



**Work Plan for Inclusive and Quality Education
2013 - 2014**

In the area of education, using the Child Friendly School approach as a framework, the programme will focus on the development of policies and innovative approaches to enhance quality of, and access to, preschool and primary school as well as the adoption of child-friendly schools at the primary level.

Estimated Budget: 2,010,000

USD

Planned Activities	Implementing Partners
1. EARLY LEARNING/ PRSCHOOL EDUCATION	
a. UNICEF to contribute to the GoG policy and legal discussion for enhanced decentralised governance of preschool education sector	MES
b. Support MES in preschool policy roll out	MES
c. Support Parliament in developing a preschool legislation	Parliament
d. Support development of a new full fledge university curriculum for Preschool Teachers	MES, Ilia University, Javakishvili University
e. As part of MORES initiative, translate, print and launch comprehensive research reports by ISET and Geostat on preschool	ISET, GEOSTAT
f. Introduce cost effective preschool education models by supporting establishment of 48 alternative preschool centres in 11 districts, accompanied by training modules of educators (project + salary of a national preschool consultant	Civitas Georgica
2. SUPPORT IMPROVEMENTS IN THE QUALITY OF AND INCLUSIVENESS OF PRIMARY AND SECONDARY EDUCATION, BASED ON THE CHILD-FRIENDLY SCHOOL PRINCIPLES	
a. Mid-term Review of UNICEF and Government Programme of Cooperation with identified IR, programme priorities and strategies for implementation primary and secondary education	GoG, MES
b. Provide technical expertise and support to the MES in developing equity based national policy and action plan on improved governance of pre, primary and basic education	MES
c. Provide support to the MES by reviewing education sector for reducing equity gaps in pre, primary and secondary education in the scope of partnership between MES, UNICEF RO, CO and OECD (to be funded by UNICEF's Regional Office)	MES, OECD

d. Support MES in developing and implementation of a national policy and curricula on inclusion of children with disabilities into school sport and physical education in schools	MES
e. Support MES in planning, designing, piloting and adopting National Catch up Programme for Second Chance Education allowing disadvantaged children and school drop outs (children working and living on the streets, with behavioural problems, etc.) to access compulsory education in schools	MES
f. Support MES in revision of a national school curricula in accordance to child friendly school standards to positively influence improved attendance and learning outcomes by students especially with learning backwardness	MES
g. Provide support to the TPDC of MES in revision of teachers standards and training programmes in accordance to CFS principles and international standards	TPDC
h. Support generation of data and evidences for improved policy advice to GoG by conducting welfare monitoring and other sectoral studies in education such as PISA secondary analyses, Monitoring out of school children in Georgia, Literature Review	GoG, Geostat, other national and international researchers
i. Support to enhanced access to education for boys and girls in the region of Abkhazia, with special emphasis on hygiene education and promotion in targeted 5 schools in Gali District and improved access to WASH facilities in 5 schools	
j. Support the Association of Disabled and Mothers of Disabled Children – DEA to improve inclusive education through stimulating cooperation between education institutions and parents	NGO DEA
Support to development of youth participation mechanisms at the local and national level of governance	GoG, MoSY, UNFPA
a) Assist GoG in planning, development and implementation of Youth Action Plan, as a follow-up step to State Youth Policy adoption in 2012. b) Provide GoG with technical and financial support in the revision/drafting youth related legislation which would ensure and improve youth participation c) Piloting youth advisory/consultative mechanisms at the local municipal level (five municipalities in total)	
Support to evidence and knowledge based policy development for adolescents and youth	MoSY, UNFPA, GeoSTAT
d) Assist the Ministry of Sport and Youth Affairs in designing regular data collection mechanism on the situation of adolescents and youth, in line with the best European practices	
Support to development of healthy, empowering and safe environment for adolescents and youth in sports, recreation and leisure activities.	MoSY, Georgian Rugby Union,

<p>e) Assist Georgian Rugby Union and later other interested sports federations/NGOs in developing their coaches capacities to work with children and youth in child sensitive manner;</p> <p>f) Gradually include various sports clubs in the child protection referral system.</p>	
<p>Support to development of accessible youth services for those with various physical disabilities</p>	<p>MoSY, NGO “Accessible Environment for All”</p>
<p>g) Advice government and various service providers on inclusive and accessible programming and environment.</p>	
<p>Programme support budget for UNICEF’s technical expertise in policy advice, programme planning and implementation</p>	
<p>Support to social integration of young people in conflict affected areas through youth participation and development initiatives</p>	<p>USAID, NGOs ‘Atinati’, CHCA and Sukhumi Youth House (SYH), MES, local education authorities</p>
<p>a) Support to establishment of youth centers incorporating thematic clubs in targeted 36 communities/schools in the regions of Samegrelo/Zemo Svaneti, Shida Kartli and Abkhazia</p>	
<p>b) Support provision of equipment and supplies in 36 youth centers for thematic clubs in math, science and technology (MST), environmental education, healthy lifestyles promotion and civic education</p>	
<p>c) Support capacity development of teachers and youth leaders to engage in thematic clubs through training workshops and small-initiatives project fund</p>	
<p>d) Support youth participation and development through increased learning opportunities and life skills development generated by functioning of thematic clubs and organization of joint events and summer camps</p>	
<p>3. Support to mainstreaming of Disaster Risk Reduction (DRR) in the national curriculum, including development and implementation of policy framework concerning disaster preparedness in schools and school safety standards</p>	
<p>a) Support effective coordination between national (MES, EMD) and local authorities to effectively implement policies on mainstreaming DRR in education process in Georgia and ensure financing DRR in education policies and programming</p>	<p>MES, EMD</p>
<p>b) Support to capacity development and training of teachers and schoolchildren to effectively include DRR in education process</p>	<p>MES, EMD</p>
<p>c) Support to selected 10 schools in disaster prone areas to develop and implement disaster preparedness plans and disaster risk reduction activities</p>	<p>MES, EMD</p>
<p>d) Support assessment of school safety measures in place in Georgia and development and implementation of school safety standards and other relevant measures</p>	<p>MES, EMD</p>