

**Universal Periodic Review**  
**(23<sup>rd</sup> session, October–November 2015)**  
**Contribution of UNESCO to Compilation of UN information**  
**(to Part I. A. and to Part III - F, J, K, and P)**

**Georgia**

**I. BACKGROUND AND FRAMEWORK**

**Scope of international obligations: Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO**

1. Table:

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education (1960)	Notification of succession 04/11/1992	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education (1989)	Not state party to this Convention			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage (1972)	04/11/1992, Notification of succession		N/A	Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage (2003)	18/03/2008, Ratification		N/A	Right to take part in cultural life
Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005)	01/07/2008, Approval		N/A	Right to take part in cultural life

## II. Input to Part III. Implementation of international human rights obligations, taking into account applicable international humanitarian law to items F, J, K, and P

### Right to education

#### NORMATIVE FRAMEWORK

##### Constitutional Framework:

1. The **Constitution of Georgia**, adopted on 24 August 1995 and as last amended in 2006<sup>1</sup>, enshrines the right to education in its **Article 35**, which provides that "1. Everyone shall have the right to receive education and the right to free choice of a form of education. 2. The state shall ensure harmonization of the national educational system within the international educational space. 3. 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. Citizens shall have the right to receive State-financed vocational and higher education as prescribed by law. 4. The state shall support educational institutions in accordance with the procedure established by law." According to **Article 14**, "Everyone is free by birth and is equal before law regardless of race, colour, language, sex, religion, political and other opinions, national, ethnic and social belonging, origin, property and title, place of residence." **Article 38** adds that "1. Citizens of Georgia shall be equal in social, economic, cultural and political life irrespective of their national, ethnic, religious or linguistic belonging. In accordance with universally recognised principles and rules of international law, they shall have the right to develop freely, without any discrimination and interference, their culture, to use their mother tongue in private and in public." With regard to religion, **Article 9** provides that "1. The state shall declare complete freedom of belief and religion, as well as shall recognise the special role of the Apostle Autocephalous Orthodox Church of Georgia in the history of Georgia and its independence from the state. 2. The relations between the state of Georgia and the Apostle Autocephalous Orthodox Church of Georgia shall be determined by the Constitutional Agreement. The Constitutional Agreement shall correspond completely to universally recognised principles and norms of international law, in particular, in the field of human rights and fundamental freedoms." (Change was added by the Constitutional Law of Georgia of 30 March 2001). **Article 19** adds that "1. Everyone has the right to freedom of speech, thought, conscience, religion and belief. 2. The persecution of a person on the account of his/her speech, thought, religion or belief as well as the compulsion to express his/her opinion about them shall be impermissible. 3. The restriction of the freedoms enumerated in the present Article shall be impermissible unless their manifestation infringes upon the rights of others." With regard to language, **Article 8** specifies that "The state language of

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<sup>1</sup> Georgian Constitution, accessible at:

<http://www.unesco.org/education/edurights/media/docs/f3c843c540a193fb29214b14987a917817a5b056.pdf>

Georgia shall be Georgian, and in Abkhazia - also Abkhazian." (Change was added by the Constitutional Law of Georgia of 10 October 2002).

### **Legislative Framework:**

2. The legislative framework of Georgia is composed of:

- a) "The Parliament of Georgia adopted the **Law of Georgia on General Education** on 8 April 2005. According to [this] Law, the citizens of Georgia with a native language other than Georgian enjoy the right of receiving a full-course general education in their native language in compliance with the national curriculum [**Article 4**]"<sup>2</sup>. The Law regulates the education system in Georgia, which consists of "free twelve-year general education for all citizens with primary (grades 1 to 6), lower secondary (7 to 9) and upper secondary stages (10 to 12) [...]. Basic nine-year education is compulsory."<sup>3</sup> "It determines national policy principles, priorities and values in the general education sector. It stipulates that the primary purpose of education is to develop students into free individuals that acknowledge and share national and humanitarian values; bring them up as citizens with liberal and democratic values; assist them in exercising their rights and recognizing their responsibilities towards the society, the state and the environment (**Chapter I, Article 3, paragraph 1 a & b**). Pertinent to these purposes, the Law on General Education articulates the state commitment to provide equity of access to education opportunities; quality education; safe school environment; autonomy of education institutions; democracy of education system; inclusive education for all; alignment and integration of national education system into international education area (**Chapter I, Article 3, paragraph 2 a-h**). Importantly, the Law on General Education protects all students' rights to complete general education (**Chapter II, Article 9, paragraph 1**); have a free choice of education (**Chapter II, Article 9, paragraph 6**); receive quality education in a safe environment (**Chapter II, Article 9, paragraphs 8 and 9**); receive instruction in their native language (**Chapter I, Article 4, paragraph 3**); enjoy the right to become enrolled in inclusive special education programs (**Chapter II, Article 9, paragraph 3**). It prohibits political and religious indoctrination of education processes, student discrimination in admissions, assessment, teaching and learning processes and advocates tolerance and understanding among students, teachers and parents regardless of their social, ethnic, religious, and cultural background (**Chapter II, Article 13, paragraphs 1-7**)."<sup>4</sup>

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<sup>2</sup> IBE, World Data on Education, 7<sup>th</sup> ed., 2010-2011, Georgia, p. 3,

[http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf)

<sup>3</sup> Consolidated education strategy and action plan (2007-2011), p. 12,

<http://www.unesco.org/education/edurights/media/docs/ea6ca80e28395539d4ee38e50cba0b2c182c8234.pdf>

<sup>4</sup> National report submitted to UNESCO in 2009 within the framework of the fourth consultation of Member States on the measures taken for the implementation of the UNESCO's Recommendation concerning Education for

- b) “The **Law on Higher Education**<sup>5</sup> was adopted in December 2004 and amended in 2006 within the framework of the implementation of the Bologna process.”<sup>6</sup> “In November 2009, the Law on Higher Education was amended to establish a new system allowing better access for national minorities to higher education institutions. Armenian and Azerbaijani language speakers in Georgia are being allocated 10% of all state university seats. Unlike other university entrants, who must pass four different exams in Georgian, these candidates are only required to pass a single test of general skills in their native language. They are then enrolled in a year-long intensive Georgian-language program before starting their undergraduate studies.”<sup>7</sup> “Moreover, the protection of the interests of minorities is guaranteed by Educational Program of Georgian Language determined by the Law of Georgia on Higher Education. This program is mandatory during first academic year for Georgian citizens who passed general ability test of Unified National Examinations in Azerbaijan, Armenian, Abkhazian or Ossetian language.”<sup>8</sup>
- c) “Furthermore, Higher Educational Institution may be formed according to the **Law of Georgia on Entrepreneurs** and in a form of private entity determined by Civil Code of Georgia. In such case Higher Educational Institution is granted considerable freedom in terms of defining structure, creating management bodies and determining the scope of competence.”<sup>9</sup>
- d) “A **Law on Vocational Education** regulates initial vocational education: activities of the National Professional Agency, curricula and management of VETs. According to the Law the National Professional Agency will create national qualifications and accreditation system and vocational education standards will be developed by the National Curriculum and Assessment Center”.<sup>10</sup>
- e) “The **Decree # 75 of the Georgian Government on the Child Protection and Deinstitutionalization State Action Plan, the Child Protection and Deinstitutionalization Commission and the Child Protection and**

International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) (covering the period 2005-2008), pp. 13-14

<sup>5</sup>Law on HE, accessible at:

<http://www.unesco.org/education/edurights/media/docs/b631c4757ae9eb27f9937e18858a4ece5e3b2a35.pdf>

(accessed on 2014-10-28)

<sup>6</sup> IBE, World Data on Education, 7<sup>th</sup> ed., 2010-2011, Georgia, p. 3,

[http://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Publications/WDE/2010/pdf-versions/Georgia.pdf), Accessed on 04/03/2014

<sup>7</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, pp. 16-17

<sup>8</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 17

<sup>9</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, pp. 15-16

<sup>10</sup> Consolidated education strategy and action plan (2007-2011), p. 6,

<http://www.unesco.org/education/edurights/media/docs/ea6ca80e28395539d4ee38e50cba0b2c182c8234.pdf> ,

**Deinstitutionalization Commission Regulations** (issued April 21, 2005) is another legal document that reiterates welfare of and support for at-risk students to be paramount priorities of the state. [...] Essentially, the document advocates deinstitutionalization of special education institutions, enhancement of alternative child supporting services and inclusion in education processes as effective strategies to reinforce social integration of the targeted student population. The **Joint Decree # 42-16N of the Minister of Education and Science and the Minister of Labor, Health and Social Affairs on the Adoption of Child Welfare Standards** (issued, 2008) is another step towards an establishment of open system of education for all.”<sup>11</sup>

- f) “The **Decree #1029 of the Minister of Education and Science on the Form of Provision of the External General Education** (issued in November 2008) allows students to take their external examinations three times a year (i.e. once per trimester) except for the external exams in grade 12 that can be taken only once a year. The Certification Regulations of External Education enacted in January 2009 allows students to take their external annual/grade level exams without the obligation of completing a preceding grade/grade level and permanently maintain their tests scores. The amendment to the regulations of the United National Admissions Examinations (UNAE) introduced in March 2007 by the **Decree # 127 of the Minister of Education and Science on the Approval of the Regulations of the United National Admissions Examinations** permits incarcerated students to access examination centers inside or outside of their penitentiary institutions to participate in higher education admissions examinations. Here, it should be mentioned, that besides the newly introduced amendment to the regulations of external and the UNAE examination procedures, the MoES gives case-by-case consideration to participation of incarcerated students in the exams. Strongly supporting their involvement in education processes, it advocates adjustment of the procedures to the students’ needs.”<sup>12</sup>
- g) “**Law of Georgia On Development of Quality of Education 2010**: The aim of this Law is to define legal foundation of mechanisms of assistance to development of quality of education. (art 1)”<sup>13</sup>
- h) “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

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<sup>11</sup> National report submitted to UNESCO in 2009 within the framework of the fourth consultation of Member States on the measures taken for the implementation of the UNESCO’s Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) (covering the period 2005-2008), p. 14

<sup>12</sup> National report submitted to UNESCO in 2009 within the framework of the fourth consultation of Member States on the measures taken for the implementation of the UNESCO’s Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) (covering the period 2005-2008), p. 14

<sup>13</sup> Law on Development of quality education, accessible at:  
<http://www.unesco.org/education/edurights/media/docs/ea5cccf58e05fcde20f67fc7b297f9f45b81dd0c.pdf>

by Ministry of Education and Science (MoES) and by the appropriate groups of experts in the early and preschool education field.”<sup>14</sup>

- i) “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.”<sup>15</sup>

### **Institutional Framework:**

3. “**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.”<sup>16</sup>

### **Policy Framework:**

#### **A) General information**

4. “This **UN Development Assistance Framework (UNDAF)** is the result of a consultative process and describes the United Nations’ areas of collaboration with the Government of Georgia (GoG) for the period 2011-2015. [...] It outlines the three interrelated thematic areas in which the UN system can most effectively respond to the priorities and needs of Georgia: Poverty Reduction, aims to advance inclusive development, employment creation and access to health, education and essential social services, especially for vulnerable groups. [...] Reforms in the education sector have been extensive and measures aim at improving access, quality and equity. They include comprehensive legal reforms, the introduction of per capita financing, organisational restructuring and decentralisation of management, large-scale education infrastructure optimization and rehabilitation. New curricula and textbook have been developed and introduced. Professional development and school computerization were carried out and teachers’ salaries improved. A strategy has been developed and reforms are under way to ensure professional and vocational education respond better to labour market demand. [...] In education, the UN system, in close coordination with other stakeholders, will continue efforts to strengthen the capacity of the Government as duty bearer in ongoing education system reforms to ensure access of all groups of rights holders to education. Special attention will go to enhancing capacities to improve access of disadvantaged and vulnerable children to education, especially inclusive pre-school and primary education, and improve the quality of education and learning outcomes. The **Government’s Safe Schools initiative**, aiming to reduce violence in schools, and strengthening of sports in schools will also be assisted. In addition, the UN system will address

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<sup>14</sup> National Review on EFA 2015, Georgia, 2014, p 1, accessible at:

<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>15</sup> National Review on EFA 2015, Georgia, 2014, p 14, accessible at:

<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>16</sup> National Review on EFA 2015, Georgia, 2014, p 1, accessible at:

<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

the issue of human safety through improving education and raising awareness among vulnerable population groups about road safety and prevention of road traffic incidents.”

## **B) Inclusive Education**

5. “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. [...] 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. [...]”

6. “To secure the quality of education processes aligned with the national education standard, the National Curriculum and Assessment Center (NCAC) has launched a special **Textbook Translation Project** for minority schools. The purpose of the project is to provide minority schools with equity of access to quality education through the provision of these schools with textbooks analogous to the ones introduced in Georgian schools. Launched in 2006, the project resulted in 19 textbooks translated in Azeri, Armenian and Russian.”<sup>17</sup>

7. “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.”<sup>18</sup>

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<sup>17</sup> National report submitted to UNESCO in 2009 within the framework of the fourth consultation of Member States on the measures taken for the implementation of the UNESCO’s Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) (covering the period 2005-2008), p. 19

<sup>18</sup> National Review on EFA for 2015, 2014, p6, accessible at:  
<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

8. **“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.”<sup>19</sup>

9. “The MoES carries out a **project “Second Chance Education for disadvantaged children with behavior problems and out-of-school children in Georgia”**”<sup>20</sup>

10. “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.”<sup>21</sup>

11. “Education for all is implemented by establishment of inclusive education. **Inclusive Education Assistive program** has the following objectives:

- a) Identification and evaluation of the children with special needs, determination of their individual needs and opportunities.
- b) Evaluation of academic and social achievements of children with special needs involved in the learning process.
- c) Financing of certain activities for ensuring the involvement of children with special needs in educational environment.

Moreover, the order of Minister of Education and Science of Georgia on “Establishment of regulations of Unified National Examinations and the rule regarding the distribution of state grant” provides the special rules for conducting **examinations for children with special needs**. This rule ensures the right to equality of opportunity in education.”<sup>22</sup>

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<sup>19</sup> National Review on EFA for 2015, 2014, p3, accessible at:  
<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>20</sup> National Review on EFA for 2015, 2014, p7, accessible at:  
<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>21</sup> National Review on EFA for 2015, Georgia, 2014, p3, accessible at:  
<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>22</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 12

12. “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.”<sup>23</sup>

13. “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.”<sup>24</sup>

### C) Teachers

14. “The government is financing number of programs and trainings for teachers in order to support their professional development:

- a) [...] **Novice Teacher Induction Program** has been initiated in 2008. [...] The trainings include on-job trainings, peer coaching, instructions, detailed guidance on teachers' day-to-day activities. In 2010, the *Rules for Induction Process* had been adopted and detailed handbooks for mentors and inductees had been prepared. [...]
- b) **Teach for Georgia Program** aims to increase access to the education and high quality of teaching in the high mountainous regions of Georgia. [...]
- c) **Teach Georgian, As a Second Language Program** aims supporting teaching of Georgian language in regions populated with ethnic minorities, where literacy in Georgian language is not well developed. [...]
- d) **Teach and Learn with Georgia program** aims to invite native speaking volunteer teachers (mostly English language) to work in Georgia and promote Georgian teachers to work in remote areas. The program was initiated in 2010. The volunteer teacher work at public schools of Georgia and deliver the classes together with Georgian foreign language teachers. [...]
- e) In order to support inclusive education, a **special teacher’s professional standards**, relevant handbooks, training modules and recommendations for high educational

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<sup>23</sup> National Review on EFA for 2015, 2014, p8, accessible at: <http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>24</sup> National Review on EFA for 2015, 2014, p5, accessible at: <http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

institutions on the skills and requirements towards the special teacher, had been developed.

- f) In addition to programs, there are **various trainings** carried out nationwide with the aim to help teachers be informed on the changes in the National Curriculum. [...]”<sup>25</sup>

15. “**Teacher’s Professional Development Center (TPDC)** under the MoES has been implementing various [while continuing the above mentioned] tailor made programs to meet the diverse learning needs of the children:

- a) [...] **Special Education Needs Teachers** [...]
- b) “ [...] The aim of the [**Information and Communication Technologies (ICT) 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.[...]
- c) **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. [...]”<sup>26</sup>

#### D) **Quality education**

16. “The **National Curriculum Reform** implemented by the National Curriculum and Assessment Center (NCAC) has been an important effort towards quality education. The NCAC has been put in charge of the development and implementation of the new national curriculum; its alignment with the National Objectives of General Education; its adjustment to the needs of students, parents, community and the society; its responsiveness to the international commitments assumed within international frameworks, conventions and covenants pertinent to human rights and fundamental freedoms. [...]”<sup>27</sup>

17. “The external **quality assurance mechanisms** for educational institutions in Georgia are: **authorization and accreditation**:

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<sup>25</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, pp. 14-15

<sup>26</sup> National Review on EFA for 2015, 2014, p11-12, accessible at:  
<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>27</sup> National report submitted to UNESCO in 2009 within the framework of the fourth consultation of Member States on the measures taken for the implementation of the UNESCO’s Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) (covering the period 2005-2008), p. 15

- a) **Authorization** was established in 2010. [...] All educational institutions are required to get authorized in order to receive a right to function as an educational institution. The authorization standards are defined for higher education, vocational and general education institutions. The standards are the same for public and private institutions. [...]
- b) **The accreditation** takes place on a programme level. It has been practiced in Georgia since 2011. [...] Accreditation standards are defined for higher education, vocational and general education institutions. The requirements of programme accreditation are the same for private and public educational institutions.[...]”<sup>28</sup>

18. “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.”<sup>29</sup>

19. “**National Qualifications Framework (NQF)** was approved by a *decree NI20/N of the Minister of Education and Science of Georgia on December 10, 2010*. The document includes all the qualifications and different levels of general, vocational and higher education competences that exist in Georgia. The NQF defines what type of knowledge, skills and values an individual should have in order to receive a certifying document of completion at a corresponding level – School Certificate (Attestat), Vocational Diploma, Diploma. The NQF supports: Establishment of a learner, vocational student, and student- oriented educational system;

- Promotion of Education received in Georgia and its correspondence to international standards
- Student and learner mobility process.

The NQF is based on the European Qualifications Framework for Lifelong Learning (LLL).”<sup>30</sup>

## **E) Curriculum**

20. “The school education material is age and gender sensitive, in no way promoting the negative gender stereotypes in school textbooks at the primary school level. The Ministry of Education and Science is involved in the major school textbook reform currently, ensuring the education based on the principle of gender equality.”<sup>31</sup>

## **F) Financing of education**

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<sup>28</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 13

<sup>29</sup> National Review on EFA 2015, Georgia, 2014, p 14, accessible at:  
<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>30</sup> NQF, National Centre for educational quality enhancement, accessible at:  
[http://eqe.ge/eng/education/national\\_qualifications\\_framework](http://eqe.ge/eng/education/national_qualifications_framework)

<sup>31</sup> State Party reports submitted to the Committee on Elimination of Discrimination Against Women, 2011, p 13, accessible at:  
[http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fGEO%2f4-5&Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fGEO%2f4-5&Lang=en)

21. **“The state finances the general education** of its citizens according to the rules and procedures prescribed by law. Education is financed from state budget by granting voucher equaling to the financial normative calculated for each child.”<sup>32</sup> “Increased voucher and/or additional financing may be granted only in special circumstances in compliance with the principle of equality. The financial normative and corresponding standard voucher is calculated on individual bases in the public schools where children with special educational needs are studying. Moreover, public school with small amount of children is also eligible for additional funding when the expenses related to the execution of National Curriculum exceed the financial normative calculated for each child. As for the **foreign citizens and persons without citizenship**, they are granted **standard voucher** after they transfer the corresponding amount of money to the treasury account of the state budget. [...] As for **financing Higher Education**, the state regulates eligibility for state grant and state master grant on the bases of principle of equality. Moreover, legislation guarantees financing under the **program of students’ social assistance**. [...]”<sup>33</sup>

22. **“The new financing system – “money follows student”** was introduced. Students demonstrating the best results at Unified National Admission Exams gain state grants, the rest of students finance their studies from their own sources. In 2011, new funding model was introduced [...] based on priority subjects. [...] The merit-based grants are provided to students achieving on for subjects at Unified National Exams while the **needs-based grants** are awarded to **marginalized students**:

- students from highland areas and ecological migrant
- IDP students Abkhazia and South Ossetia
- Graduates from minority schools
- students of the KIA and MIA military families
- descendents of deported minority groups
- orphans and students from large families
- students impacted by Russian aggression
- students from occupied territories
- students with disabilities
- socially vulnerable students”<sup>34</sup>

23. “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

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<sup>32</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 9

<sup>33</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 3

<sup>34</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 11

students of all the public schools existing nationwide, also private school student from socially disadvantaged families, from the families whose members perished in the war and 3 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.”<sup>35</sup>

### G) Gender equality

24. “Pursuant to “**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, 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.”

### H) Vocational education

25. “A new model of VET financing was implemented in 2012. This model **considers voucher financing system for vocational education** that is approved by the Resolution of the Government of Georgia on “Determination of Financing Rule for the First Three Levels of Vocational Education”. The voucher designed for students shall be issued to:

- a) A person whose family is registered in the database of the socially vulnerable families, with rating points of no more than 100 000 (hundred thousand); as of 1 March 2012
- b) A person who has successfully completed the general level of basic education in the academic year of 2011-2012 but did not continue his/her studies at the secondary level;
- c) A person who in the academic year 2011-2012 has received a complete secondary education but did not get registered for the unified national examinations;
- d) A person, who took part in the testing and overcame the minimum competency level in accordance with the terms defined by the administrative - legal act of the Minister of Education and Science.”<sup>36</sup>

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<sup>35</sup> National Review on EFA 2015, Georgia, 2014, p2, accessible at:

<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>36</sup> Georgia Report submitted for the Eighth Consultation on the implementation of the Convention and Recommendation against Discrimination in Education (2006-2011), 2013, p. 10

26. “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.”<sup>37</sup>

27. ““**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”.”<sup>38</sup>

### **Cooperation:**

28. Georgia is **party** to the 1960 UNESCO Convention against Discrimination in Education since 04/11/1992.

29. Georgia **did not report** to UNESCO on the measures taken for the implementation of the 1960 UNESCO Convention against Discrimination in Education within the framework of the **Sixth Consultation** of Member States (covering the period 1994-1999).

30. However, Georgia **did report** to UNESCO within the framework of the:

- a) **Seventh Consultation** of Member States (covering the period 2000-2005)
- b) **Eighth Consultation** of Member States (covering the period 2006-2011).

31. Georgia **reported** to UNESCO on the measures taken for the implementation of the 1974 UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms within the framework of the:

- a) **Fourth Consultation** of Member States (covering the period 2005-2008),
- b) **Fifth Consultation** of Member States (covering the period 2009-2012).

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<sup>37</sup> National Review on EFA for 2015, 2014, p10, accessible at:  
<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

<sup>38</sup> National Review on EFA for 2015, 2014, p16, accessible at:  
<http://unesdoc.unesco.org/images/0023/002302/230211E.pdf>

32. Georgia **did not report** to UNESCO on the measures taken for the implementation of the 1976 UNESCO Recommendation on the Development of Adult Education within the framework of the **First Consultation** of Member States (1993). However, **it did report** to UNESCO within the framework of the **Second Consultation** of Member States (2011).

33. Georgia is **not party** to the 1989 UNESCO Convention on Technical and Vocational Education.

### **Freedom of opinion and expression**

#### Constitutional and Legal framework:

34. Freedom of expression, communication and information are guaranteed under Article 19 and Article 24 of the Constitution of Georgia.<sup>39</sup>

35. Defamation was decriminalized in 2004 with the introduction of the law on Freedom of Speech and Expression, further elaborating on the provisions in the Georgian Constitution.<sup>40</sup> Chapter IV relates specifically to slander and defamation which is only viable for litigation under clearly defined stipulations.

36. Freedom of Information is enshrined in the 1999 General Administrative Code of Georgia under Article 10.<sup>41</sup>

#### Media self-regulation:

37. Self-regulatory mechanisms of the media exist through an entity such as the Georgian Charter of Journalistic Ethics, a self-regulatory body concerned with journalistic norms and professional standards.<sup>42</sup>

#### Safety of journalists:

38. UNESCO recorded three cases regarding the killing of journalists in Georgia between 2008 and 2013, namely Alexander Klimchuk, Grigol Chikhladze, and Stan Storimans.<sup>43</sup> The Director-

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<sup>39</sup> See the Constitution of Georgia at: [http://www.parliament.ge/files/68\\_1944\\_951190\\_CONSTIT\\_27\\_12.06.pdf](http://www.parliament.ge/files/68_1944_951190_CONSTIT_27_12.06.pdf)

<sup>40</sup> See the Law of Georgia on Freedom of Speech and Expression at: [https://matsne.gov.ge/index.php?option=com\\_idmssearch&view=docView&id=33208&publication=1](https://matsne.gov.ge/index.php?option=com_idmssearch&view=docView&id=33208&publication=1)

<sup>41</sup> See the General Administrative Code of Georgia at: [https://matsne.gov.ge/index.php?option=com\\_idmssearch&view=docView&id=16270&lang=en](https://matsne.gov.ge/index.php?option=com_idmssearch&view=docView&id=16270&lang=en)

<sup>42</sup> See their charter on their official website at: [http://qartia.org.ge/en/?page\\_id=2672](http://qartia.org.ge/en/?page_id=2672)

<sup>43</sup> See the public condemnations made by the UNESCO Director-General at: <http://www.unesco.org/new/en/communication-and-information/freedom-of-expression/press-freedom/unesco-condemns-killing-of-journalists/countries/georgia/>.

General of UNESCO condemned the killings and called on the government to inform UNESCO, on a voluntary basis, of the actions taken to prevent impunity and of the status of the judicial inquiries. By December 2014, Georgia had yet to provide information to UNESCO concerning the status of the judicial investigations of the cases.

### **III. RECOMMENDATIONS**

**39. Recommendations made within the framework of the first cycle of the Working Group on the Universal Periodic Review, considered on (please check the date on the following web site: <http://www.ohchr.org/EN/HRBodies/UPR/Pages/Documentation.aspx>)**

- i. A - 105.55. Further develop initiatives aimed at fighting judicial corruption, including through the implementation of adequate **education of judges** (Poland);*
- ii. A - 105.91. Consider adopting a holistic approach in order to enable the totality of IDPs to sustain themselves and have access to employment, education and health care (Greece);*
- iii. A - 105.92. Establish clear procedures to ensure that evictions of **displaced persons** are carried out respecting international norms and guaranteeing the rights to decent housing and work, and the access to health services and education (Switzerland);*
- iv. A - 105.96. Fully integrate IDP children in the regular education system (Austria).*
- v. A - 106.21. Accelerate efforts to achieve the remaining **millennium development goal targets**, including goal 2 on universal primary education and goal 4 on reducing infant and under-5 mortality rates (Malaysia);*
- vi. A - 106.46. Take appropriate measures and **allocate required resources** in the interest of achieving the millennium development goal on **universal primary education** (Sri Lanka);*
- vii. A - 106.58. A comprehensive strategy addressing issues such as language learning, access to education and employment in favour of the **integration of Meskhetian Turks** (Turkey);*

#### **40. Analysis:**

Georgia has adopted several initiatives to further promote inclusive education, whether it concerns displaced persons, minorities or students with special needs. Along with the educational reforms undertaken by Georgia, a new funding system has been adopted to meet the EFA 2015 targets. However, Georgia did not take sufficient measures to promote human rights education and training.

#### **41. Specific Recommendations:**

**41.1 Georgia should be encouraged to further submit state reports for the periodic consultations of UNESCO's education related standard-setting instruments.**

**41.2 Georgia could be encouraged to further promote human rights education and training.**

**41.3 Georgia might be encouraged to continue its policies on inclusive education, including for foreigners.**

**Freedom of opinion and expression**

42. Georgia must ensure that journalists and media workers are able to practice the profession in a free and safe environment as part of their fundamental human rights in accordance with international standards.<sup>44</sup> It must investigate all attacks on journalists and media workers, and ensure full implementation of the rule of law.

**Cultural rights**

43. As a State Party to the Convention concerning the Protection of the World Cultural and Natural Heritage (1972)<sup>45</sup>, the Convention for the Safeguarding of the Intangible Cultural Heritage (2003) and the Convention on the Protection and Promotion of the Diversity of Cultural Expressions (2005), Georgia is encouraged to fully implement the relevant provisions that promote access to and participation in cultural heritage and creative expressions and, as such, are conducive to implementing the right to take part in cultural life as defined in article 27 of the Universal Declaration of Human Rights and article 15 of the International Covenant on Economic, Social and Cultural Rights. In doing so, Georgia is encouraged to give due consideration to the participation of communities, practitioners, cultural actors and NGOs from the civil society as well as vulnerable groups (minorities, indigenous peoples, migrants, refugees, young peoples and peoples with disabilities), and to ensure that equal opportunities are given to women and girls to address gender disparities.

**Freedom of scientific research and  
the right to benefit from scientific progress and its applications**

44. **Georgia**, in the framework of the 2015-2017 consultations related to the revision and monitoring of the Recommendation on the Status of Scientific Researchers is encouraged to report to UNESCO on any legislative or other steps undertaken by it with the aim to implement this international standard-setting instrument, adopted by UNESCO in 1974. The 1974 Recommendation on the Status of Scientific Researchers sets forth the principles and norms of conducting scientific research and experimental development and applying its results and technological innovations in the best interests of pursuing scientific truth and contributing to the enhancement of their fellow citizens' well-being and the benefit of mankind and peace. The

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<sup>44</sup> See for example, UN General Assembly Resolution A/RES/68/163 and Human Rights Council Resolution A/HRC/21/12 and A/HRC/27/5

<sup>45</sup> See UNESCO. 2014. Austria Periodic Report on the 1972 Convention concerning the Protection of the World Cultural and Natural Heritage <http://whc.unesco.org/archive/periodicreporting/EUR/cycle02/section1/groupb/ge.pdf>

Recommendation also provides the guidelines for formulating and executing adequate science and technology policies, based on these principles and designed to avoid the possible dangers and fully realize and exploit the positive prospects inherent in such scientific discoveries, technological developments and applications. **Georgia** did not submit its 2011-2012 report on the implementation of the 1974 Recommendation. In providing its report in 2015-2017 on this matter, **Georgia** is kindly invited to pay a particular attention to the legal provisions and regulatory frameworks which ensure that scientific researchers have the responsibility and the right to work in the spirit of the principles enshrined in the 1974 Recommendation, such as: i) intellectual freedom to pursue, expound and defend the scientific truth as they see it, and autonomy and freedom of research, and academic freedom to openly communicate on research results, hypotheses and opinions in the best interests of accuracy and objectivity of scientific results; ii) participation of scientific researchers in definition of the aims and objectives of the programmes in which they are engaged and to the determination of the methods to be adopted which should be compatible with respect for universal human rights and fundamental freedoms, as well as ecological and social responsibility; iii) freedom of expression relating to the human, social or ecological value of certain projects and in the last resort withdraw from those projects if their conscience so dictates ; iv) freedom of movement, in particular for participation in international scientific and technological gatherings for furtherance of international peace, cooperation and understanding; v) guarantees of non-discrimination in application of rights to satisfactory and safe working conditions and avoidance of hardship; to access to educational facilities, occupational mobility, career development, participation in public life, and vi) right of association, etc.