

## EDUCATION ACCESS AND EQUITY IN GEORGIA

International Institute for Education Policy Planning and Management

### a. Main research questions and issues of analysis

The aim of the research project is to provide a look into how education reform in Georgia affects access to educational services of IDP children and children with disabilities on all levels of education, to what extent policies address the reality on the ground, and what needs and shortages remain to be dealt with in short and mid-term perspective.

In particular the following issues will be analyzed in the frames of the project:

1. Key Lines of Policy Development, since 1994 – current legislative framework, including strategies and policy planning documents
2. Institutional setting for addressing the issues of access to quality education – main institutional partners and stakeholders of the Ministry of Education and Science of Georgia (MoES), input-output relationship between different agencies, institutional coordination, degree of decentralization and parental choice in accessing services
3. Governance and administration patterns within the MoES - responsibilities, information management, process management
4. Financing of the system – patterns, distribution and problems
5. Provision of educational services (Service management cycle) – identification, diagnosis, placement, monitoring. Degree of participation of different stakeholders in the service management cycle
6. Resources - Curriculum, teaching materials, teachers.
7. Recent statistical data on main characteristics of the education system in Georgia
8. Recent statistical data on main characteristics of IDP children and children with disabilities (access to education, achievement, dropout, vertical mobility)
9. Availability and quality of data on IDP children and children with disabilities.
10. Key problem areas, as seen by the Ministry and the stakeholders

## b. Methodology

In 2010 International Institute for Education Policy Planning and Management prepared a background report on access to education for IDP children and children with disabilities.

The next steps of the project will include the following:

### a) Desk study component

- ✓ Update and revision of the background report in light of recent policy changes;
- ✓ Meta-analysis of available research
- ✓ Analysis of available statistical data

### b) Qualitative research component

- ✓ Focus groups(4) with parents of IDP children and children with disabilities
- ✓ In –depth interviews (15) with main stakeholders (Ministry of refugees, Curriculum Center, Ministry of Education of Abkhazia, relevant committees of the parliament, principals of special schools, international organizations (NRC, DRC, UNICEF, etc.) and local NGOs)

## c. Timetable:

Activities	May	June	Sept.	Oct.
Update of the data in background report	█	█		
Analysis of statistical data	█	█		
Meta-analysis of available research	█	█		
Focus groups with parents		█		
In-depth interviews		█	█	
Writing the final report				█
Presentation of project results				█

Project will last 4 months: May-June and Sept-Oct. July and August mostly are not working periods for educational institutions.

After completion of final report it will be translated from English to Georgian and presented to stakeholders during the specially organized meeting. Representative from OSI will be invited to the event.