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INCLUSIVE EDUCATION INDICATORS IN GEORGIA

კვლევის ანგარიში

SURVEY REPORT

INCLUSIVE EDUCATION INDICATORS IN GEORGIA

SURVEY REPORT, 2013

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I INTRODUCTION

Salamanca Statement of 1994 and the UN Convention on the Rights of Persons with Disabilities (CRPD) of 2006 have significantly changed the attitude to the education of persons with special needs. Salamanca Statement became the baseline for the worldwide acknowledgment of the Inclusive education model. According to this model, every individual, despite the abilities and limitations is entitled to get education together with their peers (majorities). Inclusive education has been announced as one of the priorities of the educational reform since 2006 and currently it constitutes the obligatory part of the State policy.   Starting from 2006 at the general education level, and later, in 2013 at the vocational education level, practicing of the inclusive teaching model is considered to be the obligation of the relevant educational institutions.

As an innovation, inclusion of the persons with special educational needs in the mainstream school system and provision of inclusive teaching model is not an easy process: new regulations should be developed and introduced both at policy and practical levels; necessary changes should be undertaken for further perfection of the model, basing on the assessment of the effectiveness of already realized activities.   As reported by different experts and parents, there are many barriers in effective application of this model and provision of quality education. One of such barriers is the lack of the researches, providing objective, evidence-based information on the achievements and challenges in the field of inclusive education. Initial assessment of inclusive education effectiveness sets up a starting point, so the future discussions on the development on inclusive education model will be based not on subjective considerations, but on the analyses of the questionnaire and initial data. In addition to this, it should be considered, that it is not possible to discuss the success/failure of the reform without possessing the relevant data.

Below provided survey is the first attempt of data collection, undertaken within the framework of the grant agreement "Introduction of Inclusive Education in Vocational Education and Training System of Georgia", between the Ministry of Education and Science of Georgia and Norwegian Ministry of Education and Research.

Under the agreement with the authors, the questionnaire and methodology of the wide-scale survey, "Pathway to Inclusion – Barometer of Inclusive Education" conducted in the European countries in 2009-2011 has been used as one of the tools in the survey. The resemblance of the tools provides an opportunity for comparative assessment of the current reform in Georgia with the results of the 10 European countries (see. Annex #1).

The goal of the project was to assess inclusive education reform in Georgia.

Therefore, the goal of the survey was to study the considerations of the field experts and different groups of the stakeholders (administration of the public schools and Vocational Education and Training (VET) centers, teachers, pupils/students with special educational needs (SEN) and their parents, pupils/students with typical development and their parents) on the aspects listed below:

– Legislation supporting inclusive education;
– Practical realization of inclusive education at the level of public schools and VET centers;
– Realization of inclusive education in public schools and VET centers' levels;
– Inclusive education model development perspectives, basing on the current situation
– Identification of inclusive education barometer indicators;
– A system of values related to inclusive education;
– Comparative analyses of the different groups of inclusive education stakeholders (administration, students and parents).

3.1. DESIGN

The survey was conducted in 3 stages, by using of the quantitative (questionnaires) and also the qualitative techniques (focus-groups, interviews).

At the first stage of the survey – inclusive education assessment questionnaire "Pathway to Inclusion – Barometer" of the P2i project has been prepared (translated and edited) without any adaptation, as the statements and questions, provided in the questionnaire are universal for the assessment of the education system and defining of the actual existence and effectiveness of inclusive education model in any country. The questionnaire consists of 3 parts: 1) Part "a" National Legislation and Normative Acts"; 2) Part "b" Inclusive Education Practice; 3) Part "c" Pathway to Inclusive Education". The questionnaire includes 59 statements, aimed at the assessment of all the stages of education (from pre-school level up to the lifelong education) in relation to inclusive education model (annex # 2). Barometer of Inclusive Education was used for the assessment of inclusive education reform in the 10 European countries (Schaedler, Dorrance, 2012); Survey results relative to Georgian experience will be provided later.

At the second stage of the survey - the focus-group with the field experts has been conducted. The aim of the focus-group was to complete the Barometer of inclusive education and define the reasonability of its application for the questioning of inclusive education stakeholders (administration, teachers, parents), considering the local specifics. 5 field experts participated in a 2 hour focus-group, lead by the project representatives, administering the interviewing process, asking the questions and making the notes of the answers. In addition to this, the questionnaire was sent to 5 experts. Considering the opinions of the experts, it was decided to use two different instruments: "Pathway to Inclusion – Barometer" for the expert's assessment and the modified version of "Inclusive Education Index"[4] for the assessment of inclusive education model in public schools and VET centers. This questionnaire is the internationally acknowledged tool, providing an opportunity to assess the system of values related to inclusive education as well as its realization process and future needs.

The questionnaire "Index for Inclusion" has been translated and pilot assessment has been conducted on the second stage. 9 Interviews with 9 teachers from different public schools in Tbilisi have been conducted. Those interviewed answered the questionnaire statements and commented on their compliance with Georgian reality. Basing on these considerations, several alterations were made in some of the statements and some irrelevant statements were excluded from the Index. 283 questions from initial 345 were left in the final version. In addition to this, two forms of the questionnaire have been developed: for public schools and for VET centers[5].

At the third stage of the survey - questioning of the administration, teachers and parents of public schools and VET centers (both of pupils and students with and without special educational needs). Consisting of a significant number of questions, it took about 2 hours to complete each questionnaire. Project administration and the interviewer contacted the administration of schools and VET centers to agree the meetings. The interviewer conducted face-to face interview procedure with the representatives of schools and VET centers, asking questions, attending the process of independent completion of the questionnaire by the respondents and answering their questions if any. The request of some of the respondents to send them the questionnaire beforehand was fulfilled. There were cases, when the interviewer had to come to the site several times, as not all 5 respondents were presented. Completed questionnaires were filed and later, statistically analyzed by the software SPPS.

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4   Questionnaire „Index for Inclusion" http://www.csie.org.uk/resources/inclusion-index-explained.shtml
5   For the details concerning the questionnaire, please contact the researcher of Ilia State University
      on e-mail: tinatin.chincharauli@iliauni.edu.ge

3.2. TARGET GROUPS AND SELECTION PROCEDURE

200 respondents have participated in the survey. Considering the survey goals, 150 respondents were selected, basing on step-by-step cluster selection from public schools in Tbilisi and 10 Georgian regions (30 schools) and 50 respondents from the VET centers (10 centers), involved in the piloting of the inclusive education model at the vocational education level.

The criterion for the selection of public schools was the number of pupils with special educational needs, registered in schools. Therefore, different number of respondents were questioned in different regions. In most of the cases, 1 representative of school administration (the principle or the head of the educational part), 2 teachers, 1 parent of a pupil with special educational needs and 1 parent of a pupil with "typical development" from each school have participated in the survey. Schools were selected based on the database, provided by the Education Management Informational Systems and Inclusive Education Division of the National Curriculum Department of the Ministry of Education and Science.

The distribution of the respondents according the regions is provided on charts #1 and # 2

CHART #1: Distribution of the respondents from public schools, according to the regions
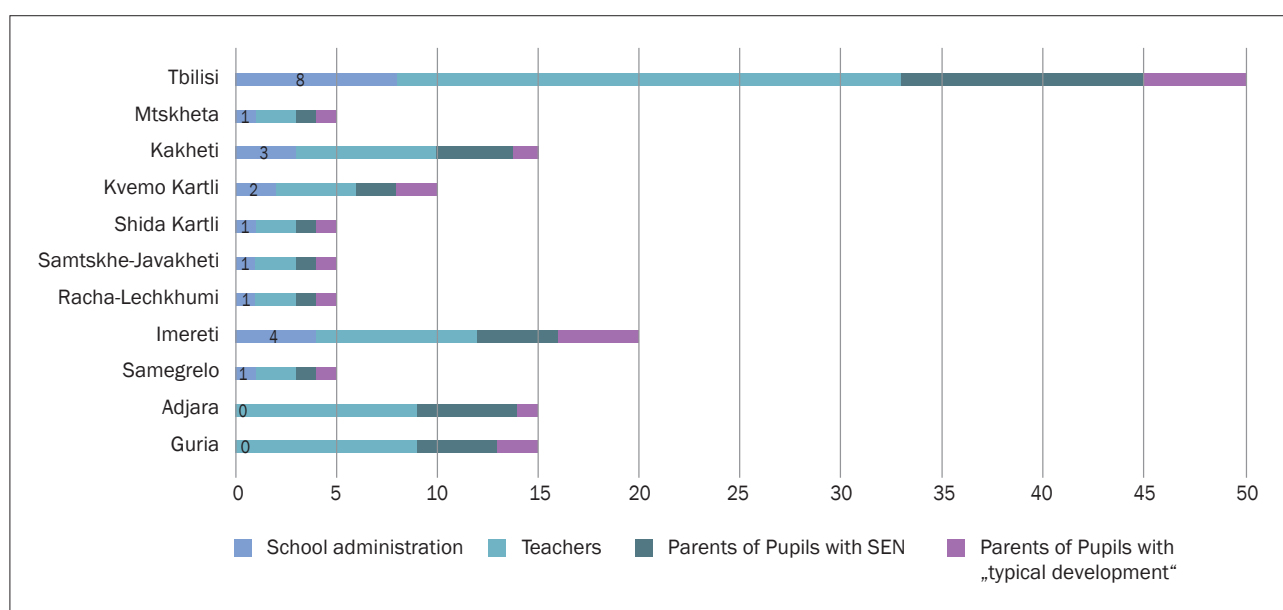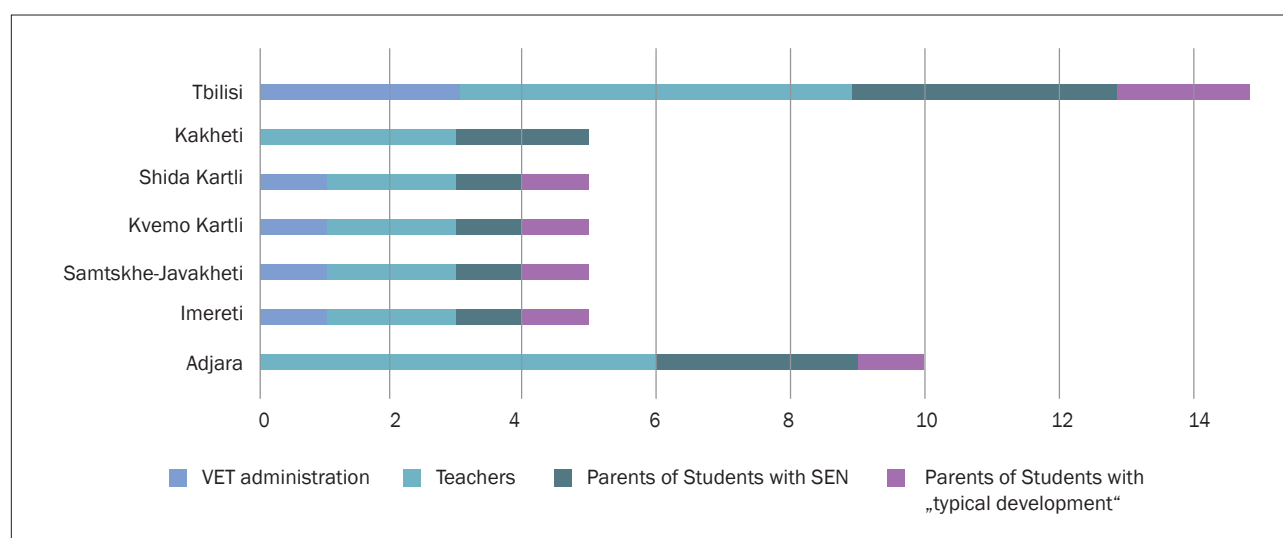

CHART #2: Distribution of the respondents from VET centers according the regions

3.3. DATABASE ANALYSES

The questionnaire „Pathway to Inclusion- Barometer"was completed by 10 experts; the quantitative indicators reflect the median of opinions articulated by the experts.

The data of 200 questionnaires „Pathway to Inclusion- Barometer"(completed by 150 school teachers and 50 teachers of VET centers) was filed and statistically analyzed by the software SPPS. The frequency (reflected in percentage) and correlation (cross-tabulations, e.i. conjugated tables) were calculated. Presented results reflect only the statistically significant data (Proved by the (chi-squared) test's values).

4.1 P2I – THE INDICATORS OF THE QUESTIONNAIRE "PATHWAY TO INCLUSION – BAROMETER" FOR THE ASSESSMENT OF INCLUSIVE EDUCATION IN THE COUNTRY.

As already mentioned above, the questionnaire "Pathway to Inclusion – Barometer" defines the process of inclusive education implementation in several categories: legal, practice and future development. At the same time, this questionnaire provides an opportunity for comparative analyzes of inclusive education development in Georgia with the 10 European countries (Austria, Belgium, France, Netherlands, Finland, Slovenia, Portugal, Ireland, Germany, Hungary), focusing on particular points.

Georgia differs from the 10 European countries in 3 areas; in particular, Georgia has an inclusive education partially supporting legislation like Germany. Most of the countries have supporting legislation rather than not-supporting. Finland, Austria and France have the best legislation. In relation to inclusive education practice, the situation in Georgia is similar to Hungary, Netherlands, Germany and Slovenia – some practical activities are realized, though insufficiently. As for the future development, considering the past and present situation, most of the countries (except France) show the slow process of inclusive education development (see. Table #1).

TABLE #1: Indicators of Inclusive Education Barometer in Georgia In Relation to the 10 European Countries.
H - Hungary, N - Netherlands, Fin - Finland, G – Germany, B - Belgium, A - Austria, I - Ireland, P - Portugal, F – France, SI – Slovenia, Geo - Georgia.

		H	N	Fin	G	B	A	I	P	F	SI	Geo
A. Legislation	supportive			V			V			V		
	More supportive	V	V				V	V			V	
	Partially supportive				V							V
	Not supportive					V						
B. Practice	Fully implementing											
	Mostly implementing			V		V	V	V	V	V		
	Partially implementing	V	V		V						V	V
	Not implementing											
C. Development	Very important											
	Important									V		
	Slow	V	V	V	V	V	V	V	V		V	V
	No											

Inclusive education in Georgia is regulated by the Laws on Education (Laws on general, vocational and higher education) and normative documents (National Curriculum, 2013). Necessary amendments are made only to the Law on general education and the National Curriculum. It can be said, that existed legislation is not ensuring the right to inclusive education at different stages of education system. The same situation is in countries, such as: Belgium, Germany, Hungary and The Netherlands (http://pathwaystoinclusion.eu/project-information/wp-content/uploads/barometerreport.pdf).

It should be stressed, that unlike many European countries, not only the elementary, but the whole general education system is free, enhancing the opportunities for pupils and students with disabilities to be educated in public schools and VET centers. Availability of free of charge manuals is also supporting factor. According the Law on General Education and the National Curriculum, no child should be limited to get an education despite his/her abilities (see. Chart #1).

CHART #1:   Free of charge general education, according the countries
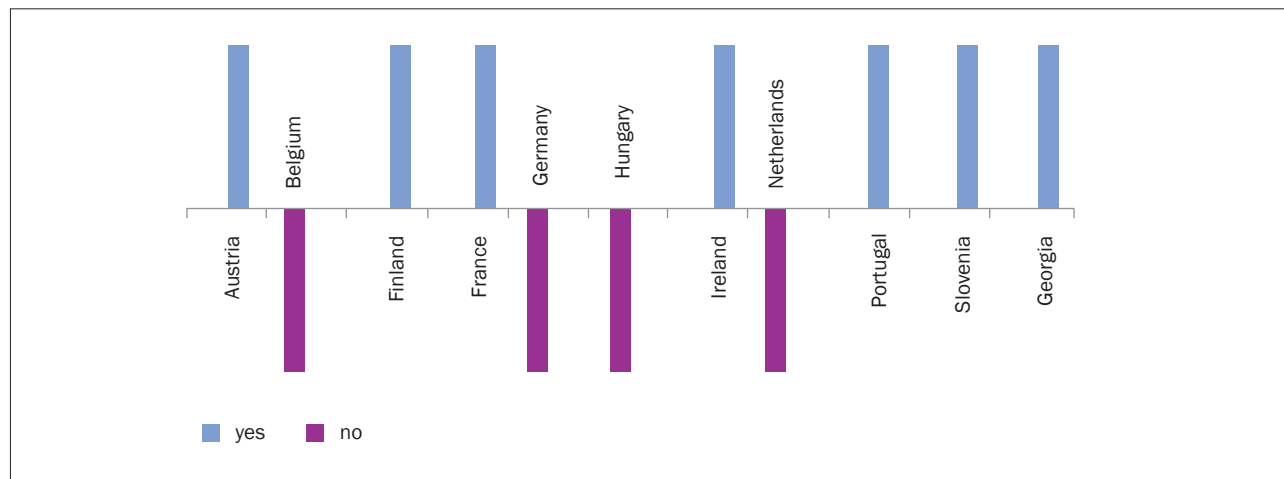
According to the National Curriculum, the parent is an active participant of the decision making process related to the educational setting (special or public school) and individual educational plan (IEP) of own child, but as the questioning confirmed, this right is not always protected in practice. As shown by the Barometer questionnaire, parent's involvement is a problem in the European countries too (chart #2).

CHART #2:   Parents involvement in the decision making process
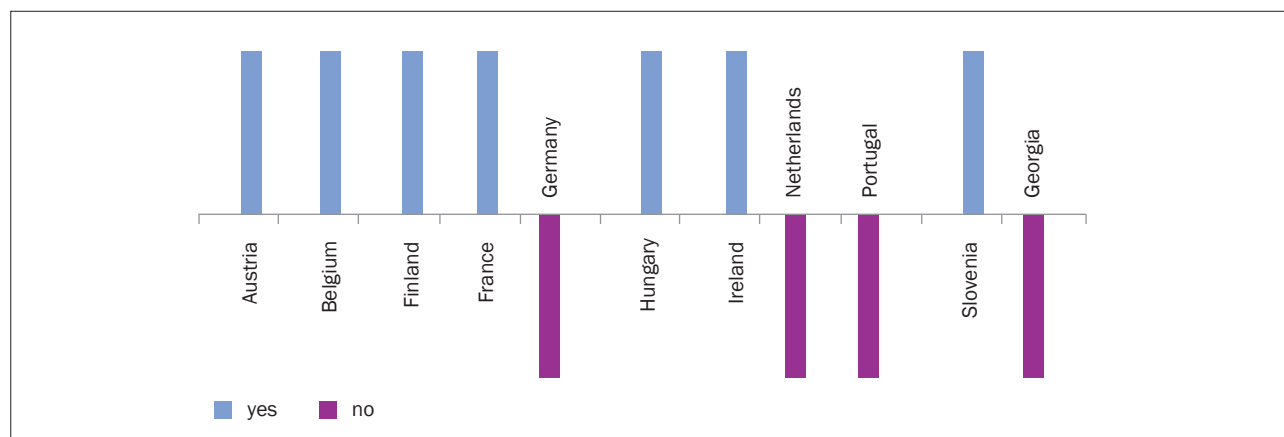
It is important, that according to the Barometer questionnaire, the assessment of the special needs of a child is focused on identification of the strengths and provision of the opportunity to be educated within the inclusive education framework, but actually, the need of the adaptation and development of the assessment procedures is clearly outlined, as only particular tools have been adapted for some of the concrete age groups, that fails to cover all the aspects of the assessment of persons with special educational needs.

Despite the fact that according to the Law on Education all the children should be enrolled in the public schools located close to the place of residence there is no normative act, regulating the adaptation of the physical environment, that limits the right on equal accessibility. Also, there are no special norms regulating the dimensions of the classrooms, enabling special arrangement of the space to the individual needs. There-

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fore, as cases of poor access are often met in reality, the parents of pupils with special educational needs prefer to take their children to the schools better equipped with the resources, rather than to schools located close to their living places.

According to the normative documents, the pupils with special educational needs should learn in accordance with their individual educational plans (IEP), requiring the provision of relevant educational accommodation and adaptation. Actually, because of the lack of the human resources (special education teacher, school psychologist), only the limited number of pupils is educated with IEP-s developed personally for them.

Poor availability of the adaptive technologies is also a problem in public schools and mostly they are available and used in schools with specialized profile.

The situation is the same with the opportunity of getting the functional support and care. Such services are available only in schools with specialized profile. So, the Braille, sign language, augmentative and alternative forms of communication and orientation are only taught in specialized schools.

Assessment standards and the tools, measuring the achievement of pupils with special educational needs are defined by the National Curriculum, that supports the development of inclusive education, but until today there is no approved form of the document confirming the graduation of general education, possibility of getting the vocational education and many other issues.

Teacher's profession in Georgia in regulated by the law. Teacher's competence is measured in accordance with the teacher's professional standard, consisting of general and concrete parts. The general part stresses the importance of inclusive education and the teacher's ability to teach the pupils with special educational needs. Starting from 2014, only the certified teachers will be entitled to work, that requires attending of the qualification enhancement courses and the passing of the certification tests for being in compliance with the requirements of the teacher's professional standard. It can be said, that topics related to inclusive education are an obligatory part of teacher training programs.

The Laws on Higher and Vocational Education are not discriminative in relation to the abilities and skills, but they don't provide equal access to these levels of education for persons with special educational needs. The actual problems are enrollment procedures, financing, (these levels of education are paid), adaptation of physical environment in educational institutions, adaptation of instruction considering the individual needs of students, that altogether constitute the conditions for unequal access.

The most serious barrier to further development of inclusive education is non-existence of the monitoring system. The data on pupils with special educational needs is collected by different units of the educational system and at different levels, but there is no unified database, that not only complicates the qualitative analyzes, but also provides inaccurate quantitative indicators. In particular, there are no accurate data on: how many students from those having special educational needs, have the status of disability; how are they distributed at different educational stages, etc. Among the 10 European countries, only Belgium and Portugal have no monitoring plan, in all other countries the obligation of inclusive education monitoring is regulated by different legal regulations. (see. Chart #3).
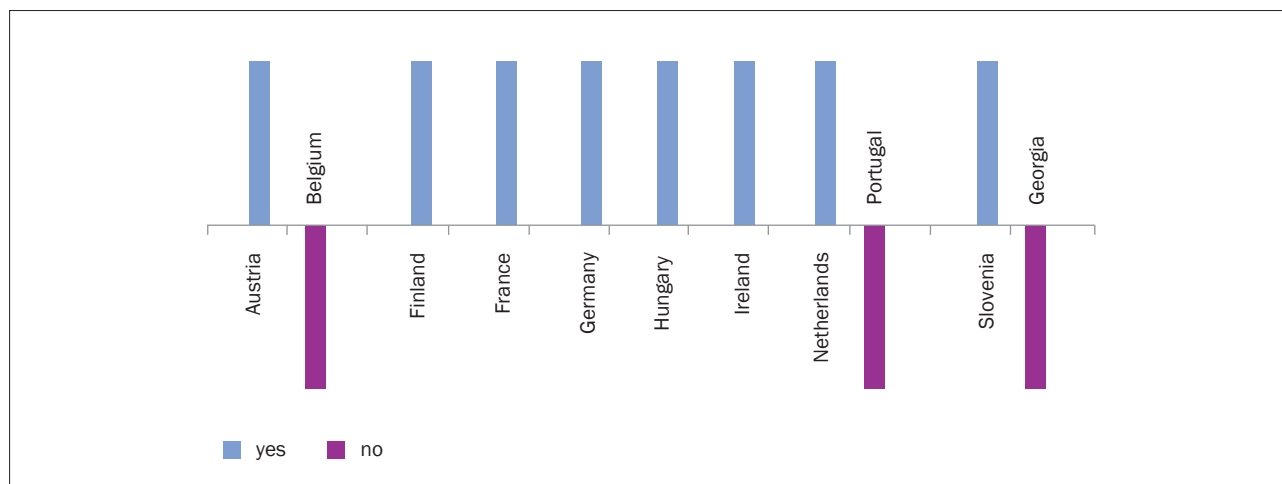
Analyzing inclusive education practice, it can be said, that in Georgia inclusive education model is set up as a priority and is directed at provision of equal access and non-segregated environment for all the children. According the 2013 data, 3543 pupils with special educational needs are registered throughout Georgia and 471 of them are educated at schools with specialized profile, and the majority of children are enrolled in public schools. The figures reflect the positive tendency in relation to 2012, but it schools be also stressed, that the number of pupils with disabilities and/or special educational needs at different stages of the educational system is different. Unfortunately, as already stated there is no accurate statistical database available.

Analyzes of the financial aspects of practicing inclusive education is also very important. According to the law, general education and manuals for this stage are free of charge. Therefore, there are no limitations for the enrollment of pupils with special educational needs because of the direct costs. The same is the situation in European countries, such as: Austria, Finland, Germany, Netherlands and Portugal. As for the indirect costs, related to the issues such as the transportation, assistant-teachers, feeding, that according to the expert's estimation are high enough, they are mostly covered by the parents. As reported by the parents of pupils with special educational needs, sometimes these costs are the main barrier for enrollment of their children to the elementary education system. In terms of the indirect costs, in most of the European countries these costs are quite low.

Despite the support provided by the State to inclusive education, the barriers that pupils with special educational needs face are often caused by the physical environment of school buildings, preventing children to be enrolled to schools in close location to their home. Except the newly constructed schools (quite limited number), the only accommodation that the old schools can provide is the ramps. All other important accommodations, such as adapted bathroom, special lifts, classroom dimensions, lighting and acustics are not considered.

Today, all the schools having the pupils with special educational needs are provided with special education teacher and psychologist, but it's not enough. Often the pupils are not provided with required help and services.

In all the schools, despite their profile, the teaching is based on National Curriculum. Therefore, all the pupils despite having or not the special educational needs, are educated with the same curriculum. Development of the individual educational plans (IEP) is possible by considering of the individual needs and basing on the National Curriculum. IEP defines the results that should be achieved by the pupils with special educational needs at the end of the academic year and sets up the instruction and assessment tools, etc.

Braille and sign language teaching is only provided in specialized schools for pupils with sensory (vision, hearing) impairment. As for the teaching of augmentative and alternative forms of the communication and orientation, this type of service is an innovation even for these schools and is at piloting stage. The lack of teachers with adequate competence is a problem too.

It can be said, that as a whole, inclusive education is not at the frozen point that is proved by the comparative analyzes of situation with other countries. Starting from 2006, gradual changes in inclusive education related legislation has been made and is still ongoing process. In   2011, the amendment was made to the Law on General Education, in 2013, activity was started for making amendment to the Law on Vocational Education. Georgia have signed the Salamanca Statement and by the end of 2013, the ratification of the EU Convention on the Rights of Persons with Disabilities is planned.

In 2009-2012, significant changes were made in the procedures and tools applied in the assessment of special educational needs.

The national model of the education of persons with special educational needs stresses the advantage of considering of the individual needs and inclusive education over the other models. It can be said, that in this regard Georgia has the same picture as in most European countries (see. Chart #4)

CHART #4: Progress in the Development of the Assessment Tools and Procedures.
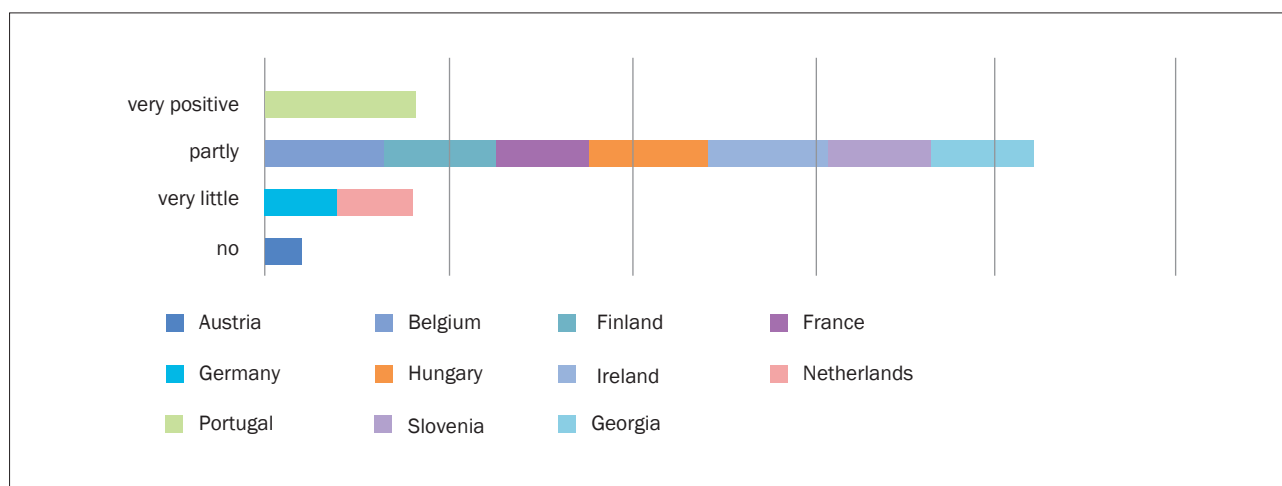
According to the Action Plan for 2013-2016 and the National Curriculum, if there is a pupil with special educational needs enrolled to school, the State and/or the school has the obligation to provide at least one special education teacher and a school psychologist, as well as the resource room equipped with the educational materials.

Starting from 2009 up to day, the situation with the application of adaptive technologies in schools with special profile has significantly changed. Sign language teaching has been promoted in special schools for deaf and hearing impaired children and teaching of the augmentative and alternative technologies was started in special school for blind and visually impaired children. The serious challenge here is the provision of adaptive technologies and the staff, qualified in application of these technologies in mainstream schools.

It can be said, that the schools and teachers became more and more open to inclusive education model for teaching of pupils with special educational needs that is actually reflected in frequent application of the individual educational plans and accommodation of the assessment, considering the needs of the pupils.

Starting from 2006, the teachers' training became more oriented on promotion of inclusive education. If in 2006-2010 the training modules deal with awareness raising and attitude related topics, in the recent years, the concrete needs in teachers' training have been identified and thus the content of the training modules became more concrete. e.g. the strategies of teaching the pupils with special educational needs, development of the individual educational plans, etc.

From February 2013, The Ministry of Education and Science of Georgia have launched the introduction of inclusive education model at vocational education level. 10 VET centers with 51 students with special educational needs will participate in piloting of inclusive education at this stage of educational system.

Georgian government explicitly supports inclusive education and already made legal changes and strategic development plans set up for the future are the clear evidence of it.   At this stage, The Ministry of Education and Science together with The Ministry of Labor, Health and Social Welfare and the Ministry of Internal

Affairs, plans the provision of equal opportunities within the frameworks of the model the " Second Chance for Education"

Increase of the number of pupils with special educational needs in the schools with special profile is expected for 2014, that can be partially explained by the enhancement of specialized schools in terms of the service provision (Braille, sign language, augmentative and alternative forms of the communication and orientation, functional assistance and care) , but it is also the result of public awareness raising, as children with several and multiple disabilities are not left at home and day care centers, but enrolled in schools.

4.2. RESULTS OF THE QUESTIONNAIRE "INDEX FOR INCLUSION"

As already mentioned above, after the pilot assessment, only 283 questions were left in Georgian version of the questionnaire "Index for Inclusion". Each of these questions had 4 possible choices of answer: completely agree, partially agree, don't agree and don't know. Such closing provided an opportunity to define the respondent's attitude and also the level of awareness (closing "don't know).

In total, the questionnaire consisted of 6 parts, each of them reflecting one aspect of inclusive education, in particular: the inclusive environment, development of inclusive values, development of school environment, supporting of the difference, administration of learning and playing, mobilization of the resources. The data related to these 6 parts are presented separately for the public schools and VET centers:

VOCATIONAL EDUCATION AND TRAINING (VET) CENTERS

1. INCLUSIVE ENVIRONMENT

According to the survey results, the physical environment in VET centers is welcoming and friendly to every student. The majority (91.8%) of the questioned respondents agree that the first experience of contact with the environment in the centers is positive and warm. Also, 91.8 % agree with the statement, that the environment is friendly to all the students, even those having some disabilities. 85.7 % reports, that in case of need they can ask for the assistance or also help each other, so that there are no limitations in this regard (see. Chart #5)

CHART #5: Environment in VET Centers
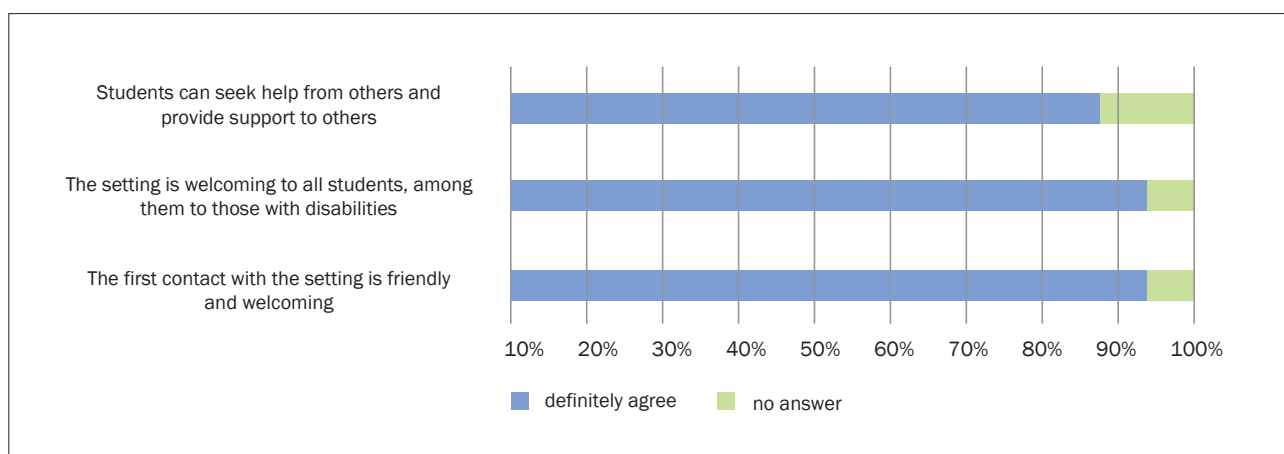
The questioning also showed that the environment in VET centers is comfortable for the teachers, parents, and supervisory council and the community; in particular, the 75 % of the respondents consider that they are the part of the learning environment.

As for the problems raised in VET centers, the majority of teachers consider that they can easily discuss the problems and 81.6 % of them know whom to address to solve the problems.

The survey results also show that the information is more or less accessible for everyone. In particular, 77.1 % of the respondents agree, that all the parents/guardians are aware of the activities and strategies

practiced in VET centers. At the same time, 66 % of the respondents report, that information is accessible for everyone despite their language or disability.

The survey results show that the relation between the parents and teachers is friendly. 83.3 % of the respondents report that the teachers and parents/guardians appreciate each other, also the parents have felt that their interests are seriously treated – 60.4 %.

On the other side, only 18.8 % agree with the statement, that teachers take special measures to overcome the parents' fear of meeting with them, if needed.

Part of the interrogated respondents (37 %) agrees that the students acknowledge the achievement of other students and try not to use discriminating or humiliation nicknames (68.1 %). Equal treatment of the minority groups are confirmed by the majority of the respondents.

As for the community involvement in the functioning of VET centers, 34% of interviewed respondents agree that all local community members are involved in the activities, organized in the centers and 37.8% didn't agree that the VET center is involved in the community life, though about 21.7 % of the respondents have no idea on this issue. At the same time, 21.7 % of those interviewed don't know how the local community/residents are presented in administration and the board of guardians of the VET centers.

2. DEVELOPMENT OF INCLUSIVE VALUES

The survey showed that the environment in VET centers is more or less open for the students with special educational needs. 68.9 % of the respondents are open to the admission of the students from local communities, despite their birth, achievements and abilities. At the same time, 46.8 % of respondents agree that intolerance to the diversity is the basis of discrimination and 66.7 % consider that teachers respect the identity and cultural diversity of students, among them the groups of ethnical minorities.

It is interesting, that only 28.9% of the respondents agree with the consideration, that respect for the diversity is more frequent in VET centers rather than the stressing of the compliance with "normality", at the same time 20 % has no idea about this topic. 41.3 % consider that diversity is enriching resource rather than the problem in realization of different activities and only 17.4 % has no answer about the situation relevant to the issue in the VET center (see. Chart #6)

CHART #6: Inclusive Values
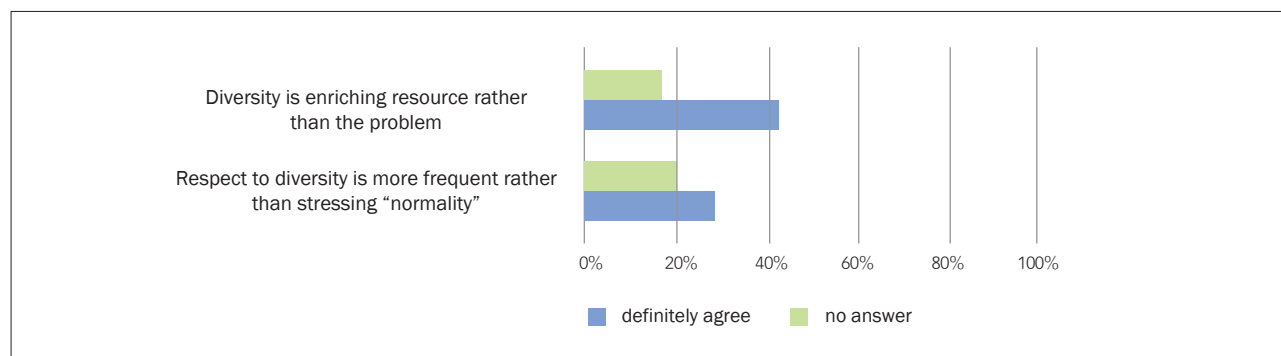
Only 29.8% of the respondents consider that the language diversity, regional accents and dialects are perceived as beneficial for VET centers and the community. According to the 8.3% of respondents, diversity of students related to the sexual groups (gays and lesbians) are acknowledged and respected in VET centers. 43.8% of interviewed has no information on situation related to this issue.

Teachers apply different strategies to avoid the stereotyping of the students with special educational needs. In particular, they try not to use the term "ability" in describing the students' knowledge and competence – 44.7%. Students' achievements are assessed in compliance with their own abilities and not with other's achievements – 81.3%. At the same time, teachers try to avoid the humiliating labeling –77.6%.

As for the teachers- students' relationship, 79.6% of parents report that all students have the opportunity of equal regular relations. On the other side, 61.2% of parents agree with the statement, that all the students are welcomed by the teachers.

3. DEVELOPMENT OF THE LEARNING ENVIRONMENT

58.3% of those interviewed report, that teacher's staff represents all the groups of population: women, men, individuals with disability, ethnical and social groups. It should be stressed, that 16.7% has no information about this issue, and 20.8% knows nothing, if teachers' competence and gender balance is considered in the carrier promotion, only 13.3% shares the understating that, special advantage is given to some groups of the community in the appointment to high positions. In this case, 24.4% of the respondents report, that they have no information related to this issue and 37.8% knows nothing if the acknowledgement of the students' diversity is an important criteria for the appointment of teachers.

The survey made it clear that VET centers practice different strategies for the hiring of new teachers and providing of assistance in adaptation with the environment. In particular, the centers have developed and agreed strategies for the admission of new teachers – 68.1%, but 14.9% of those interviewed has no information about this strategy. Teachers try to help the new teachers not to feel "strange" – 57.1% and provide additional information – 71.4%.

As for the strategies of the admittance and introduction of new students, 61.7% of the respondents report, that VET centers undertake the measures for effective introduction and familiarization with the environment , before the education starts; also, the newly admitted students are paired with experienced students -44.4%; after several weeks, monitoring is conducted how well the students are adapted – 73.3%; When students move to other VET center, teachers of both centers cooperate to simplify this transmission – 33.3%. It should be stressed, that 35.6% of respondents know nothing about such cooperation. At the same time, the majority of those interviewed (40.9%) knows nothing if the students with special educational needs were trained in everyday routine of the VET centers, before their admission.

The study results also showed that teachers try to involve the students from local communities in the educational process. In particular, 83% of the respondents report, that teachers promote education in the VET center in the community, inviting young people (despite their achievements and disabilities) to join the educational environment of the center, focusing special attention on socially unprotected youngsters – 75%; Teachers also try to overcome the barriers that local ethnical minorities are facing – 75%;

As for the infrastructures, 63.8% of those interviewed agree, that education of students with disabilities requires additional arrangements, in comparison to other students. Only 41.9% report that the special needs are considered in VET centers. 23.3% have no information on existing infrastructure.

4. SUPPORTING THE DIVERSITY

The majority of respondents (76.6%) considers that support in overcoming of barriers that students may face during the educational process and leisure time, is teachers' the responsibility.

11.4% of the parents and 22.7% of the teachers speak about the existed plan, how the internal services can contribute to the development of an inclusive culture, policy and practices; at the same time, the greater part (34.1%) of the respondents knows nothing about such a plan. These figures show that information concerning the issue is not clearly and equally available for everyone, especially for those groups of the population that has direct connection with it. Also, 46.8% think that teachers are aware of all the available external services. 48.9% agree that there is cooperation between the representatives of the healthcare, social and educational spheres in this field, though 25.5% has no information about such cooperation.

64.3% of the teachers report that participation of all the students despite their social origin, experience, achievements or physical abilities, is considered while planning of the activities in VET centers. "Special Educational Needs Policy" is directed at the development of the leisure time and education "For All" and minimization of the exclusion – 66.7%

22.7% of those interviewed report, that students with special educational needs are considered as non-homogeneous group having individual interests, knowledge and competences, but 18.2% have no idea about the situation in VET centers in this regard.

The parents' expectations related to how their children are treated in VET centers because of their status are also interesting. The survey showed, that only 36.4% of the parents of students with special educational

needs agree that their children won't be treated with less care because of having the status of special educational needs, whereas the number of parents of students with "typical development" (42.9% of), teachers (69.2%) and administration (85.7%) shares the same consideration, though these differences are not statistically significant (see. Chart # 7)

CHART #7: Attitudes to the Students
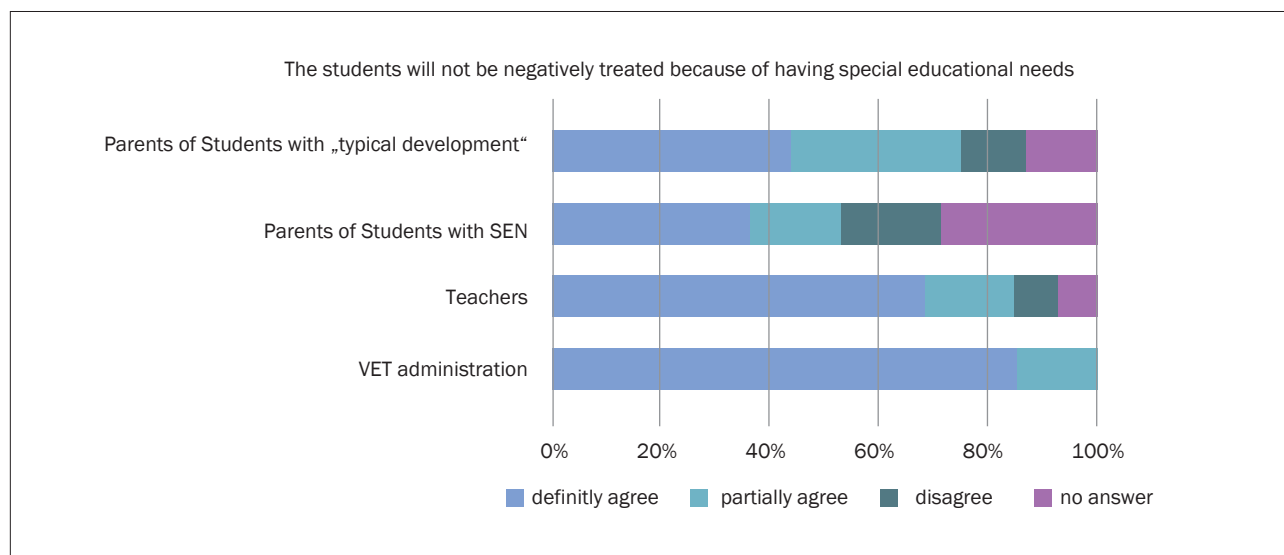
75.6% of respondents consider, that the rules in the VET centers are minimal and clear for everyone, but less number, 37.8% report that students and their parents/guardians have participated in development of these rules. 37.8% has no understanding if there is a common and clear vision on discipline and expulsion.

51.1% of those interviewed agree that the teachers, parents/ guardians, board of guardians and the students have the common vision on what is humiliation. 26.1% agree with the statement, that there is a document about humiliation, providing detailed description, which behavior is acceptable and which is not, but 58.7% have no information about this document; At the same time, 34.8% knows nothing if the cases of humiliation are registered . 50 % reports that students are involved in the development of the regulations, preventing and minimizing the cases of humiliation. 72.3% reports that students are informed whom to address in case of the humiliation.

5. ORGANIZATION OF THE LEARNING AND LEISURE TIME

80.9% of those interviewed report that activities are planned for the improvement of learning outcomes of all the students, but on the other hand, the survey showed, that planned activities not fully consider the needs and interests of students with special educational needs. In particular, only 9.1% of the parents of students with special educational needs consider that teachers try to avoid grouping of students according their "abilities" and special educational needs, whilst the 28.6 % of parents of students with "typical development" shares this statement (Marginally valued sig =.072). In addition to this, only 27.3 % of parents of students with special educational needs and 83.3% of parents of students with "typical development" consider, that the activities reflect the interests, experience and competences, despite the differences in their language, gender, limited abilities, social and ethnic origin, culture and religious belief. (Marginally valued sig =.067). It should be stressed, that 34.9% knows nothing about the teachers' strategy of grouping. In particular, they don't know if teachers periodically regroup the students for creation of social unity (see. Chart #8)
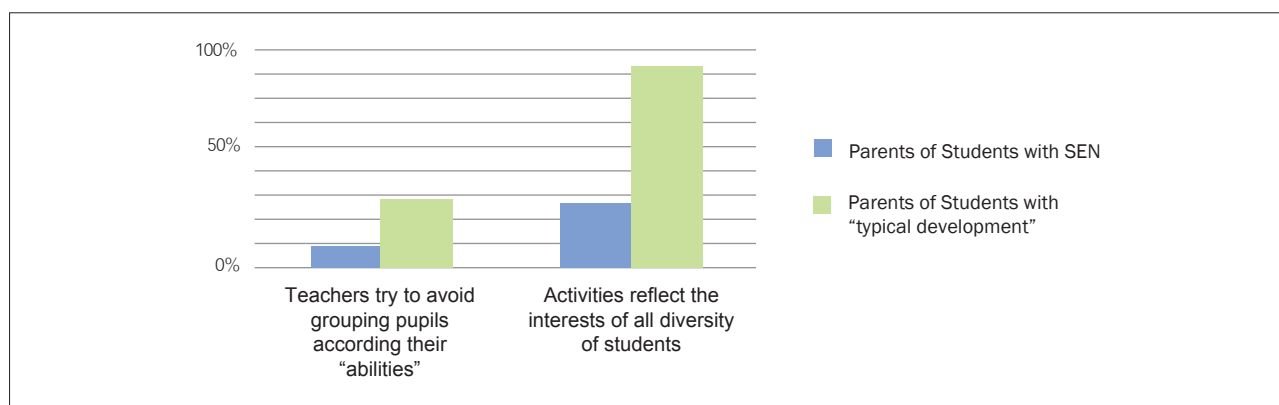
As shown by the survey results, only few VET centers have the interpreters for hearing impaired students or foreign language speaking students – 26.7%. 35.6% of those interviewed have no information related to this issue. At the same time, only 26.7% agree with the statement, that teachers use sign language and 46.7% agree with the statement, that teachers use facial expressions and body language as alternative ways of information delivery. 20% of respondents are not aware if the teachers have the assistants and if they participate in planning and realization of the students' activities.

82.6% of the respondents consider that the activities used in the educational process give pleasure to all the students and motivate them to learn. 62.2% agree that teachers practice the alternative ways, enabling students with special educational needs to be involved in concrete activities.

54.5% of those interviewed agree that activities promote the tolerance to social, cultural, ethnical belonging, gender, limited abilities, sexual orientation and religious diversity and 67.4% of them report that teachers try to avoid the remarks, containing discriminatory elements related to classism, racism, sexism and disability. Also, while discussion and writing about the students, the teachers try to avoid the term "ability" - 54.5%.

66.7% of respondents consider, that teachers stand against the stereotyped attitudes to the persons with disabilities, but only 23.3% reports, that this group of population as well as the ethnical minorities are equally presented in non stereotyped and everyday situations in the books, pictures, toys and dolls. 39.5% of those interviewed has no information related to the issue.

As for the involvement of students in sport activities, the survey showed that the needs of the students with special educational needs are not fully considered in such activities. In particular, 68.2% of parents of the students with "typical development" report that all the students can be fully included to sport activities, despite their competence and limited abilities.

6. MOBILIZATION OF THE RESOURCES

Generally it is considered, that the environment in VET centers is appropriately arranged and comfortable – 91.3%. At the same time, 77.8% report that teachers know what resources are designed in support of the students with special educational needs, though 34.8% has no information on the availability and distribution of the financial resources in VET centers. It is interesting, that 38.6% of the respondents report that the centers are equipped with adapted materials (literature in Braille or big font, audio recorded materials, etc) for students with special educational needs.

PUBLIC SCHOOLS

1. INCLUSIVE ENVIRONMENT

According to the survey results, the school environment is friendly and welcoming to all the pupils. The majority (91%) of the respondents agree that the first contact with school environment is friendly and warm. Also, the majority (88.5%) fully agree with the statement, that the school environment is welcoming to all the children despite the possible disabilities. Also, 84.3% of the respondents consider that if needed, the children can ask for teacher's help or help each other, so in this regard there are no limitations. (See. Chart #9)

CHART #9: School environment
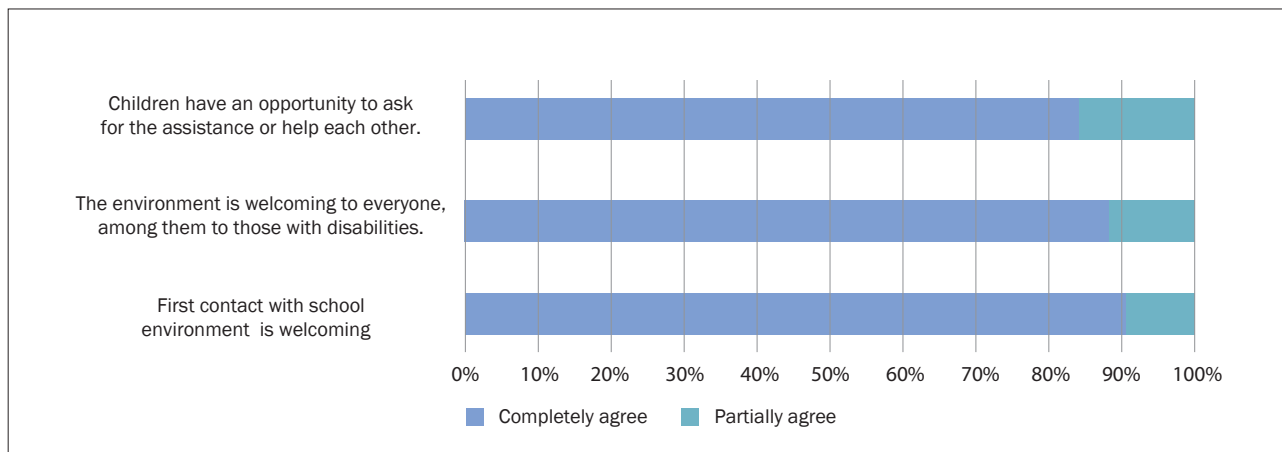
The survey also showed, that school environment is comfortable for teachers, parents, board of guardians and the community members. In particular, 78.4% of those interviewed report that the school environment belongs to them.

As for the problems that can occur at school, the majority of teachers are able to discuss them easily. 78.6% of the respondents know whom to address to solve the problem.

The survey results also showed that information is more or less available for everyone. In particular, 71.7% agrees that school current activities and school strategies are familiar for all the parents/guardians; at the same time, 67% of those interviewed report, that information is equally accessible for everyone, despite the language or limited abilities.

The survey results showed that relations between the parents and teachers are friendly. 80.9% of the respondents report that teachers and parents/guardians respect each other; also the parents have feeling that their interests are seriously considered – 68%.

On the other hand, only 40.7% of those interviewed agree with the statement that teachers take special measures to overcome the parents' fear of meeting with them, if needed. Statistically significant difference has been revealed between the considerations, expressed by the respondents, presenting the public schools and VET centers.

Part of the interviewed respondents (54.1%) agrees that children acknowledge the achievement of other pupils and try not to use discriminating or humiliating nicknames (68.5%). Equal treatment of the minority groups are confirmed by the majority of the respondents.

As for the community involvement in school life, 33% of interviewed respondents agree that all local community members are involved in school activities and 45.9% agree that the school is involved in the community life, though about 19% of the respondents have no idea on this issue. At the same time, 18.3% of those interviewed don't know how the school local communities are presented in the administration and board of guardians of schools.

2. DEVELOPMENT OF INCLUSIVE VALUES

The survey results showed that the school environment is more or less open for the children with special educational needs. 72.3% of the respondents are open to the admission of the children from local communities, despite their social origin, achievements and abilities. At the same time, 55.1% of respondents agree that intolerance to the diversity is the basis of discrimination and 64.8% consider that teachers respect the identity and cultural diversity of children, among them the groups of ethnical minorities.

It is interesting, that only 28.3% of the respondents agree with the consideration, that respect for the diversity is more frequent in schools rather than the stressing of the compliance with "normality", at the same time 20.4% have no idea about this topic. 48.1% of those interviewed consider, that diversity is enriching resource rather than the problem in realization of different activities and only 15.9% has no answer about the situation relevant to the issue in schools (see. Chart #10)

CHART #10: Inclusive Values
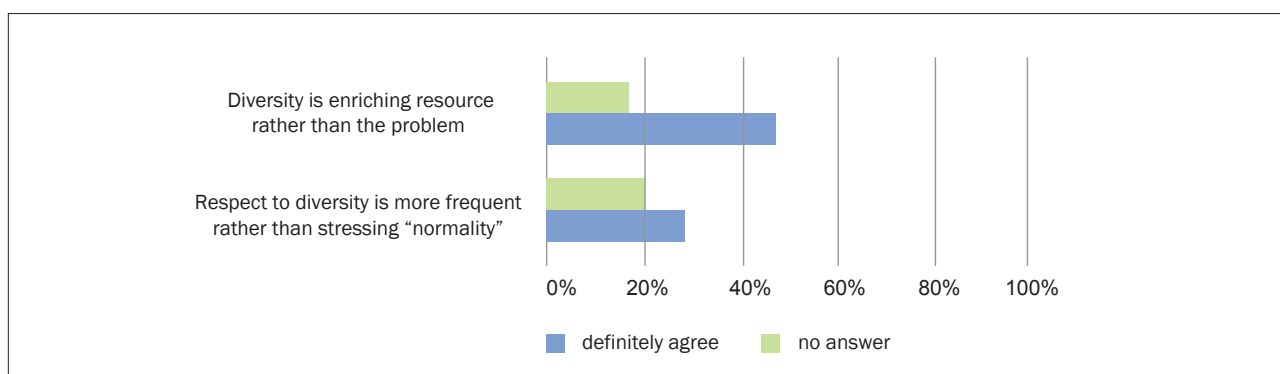
Only 32.7% of the respondents consider that the language diversity, regional accents and dialects are perceived as beneficial for school and the community. According to the 4.5% of respondents, diversity of individuals related to the sexual groups (gays and lesbians) are acknowledged and respected. 41.9% of interrogated report they have no information on situation in a school related to this issue.

Teachers apply different strategies to avoid the stereotyping of the pupils with special educational needs. In particular, they try not to use the term "ability" in describing the pupils' knowledge and competence – 45.2%. Pupils' achievements are assessed in compliance with their own abilities and not with other's achievements – 81.4%. At the same time, teachers try to avoid the humiliating labeling -75.5%.

As for the teachers-students' relationship, 64.6% of parents report that all students have an opportunity of equal regular relations. On the other side, 59.6% of parents agree with the statement, that all the pupils are welcomed by the teachers.

3. DEVELOPMENT OF THE SCHOOL ENVIRONMENT

53% of those interviewed report, that teacher's staff represents all the groups of population: women, men, individuals with disability, ethnical and social groups. It should be stressed, that 18.7% has no information about this issue and nearly the same 18.9% has no information if teachers' competence and gender balance is considered in the carrier promotion. Only 10.8% shares the understating that, special advantage is given to some groups of the community in the appointment to high positions. In this case, 35.4% of the respondents report, that they have no information related to this issue and 40.5% knows nothing if the acknowledgement of the pupils' diversity is an important criteria for the appointment of teachers.

The survey made it clear that schools practice different strategies for the hiring of new teachers and providing of assistance in adaptation with the environment. In particular, the schools have developed and agreed strategies for the admission of new teachers – 64.6%, but 17.7% of those interviewed has no information about this strategy. Teachers try to help the new teachers not to feel "strange" – 46% and provide additional information – 66.7%.

As for the strategies of the admittance and introduction of new pupils, 60.1% of the respondents report, that the schools undertake the measures for effective introduction and familiarization with the environment, before the education starts; also, the newly admitted pupils are paired with experienced peers – 55.2%; after several weeks, monitoring is conducted how well the pupils are adapted – 67.9%; When pupils move to other school, teachers of schools cooperate to simplify this transmission – 27.6%. It should be stressed, that 22.4% of respondents know nothing about such cooperation. At the same time, the majority of those interviewed (32.1%) know nothing if the pupils with special educational needs was trained in everyday routine of the schools before their admission.

The study results also showed that teachers try to involve the children from local communities in the educational process. In particular, 83.8% of the respondents report, that teachers invite all children to join the school environment (despite their achievements and disabilities), focusing special attention on socially unprotected children – 73.7%; Teachers also try to overcome the barriers that local ethnical minorities are facing – 69.8%;

As for the infrastructure, 73.1% of those interviewed agree, that education of children with disabilities requires additional arrangements, in comparison to other pupils. Only 30.9% report, that the special needs are considered in school buildings. 26.1% have no information on existing infrastructure.

4. SUPPORTING THE DIVERSITY

The majority of respondents (82.3%) consider that support in overcoming of the barriers that children may face during the educational process and leisure time, is teachers' the responsibility.

24.1% of the parents and 39.6% of the teachers speak about the existed plan, how the internal services can contribute to the development of an inclusive culture, policy and practices; at the same time, the greater part (37.9%) of the respondents know nothing about such a plan. These figures show that information concerning the issue is not clearly and equally available for everyone, especially for those groups of the population that has direct connection with it. Also, 42.9% of those interviewed think that teachers are aware of all the available external services. 50.8% agree that there is cooperation between the representatives of the healthcare, social and educational spheres in this field, though 18.3% has no information about such cooperation.

64.3% of the teachers report that participation of all the children despite their social origin, experience, achievements or physical abilities, is considered while planning of school activities. "Special Educational Needs Policy" is directed at the development of the leisure time and education "For All" and minimization of the exclusion – 69.5%

40.7% of those interviewed report, that children with special educational needs are considered as non-homogeneous group having individual interests, knowledge and competences, though 22.1% have no idea about the situation in public schools in this regard. It is interesting, that the representatives of the public schools and VET centers have different considerations in regard to this issue.

The parents' expectations related to how their children are treated because of their status are also interesting. The survey showed, that only 51.1% of the parents of pupils with special educational needs agree that their children won't be treated with less care because of having the status of special educational needs, whereas the number of parents of pupils with "typical development" (70.4% of), teachers (73%) and administration (72.4%) shares the same consideration, though these differences are not statistically significant (see. Chart # 11)

CHART #11: Attitude to the pupils
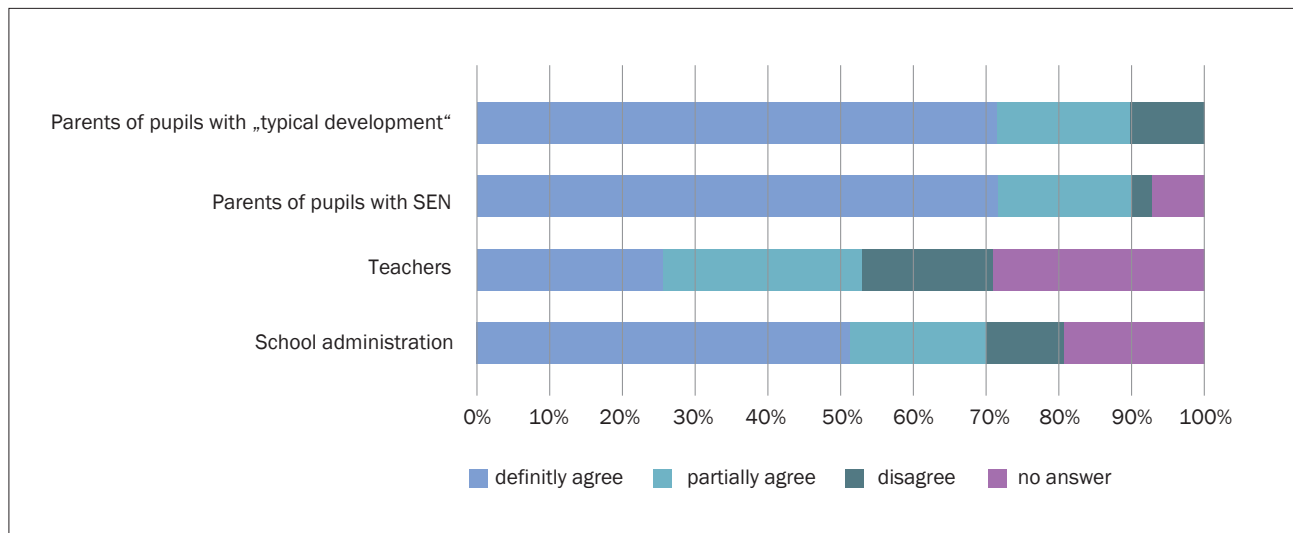
80% of respondents consider, that the school rules are minimal and clear for everyone, but less number, 51.3% report that pupils and their parents/guardians have participated in development of these rules. 33.3% have no understanding if there is a common and clear vision on discipline and expulsion.

51.5% of those interviewed agree that the teachers, parents/ guardians, board of guardians and the students have the common vision on what is humiliation. 23.5% agree with the statement, that there is a document about humiliation, providing detailed description, which behavior is acceptable and which is not, but 55.1% have no information about this document; At the same time, 35.2% knows nothing if the cases of humiliation are registered . 38.8% report that pupils are involved in the development of the regulations, preventing and minimizing the cases of humiliation. 74.2% report that pupils are informed whom to address in case of the humiliation.

5. ORGANIZATION OF THE LEARNING AND LEISURE TIME

79.2% of those interviewed report that activities are planned for the improvement of learning outcomes of all the pupils, but on the other hand, the survey showed, that planned activities not fully consider the needs and interests of pupils with special educational needs. In particular, only 33.3% of parents of pupils with special educational needs consider that teachers try to avoid grouping of pupils according their "abilities" and special educational needs, whilst the 46.4% of parents of pupils with "typical development" shares this statement (sig =.002). In addition to this, only 39.6% of the parents of pupils with special educational needs and 83.3% of parents of pupils with "typical development" consider, that the activities reflect the interests, experience and competences, despite the differences in their language, gender, limited abilities, social and ethnic origin, culture and religious belief. (sig =.067). It should be stressed, that 40.4% knows nothing about the teachers' strategy of grouping. In particular, they don't know if teachers periodically regroup the pupils for creation of social unity (see. Chart #12)
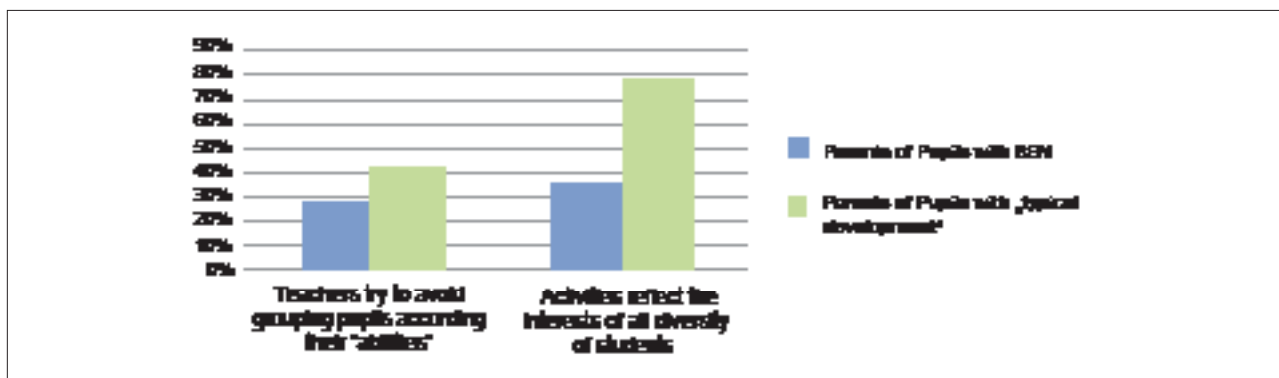
As shown by the survey results, only few schools have the interpreters for hearing impaired students or foreign language speaking students – 14.9%. 43.1% of those interviewed have no information related to this issue. At the same time, only 29.7% agree with the statement, that teachers use sign language in songs and rhymes and use facial expressions and body language as alternative ways of information delivery – 46.7%. It is also interesting, that 36.4% of respondents are not aware if the teachers have the assistants and if they participate in planning and realization of the pupils' activities – 31.1%.

84.3% of the respondents consider that the activities used in the educational process give pleasure to all the pupils and motivate them to learn. 67.2% agree that teachers practice the alternative ways, enabling pupils with special educational needs to be involved in concrete activities, though only 46.8% if parents of pupils with special educational needs agree with this statement, whilst the 63% of parents of students with "typical development" shares it (sig =.056 – marginally significant)

54.9% of those interrogated agree that activities promote the tolerance to social, cultural, ethnical belonging, gender, limited abilities, sexual orientation and religious diversity and 66.3% of them report that teachers try to avoid the remarks, containing discriminatory elements related to classism, racism, sexism and disability. Also, while discussion and writing about the students, the teachers try to avoid the term "ability" – 52.3%.

70.1% of respondents consider that teachers stand against the stereotyped attitudes to the persons with disabilities, but only 34.9% report, that these groups of population as well as the ethnical minorities are equally presented in non stereotyped and everyday situations in the books, pictures, toys and dolls. 32.8% of those interviewed has no information related to the issue.

As for the involvement of students in sport activities, the survey showed that the needs of the pupils with special educational needs are not fully considered in such activities. In particular, 82.1% of parents of pupils with "typical development" report that all the pupils can be fully included to sport activities, despite their competence and limited abilities.

6. MOBILIZATION OF RESOURCES

Generally it is considered, that the school environment is appropriately arranged and comfortable – 75.5%. At the same time, 76.3% report that teachers know what resources are designed in support of the students with special educational needs, though 19.9% has no information on the availability and distribution of the financial resources in schools. It is interesting, that 45.3% of the respondents report that the centers and VET centers are equipped with adapted materials for individuals with disabilities (literature in Braille or big font, audio recorded materials, etc) for students with special educational needs.

The questionnaire "Pathway to Inclusion – Barometer" has revealed that changes in legislation and important spheres of practical implementation are required for further development of inclusive education in Georgia.

First of all, it is necessary to develop inclusive education monitoring system, contributing to timely identification of the problems, enabling the decision makers to make the step-by-step development scheme more visible.

The questionnaire "Pathway to Inclusion – Barometer" is the adequate tool of monitoring that can be easily used by the resources centers, schools and VET centers on a regular basis, at least one in a year, for the evaluation of the needs and progress.

Systemic approach to the data collection and dissemination is also vitally important. The data on children with disabilities should be permanently collected and maintained in the coordinated manner that requires: a. coordinated work of several agencies; b. development of the clear requirements of the data collection (e.g. which statistical data is needed) and development of the clear system of information maintenance and dissemination.

At least the Ministry of Education and Science and the Ministry of Labor, Health and Social Welfare should work in cooperation for the development of the unified system of data collection and maintenance. Involvement of the structures like the National Statistical Service, professional and non-governmental organizations is also needed.

Consideration of inclusive education model in the laws on higher and vocational education is necessary at the legal level, enhancing the responsibility of the institutions providing these levels of education toward the individual with special educational needs and/or disabilities.

As for the consideration of the parties directly involved in realization of inclusive education model, the respondents report on quite positive situation in terms of inclusive education system, considering the lack of the financial resources as insufficiently developed.

As most of the respondents reported, the atmosphere in schools and VET centers is: warm and friendly; information is available; the attitudes are equal; school environment is welcoming; teachers, parents and students respect each other; If problem occurs, everyone knows whom to address, the school environment rules are minimal and clear for everyone; school environment is more or less open to all the children with teachers respecting individual identity and cultural diversity, among them of those from minority groups. Also, the educational institutions support the adaptation of new teachers as well as the students; teachers try to involve all the children in the activities.

In terms of the financial resources, the situation is not favorable – only 1/3 of those interviewed report that the needs of the individuals with disabilities are considered in school environment and that the schools and VET centers are provided with materials adapted to the needs of pupils/students with special educational needs, and also the interpreters are supporting these learners.

Therefore, additional funding is needed for the improvement of conditions in schools and VET centers. State funding should not be considered as the only source, as the private donation should be also considered. It will be beneficial for the administration of schools and VET centers to get trainings for the development of fundraising skills.

The survey showed that there is still a long way to be passed for development of inclusive values:

The attitude among the students is still not on a desired level. Only one half of the respondents acknowledges the achievements of children with "different development" and try not to use discriminative, humiliating nicknames. What requires more attention is that one third of the respondents consider that the respect for diversity is more frequent in schools rather than the stressing of the compliance with "normality" and language diversity, regional accents and dialects are perceived as beneficial both for schools and the community. It is also interesting that 22.1% of those interviewed knows nothing what is the attitude to this issue in schools. It is alarming that only 45% of the respondents report that diversity of students related to the sexual groups (gays

and lesbians) are acknowledged and respected in VET centers and 41.9% of interviewed has no information, it may also be that they try to avoid the answers.

One half of the interviewed respondents considers that planned and realized activities promote the tolerance to social, cultural, ethnical belonging, gender, limited abilities, sexual orientation and religious diversity, though only 35.5% report that the books, pictures and dolls reflect the groups of ethnical minorities and individuals with disabilities in non-stereotyped manner and everyday situations. Attention should be also paid to the fact that 40.5% of those interviewed has no information if acknowledgement of the diversity is considered as essential criteria for teachers appointment.

The relevant recommendation will be realization of special measures directed at teachers' awareness rising in schools. It can be conversations of school administration and teachers with parents; invitation of the field expert to the meetings with parents or conducting of the lesson/lessons on topics of "human diversity". In this regard, the experience of the US schools, having significant success in the acknowledgement of the diversity will be highly valuable.

Also there are problems in establishment of the democratic management style: participatory democratic principles are not still functioning sufficiently, meaning that the stakeholder are not sufficiently involved in the process of decision making and strategy development. e.g. if 80.4% of the respondents consider that the school rules are minimal and clear for everyone, only 49.7% report that children and their parents/guardians have participated in the development of these rules. About one third has no idea what disciplinary measures are maintained at school. In addition to this, the transparency is also a challenge, as about one fifth of the respondents has no information on available finances and how they are spent in schools.

There are some challenges in strategic approach to inclusion, e.g. according to the majority of respondents (about 80%), there is no clear vision on how the society, local communities, external services can support the schools and VET centers. This data shows that the information related to the issue is not clear and accessible for everyone and that the part of the population, especially those having no direct interest in it, has wrong information.

The recommendation for the improvement of situation is organization of the training for the staff of schools and VET centers on topics: participatory democratic principles, collegiality in the decision making, team working and strategic planning.

The shortages of the system can be also identified from the gaps in the answers of the parents of pupils with special educational needs and children with "typical development". As a rule, the parents of children with "typical development" positively assess the existing situation, considering that the educational environment ensures sufficient conditions for their children, whilst the fewer parents of children with special educational needs have same understanding in relation to different aspects: e.g. the interest of their children are treated seriously; children with "typical development" acknowledge and understand their peers with special needs; that diversity is treated as a resource and not the problem; pupils with special educational needs are treated in the same positive way as their peers; the school environment is accessible for everyone; the interests, competence and needs of all the pupils are considered while planning the activities. All the stated shows, that the schools and VET centers are less adapted to the needs of pupils/students with special educational needs and that is clearly visible for those, having direct interest - parents of the students with special needs.

The difference among the VET centers and schools has been also identified, meaning that in some aspects, the schools are more developed than VET centers and vice-versa. It appeared, that VET centers have better position than schools in terms of the materials and moral conditions: better infrastructure, more help provided to students in coping with a new environment, but at the same time, in terms of the attitudes, the situation is much better in schools: the teachers are more aware of their responsibilities in assisting children with special educational needs and are more careful in treating them; acknowledge the diversity of their interest, knowledge and competence. The differences in the answers are supposedly caused by the practice, carried out at mainstream educational system in support of inclusive education for several years, in particular, started from 2009, the Ministry of Education and Science and Teacher' Professional Development Center offers diversity of trainings on topics of inclusive education. The relevant activities have not been realized in VET institutions, as introduction of inclusive education model at vocational education level has been started in February 2013. The survey results shows that trainings on inclusive education topics are needed for the educational professionals of VET centers as well.

1. Law on General Education of Georgia; see. Web-page: http://mes.gov.ge/publicInfo/?page_id=171 (24.03.14)

2. Law on Vocational Education; see. Web-page: http://mes.gov.ge/publicInfo/?page_id=171 (24.03.14)

3. Law on Higher Education; see. Web-page: http://mes.gov.ge/publicInfo/?page_id=171 (24.03.14)

4. National Curriculum; see. Order 36/N of the Minister of Education and Science dated by 11.03.2011

5. Salamanca Statement; Source „Learning Together. Inclusive Education", 2008.;

6. Decree of the Parliament of Georgia on "Ratification of the EU Convention on the Rights of Persons with Disabilities"; see. Web-page of the Parliament, decree #1888–RS, 27.12.13

7. EASPD (2011): Dissemination Executive Summary Paper: EASPD-Barometer of Inclusive Education in Selected European Countries, Brussels/Siegen, ZPE, University of Siegen;

8. Pathway to Inclusion (P2i) (2012): European Project, Funded by the Lifelong Learning Programme (Comenius) of DG Education & Culture. On these pages you will find information on theproject and on inclusive education in general:http://pathwaystoinclusion.eu/, 05-01-2012;

9. Vaughan, M. (2002): An Index for Inclusion. in: European Journal of Special Needs Education, Vol. 17, Issue 2, pp. 197 - 201

ANNEX #1: „PATHWAY TO INCLUSION - BAROMETER"EUROPEAN COUNTRIES PARTICIPATING IN THE SURVEY

1. Austria
2. Belgium
3. France
4. Holland
5. Finland
6. Slovenia
7. Portugal
8. Ireland
9. Germany
10. Hungary

ANNEX #2: QUESTIONNAIRE „PATHWAY TO INCLUSION - BAROMETER"

P2I-QUESTIONNAIRE FOR ASSESSMENT OF NATIONAL SITUATIONS OF INCLUSIVE EDUCATION
Assessment Instrument Part A: Statutory Legislation and Prescriptions

A1 Consistency for the right to inclusive education

There is consistency across different laws on national and regional/federal state lev- el for the right to inclusive education (e.g. education law, antidiscrimination law, disability laws, children's rights law, etc.).

References:

Comments:

A2 Free primary inclusive education	0-Yes
By statutory legislation, primary inclusive education is free. References: Comments:	0-No

A3 Equal access to secondary inclusive education	0-Yes
By statutory legislation, persons with disabilities have access to secondary inclusive education like others in their community. References: Comments:	0-No

A4 Participation in decision making on inclusive education	0-Yes
By statutory legislation, children with disabilities rsp. their parents effectively participate in the decision-making on inclusive education. References: Comments:	0-No

A5 Categorization and assessment	0-Yes
The procedures of assessment special educational needs support inclusive education. References: Comments:	0-No

A6 Equal access to community schools	0-Yes
By statutory legislation, it is assured that persons with disabilities have access to the schools in their community on an equal basis with others. References: Comments:	0-No

A7 Accommodation of the individual's access requirements	0-Yes
By statutory legislation, it is assured that the architectural conditions are accommodated to individual's requirements References: Comments:	0-No

A8 Accommodation of the individual's learning requirements	0-Yes
By statutory legislation, it is assured that staff to support the learning process is accommodated to individual's requirements References: Comments:	0-No

A9 Accommodation of the individual's learning requirements	0-Yes
By statutory legislation, it is assured that classroom sizes are accommodated to individual's requirements References: Comments:	0-No

A10 Accommodation of the individual's learning requirements	0-Yes
By statutory legislation, it is assured that adaptive technology is accommodated to individual's requirements References: Comments:	0-No

A11 Accommodation of the individual's learning requirements	0-Yes
By statutory legislation, it is assured that functional assistance and care provision are accommodated to individual's requirements. References: Comments:	0-No

A12 Accommodation of educational measures	0-Yes
By statutory legislation, it is assured that educational measures are accommodated to individual's requirements (i.e. individual curricula, didactical adaption, teaching methods, testing) References: Comments:	0-No

A13 Facilitation of learning of Braille and sign language	0-Yes
By statutory legislation, it is assured that the learning of Braille and sign language is facilitated. References: Comments:	0-No

A14 **Facilitation of learning of augmentative and alternative forms of communication and orientation** By statutory legislation, it is assured that the learning of augmentative and alternative forms of communication and orientation is facilitated. References: Comments:	0-Yes 0-No

A.15 **Training of teachers and staff** By statutory legislation, it is assured that the training of teachers is oriented to the requirements of inclusive education (inclusive teaching methods, incorporation of disability awareness, the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities). References: Comments:	0-Yes 0-No
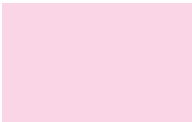
A16 **Employment of qualified teachers** By statutory legislation, it is assured that qualified teachers and staff are employed to provide effective inclusive education. References: Comments:	0-Yes 0-No

A17 **Equal access to tertiary education** By statutory legislation, it is assured that persons with disabilities have access vocational to lifelong learning without discrimination and on an equal basis with others. References: Comments:	0-Yes 0-No

A18 Monitoring of development of inclusive education	0-Yes
Numbers and percentages of pupils/students with SEN in mainstream classes, units in mainstream schools, special learning institutions, excluded from the education system, are collected and monitored at different levels of the system. References: Comments:	0-No

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Write a summarizing text: Legal basis for inclusive education in the participating country

………
………
………
………
………

(Ca. 2-3 pages)

Make a 'barometer assessment' to part A 'Legal Situation of Inclusive Educa- tion' in your country based on the information above!

The given legal basis for inclusive education can be assessed as	Hindering for progressive implementation	Partly hindering for progressive implementation	Partly supportive for progressive implementation	Supportive for progressive implementation

Assessment Instrument Part B) Situation of Inclusive Education in Practice

---

B1 Priority of inclusive education on pre-school level (age 3 -5/6)

Children with disabilities or SEN <u>not</u> in regular pre-schools or child care services percentage:

……………………..%

This can be assessed as

<div align="center">

1 ……..…….…… 2 ……..…….…… 3 ……..…….…4

(Very high   very low)

</div>

References:

Comments:

B2 Priority of inclusive education on primary-school level

Children with disabilities or SEN <u>not</u> in regular primary schools:

…………………..%

This can be assessed as

<div align="center">

1 ……..…….…… 2 ……..…….…… 3 ……..…….…4

(Very high   very low)

</div>

References:

Comments:

B3 Priority of inclusive education at secondary school level

Percentage of children with disabilities or SEN not in regular secondary schools:

…………………..%

This can be assessed as

<div align="center">

1 ……..…….…… 2 ……..…….…… 3 ……..…….…4

(Very high   very low)

</div>

References:

Comments:

B4 In practice, inclusive education of children with SEN in primary schools is for their parents related with

Children with disabilities or SEN <u>not</u> in regular pre-schools or child care services percentage:

Direct costs

               1 …...…….…… 2 …...…….…… 3 …...…….……4
               (Very high   none)

Indirect costs

               1 …...…….…… 2 …...…….…… 3 …...…….……4
               (Very high   none)

References:

Comments:

B5 Participation of parents in decision making on inclusive education

In decision making processes, if parents articulate a preference for inclusive education it is followed.

              1 …...…….…… 2 …...…….…… 3 …...…….……4
              (Never   sometimes   often   always)

References:

Comments:

B6 Assessment procedures support inclusive education

"The practiced procedures of assessment of special educational needs support inclusive education"

              1 …...…….…… 2 …...…….…… 3 …...…….……4
              (No   rather not   rather yes   Yes)

References:

Comments:

B7 Equal access to community schools

Persons with disabilities or SEN have access to the schools in their community on an equal basis with others.

              1 …...…….…… 2 …...…….…… 3 …...…….……4
              (None   some   most   all)

References:

Comments:

B8 Accommodation of the individual's access requirements

In practice architectural conditions in schools are accommodated to individual requirements of persons with SEN

1 …….……..…… 2 …….……..…… 3 …….……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B9 Accommodation of the individual's learning requirements

In practice staff to support the learning process is accommodated to individual's requirements

1 …….……..…… 2 …….……..…… 3 …….……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B10 Accommodation of the individual's learning requirements

In practice classroom sizes are accommodated to individual's requirements

1 …….……..…… 2 …….……..…… 3 …….……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B11 Accommodation of the individual's learning requirements

In practice adaptive technology is accommodated to individual's requirements

1 …….……..…… 2 …….……..…… 3 …….……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B12 Accommodation of the individual's learning requirements

In practice functional assistance and care provision are accommodated to individual's requirements.

1 …….……..…… 2 …….……..…… 3 …….……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B13 Accommodation of educational measures

In practice educational measures are accommodated to individual's requirements (i.e. individual curricula, didactical adaption, teaching methods, testing)

1 …….……..…… 2 …….……..…… 3 …….……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B13 Facilitation of learning of Braille and sign language

In case of demand, it is practice, that the learning of Braille and sign language is facilitated.

1 …….……..…… 2 …….……..…… 3 …….……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B14 Facilitation of learning of augmentative and alternative forms of communication and orientation

In case of demand, in practice the learning of augmentative and alternative forms of communication and orientation is facilitated.

1 …….……..…… 2 …….……..…… 3 …….……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B15 Training of teachers and staff

Training of teachers is oriented to the requirements of inclusive education
(inclusive teaching methods, incorporation of disability awareness, the use of appropriate augmentative and alterna- tive modes, means and formats of communication, educational techniques and materials to support persons with disabilities).

1 …..……..…… 2 …..……..…… 3 …..……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B16 Employment of qualified teachers

In practice qualified teachers and staff are employed to provide effective inclusive education.

1 …..……..…… 2 …..……..…… 3 …..……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

B17 Equal access to tertiary education

By statutory legislation, it is assured that persons with disabilities have access vocational to lifelong learning without discrimination and on an equal basis with others.

References:

Comments:

B18 Monitoring of development of inclusive education

There is a systematic national data collection and monitoring on progress of inclusive education.

1 …..……..…… 2 …..……..…… 3 …..……..……4
(No   rather not   rather yes   Yes)

References:

Comments:

Please, write a summarizing text: 'Practice of inclusive education' in your country!

....
....
....
....
....

(Ca. 2-3 pages)

Please, make a 'barometer assessment' to part B 'Practice of inclusive educa- tion in the participating country' in your country based on the information above!

In practice inclusive education can be assessed as	Not realised	Rather not realised	Partly realised	fully realised

Assessment Instrument Part C): Progression towards Inclusive Education

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C1 Development of inclusive education on pre-school level

Percentage of children not in regular pre-schools or child-care services on preschool level

2000: ..... %
2003: ..... %
2006: ..... %
2009: ..... %

This development can be assessed as

1 - 2 .... 3 4
(bad – rather bad - positive – very positive)

C2 Development of inclusive education on primary school level

Percentage of children not in regular primary schools

2000: ..... %
2003: ..... %
2006: ..... %
2009: ..... %

This development can be assessed as

1 - 2 .... 3 4
(bad – rather bad - positive – very positive)

C3 Development of inclusive education on secondary school level

Percentage of children not in secondary schools

2000: ..... %
2003: ..... %
2006: ..... %
2009: ..... %

This development can be assessed as

1 - 2 .... 3 4
(bad – rather bad - positive – very positive)

C4 Development of legal consistency and framework for inclusive education

Since 2003 (EYPD) developments of consistency in relevant sectors have taken place to favour inclusive education

<div align="center">

1   2   3   4

(no initiatives – very few initiatives – some changes – important changes)

</div>

References:

Comments:

C5 Development of participation in decision making on inclusive education

In decision making processes, if persons with disabilities/their advocates (parents) articulate a preference for inclusive education it is followed.

<div align="center">

1   2   3   4

(no development – very little – rather positive – very positive)

</div>

References:

Comments:

C6 Development of inclusive orientation of assessment procedures

Since 2003 (EYPD) there has been a development of assessment procedures of special educa- tional needs to support inclusive education

<div align="center">

1   2   3   4

(no development – very little – rather positive – very positive)

</div>

References:

Comments:

C7 Development of equal access to community schools

How do you assess the development of the possibilities persons with disabilities or SEN to have access to the schools in their community on an equal basis with others since 2003 (EYPD)?

<div align="center">

1   2   3   4

(no development – very little – rather positive – very positive)

</div>

References:

Comments:

C8 Development of architectural barrier freeness of regular schools

How do you assess the development of architectural conditions in regular schools to realize ac- cessibility for persons with SEN since 2003 (EYPD)?

<div align="center">

1   2   3   4

(no development – very little – rather positive – very positive)

</div>

References:

Comments:

C9 Development of accommodation of staff to the individual's learning requirements

How do you assess the development of availability of appropriate staff in respect to individual's require-ments for learning of persons with SEN in inclusive settings since 2003 (EYPD)?

<div align="center">

1   2   3   4

(no development – very little – rather positive – very positive)

</div>

References:

Comments:

C10 Development of classroom sizes

How do you assess the development of accommodation of classroom sizes in inclusive settings according to individual's requirements since 2003 (EYPD)?

<div align="center">

1   2   3   4

(no development – very little – rather positive – very positive)

</div>

References:

Comments:

C11 Development of accommodation of adaptive technology

How do you assess the development of availability of adaptive technology in inclusive settings according to individual's requirements since 2003 (EYPD)?

<div align="center">

1   2   3   4

(no development – very little – rather positive – very positive)

</div>

References:

Comments:

C12 Development of availability of functional assistance and care provision

How do you assess the development in respect to provide functional assistance and care in inclu- sive set- tings according to individual's requirements since 2003 (EYPD)?

1   2   3   4
(no development – very little – rather positive – very positive)

References:

Comments:

C13 Development of accommodation of educational measures

How do you assess the development of accommodation of educational measures in inclusive set- tings since 2003 (EYPD) (i.e. individual curricula, didactical adaption, teaching methods, test- ing)?

1   2   3   4
(no development – very little – rather positive – very positive)

References:

Comments:

C14 Development of facilitation of learning of Braille and sign language

How do you assess the development with respect to the facilitation of learning of Braille and sign language in inclusive settings, if this is necessary because of individual requirements?

1   2   3   4
(no development – very little – rather positive – very positive)

References:

Comments:

C15 Development of facilitation of learning of augmentative and alternative forms of com- munication and orientation

How do you assess the development with respect to the facilitation of learning of augmentative and alterna- tive forms of communication and orientation in inclusive settings, if this is necessary because of individual requirements?

1   2   3   4
(no development – very little – rather positive – very positive)

References:

Comments:

C16 Development of teacher training

Has teacher training become more oriented to inclusive education since 2003 (EYPD)?

	1	2	3	4
	(No	rather not	rather yes	Yes)

References:

Comments:

C17 Development of equal access to vocational training

How do you assess the development of equal access of persons with SEN to vocational training since 2003 (EYPD)?

	1	2	3	4

(no development – very little – rather positive – very positive)

References:

Comments:

C18 Development of equal access to life long learning

How do you assess the development of equal access of persons with SEN to life long learning service since 2003 (EYPD)?

	1	2	3	4

(no development – very little – rather positive – very positive)

References:

Comments:

C19 Development of monitoring systems on inclusive education

How do you assess the development of the monitoring systems on inclusive education?

	1	2	3	4

(very negative – rather negative – rather positive – very positive)

References:

Comments:

C20 Development of activities of professional associations to promote inclusive education

How do you assess the development of commitment and activities of professional associations (like associations of special teachers, special schools, teacher unions) to promote inclusive edu- cation?

<div align="center">

1   2   3   4

(very negative – rather negative – rather positive – very positive)

</div>

References:

Comments:

C21 Development of   activities addressed towards raising awareness of government

How do you assess the development of measures for awareness raising of governments to promote inclusive education?

<div align="center">

1   2   3   4

(Higher than 2010 – the same   lower - much lower than 2010)

</div>

References:

Comments:

Please, write a summarizing text: Practice of inclusive education' in your country!

………
………
………
………
………

(Ca. 2-3 pages)

Please, make a 'barometer assessment' to part C 'Progression of inclusive education' in your country' based on the information above!

Progression of inclusive education can be assessed as	No development	slow development	significant development	very significant development