of Civil Education”: 1 Session – Competences of Civil Education Teachers;
- (3) Module “Teaching Democratic Citizenship through Documentary Films”: Films “Ideal Husband”.

The TPDC, with a view to promoting gender equality, also carries out other activities. In this regard, the TPDC invited an organization – Women’s Information Center, which held trainings on gender-related issues for civil education trainers. Participants to the training were diverse, as not only the trainers, but also teachers of social sciences as well as other teachers participated in the mentioned training. The abovementioned training was held twice.

In addition, the master class in Geography on the topic: “Gender as a Global Problem” is also held; this is the 3 hour activity, which is designed for Geography teachers, however, civil education teachers are not restricted to attend the master-class, for, in most cases, geography teachers combine their work with civil education teachings.

### **Prospects for post 2015**

Ministry of Education and Science of Georgia has elaborated general education development strategy for the years of 2014-2015. The general education system has become a child oriented; providing an access to quality education has been declared as one of the strategic priorities of the system, specific measures will be taken to ensure that children have access to quality education irrespective of their sex, special need, religious, ethnic and social belonging. Strategic goals of objectives will be reflected in the respective legislation in the coming period.

Education for All, Indicators

Table 1

Enrollment in primary education	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Gross intake rate in primary education, total	103.4%	101.3%	106.1%	114.6%	98.0%	94.2%
Gross intake rate in primary education, male	104.1%	102.1%	107.3%	114.8%	97.9%	94.1%
Gross intake rate in primary education, female	102.7%	100.4%	104.9%	114.3%	98.1%	94.3%
Net intake rate in primary education, total	85.8%	88.5%	84.3%	85.0%	74.5%	75.9%
Net intake rate in primary education, male	85.8%	93.5%	85.1%	85.2%	74.8%	75.9%
Net intake rate in primary education, female	85.8%	82.9%	83.4%	84.8%	74.3%	75.9%
Gross enrolment ratio in primary education, total	104.0%	103.3%	102.5%	104.6%	103.8%	101.9%
Gross enrolment ratio in primary education, male	105.0%	103.7%	103.0%	105.7%	104.8%	102.7%
Gross enrolment ratio in primary education, female	102.9%	102.8%	102.0%	103.4%	102.8%	101.0%
Net enrolment ratio in primary education, total	96.5%	94.6%	95.6%	96.9%	97.2%	96.9%
Net enrolment ratio in primary education, male	97.0%	95.5%	96.1%	97.9%	98.1%	97.6%
Net enrolment ratio in primary education, female	95.9%	93.5%	95.1%	95.8%	96.2%	96.0%
Adjusted Net enrolment ratio in primary education, total	97.2%	96.7%	96.1%	97.2%	97.4%	97.1%
Adjusted Net enrolment ratio in primary education, male	98.1%	96.6%	96.4%	98.2%	98.3%	97.8%
Adjusted Net enrolment ratio in primary education, female	96.3%	96.8%	95.8%	96.1%	96.5%	96.3%

Table 2

Transition from (General education)	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Primary to Lower Secondary, Total	98.7%	99.6%	99.0%	98.4%	100.0%	99.4%
Primary to Lower Secondary, Male	98.5%	99.5%	98.4%	98.8%	100.0%	99.3%
Primary to Lower Secondary, Female	99.0%	99.7%	99.6%	97.8%	100.0%	99.5%
Lower Secondary to Upper Secondary, Total	92.4%	94.5%	89.1%	81.6%	81.7%	88.3%
Lower Secondary to Upper Secondary, Male	92.4%	94.5%	87.4%	78.9%	77.8%	85.8%
Lower Secondary to Upper Secondary, Female	92.3%	94.6%	91.0%	84.6%	86.2%	91.2%

Table 3

Promotion rate (Primary education)	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
From 1 to 2 grade	98.1%	98.0%	99.2%	99.3%	99.4%	98.2%	97.2%	99.6%	99.4%	99.4%	97.9%	98.0%
From 2 to 3 grade	99.0%	98.7%	99.9%	98.8%	99.2%	98.4%	97.6%	98.9%	99.7%	99.7%	99.7%	99.5%
From 3 to 4 grade	98.9%	99.0%	99.8%	98.2%	98.4%	99.3%	97.5%	99.1%	99.8%	99.6%	99.7%	99.7%
From 4 to 5 grade	98.9%	99.3%	99.5%	100.0%	98.1%	100.0%	99.2%	99.8%	99.8%	99.8%	99.8%	99.8%
From 5 to 6 grade	98.8%	99.1%	99.5%	99.9%	99.3%	98.5%	97.3%	99.0%	99.7%	99.5%	99.7%	99.5%

Table 4

Repetition rate by grade (Primary education)	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	0.2%	0.2%	0.2%	0.2%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	1.4%	1.4%
Grade 2	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%
Grade 3	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Grade 4	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Grade 5	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.1%	0.3%
Grade 6	0.0%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.3%	0.2%	0.3%	0.2%	0.3%

Table 5

Percent of repeaters by grade (Primary education)	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	0.2%	0.4%	0.2%	0.2%	0.2%	0.2%	0.3%	0.3%	0.5%	0.5%	0.4%	0.4%	1.4%	1.4%
Grade 2	0.2%	0.3%	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.2%	0.1%	0.2%	0.2%	0.2%
Grade 3	0.2%	0.3%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Grade 4	0.2%	0.3%	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Grade 5	0.4%	0.5%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.3%
Grade 6	0.2%	0.3%	0.0%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.3%	0.2%	0.3%	0.2%	0.3%

Table 6

Dropout rate by grade (Primary education)	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Grade 1	1.7%	1.7%	0.6%	0.5%	0.2%	1.4%	2.5%	0.0%	0.2%	0.2%	0.7%	0.7%
Grade 2	1.0%	1.1%	0.0%	1.2%	0.6%	1.5%	2.3%	0.9%	0.1%	0.1%	0.2%	0.3%

3	1.0%	1.0%	0.1%	1.8%	1.5%	0.6%	2.4%	0.8%	0.1%	0.3%	0.2%	0.2%
4	1.0%	0.7%	0.5%	0.0%	1.8%	0.8%	1.8%	0.7%	0.1%	0.1%	0.1%	0.1%
5	1.1%	0.8%	0.4%	0.1%	0.6%	1.3%	2.5%	0.8%	0.1%	0.3%	0.2%	0.2%
6	0.9%	1.4%	0.1%	0.3%	0.2%	1.4%	1.9%	0.8%	0.2%	0.3%	0.1%	0.1%

Table 7

Level completion (graduation) rate (General education)	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Primary Education, Completion, Total	99.5%	103.6%	105.6%	95.6%	104.9%	104.6%
Primary Education, Completion, Male	99.7%	105.6%	106.4%	96.2%	105.6%	105.8%
Primary Education, Completion, Female	99.3%	101.5%	104.7%	94.9%	104.1%	103.3%
Lower Secondary, Completion, Total	101.8%	97.7%	95.3%	96.9%	106.8%	102.7%
Lower Secondary, Completion, Male	102.1%	98.3%	95.5%	96.1%	107.4%	103.3%
Lower Secondary, Completion, Female	101.5%	97.0%	95.1%	97.7%	106.2%	102.0%
Upper Secondary, Completion, Total	81.8%	68.0%	87.5%	83.8%	71.2%	71.5%
Upper Secondary, Completion, Male	81.7%	67.2%	88.0%	83.7%	68.4%	68.8%
Upper Secondary, Completion, Female	81.9%	68.8%	86.9%	83.8%	74.2%	74.4%

Table 8

Number of Teachers in General Education	2011-12		2012-13		2013-14	
	All	Female teachers	All	Female teachers	All	Female teachers
Primary Education	46478	40005	46681	40211	47008	40815
Basic/low Secondary Education	41584	34192	42440	34946	42130	34917
Upper Secondary Education	35376	28896	34584	28258	34615	28223
All Teachers	66538	56523	67917	57797	67339	57544

Table 9

Pupil/Teacher Ratio in (General education) by level of education	2011-12	2012-13	2013-14
Primary Education	6.2	6.2	6.1
Basic/Low Secondary Education	3.6	3.4	3.4
Upper Secondary Education	3.7	3.6	3.6

Table 10

Percentage of Primary/basic schools offering complete primary/basic education (2013-14)	Number of schools	Percent of schools
Number of schools with primary level of education	2293	99%
Number of schools with basic (low secondary) level of education	2280	98%
Number of schools with upper secondary level of education	1944	84%
All schools	2315	

Table 11

Percentage of schools offering instruction in local language/mother's tongue (2013-14)	Number of schools	Percent of schools
Number of schools with Azerbaijan language of instruction	120	5%
Number of schools with Armenian language of instruction	131	6%
Number of schools with Georgian language of instruction	2071	89%
Number of schools with Russian language of instruction	56	2%
All schools	2315	

Table 12

Gross enrollment rate in upper secondary education by type of programme	General education		Vocational Education (ISCED level 3)	
	2012-2013	2013-2014	2012-2013	2013-2014
Upper secondary, total	74.2%	79.4%	12.7%	9.5%
Upper secondary, male	71.3%	76.9%	13.9%	9.8%
Upper secondary, female	77.3%	82.1%	11.4%	9.1%

Table 13

Number of educational establishments offering formal vocational programme	Private	Public
General schools	7	9
Vocational colleges/center	41	9
Higher education institutions	9	14

Table 14

Number of young people and adults enrolled in formal vocational programmes by sex	2012-13			2013-14		
	Male	Female	Total	Male	Female	Total
Level of vocational programme						
1 (ISCED 3)	718	630	1348	42	42	84
2 (ISCED 3)	3835	2129	5964	864	592	1456
3 (ISCED 3)	7593	6445	14038	7284	6253	13537
4 (ISCED 4)	12	16	28	1102	675	1777
5 (ISCED 4)	62	256	318	291	1427	1718

Table 15

Number of young people and adults completing formal vocational programmes by sex (2013 year)		
	Female	Male
Level of vocational programme		
1 (ISCED 3)	254	365
2 (ISCED 3)	1175	1582
3 (ISCED 3)	3723	3639
4 and 5 (ISCED 4)	29	23

Table 16

Number of vocational teachers by sex	2012-13	2013-14
Female	1893	2154
Male	840	1013

Table 17

Number of young people and adults enrolled in formal vocational programmes by sex and age	2012-13		2013-14	
	Male	Female	Male	Female
Age (years)				
<21	8382	6468	6205	5629
21-35	3079	2448	2771	2848
>35	759	560	607	512

Table 18

Females enrolled as percentage of total enrollment by level of general education	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Primary Education, Female, Percent	47%	47%	47%	47%	47%	47%	47%
Lower Secondary, Female, Percent	48%	48%	48%	48%	47%	47%	47%
Upper Secondary, Female, Percent	49%	49%	49%	49%	50%	50%	49%

Table 19

Percentage of female school principals in general education	2013-14
Female school principal, percent	59%

Table 20

Gross enrollment rate in lower secondary education	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Male	97.4%	99.0%	101.1%	100.2%	101.6%	102.6%
Female	97.0%	98.4%	100.6%	97.7%	99.9%	100.4%

Table 21

Net enrollment rate in secondary education	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Lower secondary, Total	84.9%	85.8%	87.5%	86.6%	88.4%	90.9%
Lower secondary, male	85.2%	86.5%	87.2%	87.4%	89.0%	91.6%
Lower secondary, female	84.7%	85.0%	87.9%	85.7%	87.7%	90.1%
Upper secondary, total	72.7%	74.8%	74.2%	68.3%	67.6%	73.0%
Upper secondary, male	72.8%	72.2%	73.5%	66.1%	64.9%	70.7%
Upper secondary, female	72.5%	77.5%	75.0%	70.8%	70.5%	75.5%

Table 22

Gender parity index for	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
GIR in primary education	0.99	0.98	0.98	1.00	1.00	1.00
NIR in primary education	1.00	0.89	0.98	1.00	0.99	1.00
GER in primary education	0.98	0.99	0.99	0.98	0.98	0.98

NER in primary education	0.99	0.98	0.99	0.98	0.98	0.98
ANER in primary education	0.98	1.00	0.99	0.98	0.98	0.98
GER in lower secondary education	1.00	0.99	1.00	0.97	0.98	0.98
GER in upper secondary education	1.01	0.99	1.02	1.07	1.08	1.07
NER in lower secondary education	0.99	0.98	1.01	0.98	0.99	0.98
NER in upper secondary education	1.00	1.07	1.02	1.07	1.09	1.07