

# Evaluation of the Leave No Child Out (LNCO) - Building Inclusive, Equitable and Quality Education in Georgia Programme

Evaluation Report

February 2024



# Evaluation of the Leave No Child Out (LNCO) - Building Inclusive, Equitable and Quality Education in Georgia Programme

A Partnership Programme of the Government of Norway, UNICEF, and the Ministry of Education and Science of Georgia

## Evaluation Report

Time period covered: October 2020 - September 2023

Commissioning organization: UNICEF

Submitted by: Yasemin Kisbu, PhD (Independent Evaluation Consultant)

Date: February 23<sup>rd</sup>, 2024

# Table of Contents

Acknowledgements.....	v
List of Figures .....	vi
List of Tables.....	vi
List of Abbreviations and Acronyms.....	vii
Executive Summary.....	viii
1. Introduction .....	1
1.1 Background and Context.....	1
1.1.1 Context.....	1
1.1.2 Programme overview (object of evaluation) .....	4
1.1.3 Theory of Change .....	7
1.2 Evaluation Purpose, Objectives, and Scope .....	9
2. Evaluation Framework .....	10
3. Methodology.....	11
3.1 Design.....	11
3.1.1 Participatory approach.....	11
3.1.2 Mixed methods approach .....	11
3.1.3 Contribution analysis .....	12
3.1.4 Gender equality, equity, and human rights based approach .....	13
3.2 Data Collection Methods .....	14
3.2.1 Secondary Data .....	14
3.2.2 Primary data.....	14
3.3 Data Analysis .....	19
3.4 Limitations.....	20
3.5 Compliance with Evaluation and Ethical Standards .....	21
3.5.1 Evaluation standards.....	21
3.5.2 Ethical considerations .....	22
4. Key Findings .....	23
4.1 Impact .....	23
4.2 Relevance .....	36
4.3 Effectiveness.....	38
4.4 Efficiency .....	44
4.5 Sustainability .....	48
5. Conclusions and Recommendations.....	53

Annexes.....	58
Annex 1. Evaluation matrix .....	58
Annex 2. Causal pathways.....	68
Annex 3. List of key informant interviewees.....	76
Annex 4. Data collection tools.....	77
Annex 5. Informed consent forms.....	97
Annex 6. Ethics approval letter .....	101
Annex 7. List of documents for desk review .....	102
Annex 8. Terms of Reference .....	104

# Acknowledgements

The evaluator would like to thank UNICEF Georgia Country Office for their support on this evaluation, for providing all the requested documentation and contextual information, and for answering all the evaluator's questions and sharing their insights.

The evaluator also wishes to express gratitude to all interviewed stakeholders and beneficiaries.

Special thanks go to Ani Chkhikvishvili for her continued support to the evaluation throughout the data collection process.

## List of Figures

Figure 1. Map of Georgia

Figure 2. Programme Theory of Change

Figure 3. Findings of the survey with trained school staff on inclusive education practices in their school

## List of Tables

Table 1. Stakeholders and their roles and projects/activities

Table 2. Distribution of focus group discussions

Table 3. Limitations and mitigation strategies

# List of Abbreviations and Acronyms

CWD	Children with Disabilities
CPD	Continuous Professional Development
CSO	Civil Society Organization
DAC	Development Assistance Committee
ECE	Early Childhood Education
EFA	Education for All Coalition
ESC	Evaluation Steering Committee
FGD	Focus Group Discussion
HDI	Human Development Index
IR	Inception Report
IPs	Implementing Partners
KIIs	Key Informant Interviews
LNCO	Leave No Child Out
M&E	Monitoring and Evaluation
MoESY	Ministry of Education, Science and Youth of Georgia (name changed as of January 1 <sup>st</sup> , 2024)
NGOs	Non-Governmental Organizations
OECD	Organization of Economic Cooperation and Development
PISA	Programme for International Student Assessment
SEN	Special Education Needs
Statped	Norwegian National Service for Special Needs Education
ToC	Theory of Change
ToR	Terms of Reference
NCTPD	National Center for Teacher Professional Development
SDGs	Sustainable Development Goals
UNEG	United Nations Evaluation Group
UNICEF	United Nations Children’s Fund
VET	Vocational Education and Training

# Executive Summary

This is the final report of the Evaluation of Leave No Child Out - Building Inclusive, Equitable, and Quality Education in Georgia for the period of 2020-2023. The evaluation was commissioned by UNICEF Georgia Country Office to Yasemin Kisbu (PhD), individual international consultant. The evaluation was undertaken between September-November 2023.

**The object of this evaluation:** In 2020, UNICEF, along with the Government of Norway and the Ministry of Education, Science and Youth of Georgia, launched a collaborative initiative known as Leave No Child Out - Building Inclusive, Equitable, and Quality Education in Georgia. This three-year partnership has aimed to enhance education in Georgia by ensuring that preschool and general education adhere to inclusive and high-quality standards. The primary objectives of the programme include improving the overall quality and inclusivity of educational settings to align with national curricula. Additionally, it seeks to provide support to children with special educational needs and disabilities, enabling them to access appropriate services and develop a diverse range of skills based on their individual interests, needs, and abilities.

**The main purpose of the evaluation:** The overarching purpose of this evaluation is to assess changes occurring as a result of the programme and provide evidence on to which extent and how the interventions led to the targeted outcomes. A secondary purpose of the evaluation is to assess what has worked and what has not in the programme and what would be the best way forward, taking a formative approach.

**The evaluation intended use and intended users:** The evaluation is both summative and formative. The evaluation results will be used by UNICEF Georgia and MoESY of Georgia for defining the future course of action in advancing inclusive, equitable and quality education in Georgia. The primary audience of the evaluation will be the Government of Norway and other potential future donors, UNICEF Georgia, the MoESY of Georgia, and key stakeholders such as the schools, pre-schools, Universities, National Center for Teacher Professional Development, Parliament of Georgia, municipalities, programme implementing organizations, other donors working in this area, and interested civil society organizations.

**The evaluation objectives:** (1) Assess to which extent the interventions were effective in identifying and meeting the needs of children with SEN and CWD, including the potentially different needs and outcomes for girls, ethnic minority, and other vulnerable groups of children with SEN and disabilities. This assessment will identify any outcomes that were successfully achieved as well as areas where the initiated activities fell short of expectations. (2) Assess the relevance, efficiency, and sustainability of the programme, with focus on its ability to respond to the needs of the rights holders: children between 3 – 18 years of age, with a specific focus on children with SEN and CWD (including ethnic minorities, girls, and other vulnerable groups). (3) Assess to which extent and how the programme contributes to the targeted outcomes in order to create the envisioned impact of increased access to inclusive and quality general and preschool education for children in Georgia. (4) Evaluate the degree of achievement of the primary outcomes during the program implementation.

## Evaluation methodology

The evaluation has both summative and formative dimensions and the approach it takes is non-experimental, using theory-based and mixed methods approaches. The evaluation is guided by the



following approaches: participatory approach, mixed methods approach, and contribution analysis. Secondary data collection involved desk review of a large volume and a substantial and extensive collection of programme and context documents. Primary data collection involved (a) 18 semi-structured interviews with 21 key informant stakeholders, (b) 12 focus groups discussions with academics, educators, CWD, and parents of CWD, (c) direct observation during field visits to 4 public schools, and (d) an online survey with 300 school professionals. The evaluation approach followed UNICEF's Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis and obtained ethics approval from Ethical Review Board. The evaluator employed a concurrent mixed-methods approach to analyze the data, where both qualitative and quantitative data strands are collected, processed, and analyzed simultaneously in order to derive conclusions. The findings are presented based on five OECD-DAC evaluation criteria of impact, relevance, effectiveness, efficiency, and sustainability to respond to 21 evaluation questions and their sub-questions.

## Summary of findings and conclusions

### Impact

1. Evaluation findings indicate that the program has made significant strides in promoting inclusive and quality education in Georgia across multiple dimensions. Key findings indicate a strong contribution for the establishment of an inclusive education support system, resource improvement for schools, and the development of tools enhancing local capacities. Despite facing challenges, such as legislative delays, the program showcased strong evidence of attitudinal changes and government commitment. Additionally, the initiative effectively reached and supported municipalities, universities, and the reduction of harmful social norms. These accomplishments demonstrate a substantial contribution to creating a more inclusive and child-centered education system in Georgia. (Based upon findings from EQ1)
2. The evaluation underscores the program's dedicated efforts in ensuring equitable benefits, with a deliberate focus on vulnerable groups. Targeting ethnic minorities, refugee children, and those in remote areas, the program strategically selected partners and intervention locations. The comprehensive ecosystem approach ensures accessibility and quality improvements benefit all children, fostering inclusivity at all levels. (Based upon findings from EQ2)
3. The evaluation reveals the program's minimum commitment to addressing gender, ethnic, and vulnerable groups' issues in CWD's access to inclusive education. While girls' challenges emerged in discussions, they were not explicitly identified in the program design. Gender focal points were established to address emerging issues, reflecting adaptability. Ethnic considerations were strategically integrated, targeting regions with minorities and recognizing language barriers. Tailored training and campaigns acknowledge and address unique challenges faced by ethnic minorities. In summary, the program demonstrates some responsiveness to gender, ethnic, and vulnerable group issues, with an adaptable approach to emerging concerns. (Based upon findings from EQ3)
4. The program exhibits significant potential for scalability and replicability, yielding both anticipated and unforeseen positive outcomes. University partnerships exceeded expectations, offering a best practice model for replication through collaboration with more institutions. Model kindergartens serve as replicable examples, emphasizing inclusivity without extensive investments. Capacity-building efforts, documented in various databases, enable long-term replication. However, language barriers may pose challenges in regions compactly settled by ethnic minorities during scale-up, necessitating attention to translation and professional availability. (Based upon findings from EQ4)

### Relevance

5. The program, rooted in the 2005 Inclusive Education Strategy, addresses critical needs identified in the MICS Georgia 2018 and other surveys. It confronts challenges like limited infrastructure and teacher skills while contending with social stigma, as also addressed in National Strategy of Education and Science of Georgia for 2022-2030. Although there was no formal pre-program needs assessment, a participatory approach ensured stakeholder perspectives were considered. The program effectively targets needs by developing support systems, enhancing physical environments, and providing teacher training. Micro-level adaptations, such as transportation services, demonstrate responsiveness. Emerging needs, including personal assistance and language-specific teachers, reveal the program's relevance but highlight ongoing challenges. (Based upon findings from EQ5)

### **Effectiveness**

6. The program achieved its targets, developing educational frameworks, enhancing teacher training, and expanding inclusive education capacity. Effective interventions include the new support system plan, partnerships with universities, and municipality-driven inclusive preschool education. Successful communication campaigns reduced prejudice. The after-school education model was particularly impactful, demonstrating sustainability. However, challenges emerged in implementing and sustaining resource rooms, notably accessibility issues and budget constraints. Clear successes and challenges were observed, highlighting the need for ongoing strategic adjustments for a more inclusive and robust education system. (Based upon findings from EQ8 and EQ9)
7. A robust initial design, stakeholder commitment, and community engagement positively influenced effectiveness. Operational challenges like bureaucratic delays and external factors like resource allocation disruptions and language barriers affected progress. School administration attitudes, particularly lack of motivation, posed hurdles. UNICEF and partners swiftly addressed financial issues but sometimes faced challenges in changing school administration attitudes. Recognizing and addressing these factors is crucial for future adaptations, emphasizing the need for flexibility and strategic planning. (Based upon findings from EQ10)

### **Efficiency**

8. The program exhibited commendable efficiency in managing human and financial resources, showcasing prudent financial planning and adaptability. Resource utilization was judicious, with a flexible budget that accommodated unexpected costs. Human resources were effectively deployed, maintaining clarity of responsibilities and adapting swiftly during personnel changes. Partnerships with diverse entities were well-managed, fostering collaboration and support beyond initial expectations. Despite initial delays, the program achieved all targets through organized efforts, demonstrating resilience and efficacy in delivery despite challenges. Overall, the program showcased robust management of resources and a sound organizational structure. Furthermore, the program's success in fostering a robust inclusive education system in Georgia was underpinned by good collaboration and complementary actions among partners and by harnessing the unique strengths of its implementing partners. (Based upon findings from EQ13, EQ14, EQ15)
9. There were challenges influencing the effective implementation of the programme. Shortages in qualified staff, especially counselors, and teachers for ethnic minorities, posed obstacles. Furthermore, overlapping objectives for partners caused some delays. Bureaucratic delays in the passing of legislation also influenced program implementation. (Based upon findings from EQ16)

### **Sustainability**

10. The program's strategic approach, including legal amendments, collaboration with MoESY, and resource sharing, reflected a commitment to sustainability. Strengthening human resources, particularly teacher trainings, indicated a holistic capacity-building approach. Communication campaigns and university partnerships enhanced knowledge retention. However, concerns exist, especially regarding the support of school principals. (Based upon findings from EQ17)
11. The program demonstrated a robust commitment to securing long-term buy-in and ownership from the government and stakeholders. Collaborative efforts with MoESY, legislative integration, and sustained internal resourcing showcased shared responsibility. Municipality engagement, Child Rights Centers - Knowledge Hubs, and proactive measures highlighted commitment, recognizing successful practices for potential scaling. (Based upon findings from EQ18)

## Recommendations

The recommendations below are developed based on the evaluation findings on identified gaps and suggestions made by stakeholders and right-holders through the data gathering process (i.e., KIIs and FGDs). Recommendation 1 is to improve ongoing interventions by adding new design or implementation features for more effective implementation. Recommendations 2-3 address scale up for effective program components. Recommendations 4-8 are at the design level to create new initiatives. For all recommendations, a priority status is determined using the following timeline: Immediate (1-3 months), medium term (3-6 months), long term (6-12 months).

**1. Improving physical resources in public schools:** [Based upon Conclusion #6 on findings from EQ8 and EQ9] Evaluation findings indicated issues regarding the effective use of resource rooms and the physical environment in schools. It is recommended to enhance resources in public schools by developing *a systematic approach* for continuous support and supervision, for ensuring functionality of elevators, construction of ramps, and provision of necessary equipment for resource rooms, including assistive technologies, and stay attuned to new developments, incorporating innovative equipment and maintaining facilities for optimal inclusive education environments in schools. *Priority: Long. Responsible party: MoESY (Lead) and UNICEF (Contributing actor for advocacy).*

**2. Scaling up university capacity building activities:** [Based upon Conclusion #4 on findings from EQ4] Efforts should be sustained for university capacity building to ensure the pre-service and in-service training activities, which also led to the very effective use of master trainers and a "peer-to-peer" approach, sustain and scale up and raising awareness on child rights and inclusive education. Priority strategies are engaging additional university partners and allowing time for university staff to provide more supervision to practice. Addressing existing gaps by incorporating more topics and courses on child rights and inclusive education, offering support for lesson monitoring, providing constant feedback, and ensuring the availability of translated literature is recommended. Strengthening university child right centers to disseminate information and foster a culture of child rights and inclusive education is a necessary step. *Priority: Medium. Responsible party: Universities and UNICEF (Lead).*

**3. Strengthening and scale up of the after-school model and inclusive education centers in public schools:** [Based upon Conclusion #6 on findings from EQ8 and EQ9] Evaluation findings showed the after-school education model with the inclusive education centers in public schools is a promising, innovative approach to support children with SEN and CWD in their access to quality education. To leverage its effects, it is recommended to establish a robust coordination system for inclusive education centers within public schools, fostering knowledge exchange and continuous professional development among professionals; to create a sustainable network of professionals engaged in the

after-school model to enhance project longevity; and to address transportation challenges for children, especially in nonurban areas, by collaborating closely with municipal governments to identify and implement effective solutions. *Priority: Long. Responsible party: MoESY (Lead) and Municipalities (Contributing actor for facilitating the transportation).*

**4. Ensuring competent labor force for the new inclusive education support system to operate:** [Based upon Conclusion #9 on findings from EQ16] To ensure the success of the new inclusive education support system, post-legislative amendment, it is crucial to focus on competence development and institutional strengthening. The next steps should prioritize ensuring an adequate number of skilled counselors, and specialists, including those fluent in ethnic minority and state languages (e.g., Azeri, Armenian) and the sign language specialists, and addressing the needs for student assistance. Additionally, addressing language barriers and professional scarcity in remote regions is essential for the program's scalability and replicability. *Priority: Long. Responsible party: MoESY (Lead) and UNICEF (Contributing actor for advocacy for capacitated workforce).*

**5. Focusing on interventions to reduce parental stigma and increase cohesion with peers:** [Based upon Conclusion #5 on findings from EQ5] Evaluation findings showed that face-to-face stigma reducing activities are successful and should continue. However, two gap areas were identified: more positive peer relationships for CWD and stigma reducing activities for parents of children with SEN. It is recommended that teacher guidelines for such activities developed to foster cohesion of CWD with their peers through interactive activities. Developing guidelines for parents is also recommended. Furthermore, it is recommended to also target parents of children with SEN to address their attitudes and discourage hiding learning difficulties, contributing to stigma. *Priority: Long. Responsible party: MoESY (Lead for development and implementation) and UNICEF (Contributing actor for advocacy and/or temporary appointment for development of tools).*

**6. Further study of the needs of gender and other vulnerable groups.** [Based upon Conclusion #3 on findings from EQ3] It is recommended to conduct in-depth studies on gender and vulnerable groups issues affecting the access of CWD to quality and inclusive education, generate additional data to tailor the program to the specific needs of girls, boys, ethnic minorities, and other vulnerable groups, and explore subgroup-specific challenges for CWD and children with SEN, developing measures that account for diverse needs, such as distinguishing between the requirements of a child with autism and one with a physical disability. *Priority: Long. Responsible party: MoESY (Lead for research and implementation) and UNICEF (Contributing actor for advocacy).*

**7. Continuing raising awareness on inclusive education:** [Based upon Conclusion #2 on findings from EQ2] According to evaluation findings, advocacy remains crucial for successful scale-up. It is recommended to strengthen institutionalization through awareness interventions targeting school administrations and municipalities to enhance their understanding and support. *Priority: Long. Responsible party: MoESY (Lead for the implementation of the awareness raising activities) and UNICEF (Contributing actor for advocacy).*

**8. Ensuring access to inclusive education:** [Based upon Conclusion #5 on findings from EQ5] While the progress of CWD and SEN's access to inclusive education is promising, many children with disabilities may remain invisible due to prevailing social norms that discriminate against them. The state should proactively reach out these children and work via intersectoral/interministerial approach to ensure that these children are visible and integrated into educational and other services. *Responsible party: MoESY (Lead in initiating the monitoring system on CWD's access to inclusive education).*

# 1. Introduction

## 1.1 Background and Context

### 1.1.1 Context

**The social, economic, and political context of Georgia.** Georgia, situated in Eastern Europe and West Asia, spans an area of 69,700 square kilometers and is administratively divided into 9 regions, 1 capital region, and 2 autonomous republics, further subdivided into 67 districts and 5 self-governing cities (see Figure 1<sup>1</sup>). The nation has a population of 3.7 million, with Tbilisi serving as its capital and largest city, housing approximately one-third of the Georgian population. Georgia has a diverse, multi-ethnic population, with ethnic Georgians comprising the majority, alongside significant minority communities such as Azeris and Armenians.

Georgia operates as a representative democracy, functioning as a unitary parliamentary republic<sup>2</sup>. The President holds a role as the head of state, while the Prime Minister serves as the head of government. The executive branch, known as the Government of Georgia, comprises ministers led by the Prime Minister, appointed by the Parliament. Human rights are safeguarded by the country's constitution, with an independent human rights public defender elected by the Parliament to ensure enforcement. Georgia ratified the Framework Convention for the Protection of National Minorities in 2005.

Regarding gender equality, in 1995, Georgia signed the Beijing Platform for Action which sets the targets in 12 gender equality areas, including education. In 2010, the Georgia Law on Gender Equality is passed, prohibiting gender-based discrimination and ensuring efforts to achieve gender equality. On the rights of children, the Parliament adopted the Code on the Rights of the Child in 2019. The education system is operating in the framework of following education laws: Law on Early and Preschool Education (2016), Law on General Education (2005), Law on Vocational Education (2018) and Law on Higher Education (2004).

As a developing nation, Georgia has a very high Human Development Index (HDI), ranking 61<sup>st</sup> globally<sup>3</sup>. Between 2000 and 2019, the country's HDI score increased by 17.7%. Education played a pivotal role in this improvement, with Georgia ranking in the top quintile for education<sup>3</sup>. The

Figure 1. Map of Georgia



<sup>1</sup> Source: <http://www.theworldmap.net/country/georgia/>

<sup>2</sup> "Consolidating Parliamentary Democracy in Georgia". UNDP Georgia. Archived from the original on 19 June 2021.

<sup>3</sup> "Briefing note for countries on the 2020 Human Development Report" Archived 22 May 2022 at the Wayback Machine, United Nations Development Program, 2020

implementation of economic reforms since gaining independence has contributed to higher levels of economic freedom, reduced corruption indicators, decreased poverty rates, and lowered unemployment. Georgia holds membership in various international organizations, including the Council of Europe and the Organization for Security and Cooperation in Europe (OSCE).

Georgia's economy has been steadily advancing, driven by sectors like tourism, agriculture, manufacturing, and energy production. Prior to the COVID-19 pandemic, the country experienced consistent economic growth. The government's focus has been on attracting foreign investments, enhancing infrastructure, and strengthening trade relationships, including efforts to deepen ties with the European Union.

**Educational context and challenges confronting children with SEN and CWD.** In Georgia, the General Education system is divided into three levels: Primary (Grades 1-6), Basic (lower-secondary) (Grades 7-9), and Upper Secondary (Grades 10-12), with only Grades 1 to 9 mandated by national legislation. The country currently hosts 2,296 schools, comprising 2,086 public and 210 private schools, with around 634,300 students enrolled. While access to general education, up to and including Grade 9, is nearly universal, Georgian students tend to score poorly in international comparative assessments like PISA, TIMSS, and PIRLS studies<sup>4,5,6</sup>. For instance, Georgia's participation in the 2015 PISA assessment indicated that its scores rank among the lowest when compared to other participating countries and economies, landing at 61 out of 69. The situation worsened in the PISA 2018 results and the results in PISA 2022 remain the same, below the OECD average<sup>7</sup>. Substantial disparities in learning outcomes persist, with over two-thirds of students performing below the proficiency level. Regarding gender and education, while there are equal school enrolment rates at primary and secondary levels, the rates of girls who transition to secondary school is slightly lower (89%) than boys (91%)<sup>8</sup>. For students from ethnic minority backgrounds, which constitutes approximately 14% of total student population, language continues to be a barrier and less proportion of ethnic minority students continue to vocational and higher education in Georgia due to the different pathways of education they follow within the education and examination systems. Language barrier also hinders ethnic minority teachers to be fully involved in different professional development opportunities mostly offered on state, Georgian language. A majority of ethnic minority students attend non-Georgian schools and data indicate that approximately a quarter of ethnic minority students fail in the university entrance exams as compared to approximately 13 percent of Georgian applicants<sup>9</sup>.

A key challenge regarding access to school rises for CWD. Data indicates that CWD are less likely to complete school, at all education levels. For instance, girls with disabilities are 20.6 percent less likely

---

<sup>4</sup> Mimosvili, T. (2017) PIRLS 2016: Georgia results. Available at: <http://pirls2016.org/wp-content/uploads/encyclopedia-pirls/downloadcenter/3.%20Country%20Chapters/Georgia.pdf>

<sup>5</sup> OECD (2019) Results from PISA 2018: Georgia Country Note. Available at: [https://www.oecd.org/pisa/publications/PISA2018\\_CN\\_GEO.pdf](https://www.oecd.org/pisa/publications/PISA2018_CN_GEO.pdf).

<sup>6</sup> National Assessment and Examination Centre of Georgia (2020) TIMSS: Results of Georgia 2019. Available at: [https://naec.ge/uploads/postData/20-21/TIMSS/%E1%83%9E%E1%83%A0%E1%83%94%E1%83%96%E1%83%94%E1%83%9C%E1%83%A2%E1%83%90%E1%83%AA%E1%83%98%E1%83%90\\_TIMSS%202019.pdf](https://naec.ge/uploads/postData/20-21/TIMSS/%E1%83%9E%E1%83%A0%E1%83%94%E1%83%96%E1%83%94%E1%83%9C%E1%83%A2%E1%83%90%E1%83%AA%E1%83%98%E1%83%90_TIMSS%202019.pdf)

<sup>7</sup> OECD (2023) PISA 2022 Results Factsheets for Georgia. Available at [www.oecd.org/publication/pisa-2022-results/webbooks/dynamic/pisa-country-notes/09138858/pdf/georgia.pdf](http://www.oecd.org/publication/pisa-2022-results/webbooks/dynamic/pisa-country-notes/09138858/pdf/georgia.pdf)

<sup>8</sup> Georgia Country Gender Assessment (2018). Asian Development Bank.

<sup>9</sup> Study of the Higher Education Minority Quota System Policy in Georgia 2010-2019 Reserch Report. UNAG and USAID.

to complete secondary school as compared to girls with no disabilities. This rate is similarly 20 percent for boys with disabilities<sup>10</sup>. To address the CWD and SEN's access to school, in Georgia, inclusive education was introduced in 2006 at the level of general education, with support from the Norwegian Ministry of Education and Research. Initially, 10 public schools in Tbilisi were part of the project. In 2009, the project expanded, bringing inclusive education to ten public schools in Tbilisi and ten regions across Georgia. From 2011-2012, Georgia continued to promote inclusive education, introducing it to all public schools. During this period, specialists supporting inclusive education were appointed in public schools, including inclusive education coordinators, special teachers, and psychologists. A multidisciplinary team, consisting of 50 members covering the entire country, was formed. This team includes various specialists such as psychologists, special teachers, and occupational therapists, who assess cognitive, academic, and functional skills using standardized tests and develop recommendations for schools to address specific educational needs. Starting from September 1, 2013, the school funding model was also modified, providing additional funding to schools enrolling SEN students to support their education. In 2018, an amendment was made to the Law of Georgia "On General Education," recognizing special teachers as one of the types of teachers. The requirements for their education, the standard for special teachers, and the scheme for their career advancement and professional development were defined. In 2018, rules for the introduction, development, and monitoring of inclusive education were also approved. These rules also established mechanisms for identifying students with special educational needs, regulating inclusive education processes in schools, and defining additional specialists to work with SEN students when necessary.

From 2009 through 2023-2024 school year, the number of students with special educational needs at all general education levels in Georgia increased from 160 to 12,801, enrolled in almost 1500 schools with more than 2000 specialists<sup>11</sup>. This progress is promising, but many children with disabilities may remain invisible due to prevailing social norms that discriminate against them. The inclusion of CWD in preschool and general education has been posing significant challenges. Although the education system has opened doors for CWD, the capacity and quality of education offered to them have remained quite low. Despite the Rights of Persons with Disabilities Convention adoption to transform specialized schools into resource schools, the country has only a limited number of resource schools, formerly known as special schools, catering to children with multiple disabilities with limited capacity<sup>12</sup>).

Despite these efforts, many children, especially those from socially and economically marginalized backgrounds, did not benefit from inclusive and high-quality compulsory education. In 2022-2023 school year, MoESY reported around 14,911 children who stopped schooling and dropped out-of-school. SEN children from national minority groups have been facing barriers to full inclusion due to factors like language barriers, limited access to educational resources, absence or limited teacher training for teachers of ethnic minority schools on modern methodologies for teaching SEN children and limited pre-service training programs for future teachers in state universities.

Furthermore, challenges on inclusive early childhood education (ECE) in Georgia remain. According to the 2019 UNICEF and OECD Georgia Report on General Education, the low quality of preschool education is one of the main barriers to improving academic achievements. Access to resources such

---

<sup>10</sup> Women and children with disabilities in Georgia: An overview of the data (2021). UNICEF and UN Women.

<sup>11</sup> 2022-2030 Unified National Strategy of Education and Science of Georgia.

<sup>12</sup> Source: LNCO Programme Proposal.

as age-appropriate books and learning materials and tools for monitoring and evaluation in preschools are limited to create an enabling ECE environment.

Furthermore, existing social norms did not support inclusive education. According to the UNICEF Study on Stigmatization of Children with Disabilities in Georgia, more than 28% of people in Georgia stigmatize individuals with disabilities<sup>13</sup>. Children with disabilities report varying attitudes from teachers compared to their peers without disabilities<sup>13</sup>. Parents of children without disabilities sometimes express dissatisfaction, believing that having a child with disabilities in the classroom hampers the quality education of their own children.

The country context and challenges described above highlighted the education-related needs of children with disabilities and children with SEN in Georgia, to name it specifically, better access to quality inclusive education. These needs necessitated a national initiative with system-level changes to improve the access and quality of inclusive education and services in the country. This resulted in the Leave No Child Out programme, which directly contributes to the Sustainable Development Goal (SDG) 4 “Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” in Georgia. The programme targets to meet the educational needs of CWDs and SEN children in Georgia.

### 1.1.2 Programme overview (object of evaluation)

In 2020, UNICEF, along with the Government of Norway and the Ministry of Education, Science and Youth of Georgia, launched a collaborative initiative known as Leave No Child Out - Building Inclusive, Equitable, and Quality Education in Georgia. This three-year partnership has aimed to enhance education in Georgia by ensuring that preschool and general education adhere to inclusive and high-quality standards.

The primary objectives of the programme include improving the overall quality and inclusivity of educational settings to align with national curricula. Additionally, it seeks to provide support to children with special educational needs and disabilities, enabling them to access appropriate services and develop a diverse range of skills based on their individual interests, needs, and abilities.

The programme specifically aims to:

- Enhance a comprehensive, secure, and high-quality learning environment that prioritizes inclusivity, with a particular focus on establishing resource schools equipped with supportive structures;
- Implement after-school programs aimed at providing support to the most vulnerable children, fostering their academic, emotional, and physical growth through learning and recreational activities;
- Establish a more skilled teaching work force in Georgia.
- Decrease stigma and harmful social norms against children with special educational needs and disabilities.

UNICEF engaged the following key stakeholders in the programme design and implementation: Norwegian National Service for Special Needs Education (STATPED), the Parliament of Georgia, Ministry of Education, Science and Youth of Georgia Ministry of Education, Science and Youth of Georgia (MoESY), Ministry of Education, Culture and Sport of Adjara (MoECS Adjara), National Centre

---

<sup>13</sup> Study on Stigmatization of Children with Disabilities, UNICEF Georgia Analytical report, 2016



for Teacher Professional Development (NCTPD) of MoESY, Office of Resource Officers of Educational Institutions (Mandaturi Office) of MoESY, Education for All Coalition, International CK-12 Foundation, Georgian Institute for Debate and Education, Gordon Academic College of Education, state universities of Georgia, Innovations for Inclusive Society, national and international consultants and field experts, schools, vocational education and training (VET) institutions, preschools and targeted municipalities. The roles and contributions of each stakeholder are presented in Table 1<sup>14</sup>.

The rights holders of the programme are children between 3 – 18 years of age, with a specific focus on children with SEN and CWD. According to 2014 Population Census data, there are 824.6K 0-17 years old children in Georgia, 73.7% being between 0-12 years old, 47.3% being female, and Tbilisi (249.4K), Imereti (111.9K), Kevemo Kartli (106.1), and Adjara A.R. (78.7K) regions having the highest 0-17 years old populations<sup>15</sup>. Furthermore, 0.94% of boys and 0.78% of girls aged 0–17 has functional disabilities<sup>16</sup>. Following the child rights, human rights and gender rights commitment of Georgia, as specified in the previous section, the programme also considers girls, national minorities, and marginalized children’s access to school and quality inclusive education.

The key stakeholders of the programme and the specific projects and activities are listed in Table 1. The duty bearers are Ministry of Education, Science and Youth of Georgia, State Universities, Vocational Education and Training Institutions, Schools, Preschools, Teachers, Principals, targeted Municipalities, National Center for Teacher Professional Development Center, Educational Resource Centers, Skills Agency of Georgia and Office of Resource Officers of Educational Institutions, parents, and media.

**Table 1.** Key stakeholders and their roles and projects/activities

Stakeholder	Role in the Programme and Projects/Activities
UNICEF	Provided technical guidance and quality assurance. Defined the needs; managed the programme; contracted partners and/or consultants to help with the implementation; carried out policy advocacy with various decision-makers; supported capacity building of central and local authorities; introduced demonstration models and raised awareness of stakeholders and the wider public. UNICEF conducted regular monitoring of activities to inform progress and whether adjustments to programming were needed; and held monthly meetings with MoESY to review the progress made.
MoESY	Selected model schools for the introduction and piloting of educational innovations; granted accreditation to inclusive and quality education programmes and gave authorization to professional organizations (NGOs, academia, etc.) to facilitate teacher training activities. MoESY played a key role in strengthening of resource rooms, improving inclusive education practices at preschool and general education levels to provide quality education for children with SEN and CWDs, and ensuring their effective transition from general to vocational/higher education levels.
MoECS of Adjara	Implemented the project ‘Supporting introduction of inclusive education in public schools of Adjara (Keda and Kobuleti)’ in partnership with UNICEF, to expand educational opportunities for children with SEN and disabilities through supporting the establishment of inclusive education centres and development of extracurricular programmes.

<sup>14</sup> Source: Evaluation ToR.

<sup>15</sup> Children and Youth in Georgia (2023). Statistical Publication of National Statistics of Georgia.

<sup>16</sup> Women and children with disabilities in Georgia: An overview of the data (2021). UNICEF and UN Women.

National Center for Teacher Professional Development	Responsible of the professional development of school staff. Organized training of trainers for 22 professors and trained 400 educators and special educators on inclusive early childhood education (ECE); conducted training of trainers and delivered 200 pictorial communication cards to preschools hosting Ukrainian children; led interventions focused on supporting inclusive and quality preschool education in pilot municipalities and preschools by continuous professional development of staff through a tailored whole-preschool approach.
Office of Resource Officers of Educational Institutions	Role in the overall management of the inclusive education reform. Administered the project 'Strengthening school inclusion and safety' aimed at building capacities of psychosocial service personnel, supporting professionals in provision of psychosocial services for vulnerable children.
National Center for Education Quality Enhancement	Aimed to support the improvement of the early childhood and preschool education quality and inclusion and the implementation of the related Law and national standards in close cooperation with stakeholders through developing a national authorization system. The project focuses on promoting the development of institutional self-assessment mechanisms of ECE institutions and strengthen the capacity of the system to carry out the authorization process.
State universities	Seven state universities were capacitated to enhance their academic role in reaching preschool and schoolteachers and communities for improved capacity on inclusive and quality education and child rights. The academic staff in some universities were also capacitated in child rights related professional development programme and to improve monitoring capacity by conducting research studies about the rights of children in Georgia.
Gordon Academic College of Education	Provided technical support to MoESY and selected municipalities in the design of non-formal education programmes for children with SEN and disabilities, and from poor families; developed recommendations for the improvement of teachers' pre-service programmes
Georgian Institute for Debate and Education	Supported central and local authorities in modelling an inclusive after school programme, debate clubs in selected municipalities for improved learning and care, especially for disadvantaged children.
Education for All Coalition	Implemented the 'Enhancement of Teacher Continuous Professional Development (CPD) System in Georgia' project to boost educational innovation and ensure sustainability, inclusiveness, and effectiveness of CPD services.
Statped	Implemented project activities in close coordination with UNICEF and MoESY in compliance with the approved project plan and budget. Assisted in capacity building in the new inclusive education system; developed and delivered a leadership development programme for the management of the inclusive education support system and a counsellor training programme.
Innovations for Inclusive Society	Provided technical support to MoESY in increasing the quality of education of students with SEN and/or disabilities by strengthening functional application of resource rooms at schools, introducing effective transition practices from general to vocational/higher education level and establishing school-based parent clubs.
Action Global Communication	Implemented the "See Every Colour" campaign aimed to build on successes in combatting existing public stigma and harmful social norms against children with special educational needs and disabilities.

**Duration of programme** spans 36 months between October 2020 – September 2023 (the programme ended at the end of the month the inception report for this evaluation study was submitted).

**The donor of the programme** is the Government of Norway.

**Programme budget** is 3,133,566 USD.

**The Geographic Focus area/location** for the programme is nationwide.

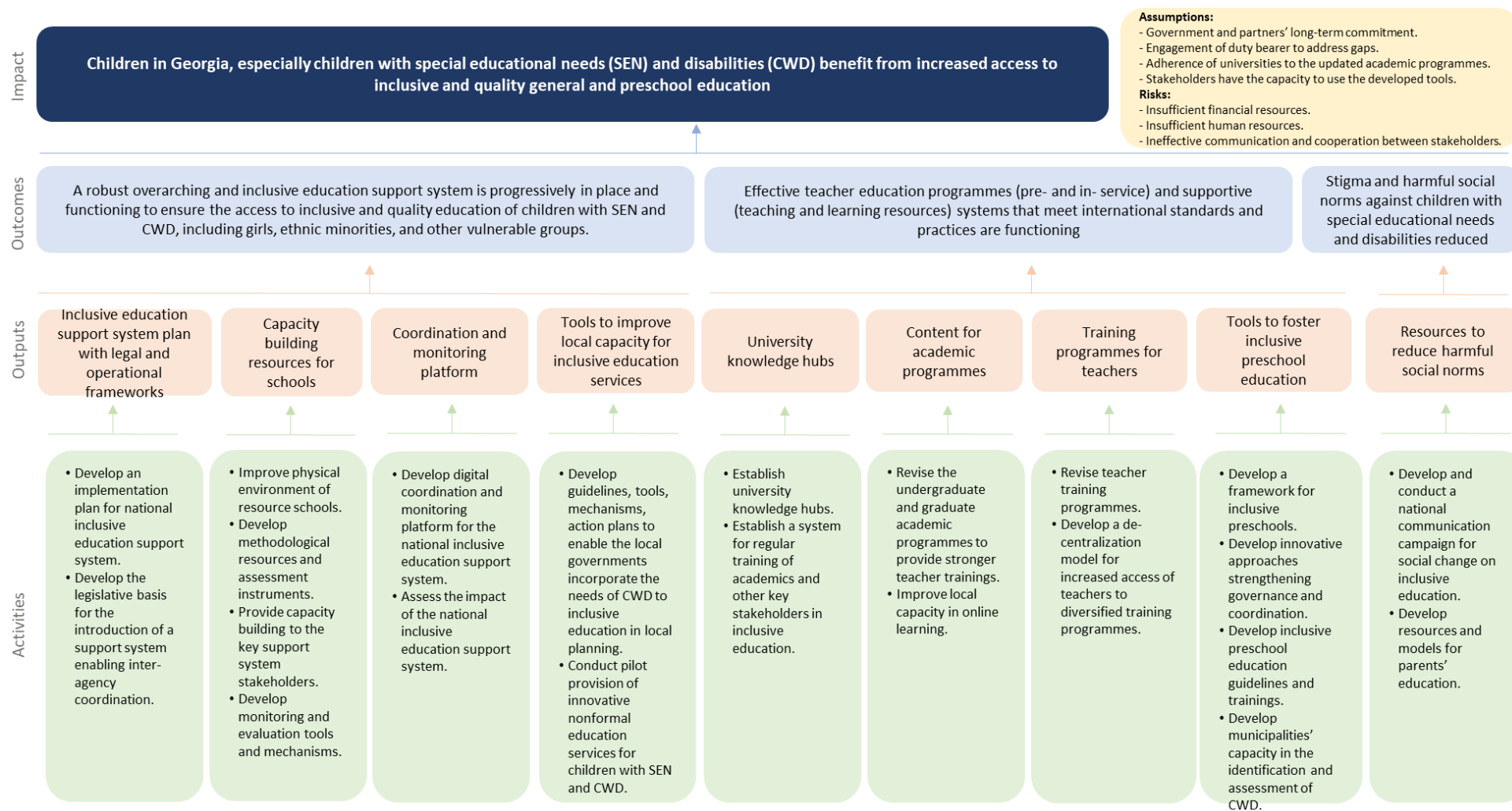
### 1.1.3 Theory of Change

The theory of change (ToC) is constructed by the evaluator retroactively based on the results framework and relevant documents of the programme. Note that as the results framework of the programme was not gender sensitive, adjustments have been made in the ToC to reflect the programme commitment for girls and other vulnerable groups. The ToC lays down the causal pathways between the programme's outputs, outcomes and impact, along with the assumptions and risks that are relevant for the intended results to occur (Figure 2<sup>17</sup>). Specifically, the programme's design of an inclusive education support system with legal and operational frameworks, improvement of resource schools with supporting structures, development of local capacity to assess, plan, implement and monitor local policies and services were aimed to lead to a robust overarching and inclusive education support system that is progressively in place and functioning. Secondly, The programme's establishment of university Child Rights Centers - Knowledge Hubs, enhancement of content of the university academic programmes, improvement of in-service teacher training programmes on inclusive and quality education, improvement of capacities of ministries and municipalities in policy making, governance, monitoring and evaluation, staff training, and delivery of inclusive services for young children in preschools were aimed to lead to effective teacher education programmes (pre- and in-service) and supportive (teaching and learning resources) systems. Thirdly, the programme's improvement of the capacity of key stakeholders/influencers to reduce harmful social norms was aimed to lead to reduced stigma and harmful social norms against children with special educational needs and disabilities. Achieving all these three major outcomes aimed to create the impact on children in Georgia, especially children with SEN and CWD regarding their increased access to inclusive and quality general and preschool education.

---

<sup>17</sup> Source: Constructed by the evaluator.

**Figure 2. Programme Theory of Change**



## 1.2 Evaluation Purpose, Objectives, and Scope

### Evaluation purpose

The overarching purpose of this evaluation is to assess changes occurring as a result of the programme and provide evidence on to which extent and how the interventions led to the targeted outcomes. A secondary purpose of the evaluation is to assess what has worked and what has not in the programme and what would be the best way forward, taking a formative approach.

### Evaluation Intended use and intended users

The evaluation is both summative and formative. The evaluation results will be used by UNICEF Georgia and MoESY of Georgia for defining the future course of action in advancing inclusive, equitable and quality education in Georgia. The primary audience of the evaluation will be the Government of Norway and other potential future donors, UNICEF Georgia, the MoESY of Georgia, and key stakeholders such as the schools, pre-schools, Universities, Teacher Professional Development Center, Parliament of Georgia, municipalities, programme implementing organizations, other donors working in this area, and interested civil society organizations.

Findings and recommendations from this evaluation will inform the stakeholders on:

- Accomplishment of the main outcomes.
- Contribution to improving the access and quality of education and services for children with disabilities including girls, from ethnic minorities and the most marginalized, identified in the programme description.
- Scalability and sustainability of the interventions.

### Evaluation objectives

The objectives of the current evaluation, as set out in the Terms of Reference (ToR), are listed below.

- Assess to which extent the interventions were effective in identifying and meeting the needs of children with SEN and CWD, including the potentially different needs and outcomes for girls, ethnic minority, and other vulnerable groups of children with SEN and disabilities. This assessment will identify any outcomes that were successfully achieved as well as areas where the initiated activities fell short of expectations.
- Assess the relevance, efficiency, and sustainability of the programme, with focus on its ability to respond to the needs of the rights holders: children between 3 – 18 years of age, with a specific focus on children with SEN and CWD (including ethnic minorities, girls, and other vulnerable groups).
- Assess to which extent and how the programme contributes to the targeted outcomes in order to create the envisioned impact of increased access to inclusive and quality general and preschool education for children in Georgia.
- Evaluate the degree of achievement of the primary outcomes during the program implementation concerning the following aspects: (i) coordination and collaboration to meet both national requirements and international standards in inclusive education for CWD; (ii) the quality and execution of the proposed activities within the program; (iii) engagement and involvement of stakeholders to foster participatory approaches; and (iv) the effectiveness of the internal monitoring and evaluation systems.

- Compile and offer recommendations on the lessons learned, best approaches, and innovative methods discovered throughout the program. Provide recommendations on how these valuable lessons can be utilized in future programs.

Note that only two changes, specifically in the evaluation questions, to the ToR were made in this evaluation, for which details are provided in the Evaluation framework section below.

### Evaluation scope

The scope of the evaluation is as follows:

- **Evaluation Criteria:** The evaluation will explore the relevance, effectiveness, efficiency, sustainability, and impact of the programme.
- **Chronological scope:** The evaluation will examine the timeframe from the start of the programme in October 2020 to September 2023.
- **Geographic scope:** The geographical focus of the study will be at the national level (i.e., Georgia).
- **Thematic scope:** The evaluation will cover the inclusive education reform initiatives aimed at improved quality and inclusiveness of the educational environment and practices to comply with national curriculum, while trying to increase access for children, especially the most disadvantaged groups including children with SEN and CWD (including girls, ethnic minorities, and other vulnerable groups), and diversify skills according to their interests, needs and abilities. The evaluation will also investigate to which extent the intervention has incorporated gender, human rights based, and equity focused approaches in determining the needs and outcomes of children and responding to them. The programme consists of a number of projects that were aimed at achieving the intended outcomes. Because of the time and resource limitations, it is impossible to evaluate all of them thoroughly. Therefore, the evaluation focus is on the following larger scale projects as stated in the ToR and summarized in Table 1, and excludes all other interventions listed in Table 1:
  - “Inclusive Education Support System”. Implementing partner: Norwegian Government Agency for Special Needs Education (Statped).
  - “Supporting the Government of Georgia in improving Inclusive Education Services for Children”. Implementing partner: Israeli based Gordon College.
  - “Strengthening university capacity for supporting inclusive preschool and general education”. Implementing partners: seven state universities and the National Center for Teacher Professional Development (NCTPD).
  - “Strengthening resource rooms and improving inclusive education practices at schools”. Implementing partner: Local NGO “Innovations for Inclusive Society” in cooperation with MoESY.
  - “Strengthening Municipal Capacity in Implementation of the Law on Early and Preschool Education and Care and National Standards”. Implementing partner: MoESY.
  - The “See Every Color” campaign. Implementing partner: Action Global Communication.

## 2. Evaluation Framework

As outlined in the ToR, the programme is assessed using the OECD-DAC evaluation criteria, which are impact, relevance, effectiveness, efficiency, and sustainability. The ToR did not include the criteria of

coherence due to the time allocated to the evaluation; however, some evaluation questions related to coherence are covered under the efficiency criteria (i.e., evaluation question #14).

Annex 1 presents the evaluation matrix listing all the evaluation questions, and the evaluation sub-questions, indicators, and source and data collection methods. While the evaluation questions were provided in the ToR, the sub-questions are developed by the consultant. Only two changes were made to the evaluation questions listed in the ToR:

- First, two original main evaluation questions under the criteria impact are moved to under evaluation question #1 as “sub-questions” due to the logical flow. We added this as a note next to these sub-questions in the evaluation matrix (Annex 1).
- Secondly, while questions related to human rights including child rights, equity, and gender equality considerations, especially those pertaining to marginalized and vulnerable populations, are integrated into all of the evaluation criteria, one new question explicitly asking about how effectively UNICEF’s programme has responded to gender, equity, and human rights in its approach to support inclusive education, both at national and local levels has been added (i.e., evaluation question #12).

## 3. Methodology

### 3.1 Design

The evaluation has both summative and formative dimensions and the approach it takes is non-experimental, using theory-based and mixed methods approaches. The evaluation is guided by the following approaches:

#### 3.1.1 Participatory approach

The evaluation adopted a participatory, clear, and engaging approach, encompassing a diverse array of collaborators and stakeholders at both the national and sub-national levels. These stakeholders include government officials, program implementers, academic institutions, and parents of CWD. Furthermore, focus group discussions are held with the right-holders, children with SEN and CWD, ensuring to gain the perspectives of both boys and girls on their needs and outcomes with regard to access to quality inclusive education. All interviewed stakeholders were asked about their suggestions for improved inclusive education. For instance, children with SEN and CWD were asked what would make them happier in school. These individuals are valuable sources of information and data that the evaluator has incorporated into her assessment of how UNICEF's support has influenced changes within each thematic aspect of the programme.

#### 3.1.2 Mixed methods approach

The study utilized a mixed-method research design with a heavier weight of qualitative data, incorporating various approaches such as document review, secondary analysis of the RAM reports, analysis of secondary data from MICS, and qualitative primary data collection, along with a quantitative survey. By employing multiple methods, the study facilitated cross-referencing, validation, and triangulation of information obtained from diverse sources.

### 3.1.3 Contribution analysis

To answer the questions on the programme's contribution to change at the outcome level, Contribution Analysis (CA) is utilized by the evaluator. This is also in line with the ToR request for proposing appropriate theory-based evaluation methods. CA is a theory-based evaluation approach which offers a systematic method to develop and test contribution claims regarding an intervention's role in bringing about change<sup>18</sup>. UNICEF's contributions towards key three outcomes are assessed through this CA. The CA approach essentially involves five steps (see Box 1). In the first

#### Box 1: Key steps of contribution analysis

- ✓ Step 1: Develop the contributions claims, linking interventions with outcomes.
- ✓ Step 2: Gather the existing evidence.
- ✓ Step 3: Assemble and assess the contribution claims.
- ✓ Step 4: Seek out additional evidence to enhance the credibility of the contribution claims.
- ✓ Step 5: Revise and strengthen the contribution story.

step, each of the outputs contributing to the key outcome areas of the programme within the scope of evaluation was converted into a corresponding contribution claim (see Box 2). For each claim, the evaluator developed a causal pathway which outlines how the intervention is thought to have contributed to a specific change. The causal pathways were developed following the COM-B (Capacity, Opportunity, Motivation- Behavioral Change) approach<sup>19</sup>; key activities under each of the output areas were first identified and then the reach of these activities was established. Then, the related behavioral changes resulting from the improved opportunities were established<sup>20</sup> (see Annex 2 for the causal pathways developed using the COM-B approach). In the second step of the CA, the evaluator collects data to gather the existing evidence on the suggested CA claims. In Step 3, the evaluator assembles all evidence to assess the contribution claims; in doing so, she specifically studies the evidence regarding the causal pathways of the contribution claims; in other words, she assesses to which extent the activities were implemented with the intended groups (i.e., reach) and to which extent the expected behavioral changes of the beneficiaries occurred. In Step 4, the evaluator seeks additional evidence in case there is not sufficient data to assess the claims. In Step 5, the evaluator describes the assessed contribution in more detail (i.e., the contribution story). To be able to assess to which extent the programme has contributed to the targeted outcomes, the influence of external players (i.e., other interventions influencing quality inclusive education in Georgia as initiated by the government, other NGOs, academia etc.) are also briefly assessed; this helps to understand the relative contribution of the programme to the targeted goals.

**Note that CA can only be used to explore the contribution of the programme to the observed outcomes. It cannot be used to assess causal attribution questions, as this would require using robust impact evaluation designs such as experimental or quasi-experimental designs, which is beyond the scope of the current evaluation. Furthermore, as the 3-years programme has just ended, it would not be possible to measure its impact on the long-term outcomes yet.**

<sup>18</sup> Mayne, J. Contribution Analysis: Addressing Cause and Effect. In Forss; Marra; and R. Schwartz (Eds.) Evaluating the Complex, Transaction Publishers, 2011.

<sup>19</sup> Mayne, J. Useful Theory of Change Models. 2015. Canadian Journal of Program Evaluation, 30.

<sup>20</sup> Mayne, J. "Contribution Analysis: Coming of Age?" Evaluation 18, no. 3 (2012): 270–80. <https://doi.org/10.1177/1356389012451663>.



**Box 2: Contribution claims for the Leave no Child Out programme**

**Claim 1:** The Programme's design of an inclusive education support system with legal and operational frameworks has contributed to a robust overarching and inclusive education support system that is progressively in place and functioning.

**Claim 2:** The Programme's improvement of resource schools with supporting structures has contributed to a robust overarching and inclusive education support system that is progressively in place and functioning.

**Claim 3:** The Programme's development of local capacity of municipalities to assess, plan, implement and monitor local policies and services has contributed to a robust overarching and inclusive education support system that is progressively in place and functioning.

**Claim 4:** The Programme's establishment of university Child Rights Centers - Knowledge Hubs has contributed to effective teacher education programmes (pre- and in-service) and supportive (teaching and learning resources) systems.

**Claim 5:** The Programme's enhancement of content of the university academic programmes has contributed to effective teacher education programmes (pre- and in-service) and supportive (teaching and learning resources) systems.

**Claim 6:** The Programme's improvement of in-service teacher training programmes on inclusive and quality education has contributed to effective teacher education programmes (pre- and in- service) and supportive (teaching and learning resources) systems.

**Claim 7:** The Programme's improvement of capacities of ministries and municipalities in policy making, governance, monitoring and evaluation, staff training, and delivery of inclusive services for young children in preschools has contributed to effective teacher education programmes (pre- and in- service) and supportive (teaching and learning resources) systems.

**Claim 8:** The Programme's improvement of capacity of key stakeholders/influencers to reduce harmful social norms has contributed to reduced stigma and harmful social norms against children with special educational needs and disabilities.

### 3.1.4 Gender equality, equity, and human rights based approach

The evaluation was guided by the principles underlying the Convention on the Rights of the Children. The principle of gender equality, equity and human rights based approach (HRBA) was applied in the design of the evaluation. Assessment of the extent human rights based approach principle was included in the overall evaluation design, by including principle-specific questions and sub-questions, and in the analysis by using gender-specific information.

The principle of participation was applied to the evaluation design by involving the direct beneficiaries of the programme, namely children with disabilities and SEN, seeking their opinions and needs related to the targeted outcomes of the programme. Child-sensitive language was used in the focus group discussions (FGDs) with children. Furthermore, FGDs were also held with the parents of CWD and SEN with the same goals.

The principles of gender equality and representing the most vulnerable (children with disabilities and SEN, ethnic minorities) guided the evaluation design in terms of data collection, namely FGDs were designed to represent equally boys and girls. Furthermore, all interview and focus group discussion protocols for all the types of participants included gender-specific questions. Furthermore, an FGD with parents of ethnic minority children was also conducted. Additionally, desk review identified data on CWD and SEN and across gender groups.

Furthermore, the evaluation findings as well as the developed recommendations benefited from the views of stakeholders, including the duty bearers, and right-holders through the data gathering process (i.e., KIIs and FGDs).

## 3.2 Data Collection Methods

The abovementioned objectives and questions of the evaluation necessitated the use of both primary and secondary, qualitative and quantitative data. This approach also enabled validation of data gathered from different sources, including the secondary evidence, and the triangulation of findings. Within the scope of the evaluation, secondary data including desk review of programme documents, and any other documents and databases related to inclusive education in Georgia, and primary data including key informant interviews with stakeholders, FGDs with participants of programme activities, and CWD and SEN and their parents, direct observation at schools where programme activities were held, and a survey with school staff were collected. Details are provided in the below sections.

### 3.2.1 Secondary Data

Desk review of a large volume and a substantial and extensive collection of documents has been conducted, serving as the main form of secondary data collection. This includes the following documents, as stated in the ToR: annual work plans, work plan progress reports, monitoring data and results reports, surveys, census official data of the MoESY and Social Service Agency, MoESY Evaluation Report, MoESY annual reports, MoESY, Statped and UNICEF monitoring reports, school mapping report, MoESY minutes of inter-agency coordination mechanisms, monitoring and evaluation reports, bi-annual reports of state universities, municipal records. Any other documents identified during the document review process and data collection phase are also reviewed. Furthermore, quantitative data on key indicators that measure change at output and outcome levels are compiled through the desk review of documents, websites and online databases. This also includes the social media campaigns' digital data (e.g., number of likes, views). The data collected were disaggregated by sex, age, location and other relevant dimensions, such as disability status, whenever feasible. The list of documents for desk review is provided in Annex 7.

### 3.2.2 Primary data

Semi-structured interviews with key informants, focus groups discussions with academics, educators, and children, direct observation during field visits, and an online survey with school professionals are implemented to collect primary data for this evaluation.

#### Key informant interviews

Key informant interviews (KIIs) are carried out with a range of stakeholders at the national and sub-national levels, employing a multi-stakeholder approach and enabling in-depth discussions with individuals who possess insights into the specific areas of investigation. These interviews are instrumental in addressing the evaluation questions effectively.

- **Sample size:** 18 semi-structured interviews with protocol with 21 participants in total.
- **Geographic area:** National level and local level (targeted municipalities)
- **Specific populations, sampled sites, and rationale/criteria for selection:** The KIIs were conducted with UNICEF staff, government officials (MoESY, MoECS of Adjara, Mandaturi Office NCTPD), representatives of implementing partners (Statped, Innovations for Inclusive Society, targeted municipalities, Gordon College, Action Global Communication, academic staff of partner universities). Furthermore, KIIs took place with two external NGOs working on

inclusive education in Georgia and a parliament member in order to identify external influences in testing the contribution claims. A **non-probability sampling** method (purposive sampling) was used to select the sites and participants for this qualitative evaluation study. Organizations are selected as they constitute the stakeholders of the large-scale projects focused on this evaluation (i.e., the thematic coverage), as described in the previous section on evaluation scope and the ToR. For the selection of four municipalities out of all targeted municipalities, random selection was followed to ensure non-bias selection. KII respondents were selected based on their professional position's relevance to the programme's design, planning or implementation.

The list of in-depth interview participants are presented in Annex 3. KIIs were completed remotely (employing Teams, Zoom, and/or over the phone) by the evaluation consultant. See Annex 3 for the data collection tools.

### **Focus group discussions**

Focus group discussions (FGDs) are held with small groups of people (~4-7 participants per group). Five categories of FGDs were envisioned, including those carried out with rights-holders (children with SEN and CWD) and educators (12 FGDs in total):

1. FGDs were held separately with the following educator groups:
  - a. Teachers of public schools trained by the partner universities (1 FGD);
  - b. Special teachers from public schools, inclusive education specialists from VET institutions, trained by Innovations for inclusive Society (2 FGDs);
  - c. Teachers and school manager of public school where the after-school education model trainings have taken place in partnership with MoECS of Adjara (1 FGD)
2. FGD with participants of Leadership Development Programme (1 FGD)
3. FGD with municipal kindergarten agencies' staff trained (1 FGD)
4. Separate FGDs with children aged 12-14 and 15-18 with SEN and CWD from the selected public schools where the strengthening resource rooms and improving inclusive education practices at schools project in partnership with Innovations for Inclusive Society and the after-school education model in partnership with MoECS of Adjara took place (4 FGDs).
5. FGD with parents of children with SEN and CWD from the selected public schools where the strengthening resource rooms and improving inclusive education practices at schools project in partnership with Innovations for Inclusive Society took place (2 FGDs).

The sample size, geographic coverage, specific populations, sampled sites, the rationale for selection, selection criteria and how participants were selected is provided in Table 2<sup>21</sup>.

For every type of stakeholder, discussion guides were created (see Annex 3), encompassing a comprehensive set of questions on the relevant evaluation criteria. Moreover, distinct questions are formulated to target the claims under investigation through the Contribution Analysis approach.

FGDs with adults were completed remotely (employing Teams or Zoom) by the evaluation consultant. Only the FGDs with the right holders (i.e., children with SEN and CWD) were completed in person.

---

<sup>21</sup> Source: Constructed by the evaluator.

**Table 2.** Distribution of focus group discussions

#	Specific population	Sample size	Geographic coverage and sampled sites	Selection criteria and how participants will be selected	Rationale for selection
FGD 1	Teachers of public schools trained by the partner universities	1 FGD with 4-7 persons	National	Teachers randomly selected from the training database	Educators may provide information on the quality of the trainings received and to which extent they implement the acquired knowledge and skills.
FGD 2-3	Special teachers from public schools and inclusive education specialists from VET institutions trained by Innovations for inclusive Society	4-7 persons in each FGD	National	Teachers randomly selected from the Innovations for inclusive Society training database	Inclusive education specialists may provide information on the quality and effectiveness of the trainings received and to which extent they implement the acquired knowledge and skills.
FGD 4	Teachers and school managers of public school where the after-school education model trainings have taken place in partnership with MoECS of Adjara	1 FGD with 4-7 participants	Kobuleti municipality of Adjara	The after-school education model is implemented in two public schools in two municipalities (Kobuleti and Keda). Kobuleti public school is selected randomly to conduct the FGD. Teachers in the school randomly selected from the training database.	Teachers and school managers may provide information on to which extent the after-school education model encompassing intensive trainings of staff and students was promising to be successful and scaled up.
FGD 5	Professionals from MoESY, Mandaturi Office, NCTPD, and resource schools, who were involved in the Leadership	1 FGD with 4-7 participants	National	The Leadership Development Programme was implemented by Statped. Participants randomly	Participants may provide information on the quality and effectiveness of the trainings received and to which extent the trainings were helpful in improving inclusive ECE.

	Development Programme (by Statped)			selected from the training database.	
FGD 6	Municipal kindergarten agencies' staff, trained on inclusive ECE (by MoESY).	1 FGD with 4-7 participants	National	The municipal kindergarten agencies' staff trainings were organized by MoESY. Participants randomly selected from the training database.	Participants may provide information on the quality and effectiveness of the trainings received and to which extent the trainings were helpful in improving the implementation of inclusive education support system in the country.
FGD 7-8	Boys and girls with SEN and CWD aged 12-14 and 15-18 attending to the public schools where resource rooms and inclusive education practices are improved, in partnership with Innovations for Inclusive Society	2 FGDs each with 4-7 participants (separately for the 12-14- and 15-18-years old children)	Tbilisi	Boys and girls with SEN and CWD attending to two public schools where the strengthening resource rooms and improving inclusive education practices at schools project implemented. Students are selected by the school principals and/or special education specialists in their schools based on their availability and willingness to participate.	The right holders (children with SEN and CWD) may provide information on the direct impact of the intervention on their learning and well-being. Furthermore, the perspectives of both boys and girls with SEN will be acquired.
FGD 9-10	Parents of children with SEN and CWD	2 FGDs with 4-7 parents	Tbilisi, Kobuleti, Marneuli	Parents of children with SEN and CWD attending to the public schools in Tbilisi, Kobuleti, and Marneuli where the strengthening	Parents of the right holders (children with SEN and CWD) may provide information on the direct impact of the intervention on their learning and well-being.

				<p>resource rooms and improving inclusive education practices at schools project implemented.</p> <p>Participant parents randomly selected from the public schools.</p> <p>Parents of children attending to the Marneuli Public School are selected as they represent an ethnic minority group (i.e., Azeris)</p>	<p>Furthermore, the perspectives of parents of both boys and girls with SEN will be acquired.</p> <p>Moreover, perspective of parents of CWD with minority background will be acquired.</p>
FGD 11-12	Boys and girls with SEN and CWD aged 12-18 attending to the public school in where the after-school education model trainings have taken place in partnership with MoECS of Adjara	2 FGDs with 4-7 participants (separately for the 12-14- and 15-18-years old children)	Kobuleti and Keda municipalities of Adjara	The after-school education model is implemented in two public schools in two municipalities (Kobuleti and Keda). Both schools are selected to conduct the FGD. Students are selected by the school principals and/or special education specialists in their schools based on their availability and willingness to participate.	The right holders (children with SEN and CWD) may provide information on the direct impact of the intervention on their learning and well-being. Furthermore, the perspectives of both boys and girls with SEN will be acquired.

### Direct observations

Direct observations were conducted by the evaluator in four public schools where the strengthening resource rooms and improving inclusive education practices at schools project implemented in

partnership with Innovations for Inclusive Society, and the after-school education model in partnership with MoECS of Adjara have taken place. The schools where the observation took place were the ones where the in-person FGDs with children happened and thus follow the same selection criteria described above. The rationale for the direct observations was to observe the physical environment of schools where improvements were expected as a result of the intervention. The direct observation checklist was prepared following the international standards on inclusive education physical environment and provided in Annex 4.

### Online survey

An online survey on inclusion of students with SEN and disabilities was conducted with special teachers from public schools and inclusive education specialists from VET institutions trained by Innovations for Inclusive Society, teachers of public schools trained by the partner universities, teachers and school managers of schools of Keda and Kobuleti municipalities trained by MoECS of Adjara, specialists trained by Statped's Counselor Training Programme. The rationale for selecting these participants for the survey was that these educators trained by the implementing partners may provide information on to which extent the acquired knowledge and skills were implemented in their schools. The geographic coverage for the survey is nationwide. All trained participants (approximately 700) were invited to fill the survey using the above-mentioned implementing partners' training databases. The total number of respondents achieved was 300.

The survey included the questionnaire on inclusion of students with SEN and disabilities prepared by the National Council for Special Education of Ireland as adapted from the Index for Inclusion by Booth & Ainscow (2002). The questionnaire is provided in Annex 4 and includes items covering the inclusive culture, policies, practices in school using a 3-point agree/disagree Likert type scale.

Please note that both FGDs and an online survey were conducted with the participants of different training programmes under LNCO. While FGDs were more focused on gathering information on the training quality, relevance, and educators' utilization of skills gained, the online survey aims to further understand the impact of the intervention on inclusive education practices in schools.

## 3.3 Data Analysis

The evaluator employed a concurrent mixed-methods approach to analyze the data, where both qualitative and quantitative data strands were collected, processed, and analyzed simultaneously in order to derive conclusions. The findings are presented based on five evaluation criteria as outlined in the evaluation matrix.

**Qualitative data analysis.** A content and thematic analysis of the data collected through FGDs and KIs was conducted. This process involves a thorough examination of the gathered data and the condensation of unstructured qualitative data into manageable information that is relevant to the evaluation criteria. Common themes and patterns from various programmatic aspects and the perspectives of participants were extracted. To ensure the validity of evaluation conclusions, all key findings were cross-referenced with secondary sources of information.

**Contribution analysis.** In line with the ToR request for proposing appropriate theory-based evaluation methods, the evaluator used contribution analysis to investigate the programme's contribution to change at the outcome level (i.e., contribution claims). The findings from the CA are analyzed and structured along (a) activities, (b) reach, and (c) behavioral change related to each contribution claim. The contribution claims that indicate the causal connections between outputs and outcomes that the evaluator tests are provided in Box 2 in section 3.1.3.

**Quantitative data analysis.** All available quantitative data from the programme reports, project monitoring documents, UNICEF progress reports, and other secondary sources were consolidated to analyze the data. Available statistics were analyzed to look at patterns and trends. Specifically, official administrative data were retrieved to compute the school enrollment rates for CWD and SEN by gender; the number of programme targets set achieved and not achieved were computed using the programme monitoring documents and the RAM Country Programme; the specific amount of financial resources used was computed using the programme financial reports. Furthermore, the following two indicators “Percentage of children age 2-4 years who have functional difficulty in at least one domain, by early childhood education attendance and gender” and “Percentage of children age 5-17 years who have functional difficulty in at least one domain, by school attendance and gender” were obtained from the 2018 Georgia UNICEF MICS.

Quantitative data coming from the online survey on inclusion of students with SEN and disabilities in schools were analyzed to compute the relevant indicators stated in the Evaluation Matrix. Descriptive statistics were produced in Excel and SPSS for quantitative data analysis purposes.

### 3.4 Limitations

The foreseen methodological limitations of the evaluation and the resulting potential biases and mitigation strategies are described in Table 3<sup>22</sup>.

**Table 3.** Limitations and mitigation strategies

Potential limitation	Potential bias and the mitigation strategy
<b>Bias due to the non-availability/non-response of participants during the data collection</b>	Non-availability of relevant stakeholders may result in partial primary data collection. This potentially bias the study findings by not obtaining sufficient evidence and/or obtaining evidence from the most motivated stakeholders. As a mitigation strategy, the evaluator scheduled the meetings in advance and sent follow-up emails to ensure the execution of the planned interviews. UNICEF’s support was pursued in case participants did not respond to the interview request. Reminder emails were sent to the participants of the online survey. National consultant facilitated the process.
<b>Limited partners’ monitoring data</b>	The non-availability of partners’ monitoring data may produce bias in findings by hindering the cross-validation of the findings. In case of limited data, the evaluator relied on primary data to fill in the gaps, when required.
<b>Non-availability of disaggregated data</b>	The non-availability of disaggregated data on programme results will hinder answering the evaluation questions related to equity. The evaluator relied on primary data and secondary large-scale datasets such as MICS to fill in the gaps.
<b>Communication challenges for children with SEN and CWD</b>	The non-response from children may impede getting the views of the actual programme right-holders. As a mitigation strategy, support from the school managers and special teachers was confirmed to be

<sup>22</sup> Source: Constructed by the evaluator.



Potential limitation	Potential bias and the mitigation strategy
	received to accommodate the needs of children to successfully conduct the in-person FGDs.
Measuring impact	As the 3-years programme has just ended, it is not possible to measure its impact on the long-term outcomes yet. Furthermore, the scope of the current evaluation does not allow for making causal attributions. As a strategy, the contribution analysis is used to have an understanding of how the intervention contributes to the targeted outcomes, by using a behavioral framework.

## 3.5 Compliance with Evaluation and Ethical Standards

### 3.5.1 Evaluation standards

The evaluation follows the UNEG Norms and Standards for Evaluation as described below.

**Anonymity and Confidentiality.** All primary data is stored in a secure, password-protected folder. The identities of respondents whose feedback and opinions are included in the final report remain anonymous to safeguard their confidentiality.

**Responsibility.** The evaluator documents and addresses any disputes or differences of opinion among team members or the commissioning organization regarding evaluation findings and recommendations.

**Independence and Impartiality.** Throughout all stages of the evaluation, the evaluator maintains independence and impartiality. The evaluator has no conflicts of interest and played no role in the implementation of the program.

**Engagement with Children.** Any interactions with participants under the age of 18 adheres to the principles outlined in the International Charter for Ethical Research Involving Children. This includes obtaining informed consent from parents or legal guardians of children.

**Human Rights and Gender Equality.** The evaluator integrated the principles of Human Rights and Gender Equality (HRBA and UNSWAP) at all stages of the evaluation.

**Incidents.** The evaluator would promptly report any incidents or issues that may arise during fieldwork or at any other point in the evaluation process to the UNICEF evaluation manager for safeguarding measures to put in place, yet no such incidence occurred during the evaluation.

**Intellectual Property.** The evaluator is committed to respecting the intellectual property rights of the institutions and communities under review. It is understood that all materials generated during the evaluation process are the property of UNICEF and can only be used with proper permission.

**Utility.** The evaluation's intended users, their roles, and potential uses are detailed in section 1.3 of the inception report.

**Validation of Information.** The evaluation employs an inclusive and participatory data collection methodology, involving a variety of relevant stakeholders for feedback, and cross-reference reported findings through the analysis of evidence from both secondary and primary data sources.

**Professionalism.** The evaluator possesses extensive knowledge, training, and experience gained from working with various clients including UNICEF on local and international projects.

**Delivery of Reports.** The evaluator is dedicated to delivering a high-quality evaluation report within the specified evaluation timeline.

**Do no harm.** The evaluation follows UNICEF’s Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis. The research design, data collection, and informed consent documents are submitted to and approved by Institutional Review Board (IRB) before proceeding with the data collection to ensure no harm to participants and children with SEN and CWD.

### 3.5.2 Ethical considerations

The evaluation approach follows UNICEF’s Procedures for Ethical Standards in Research, Evaluation, Data Collection and Analysis and for Ethical Research Involving Children. The research design, data collection, and informed consent documents were submitted to and approved by an external Ethical review Board (ERB) before proceeding with the data collection (see Annex 5 for ethics approval letter). The ethical principles of no harm, confidentiality and privacy, and informed consent were rigorously followed. Considerations under specific ethical principles are provided below.

**Confidentiality, privacy, and data protection.** For research purposes, all types of data including audio and video recordings of adult KIIs and FGDs, audio recordings of in-person child FGDs, observation notes, online survey data files are kept in a password-protected folder with only the evaluator, national consultant, and the UNICEF programmatic and M&E officers responsible of the evaluation having access to it. The evaluator keeps all personal information collected confidential. The audio recordings from the interviews were transcribed, coded, and any identifiers removed. The recordings will be deleted after 1 year of recording.

No personal or identifying information were used in the evaluation report. In the evaluation report, the evaluator may use direct quotes; however, the participant was not personally identified with the quote. Only quotes that ensure participant anonymity were used. The final protocol and instruments were included in an internal UNICEF searchable database.

**Informed Consent.** Participation in the study was voluntary upon informed consent. The study respected respondents’ wishes and followed a procedure of informed consent for participation in the research. Informed consent included information on the aim and potential benefits and harms of the study, confidentiality and privacy measures taken, that participants can freely leave the study during any phase of the data collection, and the contact details of the evaluator. The respondents were able to withdraw their consent at any time.

For KIIs and FGDs with adult respondents, invitations to participate were shared through e-mail, along with the informed consent form. For the online survey with adults, respondents reviewed and agreed to the online informed consent (i.e., online checkbox) before starting the survey. For the FGDs with children aged 12-18, parental informed consent was obtained from the children’s parents/legal guardians. Oral assents were also obtained from the child participants. The informed consent forms were pretested prior to conducting data collection.

Informed consents for adult respondents, parental consent form for parents/legal guardians of child participants, and child oral assent are provided in Annex 5.

**Risks.** We deem the study “Minimal Risk Only” and do not anticipate subjects to be exposed to greater harm or discomfort than ordinarily encountered in daily life due to their participation in the study. Furthermore, the evaluation team deem there were no sensitive or dangerous items in the interview

questions that could put minor respondents in harm. The evaluator conducted the interviews and has ethical training to conduct research with adults and children.

For FGDs with children, FGDs were separated by age (as 12-14 and 15-18). The FGD guide was tested by the national consultant with two children with no disabilities of the same age. It was also shared with the schools' special teachers for their review of appropriateness of the tools before the data collection. The special teachers in the school were also present during the child FGDs. The child FGDs happened during school hours, after consulting with the school manager for the best time slot for the students in terms of their class schedules. Special measures were taken to enable the participation of children, such as providing adapted chairs if needed or the support of special education specialist in case of speaking difficulty. If any risks or abuse was revealed, since the special teachers in the school were participating to the FGD, s/he engaged in reporting to the school manager (if only safe party), child's legal guardian (in only safe party), and the relevant authorities/police/protection agencies. The student would also be directed to the social/health/counselling services, if needed, by the special education specialist.

## 4. Key Findings

This section presents the evaluation findings in relation to the five OECD/DAC evaluation criteria. The presentation of findings adheres to the evaluation matrix and corresponding evaluation questions. Some evaluation questions are combined into a single section; when this occurs, a note was added at the beginning of the section. The first evaluation question under "impact" was responded based on the analysis of contribution claims.

### 4.1 Impact

#### Summary of key findings

Key findings indicate a strong contribution for the establishment of an inclusive education support system, resource improvement for schools, and the development of tools enhancing local capacities. Despite facing challenges, such as legislative delays, the program showcased evidence of attitudinal changes and government commitment in the area of inclusive education. Additionally, the initiative effectively reached and supported municipalities, universities, and the reduction of harmful social norms.

The evaluation underscores the program's dedicated efforts in ensuring equitable benefits, with a deliberate focus on vulnerable groups. Targeting ethnic minorities and those in remote areas, the program strategically selected partners and intervention locations. The comprehensive ecosystem approach ensures accessibility and quality improvements benefit all children, fostering inclusivity at all levels. Yet, while CWD girls' challenges emerged in discussions with stakeholders and beneficiaries, they were not explicitly identified in the program design.

The program exhibits significant potential for scalability and replicability, yielding both anticipated and unforeseen positive outcomes. University partnerships exceeded expectations, offering a best practice model for replication through collaboration with more institutions. Model kindergartens serve as replicable examples, emphasizing inclusivity without extensive investments. Capacity-building efforts, documented in various databases, enable long-term replication. However,

language barriers may pose challenges in remote regions during scale-up, necessitating attention to translation and professional availability.

**EQ1. How did the intervention help children in Georgia, especially children with special educational needs (SEN) and disabilities (CWD) to benefit from increased access to inclusive and quality general and preschool education?**

Subquestions:

- How and to what extent did the interventions contribute to an inclusive education support system that is progressively in place and functioning, to meet national demands and international standards on inclusive education for CWD including from ethnic minorities?
- How and to what extent did the interventions contribute to the establishment of effective teacher education programmes (pre- and in- service) and supportive (teaching and learning resources) systems that meet international/ EU standards/practices?
- How and to what extent did the interventions contribute to a change in harmful social norms against children with special educational needs and disabilities?

National Statistics Office of Georgia database show that the number of children with disabilities and SEN enrolled in public schools (across all 12 grades in general education) increased from 10357 in school year 2020/2021 to 12,551 in school year 2023-2024<sup>23</sup>. This increase was from 3606 to 4083 for girls and 6751 to 8468 for boys. While these data show an increase in CWD and SEN's access to inclusive education from programme baseline year to completion, programme's impact is expected to occur in the years following this system-level change focused programme's completion. Additionally, these data are not sufficient for making causal links of the programme to impact. Therefore, to respond to this evaluation question on how the intervention has helped children in Georgia to benefit from increased access to inclusive and quality general and preschool education, we used the contribution analysis methodology. As explained in the methodology section, for each of the three main targeted outcomes of the programme, we assessed how the intervention activities contributed to the targeted outcome using a behavioral model. Below, for each contribution claim, we report the findings based on the causal pathways described in Annex 2.

The findings obtained from the Contribution Analysis are organized based on Activities, Reach, and Behavioral Changes associated with each contribution claim. The terms 'strong,' 'mixed/moderate,' and 'weak' are employed to indicate the level of support for each argument. The following descriptions outline these qualifiers:

- Strong: This term is utilized in the report when information is triangulated from various stakeholder groups and sources of evidence.
- Moderate/Mixed: These terms are employed when information is triangulated from a relatively smaller number of sources.
- Weak: The term 'weak' is used to convey the level of evidence strength when information is primarily reliant on a single or limited source of evidence."

---

<sup>23</sup> National Statistics Office of Georgia website <https://www.geostat.ge/en>

**Contribution Claim 1:** The Programme's design of an inclusive education support system with legal and operational frameworks has contributed to a robust overarching and inclusive education support system that is progressively in place and functioning.

#### *A. Activities*

The desk review of programme documents and the interviews with stakeholders present strong evidence of the programme's significant support to establish the inclusive education support system. Some key activities under this contribution claim include:

- **The development of an implementation plan for the inclusive education support system:** UNICEF and Statped supported MoESY in the reform of the Inclusive Education (IE) system by developing a model of the new IE Support System. Working groups were established to develop strategies for the mission of the inclusive education support system, the consultancy service process, modifications to resource schools, and establishment of a better transition process between education levels. These discussions focused on the technical details and strategies for developing the National Inclusive Education Support System. The new model has been further elaborated through guidelines/action plans.
- **Establishing the administration of the Inclusive Education Support System:** It was decided that the inclusive education support system would be administered by a separate project management unit under the Mandaturi Office. A Project Manager was recruited to oversee this unit. UNICEF played a role in drafting the terms of reference for the Project Manager and securing initial funding for their position.
- **Trainings:** Leadership development and counselor training programs were conducted to equip professionals with the knowledge and skills needed for the inclusive education reform process. This was preceded by a kick-off meeting held to introduce the new national inclusive education support system and its implementation strategy, including MoESY representatives and resource school principals.

#### *B. Reach*

Strong evidence from progress reports and stakeholder interviews shows that through the abovementioned activities, the programme reached the key government authorities and agencies including MoESY and Mandaturi Office for the design and implementation of the new inclusive education support system. Activities did not only reach top management, but also practitioners. Examples of instances where the national counterparts acquired the capacity to operationalize the new support system is the Leadership Development Programme reaching 20 participants from MoESY, Mandaturi Office, NCTPD and resource schools, and 100 specialists participating into the Counselor Training Programme.

**Moderator:** *What are your thoughts on the Leadership Development training you received? What type of knowledge and skills did you and your colleagues gain through these trainings?*

**Government official who attended the Leadership Development training:** *The training covered all topics leaders need to know in their daily operations and we had a total understanding of the new system. We also understood our role in the new system better. The*

*training also provided space for self-reflection, and we would find out our strengths and weaknesses, and how we can improve. We also acquired new knowledge and information about international experience and standards and how we are supposed to achieve those standards.*

### *C. Behavior Change*

Evaluation found strong evidence of the attitudinal changes with respect to adopting the new inclusive education support system. Government officials testified to their strong support and willingness to adopt and use the operational frameworks to implement the inclusive education support system in a coordinated manner. However, while the evidence presented in the form of actions and agreements demonstrates progress toward achieving these goals, along with perspectives from key stakeholders involved in the programme, legislative changes are needed for the new system to proceed and thus relevant behaviors to occur. Both internal (e.g., delay in relevant activities in the first year of the programme) and external (e.g., the relatively slow progress in policy making process in the country) have restricted the potential contribution of the programme to the implementation of the new system.

**External influences:** Interview with external stakeholders revealed the following system-level activities in recent years also contributing to an inclusive education support system in Georgia. In 2018, Georgia amended its General Education Law, formally recognizing special teachers and establishing educational requirements, standards, and career progression. Rules for inclusive education implementation were approved, outlining student identification processes and additional specialists like psychologists and therapists. In 2019, schools began registering students with special needs during first-grade enrollment. In 2021, a qualification exam upgraded 1,000 special teachers to senior status with associated benefits.

**Contribution Claim 2:** The Programme's improvement of resources and capacity for schools has contributed to a robust overarching and inclusive education support system that is progressively in place and functioning.

#### *A. Activities*

Based on the desk review of project progress reports, interviews with stakeholders, and direct observation in targeted schools, there is strong evidence showing key activities to improve resources for the implementation of inclusive education in schools have been implemented. In partnership with Innovations for Inclusive Society, this included (i) developing a recommended list of the educational, developmental, and technical supplies essential for resource rooms in public schools, and assessing the needs of resource rooms in targeted schools and provision of the necessary supplies; (ii) developing guidelines for effective use of educational/developmental resources to meet the needs of the children with SEN and disabilities and guidelines for effective management of resource rooms indicating specific rules, procedures, roles and responsibilities of the IE support team members in providing quality inclusive education at school, (iii) development of indicators and tools for supervision and monitoring of the IE support teams as well as tools for monitoring and evaluation of RR functioning, (iv) establishment of parent clubs, and (v) capacity building trainings for public school and VET school staff on supporting transition from school to VET.

## *B. Reach*

Evaluation found strong evidence of targeted school staff acquiring necessary resources and tools to offer enabling teaching and learning environment to students with SEN. For example, the project supported the establishment and strengthening of resource rooms in 10 public schools. Furthermore, the abovementioned capacity building trainings were attended by 242 participants who are representatives of the school administration, special teachers, specialists involved in inclusive education, class leaders and subject teachers of students with SEN.

## *C. Behavior Change*

The key behavior changes sought in the initiative included the school staff actively implementing the developed tools and using the resources effectively. Evaluation found mixed evidence, indicating these key behavior changes happened fairly. The interviews with stakeholders and direct observations in selected target schools by the evaluator revealed that there are factors impeding the effective use of these resources. For instance, resource rooms in the targeted schools are not always easily accessible to all CWD. The lack of ramps or elevators in some schools limits the effective use of these resources by the staff and students. Furthermore, the limited school funds for buying new materials based on the new needs of newcomer CWD (e.g., Braille materials for visually impaired students) and refills for existing resources (e.g., cartridges for printers) constitute another example restricting the potential impact of this activity, and thus the contribution of improving resources at schools to a robust inclusive education support system that is well functioning.

**External influences:** Interview with external stakeholders revealed no other significant activities regarding the physical space improvement in the form resource rooms in public schools. Yet, within the Ministry's system, there are seven specialized resource schools that implement specific programs to support the learning and teaching processes of students with visual, hearing, and multiple disabilities.

**Contribution Claim 3:** The Programme's development of tools and models to improve local capacity of municipalities to assess, plan, implement and monitor local policies and services has contributed to a robust overarching and inclusive education support system that is progressively in place and functioning.

## *A. Activities*

The evaluation found strong evidence of the programme's support to improve local capacity with the following key activities:

- **Resource development and technical support:** In partnership with Gordon Academic College of Education, resources and guidelines on inclusive and quality education were developed and provided along with technical support to MoESY and selected municipalities.
- **Inclusive after-school education model:** Following a grant agreement between UNICEF and MoECS of Adjara, a model non-formal education programme for students with SEN is developed and implemented in selected schools.

## *B. Reach*

Evidence from progress and RAM reports and stakeholder interviews indicated that the programme led the targeted local government to acquire the necessary guidelines, tools, and models to implement local inclusive education services. The project's initial focus was on schools in the Adjara region. Inclusive after-school education models were launched in public schools in this region; specifically, two public schools in Kobuleti and Keda municipalities were targeted. These schools demonstrated model after-school programs to enhance the participation and learning of children with SEN and CWD. In the year 2022, almost 80 pupils with SEN, along with around 300 pupils and 100 teachers and school managers from these schools, participated in strengthening the culture of inclusive education.

### *C. Behavior Change*

There is strong evidence on the behavioral changes of the local authorities regarding assessing, planning, and implementing local inclusive education services, based on the interviews with staff from MoECS of Adjara and municipalities, direct observation in targeted schools, and focus group discussions with children with SEN attending to the after-school education programme. The interviews with local government officials indicated that local government officials are highly engaged in the planning, implementation, and monitoring of the local inclusive education services, including the after-school education model services in public schools. According to the interview data, the motivation of the local government to engage in these activities was very high. As example evidence of this motivation, the local government of Adjara expressed that a significant challenge identified during the programme was the lack of understanding among parents and guardians about the importance of special education services. To address this, the project sought to involve parents, siblings, and guardians in seminars, site visits, and workshops, fostering not only awareness but also the development of skills to support their children at home. Furthermore, the project's sustainability is being ensured through planned site visits for parents in the coming months, allowing them to witness the benefits of the services and encouraging ongoing participation. Furthermore, site visits to both public schools in Kobuleti and Keda municipalities by the evaluator corroborated the successful implementation of the after-school education model. During FGDs, CWD attending the after-school education programme also testified that they are happy with the physical space and resources provided and the teacher support.

“

*I like the special adapted chair and tables. I am comfortable in this room and teachers are helpful.*

**Girl with disability**

**External influences:** Interview with external stakeholders revealed no other significant activities regarding building the capacity of municipalities in the area of inclusive education.

**Contribution Claim 4:** The Programme's establishment of university Child Rights Centers – Knowledge Hubs has contributed to effective teacher education programmes and supportive (teaching and learning resources) systems.

**Contribution Claim 5:** The Programme's enhancement of content of the university academic programmes has contributed to effective teacher education programmes and supportive (teaching and learning resources) systems.

**Contribution Claim 6:** The Programme's improvement of teacher training programmes on inclusive and quality education has contributed to effective teacher education programmes and supportive (teaching and learning resources) systems.



To prevent redundancy and ensure a more thorough answer, we report the findings for Claims 4, 5, and 6 together as they are closely intertwined.

### *A. Activities*

Strong evidence showed the support of the programme for the establishment of university Child Rights Centers – Knowledge Hubs and revision of university academic programmes contributing to effective teacher pre- and in-service education programs. A decentralization model was introduced to increase the accessibility of teachers to diversified training programs. This model aimed to involve various professional organizations such as the State Universities, besides the NCTPD and MoESY, in providing teacher training. Evidence from project progress reports and interviews with implementing partners indicates that Child Rights Centers - Knowledge Hubs have been established in selected seven state universities. Additionally, there has been an emphasis on revising and improving bachelor and master-level programs with a focus on inclusive education and child rights for prospective educators as well as other professionals working for and with children. The project has resulted in the development and improvement of training modules on child rights, inclusive education modules, and enriched curricula. Syllabi have been updated, and practical examples and case studies have been developed to equip teachers with the necessary tools to support children effectively. The project has facilitated visits to schools to inspect results and has developed guidance for internships for students. International expertise has been utilized in these activities to ensure compatibility of national programmes with internationally recognized quality standards; Gordon Academic College of Education worked with central and local authorities, NCTPD, and universities to support the revision and improvement of existing university programmes for pre-service training of future teachers.

### *B. Reach*

There is strong evidence that the programme has made significant strides in expanding its reach for the above-listed activities. Child Rights Centres - Child Rights Centers - Knowledge Hubs have been officially launched in seven state universities. These centres aim to promote inclusiveness and quality education, serving various stakeholders such as students, academia staff, teachers, parents and local governments. Training programs were developed by UNICEF and have reached 25 university lecturers to improve their capacity in inclusive education. The lecturers in turn incorporated the presented educational resources into the syllabi of various subject areas of teacher pre-service programmes, indicating the evidence for potential further reach of the programme, and trained 315 teachers (lead facilitators) from 105 public schools. After the training, teachers started translating the knowledge gained from training into practice by providing peer-to-peer education for their colleagues and implementing various activities for students/parents. Furthermore, note that a series of trainings in inclusive education for academic staff (27 lecturers) of nine state universities of Georgia have preceded these activities with the aim of first offering a more general content on inclusive education.

### *C. Behavior Change*

Based on the interviews with state university academics, focus group discussion with trained teachers, and review of project progress reports, there is strong evidence indicating that the project has successfully induced significant behavior changes among academia and teachers. Academics have implemented new academic content into their programs, expressing satisfaction with the enhanced content. Universities have started incorporating themes related to child rights, inclusive and quality education into their programs, indicating a commitment to providing future teachers with a strong

foundation in these domains. According to stakeholders, this decentralized approach to teacher in-service training has diversified the teacher training system. The use of master trainers and a "peer-to-peer" approach represents a transformation in teaching and learning methods, emphasizing child rights and child-centered teaching practices.

**External influences:** Interview with external stakeholders revealed no other significant activities regarding university capacity building in the area of inclusive education. Yet, other school teacher training programs have been ongoing. NCTPD have been offering various training modules designed to strengthen school administrators, special teachers, regular teachers, and parents in matters related to inclusive education.

**Contribution Claim 7:** The Programme's improvement of capacities of municipalities in policy making, governance, monitoring and evaluation, staff training, and delivery of inclusive services for young children in preschools has contributed to effective teacher education programmes and supportive (teaching and learning resources) systems.

#### *A. Activities*

The evaluation found strong evidence that the programme implemented significant activities to improve the capacities of municipalities for inclusive ECE. There were four types of activities: the development of a framework for inclusive preschools, innovative approaches to strengthen governance and coordination, the creation of inclusive preschool education guidelines and training, and the enhancement of municipalities' capacity for the identification and assessment of CWD. Key activities involved the development of a framework for inclusive preschools, technical support to state universities in revising bachelor-level programs in partnership with Gordon Academic College of Education. Training modules and coaching plans for municipalities, support for the improvement of teacher pre-service and in-service programs, and the procurement of educational resources for pilot preschools in disadvantaged areas were also undertaken. Additionally, collaborations with the National Center for Education Quality Enhancement and the MoESYY focused on authorization processes for preschools, contributing to building national quality assurance mechanisms in line with the Law on Early and Preschool Education and Care..

#### *B. Reach*

The project has demonstrated significant reach across various dimensions. Training modules on improved governance were developed and around 295 participants, representing government of 65 Georgian municipalities, were trained through face-to-face training sessions and online coaching sessions. The mapping exercise conducted in three municipalities facilitated identification of out-of-preschool children and analysis of barriers to enrollment. Partnerships with state universities involved 22 professors in Training of Trainers sessions, subsequently reaching 400 educators and special educators on inclusive early childhood education. Collaborations with Dmanisi municipality resulted in the establishment of a new preschool, enrolling 55 children. The comprehensive training modules, developed brochures, and partnerships with various stakeholders illustrate the broad reach of the project.

#### *C. Behavior Change*

Interview evidence reveals key stakeholders' efforts to implement strategies and innovative approaches, resulting in positive behavior and attitude changes. Government officials highlights the significance of addressing reasons for children not enrolled in preschool, fostering a child-centered approach, and involving municipalities in the initiative. The collaboration with mayors and the commitment to reaching and integrating children with disabilities showcase a coordinated and sustainable effort. The emphasis on inclusive education support for municipalities, with mayoral involvement, signifies a forward-looking perspective. Furthermore, FGDs with municipal kindergarten staff who attended the trainings indicated that they were able to convert the knowledge and skills they acquired to behaviors in the form of planning, implementing, and evaluation the processes. The focus on quality, accessibility, and the "no child left behind" motto stated by the interviewed government official reflects the attainment of project goals, fostering a child-centered approach nationwide.

**Moderator:** *Do you think the knowledge and skills acquired through these trainings were utilized by the trainees?*

**Municipal preschool staff:** *Usually, we would do only a yearly plan, but we did not have strategic plans. After the training we worked on a strategic plan... This training also showed me how a perfect kindergarten should look like, it should have the vision, the mission, and this is how we should work.*

**External influences:** Interview with external stakeholders revealed other activities regarding capacity building of local management and preschools in the area of inclusive preschool education across different regions of Georgia. The efforts mainly consist of specific interventions such as providing education through art activities to children with SEN and CWD though and not system-level initiatives.

**Contribution Claim 8:** *The Programme's development of resources and models to reduce harmful social norms has contributed to reduced stigma and harmful social norms against children with special educational needs and disabilities.*

#### *A. Activities*

There is strong evidence indicating that the programme supported activities to develop resources and model to reduce harmful social norms against CWD. The "See Every Color" campaign was initiated as a two-year project with a goal to combat stigma and harmful social norms against children with special educational needs and disabilities. It extended for an additional year to cover certain regions, mainly the mountain regions of Georgia. The campaign comprised a two-phase approach, which included the following in-person meetings, training sessions, and online awareness campaigns on inclusive education.

- **In-person activities:** The campaign conducted in-person training and discussion sessions in schools across different regions of Georgia. These sessions targeted teachers, parents, students, and the general public. They aimed to raise awareness about inclusive education, universal teaching principles, and differentiated teaching approaches.
- **Development of social media communication content and online activities:** The campaign also utilized social media to reach a broader audience. Graphic visuals were created to illustrate key concepts, and social media posts.

- **Facilitation of opinion leaders:** To promote positive behavior and change attitudes, the campaign organized discussion sessions involving opinion leaders in schools. These sessions aimed to generalize information obtained during the training sessions and create cognitive and emotional connections to the campaign's messages.

### *B. Reach*

Strong evidence based on campaigns assessment data, progress reports, and interview with the implementing partner indicates that the campaign achieved a significant level of reach through various activities and platforms. The broad reach of the campaign allowed for a substantial dissemination of information and knowledge about inclusive education.

- In-person sessions reached 300 parents, 300 teachers, and 300 school children aged 15 to 19 in 20 schools across six regions.
- Online activities reached approximately 50,000 users on social media, with around 400 users actively engaging in discussions per post.
- Traditional media outreach further expanded the campaign's reach to around 300,000 TV viewers.
- The campaign also involved businesses from various sectors, including education, oil and gas, and healthcare. Private sector businesses disseminated educational materials about inclusive education to their customers.

### *C. Behavior Change*

There is strong evidence that the campaign had a contribution to changing attitudes and behaviors:

- An assessment of the campaign revealed that 88% of respondents demonstrated a positive change in their perceptions toward children with disabilities and inclusive education.
- Approximately 94% of respondents exhibited improved knowledge about disabilities.
- The campaign successfully eliminated false beliefs and misconceptions related to disability, reducing them from 4% of the target population before the intervention to 0% after.

The results showed a substantial shift in public attitudes and understanding of inclusive education that can be attributed to the campaign's activities, which aimed to break myths and promote positive behavior.

Furthermore, evidence from child FGDs and parent FGDs corroborates the decrease in prejudice towards CWD. Several CWD participating in the FGDs stated that they do not currently experience peer bullying, while a few mentioned such events happening to them or others in their school a few years ago. Parents participating in the FGDs reported no issues related to stigma either.

**Moderator:** *Do you think students help, respect, and equally value each other in your school?*

**Girl with disability:** *My classmates insulted me several times when I was in 7th grade (2 years ago) and finally I dared to tell it to my teacher, she got angry and solved it... Now, I do not experience it though.*

**External influences:** Interview with external stakeholders revealed many other significant efforts by non-governmental organizations regarding conducting campaigns to promote inclusion and reduce stigma against CWD. Campaigns include face-to-face, TV and social media based activities and events.

EQ2. How did the programme ensure that all the intended target groups, including the most disadvantaged and vulnerable, benefitted equally?

Subquestion:

- Were progress and success balanced across all regions; all groups of children with SEN and CWD, both boys and girls?

The evaluation found that the programme has demonstrated a concerted effort to ensure that all intended target groups, including the most disadvantaged and vulnerable, benefit equally. Below we present evidence of the various strategies and initiatives that have been implemented to address the needs of different groups, ensuring balanced progress and success across regions and among children with SEN and CWD.

**Inclusive Approach to Ethnic Minorities, Refugee Children, and children living in remote areas.** The program has deliberately targeted vulnerable groups, including children with disabilities living in remote or rural areas, those from ethnic minority backgrounds, and other vulnerable populations such as refugees. The selection of partners, such as municipalities, as well as three regional universities was purposeful, considering their capacity to reach and support these groups effectively. The identification and choice of locations for interventions further demonstrate a commitment to including the most vulnerable populations. For instance, interventions in the public schools included areas (e.g., Marneuli) where ethnic minorities reside.

**Equitable Access and Quality Improvement.** The programme operates at all levels, from policy and system development to engaging with front-line workers, parents, and communities, reflecting a comprehensive ecosystem approach. This approach ensures that interventions are not limited to a specific group but encompass the entire educational ecosystem benefiting all children, including both boys and girls.

**Combatting Prejudice and Raising Awareness.** The programme pursued efforts in combatting prejudice towards children with disabilities and raising awareness of inclusive education in the community. By addressing societal attitudes and fostering awareness, the program contributes to creating an environment that supports the inclusion of all children, irrespective of their abilities or backgrounds.

In summary, the program has taken a comprehensive and intentional approach to ensure that progress and success are balanced across all regions and among diverse groups of children with special educational needs and disabilities. Through targeted interventions, partnerships, and awareness-raising initiatives, the program has made strides in promoting inclusivity and equality in education for all children.

**EQ3. To what extent does the programme address gender, ethnic minorities, or other vulnerable groups' issues regarding CWD's access to quality inclusive education?**

Subquestion:

- Did the programme incorporate specific strategies in its design and implementation to ensure impact for girls/ethnic minorities/marginalized groups?

Based on stakeholder interviews, focus group discussions with CWD and parents of CWD, and review of programme documents, evaluation found that the programme has demonstrated commitment to identifying and addressing gender, ethnic, and other vulnerable groups' issues regarding the access of CWD to quality inclusive education. Below we present stakeholder views and example evidence of instances where gender, ethnic minorities, or other vulnerable groups' issues were considered during the programme design and implementation.

Issues specific to girls were not explicitly identified during the initial design of the programme nor its implementation by the stakeholders. This is partly due to no identified gaps in CWD girls' attendance in general school. However, focus group discussions with parents unveiled potential challenges. For instance, a parent highlighted that her early adolescent daughter with disability is not able to attend school on the days of her period due to hygiene issues. Yet, to mitigate potential challenges, gender focal points were established at UNICEF to address any emerging gender-related issues. At preschool level as well, government partners stated that they emphasize the equal inclusion of all CWD with no specific consideration of gender issues.

The programme strategically included schools in regions densely populated by ethnic minorities, such as Kvemo Kartli, acknowledging the unique challenges in these areas. For example, the selected schools where the project "strengthening of resource rooms to improve inclusive education practices at schools" was implemented, also included the city of Marneuli where ethnic minorities live. The program recognized the importance of addressing language barriers in schools with a high population of ethnic minorities. For example, the challenges in the districts, where not all teachers were fluent in Georgian, underscored the need for tailored training to enhance understanding and implementation of inclusive education practices.

In addition, Child Right Center was established in Akhalkalaki branch of Samtskhe-Javakheti State University, the city densely populated by ethnic Armenians. Child Right Centers in Gori and Zugdidi were considered to cover internally displaced children due to their number in mentioned cities. All three centers developed and delivered special trainings and seminars on child rights and multiculturalism. Moreover, mentioned universities provided specially designed trainings to children focusing to integrate children from most vulnerable groups into the university led educational activities.

Furthermore, Communication Global's campaign specifically targeted regions with ethnic minorities. In Kvemo Kartli, where Azerbaijani minorities reside, the training curriculums addressed gender issues and emphasized the importance of gender equality. This targeted approach recognizes the unique challenges faced by ethnic minorities and addresses them through tailored content and campaigns.

EQ4. To what extent the intervention is leading to other changes, including “scalable” or “replicable” results?

Subquestion:

- Are there unintended/unexpected positive or negative changes as a result of the programme? If so, how and why?
- Did the interventions led to scalable or replicable results? How and why?

Based on stakeholder views, the programme has demonstrated a notable potential for scalability and replicability while yielding both expected and unexpected positive outcomes.

**University Partnerships:** University cooperation exceeded expectations, with universities going beyond their roles. For example, most of the targeted state universities invited teachers and students from a public school to engage with the university, demonstrating a best practice for replication. Scaling this model could involve collaborating with more universities and extending invitations to additional schools.

**Preschool Education System Enhancement:** The program led to the recognition of inclusion as a determinant of quality in the Georgian preschool education system. Infrastructure improvements, provision of materials, and teacher training enhanced the quality of education not only for children with disabilities but also for other children. This model has potential applicability for other kindergartens and aligns with national quality standards, emphasizing universal design quality standards to ensure all children's engagement. Furthermore, while the program targeted the inclusion of children with disabilities, it also unintentionally promoted an attitude change among preschool teachers, making them more engaged, competent, and willing to address the needs of all children. This not specifically targeted change is critical, not only to ensure a better implementation of inclusive preschool education but also for the sustainability of it by creating norms in school settings around inclusive education.

“

*This programme is valuable to be implemented in other municipalities as well due to the reason that it is very straightforward.*

**Municipality partner**

Model kindergartens were created as part of the programme. They serve as examples for other kindergartens in the region and country. This approach emphasizes that not all inclusive education initiatives require extensive investments and dispels misconceptions about the associated costs. The success of these model kindergartens showcases the scalability of this approach and its potential to be replicated in other kindergartens.

**Capacity building:** As highlighted by UNICEF and implementing partners, the trainings, guidelines, and other capacity building resources developed as part of different projects under the programme (e.g., guidelines on using the resource rooms at public schools, all teacher training programmes, inclusive preschool education guidelines) are made available in various databases and websites, thus enabling the replication and scale-up for these activities in the long run. As stated by the stakeholders, while certain resources, trainings, and materials may need translation for ethnic minority populations, the core program components are easily replicable. To address potential language barriers, finding qualified professionals for remote regions could remain a challenge during the scale-up though.

## 4.2 Relevance

### Summary of key findings

The program, rooted in the 2005 Inclusive Education Strategy, addresses critical needs identified in the MICS Georgia 2018 and other surveys. It confronts challenges like limited infrastructure and teacher skills while contending with social stigma. Although there was no formal pre-program needs assessment, a participatory approach ensured stakeholder perspectives were considered. The program effectively targets needs by developing support systems, enhancing physical environments, and providing teacher training. Micro-level adaptations, such as transportation services, demonstrate responsiveness. Emerging needs, including personal assistance and language-specific teachers, reveal the program's relevance but highlight ongoing challenges.

**EQ5. To which extent was the programme relevant to the needs and priorities of the target groups? How? Are there new needs that need to be addressed?**

Subquestion:

- Was there a needs assessment on which the programme was based? If yes, did it cover all children with SEN and CWD and take into account the most vulnerable, including girls and ethnic minorities? Did the programme take into account the needs identified in the needs assessment?

The programme is mainly designed based on the still valid needs identified in the 2005 Inclusive Education Strategy, which are access to inclusive education and quality educational services received by children with SEN and CWD. According to MICS Georgia 2018 results, among children age 5-17 years who attend to school, 9.2% have functional difficulty in at least one domain, while this rate becomes 16.2% among children who do not attend to school. Similarly, in the case of early childhood education, among children age 3-4 years who attend to early childhood education, 0.9% have functional difficulty in at least one domain, while this rate doubles up to 2% among children who does not attend to early childhood education. Main issues regarding access and quality are the absence or limited availability of an enabling environment with relevant infrastructure (e.g., elevators) and educational resources for teaching and learning of CDW and the teachers/principals/specialists with limited knowledge and skills on the methodologies of teaching and learning of children with SEN. Furthermore, the existing social norms and stigma are not supportive of inclusive education. For instance, in the 2017 UNICEF Welfare Monitoring Survey, it was found that over 28 percent of individuals in Georgia hold discriminatory views towards people with disabilities. Children with disabilities report experiencing differing treatment from teachers when compared to their peers without disabilities. Parents of children without disabilities often express discontent, primarily because they believe that the presence of a child with disabilities in the classroom negatively affects the quality of education for their own children<sup>24</sup>. Furthermore, there are challenges specific to certain vulnerable groups, such as the language barrier for the ethnic minority children with SEN.

---

<sup>24</sup> Study on Stigmatization of Children with Disabilities, UNICEF Georgia Analytical report, 2016



Additionally, while there was no formal programme specific need assessment conducted prior to the design and implementation of the programme, stakeholders stated that the participatory approach during the design and implementation of the programme ensured the views of stakeholders at all levels regarding the needs of children to be considered. The abovementioned needs were also repeatedly emphasized in the key informant interviews and focus group discussions. For example, at the municipality level, a substantial demand from the parents of children with SEN for access to preschool education was mentioned by a respondent. Several children with disabilities participating in FGDs also stated their needs regarding the physical environment in the school, such as the need for an elevator. Parents of CWD emphasized their need for extra space in the schools when their children need to go out of the classroom for specific activities.

“

*Child feels depressed  
and school is like  
therapy.*  
**Parent of CWD**

The programme directly targeted the abovementioned needs by (1) supporting the development of a national inclusive education support system that will facilitate access to a safe, inclusive, and effective learning environment for CWD, (2) improving the physical environment and availability of relevant resources at schools and piloting a new model of nonformal education services for CWD, (3) setting up a sustainable system of quality pre-service and in-service teacher preparation and training systems through revising the content of university academic programmes and Child Rights Centers - Knowledge Hubs and building a de-centralized model of teacher trainings, (4) improving the capacity of municipalities for the provision high quality inclusive preschool education, and (5) developing and implementing communication campaigns to reduce harmful social norms.

At a micro level, the programme also considered specific needs detected during the implementation period. For example, one main need identified for access to preschool was transportation. The implementing partner municipality initiated transportation services to address this need. Another challenge identified was that some parents were reluctant to send their children to preschool. The implementing partner municipality initiated parent consultation committees who were successful in addressing this issue and the number of children registered in the preschools has significantly increased.

There were emerging needs identified during the programme implementation. For example, the need for personal assistance for some CWD and transportation support. Furthermore, the need for trained teachers speaking ethnic minority languages has been stated by several stakeholders. There is also a need for interactive activities placed within the curriculum to ease the cohesion of CWD with their peers. While many CWD participating in the focus group discussion stated no bullying problems, some expressed their lack of social relationships in school.

**Moderator:** *Do your friends at school support and respect you?*

**Girl with disability:** *I do not have any friends.*

#### EQ6. Have contextual factors (COVID-19 outbreak) been considered in the design and implementation and adaptation of the programme?

Based on progress reports and interviews with UNICEF and implementing partners, evaluation found that some activities reverted to be conducted online due to the COVID-19 outbreak. For example, the trainings with the university lecturers and the related project meetings were conducted online. Moreover, during the pandemic, the municipalities and preschools started using online platforms and chat rooms in order to keep communication with the mentors, parents, and children.

Some activities had to continue face-to-face based on the aim of the project though. For example, the sessions with parents to reduce harmful social norms had to be face-to-face to be effective. In such cases, activities were realized by taking the necessary measures such as providing masks and gloves, measuring fever. These face-to-face activities happened after the first phase of the pandemic was over.

#### EQ7. To what extent the programme contributed to achievement of national development priorities?

The Unified National Strategy of Education and Science of Georgia for 2022-2030 includes goals for equity, inclusion, diversity and integration, in addition to the goal on improvement of preschool education. All programme activities under Outcome 1 and Outcome 2 directly contribute to these goals. Furthermore, following the Strategy Document, the Inclusive Education Division of MoESY developed the Inclusive Education Development Plan in 2021. The programme also contributed to the development of this plan.

## 4.3 Effectiveness

### Summary of key findings

The program achieved its targets, developing educational frameworks, enhancing teacher training, and expanding inclusive education capacity. Effective interventions include the new support system plan, partnerships with universities, and municipality-driven inclusive preschool education. Successful communication campaigns reduced prejudice. The after-school education model was particularly impactful, demonstrating sustainability. However, challenges emerged in implementing and sustaining resource rooms, notably accessibility issues and budget constraints. Clear successes and challenges were observed, highlighting the need for ongoing strategic adjustments for a more inclusive and robust education system.

A robust initial design, stakeholder commitment, and community engagement positively influenced effectiveness. Operational challenges like bureaucratic delays and external factors like resource allocation disruptions and language barriers affected progress. School administration attitudes, particularly lack of motivation, posed hurdles. UNICEF and partners swiftly addressed financial issues but sometimes faced challenges in changing school administration attitudes. Recognizing and addressing these factors is crucial for future adaptations, emphasizing the need for flexibility and strategic planning.

EQ8. What interventions were effective at addressing the Programme purpose, and in a sustainable manner?

EQ9. What interventions were less effective at addressing the programme purpose or objectives?

Subquestion:

- To what extent the programme objectives have been achieved and attained their intended results or not, by different interventions, geographical area, groups of population including girls, ethnic minorities, and other vulnerable groups?

The programme had a results performance framework and regular monitoring activities to follow and report progress. While the results framework of the programme was appropriate and complete, one caveat detected was that it was not gender sensitive; to ensure a gender-based analysis, adjustments have been made in the ToC to reflect the programme commitment for girls and other vulnerable groups, and the evaluation matrix was formed accordingly. The Results Assessment Module (RAM) reports following the programme results framework indicated that overall, all targets of the programme were achieved for the years 2021 and 2022. Based on the RAM indicators, these primarily include (i) the development of the strategy, framework, and implementation plans for the inclusive general and preschool education system, (ii) increase in the proportions of teachers who have received at least the minimum organized teacher training at the required level in Georgia by the National Professional Standards, (iii) increase in the scope and quality of national teacher professional development, (iv) increase in the number of universities with improved capacity to implement pre-service training programmes for prospective preschool teachers, and (v) an increase of primary and general education schools with developed capacity offering inclusive, second chance education to out of school children. ***The specific output level reach under each intervention concerning these indicators is provided and discussed under EQ1, therefore not repeated here to avoid redundancy.***

At the intervention level, according to the evidence coming from interviews with stakeholders, direct observations at schools, focus group discussions with beneficiaries, and review of project progress reports, the following interventions are evaluated to be especially effective at addressing the programme purpose. No unexpected results of the interventions were detected during the evaluation. ***As the evidence on the pathways on how the interventions succeeded are presented in detail through the contribution analysis reported under EQ1, below we only present a brief summary of what worked well and what did not.***

The development of the new inclusive education support system plan with legal and operational frameworks has been achieved and governmental stakeholders are willing to fully implement the new system upon the passing of the new legislative, which was delayed due to external factors but finally adopted in November 2023. Partnerships with state universities and establishment of child right centers at the universities have been effective as a sustainable strategy to build effective teacher education programmes and also to raise awareness about child rights and inclusive education. Municipality capacity in fostering inclusive preschool education has been successfully developed, with great adoption by the municipalities and continuing support from the Ministry. The willingness of preschool staff and will and interest of municipalities were stated as a main factor contributing to the effectiveness of this project by UNICEF and stakeholders. Furthermore, as reported in more detail under EQ1 Contribution Claim 8 testing, the communication campaign activities were successful at reducing the prejudice towards CWD and raising awareness of inclusive education in the community, further contributing to children with SEN and CWD to benefit from increased access to education. One

intervention that stands out to be successful at reaching the programme purpose and in a sustainable manner is the piloted after-school education model for CWD. As also emphasized under EQ 1 Contribution Claim 3 testing, local government representatives and staff at the pilot schools demonstrated strong commitment to implementing this model. The evaluator's on-site visits to public schools in Kobuleti and Keda municipalities confirmed the effective execution and success of the after-school education model. Feedback from FGDs revealed that CWD participating in the after-school education program expressed satisfaction with the provided physical space, available resources, and the support received from teachers. Furthermore, the online survey with the teachers, specialists, and school principals where the intervention activities (e.g., trainings) took place further highlighted the potential effectiveness of the programme in creating inclusive practices in schools. According to survey results, 91.5% of trained school staff indicated that an inclusive culture was present in their schools; 91.4 % indicated that inclusive policies were produced, and 88.5% indicated inclusive practices were evolving in their schools (item-level findings are presented in Figure 3<sup>25</sup>).

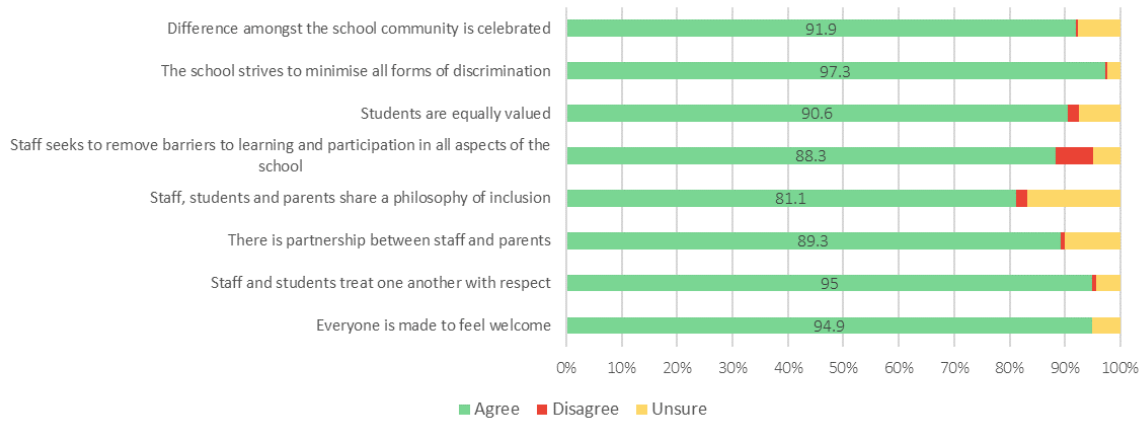
Regarding what interventions were less effective in achieving programme purpose, evidence from direct observations at project schools indicated that the strengthening of resource rooms to improve inclusive education practices at schools had implementation and sustainability challenges. As also reported under EQ1 Contribution Claim 2 testing, several factors hinder the efficient utilization of these resources. For example, accessibility to resource rooms in targeted schools is not consistently ensured for all CWD due to the absence of ramps or elevators in certain schools, limiting both staff and student use. Additionally, constrained school budgets for acquiring new materials tailored to the specific needs of newly enrolled CWD (e.g., Braille materials for visually impaired students) and replenishing existing resources (e.g., printer cartridges) represent another constraint, hampering the potential impact of this activity and, consequently, the contribution of enhancing resources at schools to the programme purpose of a robust and well-functioning inclusive education support.

---

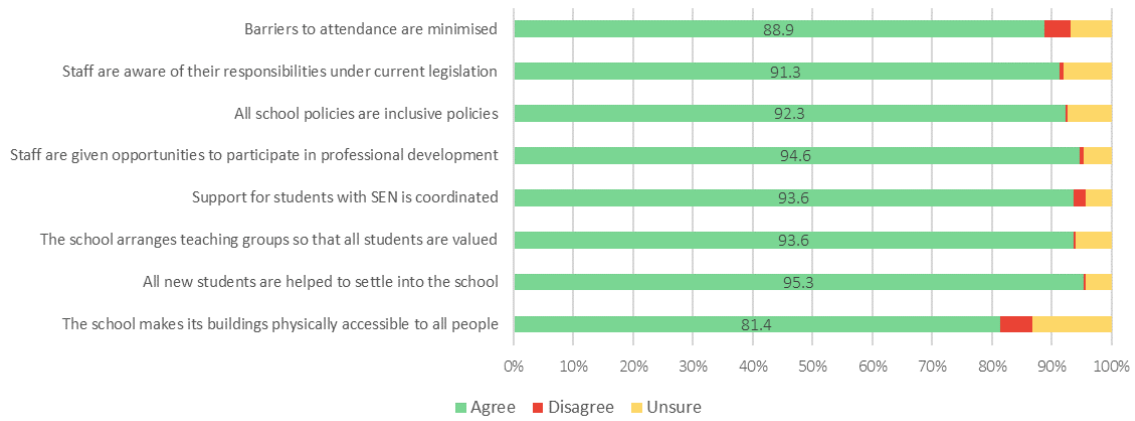
<sup>25</sup> Source: Constructed by the evaluator.

**Figure 3.** Findings of the survey with trained school staff on inclusive education practices in their school

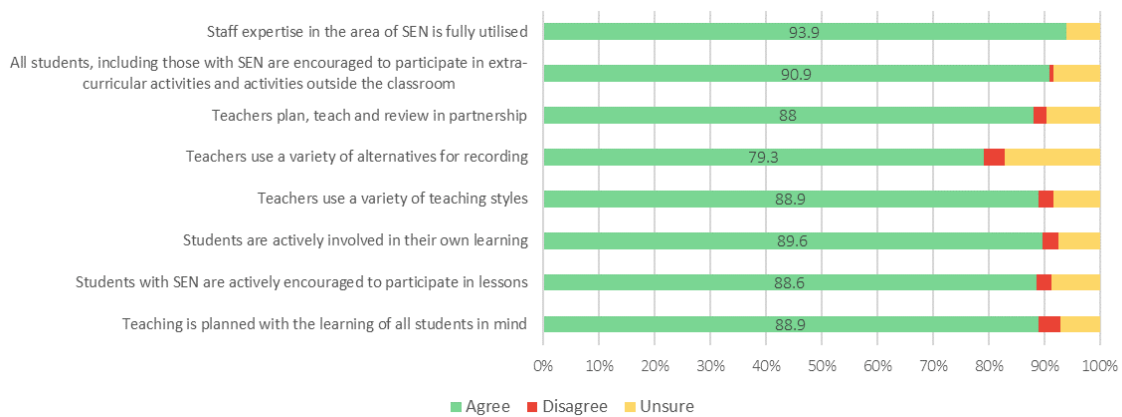
*Creating inclusive cultures:*



*Producing inclusive policies:*



*Evolving inclusive practices:*



**EQ10. What have been the major factors influencing the achievement/ or non-achievement of the programme outcomes?**

**Subquestions:**

- Which internal (e.g., adherence, robustness of design, implementation) and external factors (e.g., operational context) contributed to the effectiveness of intervention? How?
- In case of non-achievement, did UNICEF and partners work to identify and address the challenges? How?

Based on interviews with UNICEF and implementing partners, the evaluation found that the achievement or non-achievement of the programme outcomes has been influenced by a combination of internal and external factors. These factors have played a crucial role in shaping the effectiveness of the intervention. Below are the key factors that have influenced the achievement or non-achievement of programme's outcomes:

- **Robustness of Design:** The initial design of the program appears to be robust, with comprehensive plans for renovating centers, providing resources, and training professionals. The involvement of various stakeholders such as academics demonstrates a well-thought-out program structure.
- **Commitment and Collaboration:** Active engagement, commitment, and collaboration among various stakeholders, including MoESY, municipalities, academics, schools, CSOs, parents, and teachers, have positively influenced the programme's effectiveness.
- **Community Engagement:** Activities that actively engaged parents and the community have yielded positive results. Parent consultation committees and meetings with parents have changed attitudes and encouraged increased participation in preschool and kindergarten programs.
- **Operational Context:** Several external factors, such as bureaucracy, have affected the programme's progress. Delays in parliamentary approval of relevant legislation and bureaucratic challenges have slowed down the implementation of inclusive education support system. On the other hand, in the case of after-school education model piloting, stakeholders stated that one external factor that facilitated the relatively quicker administrative processes and organized implementation of this model was Adjara having its own ministry of education.
- **Language Barriers:** While the state language in Georgia is Georgian, there are ethnic minority (e.g., Azeris) populated regions where preschool and school education is provided in their respective languages. The language barrier has affected the programme, particularly in regions where training and resources needed to be translated into ethnic minority languages and recruitment of staff speaking the local language was needed. This factor has impacted the replicability of the program in ethnic minority regions. UNICEF ensured the translation of materials and ensured the inclusion of ethnic minority regions.
- **School Administration Attitudes:** In some cases, the attitudes of school administration played a role in the programme's success. Schools where the administration was less motivated or unaware of the importance of inclusive education faced challenges in implementing the program. For instance, this issue was not solved easily and led to loss of time for school-based

programme activities and change of selected schools for the in-person activities of See Every Color Campaign.

#### EQ11. To what extent has the programme contributed to accelerating the SDGs at the national level?

The programme directly contributes to SDG 4 “Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. As there is no sufficient SDG indicators data for years 2022-2023 indicating progress at the country level towards specific Goal 4 targets, we present limited quantitative data on indicators below. It should be noted that the current evaluation does not have the capacity to make any causal attribution of the programme to the changes described below.

Administrative data indicates that from the year 2020 to 2021, while the rate of children dropping out-of-school for primary school increased from 0.6 to 1.3 percent, in the case of lower secondary school there was a decrease from 1.5 to 0.8 percent. Similarly, the rate of children dropping out-of-school for upper secondary school decreased from 9.7% in year 2020 to 4.1 in year 2021<sup>26</sup>. There was a slight decrease in gender gap in educational attendance rates from year 2020 to 2023; for instance, the rate of girls enrolled in public schools at all grade levels increased from 48.2% in academic year 2020/2021 to 48.3% in year 2022/2023.<sup>27</sup> The number of children involved in public preschool education services decreased from 158,062 in year 2020/2021 to 148,658 in year 2022/2023, with similar levels of decrease across different municipalities including the intervention locations, showing a deterioration. It should be noted that while the programme activities did not directly target all out-of-school children and specifically aimed for CWD and SEN’s access to inclusive education, the increase in the number of students with CWD and SEN enrolled in general education, as reported under EQ 1, contribute to this improvement regarding the rate of children dropping out-of-school.

Furthermore, the programme activities contribute to the below Goal 4 targets. The specific reach numbers for projects targeting these goals are provided in EQ1 and not repeated here to avoid redundancy. There is no country level statistics to report change over time in the below targets in Georgia.

- 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and preprimary education so that they are ready for primary education.
- 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.
- 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.
- 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.

<sup>26</sup> SDG 4 Georgia Country Profile, UNESCO Institute for Statistics, 2022.

<sup>27</sup> Children and Youth in Georgia, Statistical Publication of National Statistics Office of Georgia, 2022.

- 4.C By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states.

**EQ12. How effectively has UNICEF's programme responded to gender, equity, and human rights in its approach to support inclusive education, both at national and local levels?**

Subquestion:

- To what extent were gender and equity of programme outputs achieved? What factors influenced achievement/non-achievement of these dimensions of outputs?
- Are there groups of children or needs that were not identified in the programme strategy?

Evidence from programme progress reports and interviews with stakeholders indicates that the programme has demonstrated a commitment to respond to gender, equity, and human rights. While the subgroup data for outputs is limited, overall, the programme design and activities were inclusive of vulnerable groups, including children with disabilities in remote areas, ethnic minorities, and girls with disabilities. The activities purposefully selected regions where ethnic minorities reside, such as the public schools in Marneuli for the improvement of resource rooms and hard-to-reach areas such as the mountainous region where the after-school model was piloted in Keda Public School.

Regarding gender, all activities, with an equity approach, targeted both girls and boys; however, as indicated in our response to EQ3, there was no sufficient effort to ensure to identify issues specific to girls with disabilities' access to inclusive education. Furthermore, during interviews with implementing partners including school staff and focus group discussions with CWD and their parents, it was detected that identifying the needs of children with SEN and CWD based on their specific conditions would be important to consider in the programme strategy. As an example, distinct approaches could be formulated to prevent oversight and more precisely address the unique needs of children with autism compared to those using wheelchairs.

## 4.4 Efficiency

### Summary of key findings

The program exhibited efficiency in managing human and financial resources, showcasing prudent financial planning and adaptability. Resource utilization was judicious, with a flexible budget that accommodated unexpected costs. Human resources were effectively deployed, maintaining clarity of responsibilities and adapting swiftly during personnel changes. Partnerships with diverse entities were well-managed, fostering collaboration and support beyond initial expectations. Despite initial delays, the program achieved all targets through organized efforts, demonstrating resilience and efficacy in delivery despite challenges. Overall, the program showcased robust management of resources and a sound organizational structure. Furthermore, the program's success in fostering a robust inclusive education system in Georgia was underpinned by good collaboration and complementary actions among partners and by harnessing the unique strengths of its implementing partners.

There were challenges influencing the effective implementation of the programme. Shortages in qualified staff, especially counselors, and teachers for ethnic minorities, posed obstacles.



Furthermore, overlapping objectives for partners caused some delays. Bureaucratic delays in the passing of legislation also influenced program implementation.

**EQ13. How efficiently has the programme been managed in terms of its human / financial resources and organizational / governance structure?**

**Subquestions:**

- How efficiently were the financial resources been used?
- How efficiently were human resources been used?
- How efficiently were the partnerships with governmental and non-governmental organizations, academia, and other entities managed by UNICEF?
- To what extent were the programme activities delivered in a timely and organized manner?

Based on the evidence from the progress reports and interviews with UNICEF and implementing partners, evaluation found that the programme's management of human and financial resources, as well as its organizational and governance structure, have been efficient. Several key points from the obtained evidence indicate this efficiency as listed below. Please note that this evaluation does not do any cost analysis, as it was not part of the evaluation ToR.

1. **Financial Efficiency and resource utilization:** UNICEF and partners reported no significant issues regarding program finances. The financial planning and resource allocation were well-structured and did not require major changes during programme implementation. The program's flexibility in allocating additional funds when renovation costs exceeded expectations demonstrates an example of prudent financial management as well. The stakeholder interviews indicate the programme had a deliberate effort to ensure that resources are used judiciously. As instances of evidence, the trainings involved teaching general school and preschool staff how to use resources efficiently rather than merely providing materials. All partners reported efficient resource allocation, reaching maximum goals with a small budget. Timely budgeting, financing, reporting, and evaluation of partner activities further highlight effective resource management. Furthermore, according to the progress reports, in years one and two of the programme, 64% of total programme costs consisted of grants and transfers to counterparts. The program made only mild budget adjustments, such as canceling printing materials and equipping schools to print materials themselves. These changes demonstrate adaptability and cost-efficiency.
2. **Human Resource Efficiency:** The presence of clear responsibilities among the program team, which included staff like education section head, inclusive education officer, preschool education officer, and quality education officer, indicates efficient human resource utilization. Even during personnel changes due to emergencies, the program adapted quickly by involving consultants.
3. **Effective Partnerships Management:** All partners (i.e., governmental, non-governmental, academia, schools) emphasized the effectiveness of partnerships and the efficient management by UNICEF. The united meetings significantly supported the communication and collaboration between different units, also contributing to the sustainability of results. For example, MoECS of Adjara highlighted the willingness of both the government and local partners to provide support, even beyond the originally envisioned contributions. This

collaboration demonstrates the program's effectiveness in building strong partnerships with local entities.

4. **Timely and Organized Delivery:** According to progress reports and stakeholder interviews, there were delays in the planned activities in the first year of the programme due to reasons described under EQ10 (e.g., the pandemic, bureaucracy). This had two main consequences regarding delivery: (a) the delay in the passing of the legislation for the inclusive education support system, and (b) the delivery of activities in shorter periods of time in the second and third years of the programme. Yet, all targets were achieved by the end of the programme duration following the organized efforts of UNICEF and its partners.

#### EQ14. To what extent were actions of various partners complimentary?

Subquestions:

- To what extent actions of partners were complimentary in achieving an inclusive education support system that is progressively in place and functioning, to meet national demands and international standards on inclusive education for CWD including girls, ethnic minorities, and other vulnerable groups?
- To what extent actions of partners were complimentary in the establishment of effective teacher education programmes (pre- and in- service) and supportive (teaching and learning resources) systems that meet international standards and practices?

The program, with its comprehensive approach to strengthening inclusive education systems in Georgia, succeeded in fostering complementary actions among various partners. The collaborative efforts were not just a sum of individual activities but represented a strategic alignment of expertise and responsibilities. Regular united meetings of the partners fostered a shared understanding of the overall goals, ensuring that partners were well-informed about each other's activities. Through strategic collaboration and coordination, partners worked synergistically to address the multifaceted aspects of inclusive education, aligning their efforts with the program's objectives. This unity in understanding played a pivotal role in coordinating actions at different levels, creating a cohesive framework for the entire program.

The collaboration covered a spectrum of activities, from defining needs and managing the program to implementing on-the-ground initiatives, expert guidance and capacity building, and advocacy. While UNICEF mostly took the role of managing the programme, in provision of technical assistance, advocacy and in implementation, MoESY facilitated the activities by playing a pivotal role in the accreditation of inclusive and quality education programmes and authorization of organizations in implementing the programme activities (e.g., teacher trainings). Statped's and Gordon College's role was complimentary to the actions of implementing partners by providing the much needed expert guidance to ensure the alignment of the programme with international standards and best practices. And finally, state universities, partner NGOs such as Innovations for Inclusive Society, and local governments implemented the on-the-ground activities.

**EQ15. What are the comparative strengths and added values of individual implementing organizations and agencies in the frames of the programme?**

The inclusive education program in Georgia has leveraged the comparative strengths and added values of individual implementing organizations and agencies to enhance its effectiveness. Based on the review of their organizational profiles and interviews with them, evaluation found that each of these entities has brought unique strengths to the program. Below, we present examples of comparative strengths and added values of some of these key implementing partners:

- **Statped:** Statped, as Norway's national inclusive education support system lead organization, brings a wealth of experience and international standards and best practices in inclusive education. Their strengths lie in their knowledge of the field and the quality of Norway's inclusive education system. By sharing their experiences and reorganization strategies, Statped provided valuable insights and guidance for the program in Georgia to learn from and adapt.
- **Municipalities:** Local municipalities play a crucial role in the program, particularly in supporting kindergartens. Their added value lies in their close proximity to communities, enabling them to provide full support where it is most needed. Their involvement ensures that the program is closely aligned with the specific needs and challenges faced at the local level.
- **Universities:** The establishment of the Child Right Centers led universities expand their services and reach school children to provide different knowledge building opportunities and in future these centers are considered to be strong defenders of child rights locally, producing and disseminating knowledge on child rights, inclusive educations and related topics.
- **Innovations for Inclusive Society:** This organization, established by individuals with a deep understanding of Georgia's inclusive education context, served as local expert. Their extensive experience in the introduction of inclusive education in the country positions them as key stakeholders. Their insights into the unique challenges and opportunities in Georgia's education system enable them to tailor solutions that are contextually relevant and effective.
- **Action Global Communication:** The strengths of this organization are rooted in its expertise in communication, particularly in social and behavior change campaigns. Their strong network within Georgian society and regions amplifies the program's outreach and impact. Effective communication is critical for raising awareness and promoting the importance of inclusive education.

**EQ16. Are there more efficient ways and means of achieving outcomes?**

Subquestions:

- Did any challenges impede the efficient execution of the programme? If so, what strategies could be employed to address them?
- Were there more efficient ways to manage and implement the programme activities?

Based on the interviews with key partners, a number of challenges and strategies for achieving outcomes in a more efficient way are identified.

1. **Shortage of labor force with qualified skills.** Multiple implementing partners stated the challenge of recruiting professional and support staff for the programme activities and counseling support and teaching staff and specialists. Adequate counseling support for students with disabilities is critical. Efforts should focus on increasing the number of skilled counselors to provide necessary assistance. It was emphasized that without proper support, mainstream schooling may negatively impact students with disabilities. Furthermore, ethnic minority students face challenges due to a shortage of teachers and specialists who understand their specific needs. Identifying these problems and emphasizing the importance of inclusive education locally can lead to more efficient solutions. MoESY should play a key role in identifying and addressing these shortages. Moreover, challenges were encountered in selecting qualified professionals and support staff for the program, particularly in certain regions. Overcoming this challenge may require conducting extensive and flexible recruitment efforts and being prepared to repeat the selection process as needed. Furthermore, while these are the recommendations from programme partners to MoESY for further development and implementation of the inclusive education-related programmes, municipalities can play a role to address this challenge in the case of preschool staff, and complement the actions of MoESY.
2. **Overlapping Objectives and short periods of time for implementing the activities:** Several implementing partners, especially the MoECS of Adjara responsible of the project “Supporting introduction of inclusive education in public schools of Adjara”, experienced challenges related to multiple objectives overlapping in such a short period of time, causing delays in project implementation. A strategy to mitigate this issue involves clear objective prioritization, ensuring that objectives do not negatively impact one another, and following a timeline for the activities that allows room to manage the arising issues (e.g., slow recruitment, changes in the necessary budget due to inflation).
3. **Bureaucracy:** The bureaucratic procedures required longer time to implement some programme activities than originally anticipated, as noted by implementing partners such as Statped which implemented the project “Inclusive Education Support System” . Acknowledging these external factors ahead of time and the potential delays they may cause can lead to a smoother implementation process.

## 4.5 Sustainability

### Summary of key findings

The program's strategic approach, including legal amendments, collaboration with MoESY, and resource sharing, reflected a commitment to sustainability. Strengthening human resources, particularly teacher trainings, indicated a holistic capacity-building approach. Communication campaigns and university partnerships enhanced knowledge retention. However, concerns exist, especially regarding the long-term viability of parents' clubs via raising awareness and support of school principals.

The program demonstrated a robust commitment to securing long-term buy-in and ownership from the government and stakeholders. Collaborative efforts with MoESY, legislative integration, and sustained internal resourcing showcased shared responsibility. Municipality engagement, Child

Rights Centers - Knowledge Hubs, and proactive measures highlighted commitment, fostering a positive atmosphere for sustained efforts, recognizing successful practices for potential scaling.

EQ17. To what extent has the strategy adopted by the programme contributed to sustainability of results for CWD, including girls, ethnic minorities, and other vulnerable groups?

EQ21. To what extent the programme contributed to promoting girls' and other vulnerable groups with disabilities' education, improving their access to school and quality learning in a sustainable way?

Subquestion:

- Did the programme contribute to improving existing capacities in the inclusive education support system? How sustainable is that improvement?

***We combined the responses to the sustainability questions EQ17 and EQ21 to avoid redundancy in the presented information.***

The anticipated legal amendment to establish the inclusive education support system in Georgia demonstrate a forward-looking, system-building approach to achieve sustainable results for all CWD. Furthermore, the programme's approach is deeply rooted in collaboration with MoESY, ensuring that interventions align with their approval and support. The commitment to sharing all resources, such as guides and translated materials, on the ministry's website not only reflects transparency but also contributes to the sustainability of inclusive education efforts by enhancing accessibility and dissemination.

The strengthening of human resources and existing capabilities within the inclusive education system is another positive indicator for achieving sustainability. The focus on two major target groups, top management, and practitioners, suggests a holistic approach to capacity building. However, sustained efforts will be crucial to maintain and enhance these capabilities over time.

The emphasis on teacher training is noteworthy, with a memorandum of understanding in place between NCTPD and UNICEF. Acknowledgment through the ministry's database ensures the formal recognition of teachers receiving training, adding a layer of accountability and sustainability to the programme's impact on the inclusive education support system.

The monitoring of applications of resource rooms and transition support mechanisms through the multidisciplinary teams indicates a thoughtful approach to ensure ongoing effectiveness.

The communication campaigns aspect is commendable, with the creation of multimedia products to capture invaluable knowledge. The call for revisiting and organizing these resources for future projects by the interviewed stakeholders reflects a strategic mindset to avoid duplication and optimize the use of accumulated knowledge.

Regarding the university partnership, the Child Rights Centers ensure sustainability and add credibility to the program's long-term goals. The mention of external support for university partners and the acknowledgment of the continuing need for external supervision at the school level by several stakeholders indicate a realistic assessment of ongoing requirements.

On the other hand, there are also some important activities with reservations regarding sustainability. For instance, the sustainability of parents' clubs to promote an inclusive climate in schools raises

important questions about their long-term viability. While a strategic planner describing how the club will operate and what will be the mechanisms for parents to stay and work together has been developed, the stakeholder mentioned need for more follow-up highlights a potential gap in this activity. School administrations' promise of support to continue this activity is a positive step, but addressing these concerns is crucial for the sustained success of parents' clubs.

Furthermore, while all above-mentioned steps contribute to promoting girls' and other vulnerable groups (e.g., ethnic minorities) with disabilities' access to education in a sustainable way, sufficient effort to identify issues specific to girls with disabilities that would guide the programme strategy and activities was lacking.

In conclusion, the program's strategy demonstrates a comprehensive and collaborative approach, with notable efforts toward sustainability. Addressing specific concerns about activities such as parents' clubs and ensuring continued external support will be pivotal for the program's enduring success.

**EQ18. To what extent has the programme supported the long-term buy-in, leadership and ownership by the Government and other relevant stakeholders?**

Subquestion:

- Is there willingness of government, local administration, and other stakeholders for sustaining and scaling up?

**EQ19. How likely will the results be sustained beyond the programme through the action of Government and other stakeholders?**

Subquestions:

- How is the capacity of government, local administration, and other stakeholders for sustaining and scaling up?
- What external support is there in place that is likely to phase out or remain?

***Answers to EQ18 and EQ19 are combined to avoid redundancy.***

The evaluation found that the program has demonstrated a strong commitment to fostering long-term buy-in, leadership, and ownership by the government and relevant stakeholders. Below we present specific evidence on the extent to which the interventions promoted ownership of the programme by the government and other relevant stakeholders.

The co-leadership and co-implementation with MoESY signify a collaborative and shared responsibility, establishing a foundation for sustained engagement. Furthermore, the continuation of the monitoring system is a positive sign of the program's commitment to accountability and effectiveness over the long term. This reflects a shared responsibility between the program and the government to ensure that the initiatives yield the desired outcomes and impact. Furthermore, despite the legislative process not yet reaching completion during the programme implementation, the commitment to retaining the position of the head of the unit of inclusive educational system at the Mandaturi Office, supported initially by UNICEF and now sustained with internal resources, indicates a proactive approach to institutionalizing the program within government structures.

The allocation of funding and resources for sustaining the program's services is evident in MoECS of Adjara dedication to supporting the centers. The commitment to providing salaries for professionals, operational expenses, and teaching resources demonstrates a clear intention to ensure continued effectiveness.

The engagement with municipalities is noteworthy, with strategies developed collaboratively. Direct work with three municipalities on the inclusion of children with disabilities and inclusive education strategies with six others indicates a multi-faceted approach. The incorporation of these strategies into larger plans, such as the authorization process for preschools, demonstrates integration into existing structures, enhancing the prospects for ownership and sustainability. MoESY' Preschool Division's involvement in coordinating inclusive education support for municipalities, with mayoral support, further strengthens the program's ties with local governance. The willingness and readiness expressed by the government, as highlighted during the interview with MoESY officials, underscore a positive atmosphere for sustained efforts. Moreover, during the interviews, the partner municipalities' recognition of the project as a pilot opportunity to leverage experiences and capacities for broader outreach demonstrates a willingness to integrate successful practices into wider regional initiatives. Yet, the need for support to continue results were expressed by stakeholders, especially for trainings.

Additionally, the establishment of Child Rights Centers as Child Rights Centers - Knowledge Hubs, equipped state universities with action plans for the upcoming years and reinforces the idea of ownership and leadership in driving the program's goals. While there is a willingness to sustain and scale up, there is a recognition that external support, particularly from experts such as academics, is required. The qualification strengthening of staff remains a challenge, and external expertise can play a crucial role in this aspect.

In summary, the program has made significant strides in garnering long-term buy-in, leadership, and ownership from the government and relevant stakeholders. The collaborative nature of the initiatives, integration into existing systems, and proactive measures to institutionalize key positions bode well for the sustained success and potential scaling up of the program. However, more support is needed for the results to be sustained beyond the current programme phase.

## EQ20. What are the lessons learned?

The programme has yielded valuable lessons that can significantly influence sustainability and scaling up in the future.

1. **Systematic Approach to Capacity Building:** The evaluation findings show that the capacity-building efforts for school directors and mentors have yielded positive results. However, there is a need to transition from individual capacity development to a more systematic approach. This shift ensures that the entire education system, including school directors and mentors, is equipped to support inclusive practices effectively.
2. **Dissemination of Information:** Findings showed that Child Rights Centers play a vital role in disseminating information and fostering a culture of inclusive education. UNICEF's continued support in this area is essential for maintaining momentum and ensuring the long-term success of the inclusive education program..

3. **Advocacy and Costing for Scale-Up:** Advocacy is crucial for the scale-up of inclusive education programs. Additionally, addressing the question of costs is essential when engaging with municipalities, ensuring a clear understanding of the financial aspects involved.
4. **Specialists for Ethnic Minority Children:** The evaluation has highlighted the need for more specialists to cater to the requirements of ethnic minority children. This underscores the importance of tailoring inclusive education to address the unique needs of diverse student populations.
5. **Awareness Raising among parents:** The evaluation highlighted the role of parents in inclusive education being pivotal, thus ongoing parental awareness raising is essential to engage and empower them in supporting inclusive education.
6. **Timing and Resource Allocation:** The findings based on the current programme progress suggests that starting certain activities, like legislative reforms, earlier and allocating more resources from the outset can contribute to smoother implementation and sustainability.
7. **Focus on Coaching and Observation:** Inclusive education programs should focus on coaching and observations during teaching processes, as this is a powerful way to change established habits and routines in the education system.
8. **Importance of Competence Development:** Findings highlight that developing the competence of the education system is vital for maintaining sustainability in inclusive education. Continuous professional development ensures that educators are equipped to support diverse student populations effectively.
9. **Addressing Labor Force Challenges:** Addressing challenges in the work market, such as ensuring the recruitment and retention of competent professionals in the area of inclusive education, is essential for sustainable implementation of inclusive education system.

EQ21. To what extent the programme contributed to promoting girls' and other vulnerable groups with disabilities' education, improving their access to school and quality learning in a sustainable way?

Subquestions:

- Did the interventions focused on promoting CWD girls' and other vulnerable groups' access to school and quality learning? Which ones?

*The response to this evaluation question is presented under EQ17 for a more comprehensive overview of the programme's effective strategies and efforts in improving CWD's, including girls and other vulnerable groups, access to school in a sustainable way.*



## 5. Conclusions and Recommendations

The conclusions below are organized by criteria and based directly on the findings and answers to the evaluation questions.

### Impact

1. Evaluation findings indicate that the program has made significant strides in promoting inclusive and quality education in Georgia across multiple dimensions. Key findings indicate a strong contribution for the establishment of an inclusive education support system, resource improvement for schools, and the development of tools enhancing local capacities. Despite facing challenges, such as legislative delays, the program showcased strong evidence of attitudinal changes and government commitment. Additionally, the initiative effectively reached and supported municipalities, universities, and the reduction of harmful social norms. These accomplishments demonstrate a substantial contribution to creating a more inclusive and child-centered education system in Georgia. (Based upon findings from EQ1)
2. The evaluation underscores the program's dedicated efforts in ensuring equitable benefits, with a deliberate focus on vulnerable groups. Targeting ethnic minorities, refugee children, and those in remote areas, the program strategically selected partners and intervention locations. The comprehensive ecosystem approach ensures accessibility and quality improvements benefit all children, fostering inclusivity at all levels. (Based upon findings from EQ2)
3. The evaluation reveals the program's minimum commitment to addressing gender, ethnic, and vulnerable groups' issues in CWD's access to inclusive education. While girls' challenges emerged in discussions, they were not explicitly identified in the program design. Gender focal points were established to address emerging issues, reflecting adaptability. Ethnic considerations were strategically integrated, targeting regions with minorities and recognizing language barriers. Tailored training and campaigns acknowledge and address unique challenges faced by ethnic minorities. In summary, the program demonstrates some responsiveness to gender, ethnic, and vulnerable group issues, with an adaptable approach to emerging concerns. (Based upon findings from EQ3)
4. The program exhibits significant potential for scalability and replicability, yielding both anticipated and unforeseen positive outcomes. University partnerships exceeded expectations, offering a best practice model for replication through collaboration with more institutions. Model kindergartens serve as replicable examples, emphasizing inclusivity without extensive investments. Capacity-building efforts, documented in various databases, enable long-term replication. However, language barriers may pose challenges in regions compactly settled by ethnic minorities during scale-up, necessitating attention to translation and professional availability. (Based upon findings from EQ4)

### Relevance

5. The program, rooted in the 2005 Inclusive Education Strategy, addresses critical needs identified in the MICS Georgia 2018 and other surveys. It confronts challenges like limited infrastructure and teacher skills while contending with social stigma, as also addressed in National Strategy of Education and Science of Georgia for 2022-2030. Although there was no formal pre-program needs assessment, a participatory approach ensured stakeholder perspectives were considered. The program effectively targets needs by developing support systems, enhancing physical environments, and providing teacher training. Micro-level adaptations, such as transportation

services, demonstrate responsiveness. Emerging needs, including personal assistance and language-specific teachers, reveal the program's relevance but highlight ongoing challenges. (Based upon findings from EQ5)

### **Effectiveness**

6. The program achieved its targets, developing educational frameworks, enhancing teacher training, and expanding inclusive education capacity. Effective interventions include the new support system plan, partnerships with universities, and municipality-driven inclusive preschool education. Successful communication campaigns reduced prejudice. The after-school education model was particularly impactful, demonstrating sustainability. However, challenges emerged in implementing and sustaining resource rooms, notably accessibility issues and budget constraints. Clear successes and challenges were observed, highlighting the need for ongoing strategic adjustments for a more inclusive and robust education system. (Based upon findings from EQ8 and EQ9)
7. A robust initial design, stakeholder commitment, and community engagement positively influenced effectiveness. Operational challenges like bureaucratic delays and external factors like resource allocation disruptions and language barriers affected progress. School administration attitudes, particularly lack of motivation, posed hurdles. UNICEF and partners swiftly addressed financial issues but sometimes faced challenges in changing school administration attitudes. Recognizing and addressing these factors is crucial for future adaptations, emphasizing the need for flexibility and strategic planning. (Based upon findings from EQ10)

### **Efficiency**

8. The program exhibited commendable efficiency in managing human and financial resources, showcasing prudent financial planning and adaptability. Resource utilization was judicious, with a flexible budget that accommodated unexpected costs. Human resources were effectively deployed, maintaining clarity of responsibilities and adapting swiftly during personnel changes. Partnerships with diverse entities were well-managed, fostering collaboration and support beyond initial expectations. Despite initial delays, the program achieved all targets through organized efforts, demonstrating resilience and efficacy in delivery despite challenges. Overall, the program showcased robust management of resources and a sound organizational structure. Furthermore, the program's success in fostering a robust inclusive education system in Georgia was underpinned by good collaboration and complementary actions among partners and by harnessing the unique strengths of its implementing partners. (Based upon findings from EQ13, EQ14, EQ15)
9. There were challenges influencing the effective implementation of the programme. Shortages in qualified staff, especially counselors, and teachers for ethnic minorities, posed obstacles. Furthermore, overlapping objectives for partners caused some delays. Bureaucratic delays in the passing of legislation also influenced program implementation. (Based upon findings from EQ16)

### **Sustainability**

10. The program's strategic approach, including legal amendments, collaboration with MoESY, and resource sharing, reflected a commitment to sustainability. Strengthening human resources, particularly teacher trainings, indicated a holistic capacity-building approach. Communication campaigns and university partnerships enhanced knowledge retention. However, concerns exist, especially regarding the long-term viability of parents' clubs via raising awareness and support of school principals. (Based upon findings from EQ17)

11. The program demonstrated a robust commitment to securing long-term buy-in and ownership from the government and stakeholders. Collaborative efforts with MoESY, legislative integration, and sustained internal resourcing showcased shared responsibility. Municipality engagement, Child Rights Centers - Knowledge Hubs, and proactive measures highlighted commitment, fostering a positive atmosphere for sustained efforts, recognizing successful practices for potential scaling. (Based upon findings from EQ18)

## Recommendations

The recommendations below are developed based on the evaluation findings on identified gaps and suggestions made by stakeholders and right-holders through the data gathering process (i.e., KIIs and FGDs). Recommendation 1 is to improve ongoing interventions by adding new design or implementation features for more effective implementation. Recommendations 2-3 address scale up for effective program components. Recommendations 4-8 are at the design level to create new initiatives. For all recommendations, a priority status is determined using the following timeline: Immediate (1-3 months), medium term (3-6 months), long term (6-12 months).

**1. Improving physical resources in public schools:** [Based upon Conclusion #6 on findings from EQ8 and EQ9] Evaluation findings indicated issues regarding the effective use of resource rooms and the physical environment in schools. It is recommended to enhance resources in public schools by developing *a systematic approach* for continuous support and supervision, for ensuring functionality of elevators, construction of ramps, and provision of necessary equipment for resource rooms, including assistive technologies, and stay attuned to new developments, incorporating innovative equipment and maintaining facilities for optimal inclusive education environments in schools. For example, from an operational perspective, school management and staff responsible for the resource rooms can be involved via a regular reporting/requesting mechanism. Checklists for schools to regularly report/request can be prepared with the support of UNICEF and implemented by MoESY. Resource room methodology and manual should be disseminated within the system, so that other schools can also follow them. In addition, resources of the school for effective inclusive education (including the functionality of resource rooms) should be strengthened in school authorization documents. Further training of school administrations and teachers on effective use of resources will be important. *Priority: Long. Responsible party: MoESY (Lead) and UNICEF (Contributing actor for advocacy).*

**2. Scaling up university capacity building activities:** [Based upon Conclusion #4 on findings from EQ4] Efforts should be sustained for university capacity building to ensure the pre-service and in-service training activities, which also led to the very effective use of master trainers and a "peer-to-peer" approach, sustain and scale up and raising awareness on child rights and inclusive education. Priority strategies are engaging additional university partners and allowing time for university staff to provide more supervision to practice. Addressing existing gaps by incorporating more topics and courses on child rights and inclusive education, offering support for lesson monitoring, providing constant feedback, and ensuring the availability of translated literature is recommended. Strengthening university child right centers to disseminate information and foster a culture of child rights and inclusive education is a necessary step. For this scaling up of university capacity building activities phase, UNICEF can initiate the engagement of additional universities and facilitate the continuation of the abovementioned activities. Engaged universities can, for example, elect a lead university to ensure this consortium/network of universities to continue its activities in a structured way and also apply for additional national and international fundings to fund the research and applied activities of this

consortium, including testing new models of staff capacity building in the area of inclusive education. *Priority: Medium. Responsible party: Universities and UNICEF (Lead).*

**3. Strengthening and scale up of the after-school model and inclusive education centers in public schools:** [Based upon Conclusion #6 on findings from EQ8 and EQ9] Evaluation findings showed the after-school education model with the inclusive education centers in public schools is a promising, innovative approach to support children with SEN and CWD in their access to quality education. To leverage its effects, it is recommended to establish a robust coordination system for inclusive education centers within public schools, fostering knowledge exchange and continuous professional development among professionals; to create a sustainable network of professionals engaged in the after-school model to enhance project longevity; and to address transportation challenges for children, especially in nonurban areas, by collaborating closely with municipal governments to identify and implement effective solutions. For this scale-up phase, MoESY would lead the process by selecting the schools where the inclusive education centers will be initiated and proceeding with the building of these centers and the implementation of after-school activities in these selected schools. *Priority: Long. Responsible party: MoESY (Lead) and Municipalities (Contributing actor for facilitating the transportation).*

**4. Ensuring competent labor force for the new inclusive education support system to operate:** [Based upon Conclusion #9 on findings from EQ16] To ensure the success of the new inclusive education support system, post-legislative amendment, it is crucial to focus on competence development and institutional strengthening. The next steps should prioritize ensuring an adequate number of skilled counselors, and specialists, including those fluent in ethnic minority and state languages (e.g., Azeri, Armenian) and the sign language specialists, and addressing the needs for student assistance. Additionally, addressing language barriers and professional scarcity in remote regions is essential for the program's scalability and replicability. *Priority: Long. Responsible party: MoESY (Lead) and UNICEF (Contributing actor for advocacy for capacitated workforce).*

**5. Focusing on interventions to reduce parental stigma and increase cohesion with peers:** [Based upon Conclusion #5 on findings from EQ5] Evaluation findings showed that face-to-face stigma reducing activities are successful and should continue. However, two gap areas were identified: more positive peer relationships for CWD and stigma reducing activities for parents of children with SEN. It is recommended that teacher guidelines for such activities are developed to foster cohesion of CWD with their peers through interactive activities. Developing guidelines for parents is also recommended. Furthermore, it is recommended to also target parents of children with SEN to address their attitudes and discourage hiding learning difficulties, contributing to stigma. *Priority: Long. Responsible party: MoESY (Lead for development and implementation) and UNICEF (Contributing actor for advocacy and/or temporary appointment for development of tools).*

**6. Further study of the needs of gender and other vulnerable groups.** [Based upon Conclusion #3 on findings from EQ3] It is recommended to conduct in-depth studies on gender and vulnerable groups issues affecting the access of CWD to quality and inclusive education, generate additional data to tailor the program to the specific needs of girls, boys, ethnic minorities, and other vulnerable groups, and explore subgroup-specific challenges for CWD and children with SEN, developing measures that account for diverse needs, such as distinguishing between the requirements of a child with autism and one with a physical disability. *Priority: Long. Responsible party: MoESY (Lead for research and implementation) and UNICEF (Contributing actor for advocacy).*

**7. Continuing raising awareness on inclusive education:** [Based upon Conclusion #2 on findings from EQ2] According to evaluation findings, advocacy remains crucial for successful scale-up. It is recommended to strengthen institutionalization through awareness interventions targeting school administrations and municipalities to enhance their understanding and support. *Priority: Long. Responsible party: MoESY (Lead for the implementation of the awareness raising activities) and UNICEF (Contributing actor for advocacy).*

**8. Ensuring access to inclusive education:** [Based upon Conclusion #5 on findings from EQ5] While the progress of CWD and SEN's access to inclusive education is promising, many children with disabilities may remain invisible due to prevailing social norms that discriminate against them. The state should proactively reach out to these children and work via intersectoral/interministerial approach to ensure that these children are visible and integrated into educational and other services. *Responsible party: MoESY (Lead in initiating the monitoring system on CWD's access to inclusive education).*

## Annexes

### Annex 1. Evaluation matrix

Key Evaluation Questions	Sub-Questions	Evaluation Indicators	Source and Data Collection Methods
<b>Impact</b> of the interventions on access to inclusive and quality education for all children in Georgia, especially children with special educational needs (SEN) and disabilities (CWD)			
<ul style="list-style-type: none"> <li>Q1. How did the intervention help children in Georgia, especially children with special educational needs (SEN) and disabilities (CWD) to benefit from increased access to inclusive and quality general and preschool education?</li> </ul>	<ul style="list-style-type: none"> <li>How and to what extent did the interventions contribute to an inclusive education support system that is progressively in place and functioning, to meet national demands and international standards on inclusive education for CWD including from ethnic minorities?</li> <li>How and to what extent did the interventions contribute to the establishment of effective teacher learning programmes (pre- and in-service) and supportive (teaching and learning resources) systems that meet international/ EU standards/practices? (Main evaluation question under Impact in the evaluation ToR)</li> <li>How and to what extent did the interventions contribute to a change in harmful social norms against children with special</li> </ul>	<p># of Contribution Analysis claims supported by evidence with medium or strong strength (quantitative indicator), based on the following criteria:</p> <ul style="list-style-type: none"> <li>- Strong: This term is utilized in the report when information is triangulated from various stakeholder groups and sources of evidence.</li> <li>- Moderate/Mixed: These terms are employed when information is triangulated from a relatively smaller number of sources.</li> <li>- Weak: The term 'weak' is used to convey the level of evidence strength when information is primarily reliant on a single or limited source of evidence."</li> </ul> <p>Evidence of the contribution of the programme to the inclusive education support system.</p> <p>Evidence of the contribution of the programme to the establishment of effective teacher learning programmes (pre- and in- service) and supportive</p>	<p>Desk review of programme and sector documents</p> <p>Official data of the MoESY and Social Service Agency Administrative data</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Focus group with beneficiaries</p> <p>Focus group with parents of CWD</p> <p>Focus group with CWD</p>

	<p>educational needs and disabilities? (Main evaluation question under Impact in the evaluation ToR)</p>	<p>(teaching and learning resources) systems that meet international/ EU standards/practices.</p> <p>Evidence of the contribution of the programme to a change in harmful social norms against children with special educational needs and disabilities.</p> <p>Evidence on the ToC assumptions being met.</p> <p>Number of CWD and SEN participating into mainstream education in 2020 compared with 2023, by gender (quantitative indicator)</p> <p>Views of key stakeholders in the targeted municipalities on improved inclusive ECE.</p> <p>Perceptions of children with SEN and CWD on the quality of learning in their schools, by gender</p> <p>Perceptions of parents of children with SEN and CWD on the quality of learning in their children's school, by gender of child</p>	
<ul style="list-style-type: none"> <li>Q2. How did the programme ensure that all</li> </ul>	<ul style="list-style-type: none"> <li>Were progress and success balanced across all regions; all</li> </ul>	<p>Stakeholder views on differences in programme progress and success</p>	<p>Desk review of programme and sector documents</p>

the intended target groups, including the most disadvantaged and vulnerable, benefitted equally?	groups of children with SEN and CWD, both boys and girls?	across different regions and groups of children with SEN and CWD including girls, ethnic minorities, and other vulnerable groups.	In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor
<ul style="list-style-type: none"> <li>Q3. To what extent does the programme address gender, ethnic minorities, or other vulnerable groups' issues regarding CWD's access to quality inclusive education?</li> </ul>	<ul style="list-style-type: none"> <li>Did the programme incorporate specific strategies in its design and implementation to ensure impact for girls/ethnic minorities/marginalized groups?</li> </ul>	<p>Evidence of instances where gender/ethnic minority/ marginalized groups focused programming is incorporated in the programme design and implementation</p> <p>Perceptions of children with SEN and CWD on their access to quality inclusive education, by gender</p> <p>Perceptions of parents of children with SEN and CWD on access to quality inclusive education, by gender of child</p>	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Focus group with parents of CWD</p> <p>Focus group with CWD</p>
<ul style="list-style-type: none"> <li>Q4. To what extent the intervention is leading to other changes, including "scalable" or "replicable" results?</li> </ul>	<ul style="list-style-type: none"> <li>Are there unintended/unexpected positive or negative changes as a result of the programme? If so, how and why?</li> <li>Did the interventions led to scalable or replicable results? How and why?</li> </ul>	<p>Unintended changes most quoted by respondents</p> <p>Scalable or replicable results most quoted by respondents</p>	<p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Desk review of programme and sector documents</p> <p>Group interview with state university partners</p>
<b>Relevance</b> of the interventions in relation to the national inclusive education priorities and policy and the needs of children with SEN and CWD in Georgia			
<ul style="list-style-type: none"> <li>Q5. To which extent was the programme relevant to the needs and priorities of</li> </ul>	<ul style="list-style-type: none"> <li>Was there a needs assessment on which the programme was based? If yes, did it cover all children with</li> </ul>	Needs identified in the need assessment conducted prior to the programme are addressed in the	Desk review of programme and sector documents



<p>the target groups? How? Are there new needs that need to be addressed?</p>	<p>SEN and CWD and take into account the most vulnerable, including girls and ethnic minorities? Did the programme take into account the needs identified in the needs assessment?</p>	<p>programme's design and implementation- (yes/no)</p> <p>Stakeholders' views on the relevance of the programme design and implementation to the needs of children with SEN and CWD, including girls and ethnic minorities and other vulnerable groups.</p> <p>Percentage of children age 2-4 years who have functional difficulty in at least one domain, by early childhood education attendance and by gender (quantitative indicator)</p> <p>Percentage of children age 5-17 years who have functional difficulty in at least one domain, by school attendance and by gender (quantitative indicator)</p> <p>Perceptions of children with SEN and CWD on their needs regarding access to quality and inclusive education being met, by gender</p> <p>Perceptions of parents of children with SEN and CWD on the needs of their children regarding access to quality and inclusive education being met, by gender of child</p>	<p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Focus groups with beneficiaries</p> <p>Group interview with state university partners</p> <p>Focus group with CWD</p> <p>Focus group with parents of CWD</p> <p>2018 Georgia UNICEF MICS</p>
---	--	---	--

<ul style="list-style-type: none"> <li>Q6. Have contextual factors (COVID-19 outbreak) been considered in the design and implementation and adaptation of the programme?</li> </ul>	-	Evidence of instances where adaptations due to COVID-19 outbreak have been made	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p>
<ul style="list-style-type: none"> <li>Q7. To what extent the programme contributed to achievement of national development priorities?</li> </ul>	-	Number of areas of the programme fully aligned to the national development priorities	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF and relevant government ministries</p>
<b>Effectiveness</b> of the programme in achieving its objectives			
<ul style="list-style-type: none"> <li>Q8. What interventions were effective at addressing the Programme purpose, and in a sustainable manner?</li> <li>Q9. What interventions were less effective at addressing the programme purpose or objectives?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent the programme objectives have been achieved and attained their intended results or not, by different interventions, geographical area, groups of population including girls, ethnic minorities, and other vulnerable groups?</li> </ul>	<p>Number of targets sets achieved for each year (quantitative indicator)</p> <p>Number of targets sets not achieved for each year (quantitative indicator)</p> <p>Key stakeholders' (UNICEF, public sector partners, IPs, donors) views on achieved results across different interventions, geographical area, groups of population including girls, ethnic minorities, and other vulnerable groups</p> <p>Percent of surveyed teachers, special education specialists, and school principals who agree with the inclusive culture, policies, and practices taking</p>	<p>Desk review of programme documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Group interview with state university partners</p> <p>Online survey with teachers, special education specialists, and school principals</p> <p>Direct observation of the physical environment of targeted public schools</p>

		place in their schools (quantitative indicator)  Status of the inclusive education physical environment of targeted public schools – satisfactory/not satisfactory	
<ul style="list-style-type: none"> <li>Q10. What have been the major factors influencing the achievement/ or non-achievement of the programme outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>Which internal (e.g., adherence, robustness of design, implementation) and external factors (e.g., operational context) contributed to the effectiveness of intervention? How?</li> <li>In case of non-achievement, did UNICEF and partners worked to identify and address the challenges? How?</li> </ul>	<p>Key stakeholders' (UNICEF, public sector partners, IPs, donors) views on factors (internal and external) that contributed to the achievement/non-achievement of planned outcomes</p> <p>Challenges to achievement were identified, analyzed and responded to - satisfactory/not satisfactory</p>	<p>Desk review of programme documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Group interview with state university partners</p>
<ul style="list-style-type: none"> <li>Q11. To what extent has the programme contributed to accelerating the SDGs at the national level?</li> </ul>	-	Views of stakeholders at UNICEF and line ministries	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF and relevant government ministries</p>
<ul style="list-style-type: none"> <li>Q12. How effectively has UNICEF's programme responded to gender, equity, and human rights in its approach to support inclusive education, both at national and local levels?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent were gender and equity of programme outputs achieved? What factors influenced achievement/non-achievement of these dimensions of outputs?</li> <li>Are there groups of children or needs that were not identified in the programme strategy?</li> </ul>	Evidence on instances where cross-cutting themes (gender, children's rights, disability and accountability) incorporated in the programme design and implementation.	<p>Desk review of programme documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p>
<b>Efficiency</b> of the programme outcomes and outputs in relation to the inputs provided			

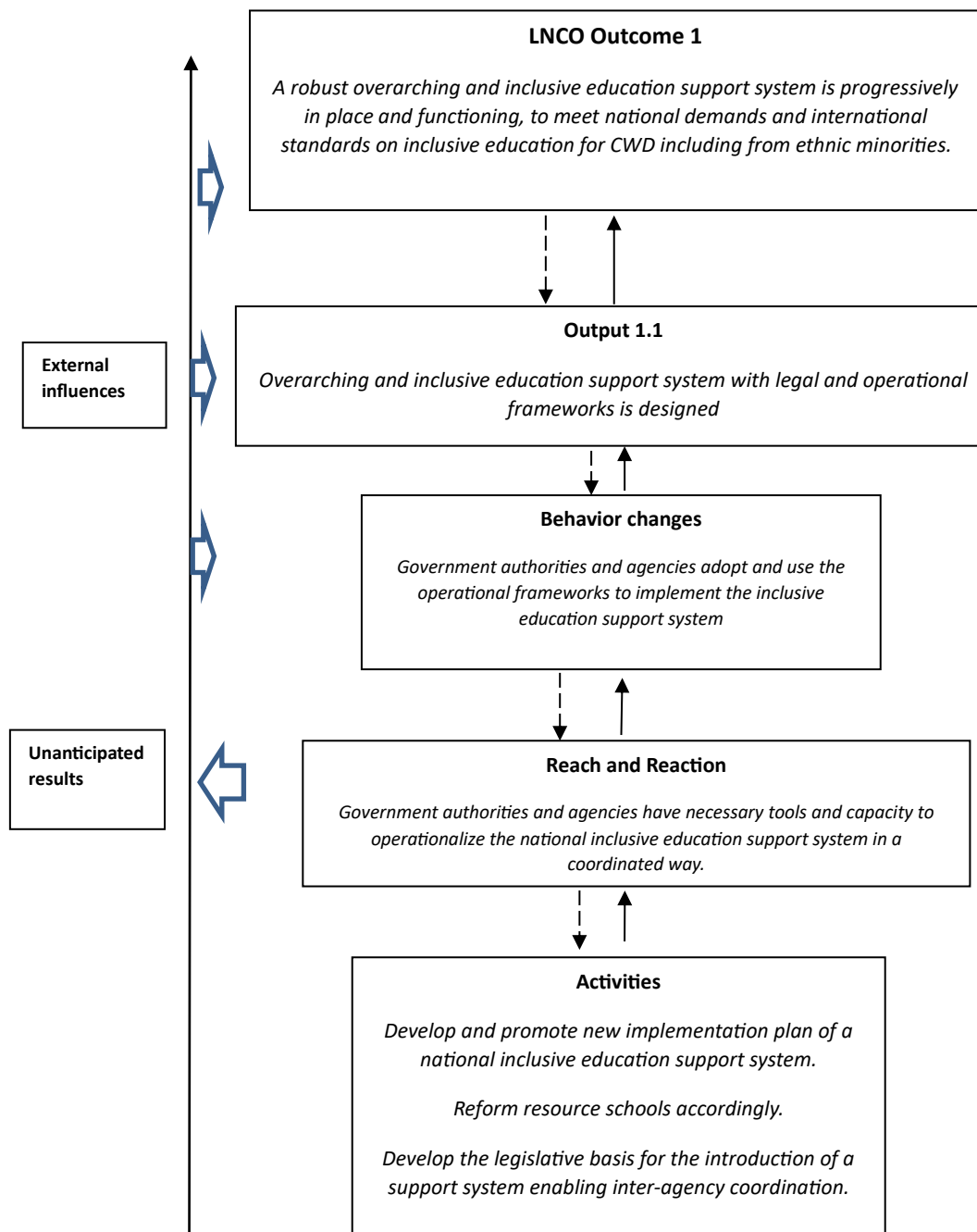
<ul style="list-style-type: none"> <li>Q13. How efficiently has the programme been managed in terms of its human / financial resources and organizational / governance structure?</li> </ul>	<ul style="list-style-type: none"> <li>How efficiently were the financial resources been used?</li> <li>How efficiently were human resources been used?</li> <li>How efficiently were the partnerships with governmental and non-governmental organizations, academia, and other entities managed by UNICEF?</li> <li>To what extent were the programme activities delivered in a timely and organized manner?</li> </ul>	<p>Specific amount of financial resources (and proportion of the budget) allocated towards different components (quantitative indicator)</p> <p>Human resources dedicated to the programme activities, both within UNICEF and externally – sufficient/not sufficient</p> <p>Extent of stakeholder perceptions regarding the organizational governance structure to achieve results in a timely manner and the most efficient way</p>	<p>Desk review of programme documents, including key financial reports</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p>
<ul style="list-style-type: none"> <li>Q14. To what extent were actions of various partners complimentary?</li> </ul>	<ul style="list-style-type: none"> <li>To what extent actions of partners were complimentary in achieving an inclusive education support system that is progressively in place and functioning, to meet national demands and international standards on inclusive education for CWD including girls, ethnic minorities, and other vulnerable groups?</li> <li>To what extent actions of partners were complimentary in the establishment of effective teacher education programmes (pre- and in- service) and supportive (teaching and learning resources)</li> </ul>	<p>Extent of stakeholder perceptions regarding the complementarity of partner actions</p>	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Group interview with state university partners</p>

	systems that meet international standards and practices?		
<ul style="list-style-type: none"> <li>Q15. What are the comparative strengths and added values of individual implementing organizations and agencies in the frames of the programme?</li> </ul>	-	Number and type of strengths of implementing organizations	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Group interview with state university partners</p>
<ul style="list-style-type: none"> <li>Q16. Are there more efficient ways and means of achieving outcomes?</li> </ul>	<ul style="list-style-type: none"> <li>Did any challenges impede the efficient execution of the programme? If so, what strategies could be employed to address them?</li> <li>Were there more efficient ways to manage and implement the programme activities?</li> </ul>	Number and type of strategies for achieving outcomes in a more efficient way	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Group interview with state university partners</p>
<b>Sustainability</b> of the benefits of the programme implemented in Georgia			
<ul style="list-style-type: none"> <li>Q17. To what extent has the strategy adopted by the programme contributed to sustainability of results for CWD, including girls, ethnic minorities, and other vulnerable groups?</li> </ul>	<ul style="list-style-type: none"> <li>Did the programme contribute to improving existing capacities in the inclusive education support system? How sustainable is that improvement?</li> </ul>	Evidence on strategies, actions and results of sustainability – available/not available	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Group interview with state university partners</p>

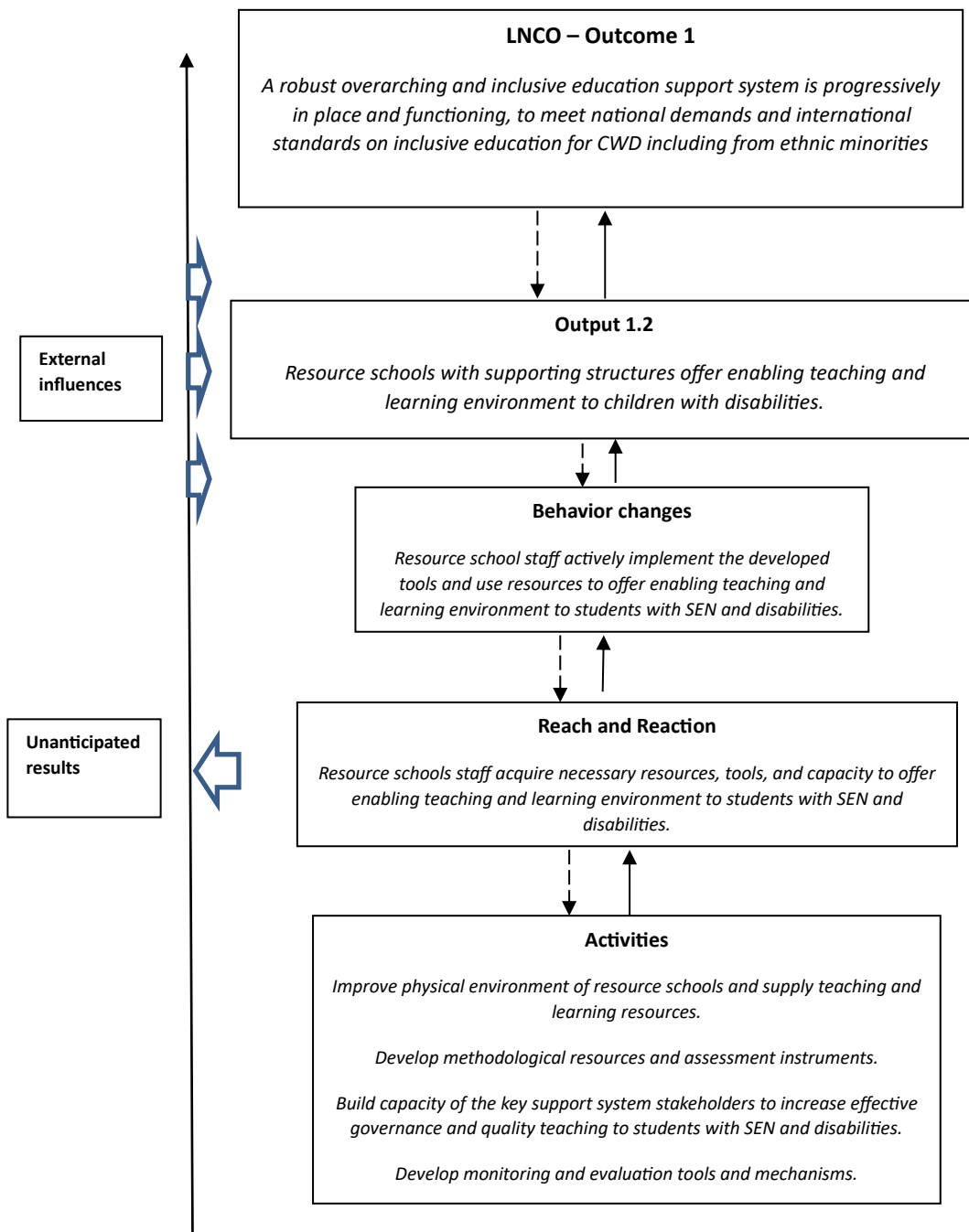
<ul style="list-style-type: none"> <li>Q18. To what extent has the programme supported the long-term buy-in, leadership and ownership by the Government and other relevant stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>Is there willingness of government, local administration, and other stakeholders for sustaining and scaling up?</li> </ul>	<p>Extent to which the programme contained measures to promote government ownership of the inclusive education support system</p> <p>Number and type of partners whose interventions contained measures to promote government ownership of programming</p>	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p>
<ul style="list-style-type: none"> <li>Q19. How likely will the results be sustained beyond the programme through the action of Government and other stakeholders?</li> </ul>	<ul style="list-style-type: none"> <li>How is the capacity of government, local administration, and other stakeholders for sustaining and scaling up?</li> <li>What external support is there in place that is likely to phase out or remain?</li> </ul>	<p>Implementing partners state continued support – yes/no</p> <p>Number of interventions/achievements likely to continue after programme duration expiration</p>	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>Group interview with state university partners</p>
<ul style="list-style-type: none"> <li>Q20. What are the lessons learned?</li> </ul>	<p>-</p>	<p>Number and type of key lessons learned/strategies for interventions and results to sustain</p>	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p>
<ul style="list-style-type: none"> <li>Q21. To what extent the programme contributed to promoting girls' and other vulnerable groups with disabilities' education, improving their access to school and quality learning in a sustainable way?</li> </ul>	<ul style="list-style-type: none"> <li>Did the interventions focused on promoting CWD girls' and other vulnerable groups' access to school and quality learning? Which ones?</li> </ul>	<p>Number of interventions with gender/vulnerable groups specific components</p> <p>Extent of stakeholder perceptions regarding the programme's focus on girls and other vulnerable groups with disabilities</p>	<p>Desk review of programme and sector documents</p> <p>In-depth interviews with UNICEF, relevant government ministries, implementing partners, and donor</p> <p>FGD with parents of CWD</p>

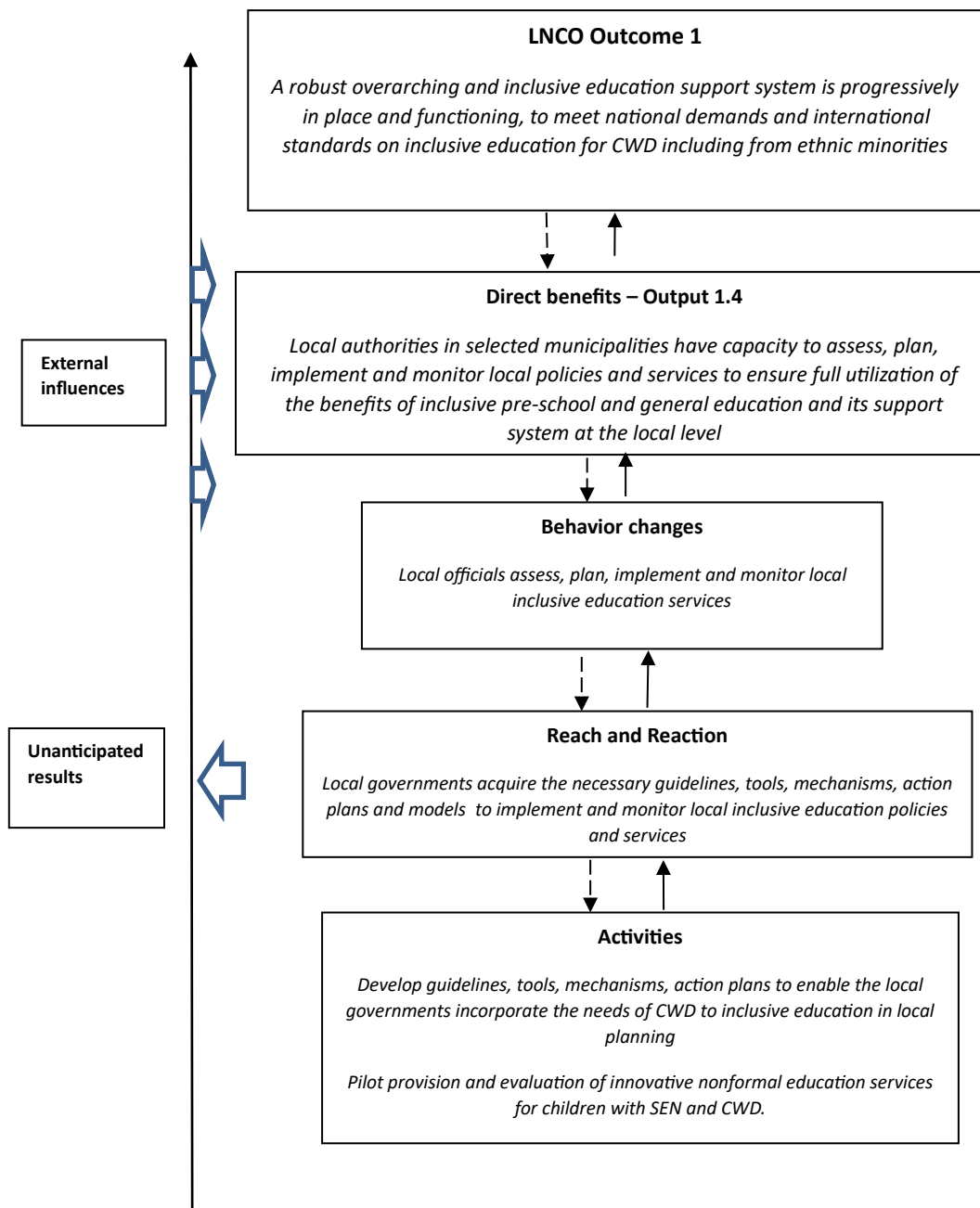
		<p>Parents of girls with disabilities' perceptions regarding their children's access to school and quality learning in the long term</p> <p>Girls with disabilities' perceptions regarding their access to school and quality learning in the long term</p>	FGD with CWD
--	--	---	--------------

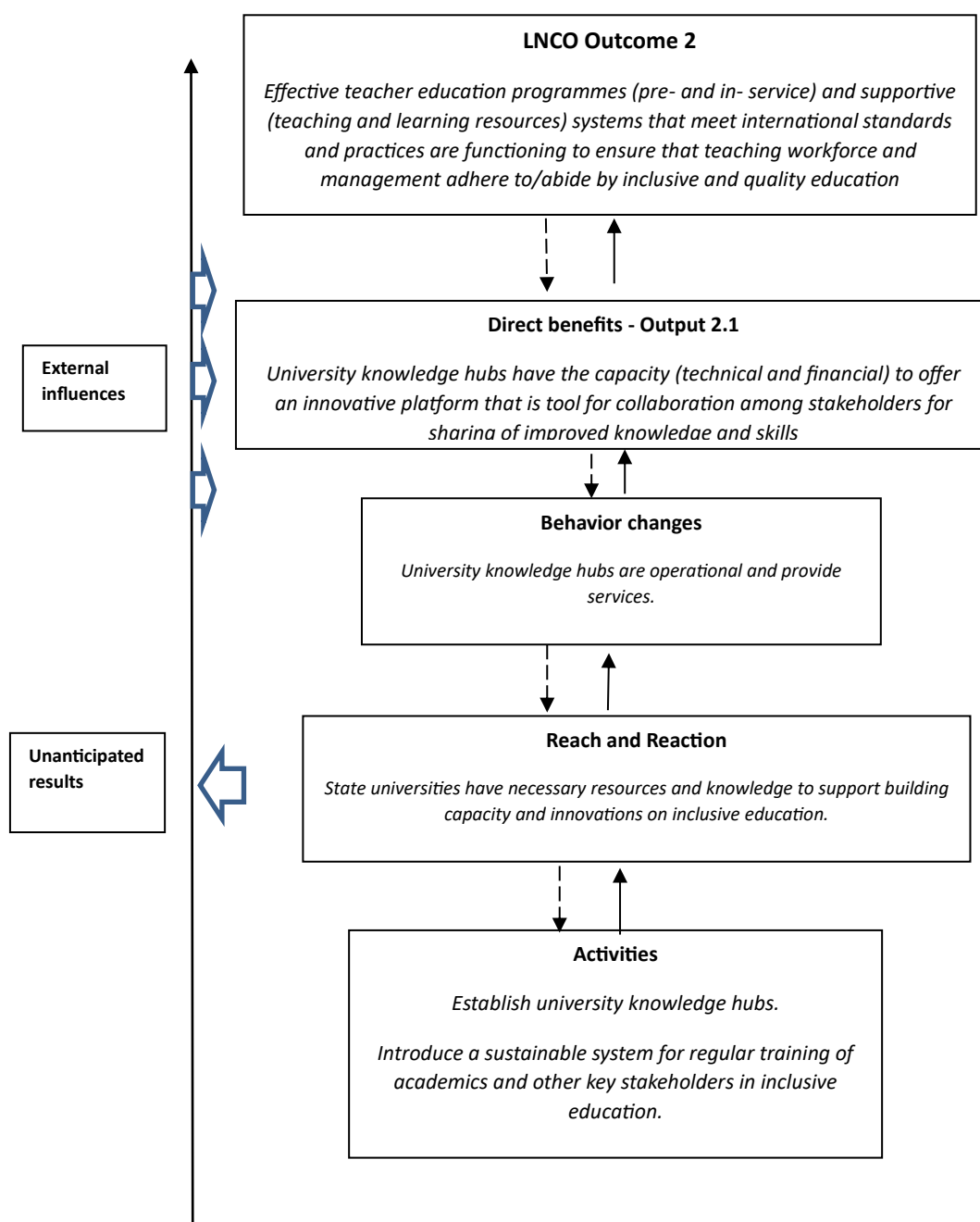
## Annex 2. Causal pathways

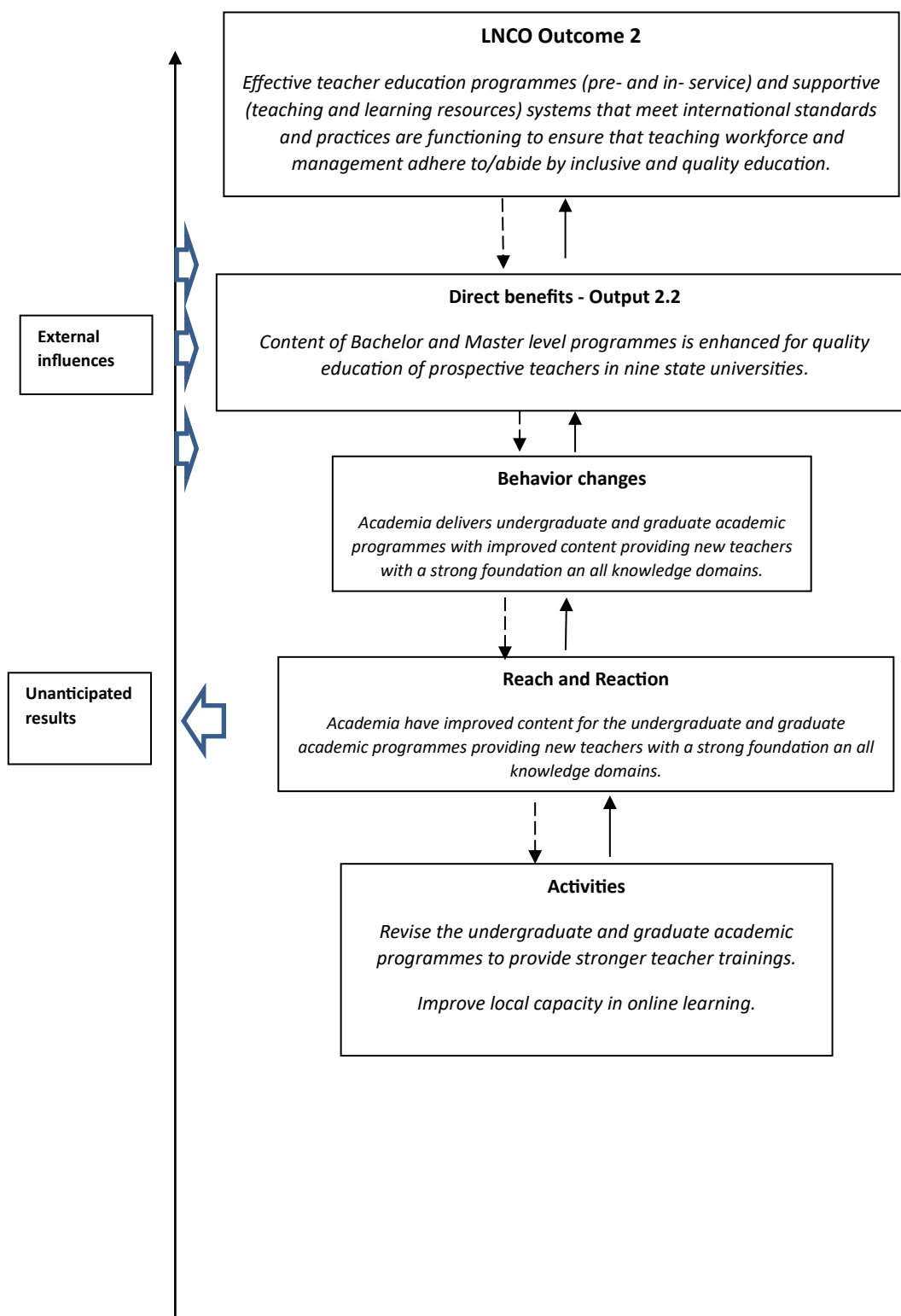


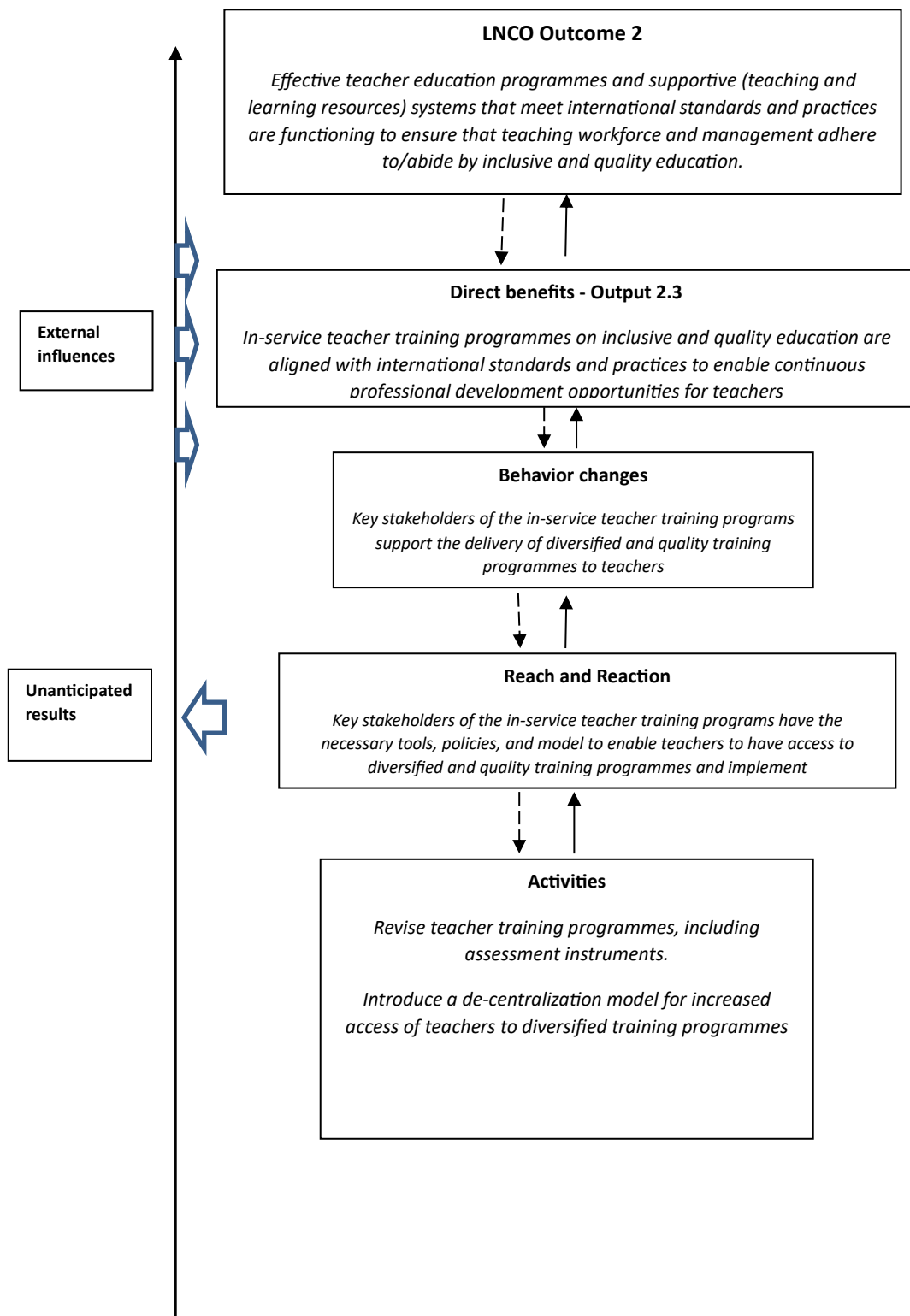


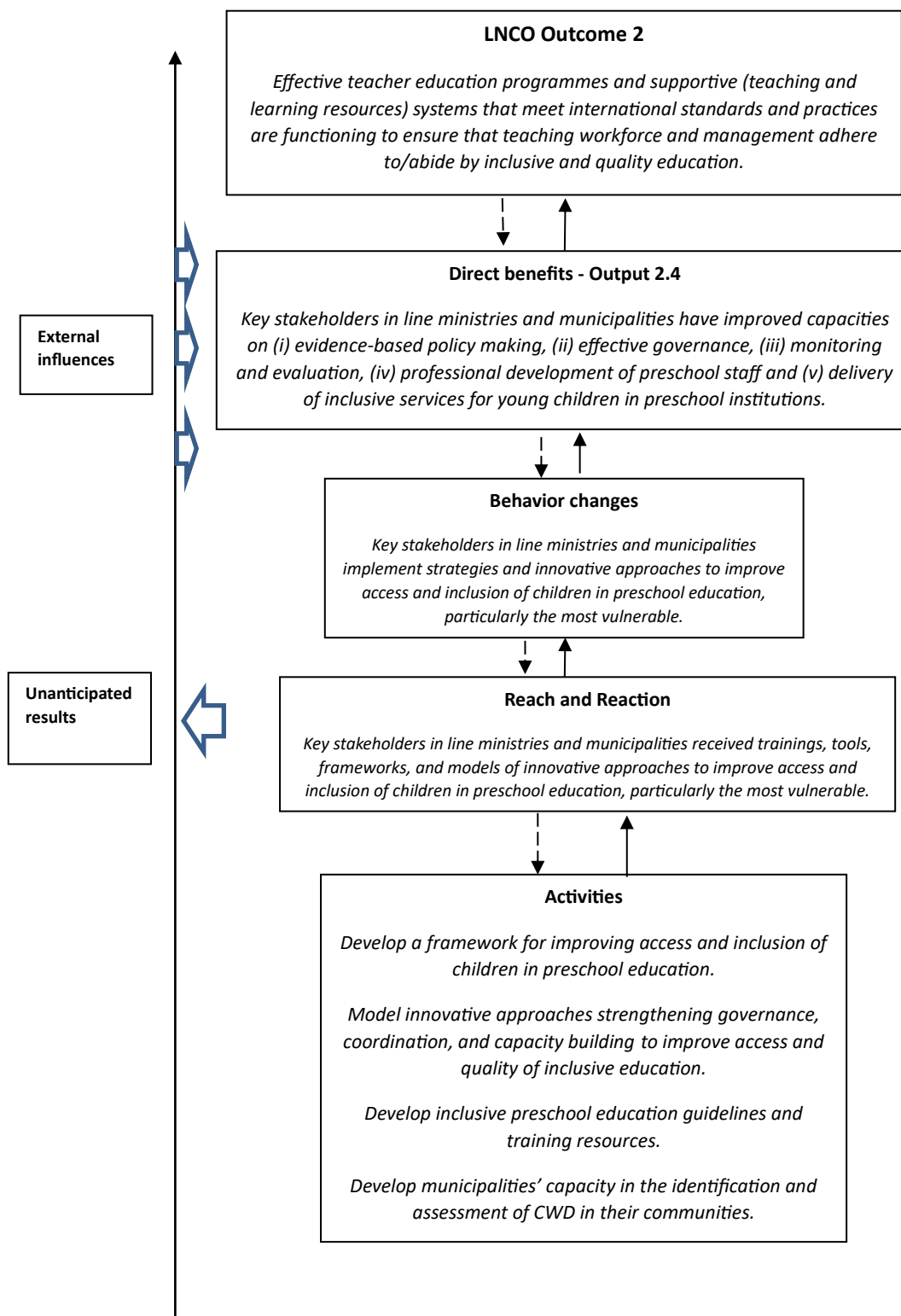


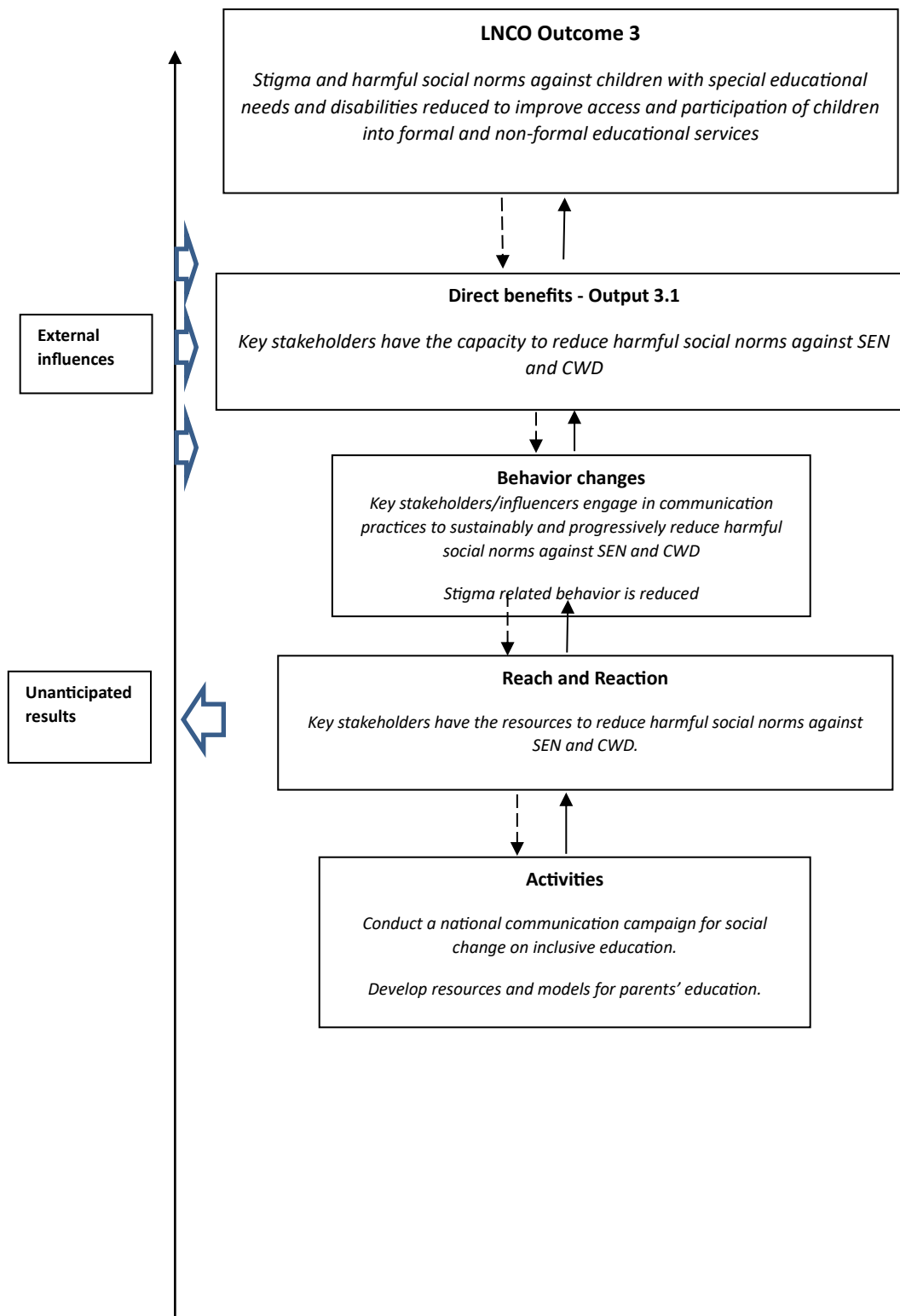












### Annex 3. List of key informant interviewees

Stakeholders	Position	# of participants
UNICEF	Programme officers responsible of the programme	2
MoESY	Managers responsible of the programme – preschool and general education separately	2
MoESY Mandaturi Office	Manager responsible of the programme	1
MoECS of Adjara	Managers responsible for the respective components of the programme	2
Targeted municipalities	Manager responsible for the respective components of the programme  2 randomly selected targeted municipalities	2
Norwegian Government Agency for Special Needs Education (Statped)	Manager responsible for the respective components of the programme	1
NCTPD	Manager responsible for the respective components of the programme	1
Innovations for Inclusive Society	Manager responsible for the respective components of the programme	1
Gordon College	Manager responsible for the respective components of the programme	1
Action Global Communication	Manager responsible for the respective components of the programme	1
Academic staff of partner state universities	The academic staff participating into the establishment of university Child Rights Centers – Knowledge Hubs in their universities.	1 group interview with 4 participants
2 NGOs working on inclusive education in Georgia (external)	Managers responsible on inclusive education projects	2
Parliament (external)	Parliament member following progress on inclusive education in Georgia	1
<b>Total KIIs</b>		<b>18 interviews with 21 participants</b>



## Annex 4. Data collection tools

### In-depth interview guidelines

#### Key Informant Interview Protocol 1: UNICEF (90 minutes)

##### Introduction

- Could you tell me your position/role in UNICEF?
- How long have you been in your current role?
- Were you directly involved in the programme design and/or implementation? What was your specific engagement?

##### Impact

1. Through the interventions implemented in the past three years, what type of long-term benefits do you believe the programme produced for children with special educational needs and disabilities in Georgia?
2. In your opinion, how did the programme ensure that all the intended target groups, including the most disadvantaged and vulnerable, benefitted equally?
3. To what extent does the programme address gender, ethnic minorities, or other vulnerable groups' issues regarding CWD's access to quality inclusive education? Did the programme incorporate specific strategies in its design and implementation to ensure impact for girls/ethnic minorities/marginalized groups?
4. Were there any unintended/unexpected positive or negative changes you observed as a result of the intervention? If so, how and why?
5. Which interventions led to scalable or replicable results? If so, how and why?

##### Relevance

6. Did you assess whether the programme was relevant to the needs of the target groups?  
How?
  - a. Are there emerging/new needs of the targeted groups that need to be addressed?
  - b. Was there a needs assessment on which the programme was based? If yes, did it cover all children with SEN and CWD and take into account the most vulnerable, including girls and ethnic minorities? Did the programme take into account the needs identified in the needs assessment?
7. Did you make any COVID-19 outbreak related adaptations during the design and implementation phases? Can you provide examples of adaptations you have made?
8. Did the programme contribute to the achievement of relevant national development priorities? If so, which ones?

##### Effectiveness

9. What interventions were effective at addressing the Programme purpose, and in a sustainable manner? What interventions were less effective at addressing the programme purpose or objectives?
  - a. To what extent do you believe the intended results differed or not by different interventions, geographical area, groups of population including girls, ethnic minorities, and other vulnerable groups?
10. In your view, what are some major factors influencing the achievement/ or non-achievement of the programme outcomes? Are there internal (e.g., adherence, robustness of design,

implementation) or external factors (e.g., operational context) that contributed to the achievement of results?

- a. In case of non-achievement, did UNICEF and partners worked to identify and address the challenges? How?
11. To what extent has the programme contributed to accelerating the SDGs at the national level?

### **Efficiency**

12. How efficiently do you think the intervention has been managed in terms of its human and financial resources?
- a. How have the financial resources been used?
  - b. How have the human resources been used?
  - c. How efficient were the partnerships do you believe? Do you think the actions of partners were complementary?
13. In your opinion, what are the comparative strengths and added values of individual implementing organizations and agencies in the frames of the programme?
14. Did any challenges impede the efficient execution of the programme? If so, do you think some specific strategies could be employed to address them? I so, what are they?

### **Sustainability**

15. In your opinion, did the programme have strategies and actions to achieve sustainability of results for CWD, including girls, ethnic minorities, and other vulnerable groups? How?
16. In your opinion, did the programme contain measures to promote the long-term buy-in, leadership and ownership by the Government and other relevant stakeholders?
17. What are some lessons learned for sustainability of results and the next phase of the programme?

## **Key Informant Interview Protocol 2: Government officials (75 minutes)**

### **Introduction**

- Could you tell me your position/role in your organization?
- How long have you been in your current role?
- Were you directly involved in the programme design and/or implementation? What was your specific engagement?

### **Impact**

1. To which extent do you think the government authorities and agencies have the necessary tools and capacity to operationalize the national inclusive education support system and in a coordinated way?
  - a. Do you believe the system is fully adopted by the government? If so, how? If not, what would contribute to better adoption and implementation?

### **Relevance**

2. In your opinion, were relevant government stakeholders involved in the design and implementation of the programme to ensure the programme responds to the needs and priorities of the children with SEN and CWD and take into account the most vulnerable, including girls, ethnic minorities, and other vulnerable groups?
  - a. Are there emerging/new needs and priorities?
3. Did the programme contribute to the achievement of relevant national development priorities? If so, which ones?

### **Effectiveness**

4. What interventions were effective at addressing the Programme purpose, and in a sustainable manner? What interventions were less effective at addressing the programme purpose or objectives?
5. In your view, did the programme achieve its intended results during the past three years?
  - a. In your view, what are some major factors influencing the achievement/ or non-achievement of the programme outcomes? Are there internal (e.g., adherence, robustness of design, implementation) or external factors (e.g., operational context) that contributed to the achievement of results?
  - b. In case of non-achievement, do you think the stakeholders identified and responded to those challenges?
6. Do you think there are groups of children or needs that were not identified in the programme strategy, including CWD girls, ethnic minorities, and other vulnerable groups?

### **Efficiency**

7. How efficiently do you think the partnerships with governmental and non-governmental organizations, academia, and other entities managed within the programme to deliver results in a timely and organized manner?
8. Did any challenges impede the efficient execution of the programme? If so, do you think some specific strategies could be employed to address them? If so, what are they?

### **Sustainability**

9. In your opinion, to what extent has the strategy adopted by the programme contributed to sustainability of results for CWD, including girls, ethnic minorities, and other vulnerable groups? Did the programme specifically contribute to improving existing capacities in the inclusive education support system? How sustainable is that improvement?

10. In your opinion, how is the government's ownership of the programme and willingness for sustaining the results and scaling up?
  - a. How likely do you think the results will be sustained beyond the programme through the action of Government?
  - b. How is the capacity of government for sustaining and scaling up?
  - c. What external support is there in place that is likely to phase out or remain?
11. What are some lessons learned for the sustainability of results?

## Key Informant Interview Protocol 3: Implementing partners (60 minutes)

### Introduction

- Could you tell me your position/role in your organization?
- How long have you been in your current role?
- Were you directly involved in the programme (*add relevant project and its goals*) design and/or implementation? What was your specific engagement?

### Impact

1. In your opinion, to what extent and how did the intervention contribute to (*only the relevant items will be asked to the implementing partner*):
  - a. the establishment of an inclusive education support system?
  - b. the establishment of effective teacher learning programmes and supportive teaching and learning systems?
  - c. a change in harmful social norms against children with special educational needs and disabilities?
2. To what extent did the intervention address gender, ethnic minorities, or other vulnerable groups' issues regarding CWD's access to school and quality inclusive education?
3. Were there any unintended/unexpected positive or negative changes you observed as a result of the intervention? If so, how and why?
4. Do you think the intervention is scalable to other locations with replicable results? If so, how and why?

### Relevance

5. Which needs and priorities of children with special education needs and disabilities were you targeting, including girls, ethnic minorities, and other vulnerable groups? Are there emerging/new needs of the targeted groups that need to be addressed?
6. Did you make any COVID-19 outbreak related adaptations during the design and implementation phases? Can you provide examples of adaptations you have made?

### Effectiveness

7. In your view, did the intervention achieve its intended results?
  - a. In your view, what are some major factors influencing the achievement/ or non-achievement of the results? Are there internal (e.g., adherence, robustness of design, implementation) or external factors (e.g., operational context) that contributed to the achievement of results?
  - b. In case of non-achievement, do you think factors leading to non-achievement have been identified and responded? How?
8. Do you think there are groups of children, including girls, ethnic minorities, and other vulnerable groups, whose needs were not identified and responded to adequately? What factors influenced the under/non-achievement of results for these groups?

### Efficiency

9. How efficiently do you think the intervention has been managed in terms of its human and financial resources?
  - a. How have the financial resources been used?

- b. How have the human resources been used?
  - c. Did you have partnerships with other stakeholder organizations? How efficient was the partnership do you believe? Do you think the actions of partners were complementary?
  - d. In your opinion, to what extent were the intervention activities delivered in a timely and organized manner?
10. Did any challenges impede the efficient execution of the intervention? If so, do you think some specific strategies could be employed to address them? If so, what are they?
11. In your opinion, what are the major strengths and added values of your organization for achieving inclusive and quality education in Georgia?

### **Sustainability**

12. In your opinion, to what extent has the intervention contributed to sustainability of results for CWD, including girls, ethnic minorities, and other vulnerable groups? Did the intervention specifically contribute to improving existing capacities? How sustainable do you believe is that improvement?
- a. Which investments were one-off vs. continuous (financial, know-how, technical assistance, etc.)?
  - b. How is the capacity of your organizations for sustaining results?
  - c. What external support is there in place that is likely to phase out or remain?
13. What are some lessons learned for the sustainability of results?

## **Key Informant Interview Protocol 4: Donor (60 minutes)**

### **Introduction**

- Could you tell me your position/role in your organization?
- How long have you been in your current role?
- Were you directly involved in the programme (add relevant project) design and/or implementation? What was your specific engagement?

### **Impact**

1. Through the interventions implemented in the past three years, what type of long-term benefits do you believe the programme produced for children with special educational needs and disabilities in Georgia, including girls, ethnic minorities, and other vulnerable groups?
2. In your opinion, how did the programme ensure that all the intended target groups, including the most disadvantaged and vulnerable, benefitted equally?

### **Relevance**

3. How is the programme aligned with your organization's mandate?
4. In your opinion, were relevant stakeholders involved in the design and implementation of the programme? If not, how this can be improved in the future?

### **Effectiveness**

5. In your opinion, did the programme achieve the intended results?
  - a. Are there any results that the programme could not achieve? What are the reasons for low/under achievement?
  - b. What are some key factors which helped the programme in implementation, management, and delivery of results?
  - c. Are there any factors which impeded the programme progress and achievements of results? Were these factors addressed? How?

### **Efficiency**

6. In your opinion, did the programme have sufficient funds to achieve the intended results?
  - a. If there was shortage of funds, how did it affect the delivery of programme and achievement of results? Were any changes made to programme targets/intended results?
7. In your opinion, did the programme have sufficient time to achieve the intended results?
8. What were the internal and external factors that contributed to any delays? How were these factors mitigated?

### **Sustainability**

9. In your opinion, did the programme have strategies and actions to achieve sustainability? How?
10. In your opinion, did the programme contained measures to promote the long-term buy-in, leadership and ownership by the Government and other relevant stakeholders?
11. What do you believe is required for the sustainability of results?

**Key Informant Group Interview Protocol 5:** Responsible academic staff of the partner state universities (60 minutes)

**Introduction and warm up:**

- Greetings and introduction of the moderator
- Explanation about the aim of the group discussion and methodology
- Explanation of ethical considerations
- Participant introductions

**Impact**

1. Do you think the establishment of university Child Rights Centers - Knowledge Hubs and revision of the content of undergraduate and graduate academic programmes contributed to building capacity on inclusive education? How?
2. Were there any unintended/unexpected positive or negative changes you observed as a result of this activity? If so, how and why?
3. Do you think the intervention is scalable to other locations with replicable results? If so, how and why? Would there be any challenges?

**Relevance**

4. Do you think there are emerging/new needs of students with special education needs and disabilities that need to be addressed in the revised contents of education programmes, including girls, ethnic minorities, and other vulnerable groups?

**Effectiveness**

5. In your view, did the intervention achieve its intended results?
  - a. In your view, what are some major internal or external factors influencing the achievement or non-achievement of the results?
6. Do you think the specific needs of different groups of children with SEN and disabilities, including girls, ethnic minorities, and other vulnerable groups, were adequately taken into consideration in the capacity building materials and activities?

**Efficiency**

7. Did you have partnerships with other stakeholder organizations? How efficient was the partnership do you believe? Do you think the actions of partners were complementary?
8. Did any challenges impede the efficient execution of the activities? If so, do you think some specific strategies could be employed to address them? If so, what are they?
9. In your opinion, what are the major unique strengths and added values of universities for achieving inclusive and quality education in Georgia?

**Sustainability**

10. How sustainable do you think the established Child Rights Centers - Knowledge Hubs in continuing their current activities to support the inclusive education system?
  - a. Which investments were one-off vs. continuous (financial, know-how, technical assistance, etc.)?
  - b. How is the capacity of your organization for sustaining results?
  - c. What external support is there in place that is likely to phase out or remain?
11. Do you have recommendations for the continuation of results?



**Key Informant Interview Protocol 6:** Staff of external organizations working on inclusive education and the parliament member (60 minutes)

**Introduction:**

- Greetings and introduction of the interviewer
- Explanation about the aim of the interview and methodology
- Explanation of ethical considerations

**External influences on the targeted outcomes of LNCO**

- How does your organization (*replace 'your organization' with 'the government' for the parliament member participant*) support the inclusive education system in Georgia?
  - Are you aware of other organizations' support in this area?
  - Are you aware of the government initiatives in this area? (*this question will not be repeated to the parliament member*)
- Does your organization support any operational or legal aspect of the inclusive education system? How?
  - Are you aware of other organizations' support in this area?
  - Are you aware of the government initiatives in this area?
- Does your organization support resource schools in any way? How?
  - Are you aware of other organizations' support in this area?
  - Are you aware of the government initiatives in this area?
- Does your organization support the coordination and monitoring of the inclusive education systems? How?
  - Are you aware of other organizations' support in this area?
  - Are you aware of the government initiatives in this area?
- Does your organization engage in capacity building activities with local authorities? How?
  - Are you aware of other organizations' support in this area?
  - Are you aware of the government initiatives in this area?
- Does your organization engage in capacity building activities for teachers and special education specialists in preschool and general education to support education of CWD?
  - Are you aware of other organizations' support in this area?
  - Are you aware of the government initiatives in this area?
- Does your organization engage in capacity building activities with university partners in the area of inclusive education?
  - Are you aware of other organizations' support in this area?
  - Are you aware of the government initiatives in this area?
- Does your organization engage in activities to reduce stigma and social norms against CWD?
  - Are you aware of other organizations' support in this area?
  - Are you aware of the government initiatives in this area?
- Does your organization engage in activities to specifically support the CWD who are girls, ethnic minorities, or other vulnerable groups in accessing to schools and quality inclusive learning environment?

## Focus group discussion guidelines

### Focus group discussion protocol 1: Educators (60 minutes)

#### Introduction and warm up:

- Greetings and introduction of the moderator
- Explanation about the aim of the group discussion and methodology
- Explanation of ethical considerations
- Participant introductions

#### Continuous professional development opportunities available and their quality.

- How are the continuous development opportunities to support the educators and special educators in the teaching of students with special education needs and disabilities, including girls, ethnic minorities, and other vulnerable groups?

##### *Prompt questions:*

- *Do they offer diversified training modules/programmes?*
- *How is the quality of content?*
- *Are there requirements for educators to attend those trainings?*

#### Feedback on training received.

- Did you attend the trainings that were provided to you (*add the name of the specific training and the implementing partner based on the educator group*)? What are your thoughts on the training?
  - How was the quality of the training?
  - Was the content relevant to your and other educators' needs as the teacher and the learning needs of students with special education needs and disabilities including girls, ethnic minorities, and other vulnerable groups?
- What type of skills and knowledge did you and your colleagues gain through these trainings?
- Do you think the skills and knowledge acquired through these trainings were utilized by the trainees? (behavior)
- How do you think these trainings can be improved in the future?

#### Adherence to inclusive and quality education

##### *Teaching Practices and Strategies:*

- What strategies or methods do you and your colleagues use to create an inclusive learning environment that accommodates diverse student needs?

##### *Prompt question:*

- *Could you share examples of a time when you or your colleagues successfully adapted teaching methods to address a particular student's learning challenges.*

##### *Collaboration and Communication:*

- How do the educators, specialists, and support staff collaborate to support students with diverse needs?
- How do you and your colleagues engage in constructive collaboration with parents or guardians to enhance the learning experience of a student with special needs or disability.

*Assessment and monitoring*

- How do you and your colleagues use assessment data to modify your teaching strategies and promote continuous improvement for students with special education needs?

## Focus group discussion protocol 2: Municipal kindergarten agencies' staff trained (60 minutes)

### Introduction and warm up:

- Greetings and introduction of the moderator
- Explanation about the aim of the group discussion and methodology
- Explanation of ethical considerations
- Participant introductions

### Feedback on training received.

- What are your thoughts on the training you received?  
*Prompt question:*
  - *Was the content relevant to the preschool management staffs' needs regarding ECE good governance principles, and inclusive ECE and supportive mechanisms?*
  - *Did the content include issues and strategies for challenges that may be experienced by specific vulnerable groups, such as girls or ethnic minority children with special educational needs?*
- What type of knowledge and skills did you and your colleagues gain through these trainings?
- Do you think the skills and knowledge acquired through these trainings were utilized by the trainees? (behavior)
- Do you think the knowledge and skills gained improved inclusive ECE governance in preschools?
- How do you think these trainings can be improved in the future?

### Effects on inclusive ECE

- To which extent do you think good governance principles for ECE are followed in municipalities in Georgia?
  - What are hindering factors? What are the accelerating factors?
  - How could this be improved and sustained over the long term?
- To which extent do you think monitoring and evaluation activities for inclusive preschool education are implemented?
  - What are hindering factors? What are the accelerating factors?
  - How could this be improved and sustained over the long term?
- To which extent do you think preschool education quality standards are implemented and maintained?
  - What are hindering factors? What are the accelerating factors?
  - How could this be improved and sustained over the long term?
- To which extent do you think preschool staff's continuous professional development is supported?
  - What are hindering factors? What are the accelerating factors?
  - How could this be improved and sustained over the long-term?

### Focus group discussion protocol 3: Participants of Leadership Development Programme (60 minutes)

#### Introduction and warm up:

- Greetings and introduction of the moderator
  - Explanation about the aim of the group discussion and methodology
  - Explanation of ethical considerations
  - Participant introductions
- 
- What are your thoughts on the training you received?  
*Prompt questions:*
    - *Was the content relevant to the needs of professionals managing and leading the inclusive education support system in Georgia?*
    - *Did the content relevant to the needs of CWD, including girls, ethnic minorities, and other vulnerable groups?*
  - What type of knowledge and skills did you and your colleagues gain through these trainings?
  - Do you think the skills and knowledge acquired through these trainings were utilized by the trainees? (behavior)
  - Do you think the knowledge and skills gained improved the implementation of inclusive education support system in Georgia?
  - How do you think these trainings can be improved in the future?

**Focus group discussion protocol 4:** 12-14 and 15-18 years old children with SEN and CWD (60 minutes)

*The needs of children will be consulted with the school managers and school special education specialists discussed when arranging these FGDs. Support from the school managers and school special education specialists will be received to accommodate the varying needs (e.g., assistive devices) of children to conduct these in-person FGDs.*

#### **Introduction and warm up:**

- Greetings and introduction of the moderator
- Explanation about the aim of the group discussion and methodology
- Explanation of ethical considerations
- Participant introductions

#### **Let's talk about your school and education. I would like to learn about your positive and negative experiences regarding access to quality education and the learning environment in your school.**

- Do you think you and your friends with special educational needs in your class have good progress in classes? What is going well? What is not going well?
- Do you think you and your friends have access to the necessary learning materials you need to progress well?
  - What else would be good to have?
  - Is there a room with educational resources you would need in your school? If yes, what are your thoughts on it? Are you satisfied with it? What improvements would be good to have?

*Prompt questions:*

- *Is it easily accessible?*
- *Is there enough space for one-on-one or group learning?*
- *Are the furniture and seating arrangements fine?*
- *Are supplementary materials for your learning needs available?*
- *What are your needs to have access to (receive) higher quality education?*
  - *Which ones are met?*
  - *Which ones are not met?*
  - *Are there specific challenges for girls to receive quality education? Do you think these are addressed, especially to ensure that you receive quality education in the long term as well?*

#### **Let's talk about your teachers**

- Are your teachers usually supportive of you and your friends with SEN's learning? Which kind of teacher support would be good for your learning experience?

*Prompt questions:*

- *Do they use a variety of teaching ways suiting your specific needs? Could you give me some examples?*
- *Do your teachers provide you with guidance for your learning? Could you give examples of your experiences?*

- *Are you actively encouraged to participate in lessons?*
- *If there are barriers to your participation, are there efforts to minimize them?*

**Now I would like to ask you about getting support on overcoming challenges.**

- What are the common ways you and your friends get social support when confronting difficult situations in school?

Prompt question:

- From whom? Could you provide examples?

**How about your school friends?**

- Do you think students help, respect, and equally value each other in your school?

**Finally, I would like to learn about your expectations and suggestions.**

- What could be supportive for you and your friends with SEN's learning in the future?
- What would help you to be happier in school?

## **Focus group discussion protocol 5: Parents of children with SEN and CWD (60 minutes)**

### **Introduction and warm up:**

- Greetings and introduction of the moderator
- Explanation about the aim of the group discussion and methodology
- Explanation of ethical considerations
- Participant introductions

### **Let's talk about your children's school and education. I would like to learn about the positive and negative experiences regarding their learning environment in school.**

- Do you think your child and other students with special educational needs in your child's school are able to achieve good progress in classes? What is going well? What is not going well? Are they able to receive quality education?
- Do you think your child and other students with special educational needs in your child's school have access to the necessary learning materials they need to progress well?
  - What else would be good to have?
  - Do you know whether there is a room with educational resources they would need in their school? If yes, what are your thoughts on it? What else would be good to have?
- *What are the needs of your child and other students with special educational needs to have access to (receive) higher quality education?*
  - *Which ones are met?*
  - *Which ones are not met?*
  - *Are there specific challenges for girls or ethnic minorities with SEN to access quality and inclusive education? Do you think these challenges are addressed, especially to ensure they have access to quality education in the long term?*

### **Let's talk about their teachers.**

- Are the teachers usually supportive of your child and other students with special educational needs' learning?
- How is the cooperation of teachers with parents of children with SEN in general?  
*Prompt questions:*
  - *Do they provide you with guidance for supporting their learning? Could you give some examples?*

### **Now I would like to ask you about getting support on overcoming challenges.**

- What are the common ways you and your children get support when confronting difficult situations in school?  
*Prompt question:*
  - From whom? Could you provide examples?

### **How about their friendships in school?**



- Do you think students help, respect, and equally value each other in their school? Were there instances of negative stereotypes or prejudice? If yes, have there been improvements in the past year?

**Finally, I would like to learn about your suggestions.**

- What could be supportive for your child and other students with SEN's learning in the future?

**Online Survey on Inclusion of Students with SEN and Disabilities** with the teachers, special education specialists, and the school managers of public schools who were trained by NCTPD, Counsellor Training Programme of Statped, Innovations for inclusive Society, and as part of the after-school education model in partnership with MoECS of Adjara

**Instruction:** The following list of items help us identify barriers to inclusion that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of inclusive practices in your school.

Please respond to each item considering your school.

### Section 1: Creating Inclusive *Cultures*

	<i>Question</i>	<i>Agree</i>	<i>Disagree</i>	<i>Unsure</i>
1	Everyone is made to feel welcome.			
2	Staff and students treat one another with respect.			
3	There is partnership between staff and parents			
4	Staff, students and parents share a philosophy of inclusion.			
5	Staff seeks to remove barriers to learning and participation in all aspects of the school.			
6	Students are equally valued.			
7	The school strives to minimise all forms of discrimination.			
8	Difference amongst the school community is celebrated.			

### Section 2: Producing Inclusive *Policies*

	<i>Question</i>	<i>Agree</i>	<i>Disagree</i>	<i>Unsure</i>
1	The school makes its buildings physically accessible to all people.			
2	All new students are helped to settle into the school.			
3	The school arranges teaching groups so that all students are valued.			
4	Support for students with SEN is co-ordinated.			
5	Staff are given opportunities to participate in professional development that will support teaching of students with SEN.			
6	All school policies are inclusive policies.			
7	Staff are aware of their responsibilities under current legislation in relation to the education of students with SEN.			
8	Barriers to attendance are minimised.			

### Section 3: Evolving Inclusive *Practices*

	<b>Question</b>	<b>Agree</b>	<b>Disagree</b>	<b>Unsure</b>
1	Teaching is planned with the learning of all students in mind.			
2	Students with SEN are actively encouraged to participate in lessons.			
3	Students are actively involved in their own learning.			
4	Teachers use a variety of teaching styles- scaffolding, modelling, peer tutoring, active learning, co-operative group work.			
5	Teachers use a variety of alternatives for recording- writing, tape, drama, use of ICT, discussion and feedback			
6	Teachers plan, teach and review in partnership.			
7	All students, including those with SEN are encouraged to participate in extra-curricular activities and activities outside the classroom.			
8	Staff expertise in the area of SEN is fully utilised.			

### Section 4: Additional questions

1. What is your position in the school?

- a) Administrative
- b) Special teacher
- c) Specialist involved in inclusive education
- d) Subject teacher of students with special needs
- e) Specialist of inclusive vocational education

2. For how long have you been in this position?

- a) Less than 1 year
- b) 1-3 years
- c) More than 3 years

3. Have you attended a training session on inclusive education practices including the functional application of resource rooms in your school in the past 3 years?

- a) Yes
- b) No

**Direct Observation Checklist**  
**Inclusive Education Physical Environment**

**General Information:**

School Name:

Date of Observation:

Observer's Name:

#	Item	Yes	No
1	Is there a resource room in school?		
2	Is the resource room easily accessible to all students, including those with physical disabilities, through ramps or elevators?		
3	Does the resource room provide sufficient space for one-on-one or small group instruction?		
4	Are the furniture and seating arrangements in the resource room flexible and adaptable to meet the diverse needs of students with disabilities?		
5	Are a variety of appropriate learning materials, such as books and manipulatives available and easily accessible?		
6	Are supplementary materials, such as Braille or large-print resources, available for students with visual impairments?		
7	Are assistive technologies accessible?		
8	Is there a designated special education inclusion specialist/coordinator for the management and maintenance of resource room?		
9	Are classrooms and school facilities accessible for students with physical disabilities?		
10	Is there an elevator for wheelchair users?		
11	Are classrooms free from physical barriers?		

## Annex 5. Informed consent forms

### Informed consent for adult KII and FGD participants

#### ***The purpose of the interview***

You are being invited to participate in an interview (group discussion) to share your perspectives on and experience with the activities/projects of UNICEF supported programme on inclusive education named Leave No Child Out. This interview (group discussion) is part of an evaluation study whose results will be used to inform UNICEF and programme partners on how to best deliver services that can support the education of children with special education needs or disabilities.

All information and opinions you provide will remain fully confidential. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

Your participation is voluntary and does not affect access to any services or benefits to which you are entitled. If you feel uncomfortable with some of the questions in this interview, please tell me right away. You can skip any questions you would rather not answer. You can stop the interview at any time; your decision will not affect any services you receive.

The interview is expected to take approximately one hour.

#### ***What are the benefits of participating?***

Your participation in this study will not benefit you directly, but it may benefit others in the future, as your responses may help UNICEF and Government of Georgia to improve their assistance and support for children with special education needs and disabilities. We do not foresee any risks of the study for the participants other than regular minimal risks they may encounter in their daily life.

#### ***How is confidentiality ensured?***

The evaluator will keep all personal information collected confidential and we ask you and others participating in the group discussion to do the same. The audio and video recording from the interview will be obtained; the audio recording will be transcribed, coded, and any identifiers removed. The recordings will then be deleted. No personal or identifying information will be used in the evaluation report. In the evaluation report, we may use direct quotes; however, you will not be personally identified with the quote. We will only use quotes that ensure your anonymity in the study report.

#### ***If you have any questions regarding the interview, please contact:***

If you have any questions or concerns regarding this interview (group discussion), please contact me at [ykisbu@unicef.org](mailto:ykisbu@unicef.org).

Do you agree to participate in this interview and that it will be video, and audio recorded? Please respond to this invitation email.

## **Informed consent for adult online survey participants**

### ***The purpose of the interview***

You are being invited to participate in an online survey to share your perspectives on and experience with inclusive education culture and practices in your school.

This online survey is part of an evaluation study UNICEF supported programme on inclusive education named Leave No Child Out, whose results will be used to inform UNICEF and programme partners on how to best deliver services that can support the education of children with special education needs or disabilities.

The answers you provide will remain fully confidential and anonymous. You will not be asked about your identity information (such as name, birthdate, school) when filling the anonymous survey. If you do choose to participate, please answer the questions honestly and openly, so that we can understand your experience and find out what you really think and have experienced.

Your participation is voluntary and does not affect access to any services or benefits to which you are entitled. You can skip any questions you would not like to answer. You can stop the survey at any time; your decision will not affect any services you receive.

The online survey is expected to take approximately 7 minutes.

### ***What are the benefits of participating?***

Your participation in this study will not benefit you directly, but it may benefit others in the future, as your responses may help UNICEF and Government of Georgia to improve their assistance and support for children with special education needs and disabilities. We do not foresee any risks of the study for the participants other than regular minimal risks they may encounter in their daily life.

### ***How is confidentiality ensured?***

The evaluator will keep all data collected confidential. No personal identifying information will be asked and saved during the data collection.

### ***If you have any questions regarding the interview, please contact:***

If you have any questions or concerns regarding this online survey, please contact me at [ykisbu@unicef.org](mailto:ykisbu@unicef.org).

Do you agree to participate in this online survey? Yes / No

## Parental informed consent for FGDs with children

### ***The purpose of the interview***

Dear Parent,

We conduct a research study to evaluate the impact of UNICEF supported programme on inclusive education named Leave No Child Out. As part of this study, we would like to hear about the experiences of your child (add attending school name) and invite him/her for a group discussion study with her peers with special educational needs. The discussion will aim to learn about the participating children's learning and social experiences in their school, needs, and recommendations. The results will be used to inform UNICEF and project partners on how to best deliver services that can support the education of children with special educational needs.

All information and opinions your child will provide will remain fully confidential. She/he will only be included in the group discussion if you give your consent and after getting his/her oral consent to participate in the discussion after explaining the study to him/her.

The participation of your child in this one-time group discussion is voluntary and does not affect access to any services or benefits to which you or him/her are entitled. If she/he feels uncomfortable with some of the questions in this interview, she will be let to know that she/he can tell me right away. She/he can skip any questions she/he would rather not answer. She can stop and leave the discussion at any time and his/her decision will not affect any services received.

This group discussion is expected to take approximately one hour and will take place in a classroom in his/her school. 4-7 children with special educational needs or disabilities are expected to participate in the group discussion.

### ***What are the benefits of participating?***

The participation in this study will help UNICEF and Government of Georgia to improve their assistance and support for children with special education needs. We do not foresee any risks of the study for the participants other than regular minimal risks they may encounter in their daily life.

### ***How is confidentiality ensured?***

The evaluator will keep all personal information collected from your child confidential and ask others in the group to do the same. The audio recording from the group discussion will be transcribed, coded, and any identifiers removed. The recording will then be deleted. No personal or identifying information will be used in the study report. In the evaluation report, we may use direct quotes; however, your child will not be personally identified with the quote. We will only use quotes that ensure anonymity of your child in the study report.

### ***If you have any questions regarding the interview, please contact:***

If you have any questions or concerns regarding this group discussion, please contact me at [ykisbu@unicef.org](mailto:ykisbu@unicef.org).

Do you agree to your child participating in this group discussion and the group discussion to be voice recorded? Please circle your answer as Yes or No below and return the signed copy of this form.

Yes    No

Parent's signature: \_\_\_\_\_ Child's name: \_\_\_\_\_

### Child oral assent form FGDs with children

Dear \_\_\_\_,

As part of a research study, we would like to hear about your experiences and invite you for a group discussion with your peers in your school. The group discussion will take about an hour. The discussion will aim to learn about your learning and social experiences in your school, your needs, and suggestions. The results will be used to inform UNICEF and other partners on how to best deliver services that can support your educational needs.

Everything you will say during this group discussion will remain fully confidential and your name will not be shared with others. And you will only be included in this group discussion if you agree to.

Your participation in this one-time group discussion is voluntary and does not affect access to any services or benefits you have. If you feel uncomfortable with some of the questions in this group discussion, you can tell me right away or choose to not answer the questions. You can stop and leave the group discussion at any time and your decision will not affect any services received. This group discussion is expected to take approximately one hour.

The evaluator will keep all personal information collected confidential. And we would like to ask you to keep the information that your friends share during this discussion confidential as well. The audio recording from this discussion will be deleted after analysis. Your name or any other identity information will not be used anywhere, including the study report. In the study report, we may use direct quotes; however, you will not be personally identified with the quote.

Would you like to participate in this group discussion?



## Annex 6. Ethics approval letter



### Research Ethics Approval

26 September 2023

Yasemin Kisbu, PhD  
Independent Evaluation Consultant  
Kilyos yolu Cad. 34450  
Sariyer Istanbul Turkiye

RE: Ethics Review Board findings for: *Evaluation of the Leave No Child Out (LNCO) - Building Inclusive, Equitable and Quality Education in Georgia Programme* (HML IRB Review #792GEOR23)

Dear Dr. Kisbu,

Protocols for the protection of human subjects in the above study were assessed through a research ethics review by HML Institutional Review Board (IRB) on 10 – 26 September 2023. This study's human subjects' protection protocols, as stated in the materials submitted, received ethics review approval.

You and your project staff remain responsible for ensuring compliance with HML IRB's determinations. Those responsibilities include, but are not limited to:

- ensuring prompt reporting to HML IRB of proposed changes in this study's design, risks, consent, or other human protection protocols and providing copies of any revised materials;
- conducting the research activity in accordance with the terms of the IRB approval until any proposed changes have been reviewed and approved by the IRB, except when necessary to mitigate hazards to subjects;
- promptly reporting any unanticipated problems involving risks to subjects or others in the course of this study;
- notifying HML IRB when your study is completed.

HML IRB is authorized by the United States Department of Health and Human Services, Office of Human Research Protections (IRB #1211, IORG #850, FWA #1102).

Sincerely,

D. Michael Anderson, Ph.D., MPH  
Chair & Human Subjects Protections Director, HML IRB

cc: Giorgi Kalakashvili, Amy Clancy, Nino Pruidze, Mariama Khundzakishvili, Saltanat Rasulova, Penelope Lantz, JD

Health Media Lab, Inc.  
1101 Connecticut Avenue, NW Suite 450  
Washington, DC 20036 USA  
+1.202.246.8504  
[unicef@hmlirb.com](mailto:unicef@hmlirb.com) [www.hmlirb.com](http://www.hmlirb.com)

## Annex 7. List of documents for desk review

#	Title of the document	Partner / info
1	Technical proposal	Gordon Academic College of Education
2	Project reports	Gordon Academic College of Education
3	Training materials	Gordon Academic College of Education
4	ToR	Innovations for Inclusive Society
5	Technical proposal	Innovations for Inclusive Society
6	Reports and developed materials (Guide; needs assessment; training modules)	Innovations for Inclusive Society
7	ECE Georgia Diagnostic Study (2022)	The study is part of the Early Childhood Education (ECE) component of the Innovation, Inclusion and Quality Project, implemented by the Government of Georgia and funded through a World Bank Loan.
8	Preschool Quality Study (2018)	UNICEF
9	Plan of project implementation	UNICEF
10	Programme Proposal	UNICEF
11	Results framework leave no child out	UNICEF
12	Child Wellbeing in Georgia - 2023	UNICEF
	Results of the Child Welfare Survey (CWS) conducted by the National Statistics Office of Georgia (Geostat), with support from UNICEF	
13	Findings of the Multiple Indicator Cluster Survey (MICS) in Georgia and MICS Plus conducted by Georgia CO The Results of the Largest International Household Survey Launched on the World Children's Day	UNICEF
14	See Every Color Communication strategy	Action Global Communications
15	See Every Color - Final Report_ENG	Action Global Communication
16	See every color - One-pager SBC CWD	UNICEF
17	Report of the research Impact of interventions supporting inclusion of children with disabilities in Education	Action Global Communications
18	Project Proposal- Ilia State University	Ilia State University
19	1st phase report Ilia	Ilia State University
20	2 <sup>nd</sup> phase report Ilia	Ilia State University
21	3 <sup>rd</sup> phase report Ilia	Ilia State University
22	Final Report Ilia	Ilia State University
23	Project proposal ATSU	Akaki Tsereteli State University (ATSU)

24	1st Progress Report ATSU	Akaki Tsereteli State University (ATSU)
25	2 <sup>nd</sup> Progress Report ATSU	Akaki Tsereteli State University (ATSU)
26	3rd Progress Report ATSU	Akaki Tsereteli State University (ATSU)
27	4 Progress Report ATSU	Akaki Tsereteli State University (ATSU)
28	Project proposal Batumi Shota Rustaveli State University	Batumi Shota Rustaveli State University (BTU)
29	1st Project progress BSU	Batumi Shota Rustaveli State University (BTU)
30	2nd Project progress BSU	Batumi Shota Rustaveli State University (BTU)
31	3rd Project progress BSU	Batumi Shota Rustaveli State University (BTU)
32	FINAL Project report BSU	Batumi Shota Rustaveli State University (BTU)
33	Project proposal	Gori State Teaching University
34	Project progress reports	Gori State Teaching University
35	Project proposal	Samtskhe-Javakheti State University
36	Project progress reports	Samtskhe-Javakheti State University
37	Project proposal	Sokhumi State University
38	Project progress reports	Sokhumi State University
39	Project proposal	Iakob Gogebashvili Telavi State University
40	Project progress reports	Iakob Gogebashvili Telavi State University
41	Project proposal	Shota Meskhia Zugdidi State Teaching University
42	Project progress reports	Shota Meskhia Zugdidi State Teaching University
43	Monitoring reports - Universities	Batumi, Gori, Telavi, Sokhumi, Zugdidi State Universities
44	Grant agreement, project reports, monitoring reports, resources developed	STATPED
45	2022_RAM3 End-Year Summary Narrative 19 Jan 2023	UNICEF
46	2022 RAM3 Country Programme Full Draft Report_CP 19 Jan 2023	UNICEF
47	Programme second progress report	UNICEF
48	Programme proposal	UNICEF
49	Programme Implementation plan	UNICEF
50	Results framework	UNICEF
51	MoESY Strengthening Municipal Capacity Proposal	MOESY
52	1st Phase report MoESY Strengthening Municipal Capacity	MOESY
53	2nd Phase report MoESY Strengthening Municipal Capacity	MOESY
54	3rd Phase report MoESY Strengthening Municipal Capacity	MOESY
55	2022-2030 Unified National Strategy of Education and Science of Georgia.	MOESY

## Annex 8. Terms of Reference

United Nations Children's Fund

### TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station:
<b>Leave No Child Out (LNCO) – Building Inclusive, Equitable and Quality Education in Georgia Programme Evaluation</b>	SC200667	<input checked="" type="checkbox"/> Consultant <input type="checkbox"/> Individual Contractor Part-Time <input type="checkbox"/> Individual Contractor Full-Time	Georgia
<b>Purpose of Activity/Assignment:</b>  Leave No Child Out (LNCO) - Building Inclusive, Equitable and Quality Education in Georgia Programme			

## Scope of Work:

### EXECUTIVE SUMMARY

In 2020, a three-year Partnership Programme in the field of education was initiated by the Government of Norway, the Ministry of Education, Science and Youth of Georgia and UNICEF. The partnership supports the Government of Georgia's efforts in promoting, fostering, and monitoring quality and inclusiveness of education. This trilateral cooperation is based on the longstanding collaboration between the parties focusing on the enhancement of human and institutional capacities in the education field, improvement of learning environments and accessibility of children and teachers to diverse opportunities for improved motivation, performance, teaching and learning.

The Partnership Programme identified three major outcomes to pursue:

1. A robust overarching and inclusive education support system is progressively in place and functioning, to meet national demands and international standards on inclusive education for children with disabilities (CWD) including from ethnic minorities.
2. Effective teacher education programmes (pre- and in- service) and supportive (teaching and learning resources) systems that meet international standards and practices are functioning to ensure that teaching workforce and management adhere to/abide by inclusive and quality education.
3. Stigma and harmful social norms against children with special educational needs and disabilities reduced to improve access and participation of children into formal and non-formal educational services.

### CONTEXT

General education in Georgia is organized into Primary (Grades 1-6), Basic (Grades 7-9), and Upper Secondary (Grades 10-12) education. Under national legislation, Law of Georgia on General Education, only Grades 1 to 9 are compulsory (<https://matsne.gov.ge/en/document/download/29248/56/en/pdf>). There are 2,321 state-authorized schools in Georgia, including 2,085 public and 236 private schools. Approximately 565,000 students are enrolled in schools. There are seven resource schools (formerly called special schools) out of which four is for children with multiple disabilities, two for children with hearing impairment and one for children with vision impairment.

The National Strategy for the Protection of Human Rights in Georgia (2022-2030) aims to 'Establish a high-quality education system accessible to all children, including those with special needs' (<https://info.parliament.ge/file/1/BillReviewContent/304603>). According to the data of the Ministry of Education, Science and Youth of Georgia for the 2020-2021 academic year, around 10,000 children with special educational needs (SEN) and disabilities (CWD) were mainstreamed into public schools in comparison to 500 children who were enrolled in schools in 2012. While the system opened the door for CWD, the capacity and quality of education was still very low. The Georgian education system provided different structures and elements for CWD, but they were disconnected. Moreover, social norms were not supportive of inclusive education. According to the Welfare Monitoring Survey of 2017, more than 28

per cent of people in Georgia stigmatized persons with disabilities

(<https://www.unicef.org/georgia/media/1226/file/WMS%20ENG%202017.pdf>).

Georgia's participation in PISA 2018 showed that Georgia's scores are among the lowest among PISA-participating countries and economies. Large inequalities in learning outcomes persist, with a high percentage of students (more than two-thirds) performing below the proficiency level. In terms of gender equity, girls outperformed boys in reading and science and had similar scores in mathematics ([https://www.oecd.org/pisa/publications/PISA2018\\_CN\\_GEO.pdf](https://www.oecd.org/pisa/publications/PISA2018_CN_GEO.pdf)).

According to the 2019 UNICEF and OECD Georgia Report on General Education, the low quality of preschool, primary and secondary education is the main barrier to improving academic achievements (<https://www.unicef.org/georgia/press-releases/oecd-report-learning-outcomes-students-georgia-are-improvinghttps://www.unicef.org/georgia/press-releases/oecd-report-learning-outcomes-students-georgia-are-improving-however-equity-remainshowever-equity-remains>).

Almost 30 per cent of primary school teachers, and around 30 per cent of secondary school teachers in Georgia had no initial teacher preparation. Based on studies, there has been very little improvement in the qualifications of teachers in Georgia. It is noteworthy that as of 2019, 17,390 teachers, which accounts for 29% of the total teaching workforce, had not attended any professional development courses in the previous three years. This includes courses in subject-specific areas, pedagogy, and general professional skills" as reported by the State Audit Service (cited in Kadagidze, 2021. "Evaluation of Learning Losses Caused by the Covid-19 Pandemic." EFA, Education Coalition). Textbooks are age inappropriate with poor content and mostly irrelevant text and activities.

According to the Convention on the Rights of the Child, to which Georgia is a signatory, all children should have equal access to quality education (<https://www.unicef.org/child-rights-convention>). However, children with special educational needs in Georgia are constrained in their full inclusion into the education process due to a) absence or limited availability of relevant educational resources for teaching and learning (e.g. school textbooks, teacher guidelines, etc.), b) limited capacities of teachers on modern methodologies of teaching special education needs children due to lack of in-service training programmes and underdeveloped programmes on inclusive education for pre-service training of prospective teachers in state universities, and c) communication barriers which complicate assessment of children by the MoESY multidisciplinary teams which would inform student's individual learning requirements. This was further complicated by COVID-19 related school closures and movement to online and/or distance learning modalities.

## BACKGROUND

To address these challenges, a three-year partnership programme, Leave No Child Out - Building Inclusive, Equitable and Quality Education in Georgia, was initiated in 2020 by the Government of Norway, the Ministry of Education, Science and Youth of Georgia and UNICEF.

The objective of the Programme to align preschool and general education with inclusive and quality education standards, improve the quality and inclusiveness of the educational environment and practices to comply with national curricula, and support all children, especially the most disadvantaged groups including children with special educational needs and disabilities, to be able to access services and develop diverse skills according to their interests, needs and abilities.

Guided by the overall objective, the programme aims to:

- strengthen an overarching safe, inclusive, and quality learning environment including the establishment of resource schools with supporting structures offering enabling teaching and learning environment to children with disabilities.
- introduce after school programmes supporting the most vulnerable children in learning and recreation for their academic, emotional, and physical development.
- build a stronger teaching work force in Georgia.
- reduce stigma and harmful social norms against children with special educational needs and disabilities.

The programme is in line with the 2006 UN Convention on the Rights of Persons with Disabilities; UNESCO's Salamanca Declaration of 1994 on "Inclusive Education," and the European Convention for the Protection of Human Rights and Fundamental Freedoms of 1950.

This project aligns and contributes to the following Sustainable Development Goals (SDGs):

**SDG 4:** Ensure quality and inclusive education and promote lifelong learning opportunities for all

**SDG 5:** Achieve gender equality and empower all women and girls

**SDG 10:** Reduced inequalities within and among countries

**SDG 11:** Make cities and human settlements inclusive, safe, resilient and sustainable

**SDG 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

**SDG 17:** Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

The related UNICEF Goal Areas are:

**Goal Area 2:** Every child, including adolescents, learns and acquires skills for the future

**Goal Area 5:** Every child has an equitable chance in life

The related UNICEF Country Programme results:

**Outcome 2:** By 2025, children, especially those who are vulnerable, at risk and/or with disabilities, participate in educational programmes that meet national quality and inclusiveness standards.

**Outcome 3:** By 2025, children and adolescents, especially the most vulnerable and marginalized, have increased access to inclusive social protection, policies and programmes that focus specifically on enhanced realization of the rights of all children and which are monitored through a robust child rights mechanism

**Key Stakeholders:** Guided by the Sustainable Development Goal 4 for education and the scope of the Partnership,

UNICEF also engaged other partners in improving the quality and inclusiveness of education including the Norwegian National Service for Special Needs Education (STATPED), the Parliament of Georgia, Ministry of Education, Science and Youth of Georgia (MoESY), Ministry of Education, Culture and Sport of Adjara (MoECS), Teacher Professional Development Centre of MoESY, Office of Resource Officers of Educational institutions of MoESY, Education for All (EFA) Coalition, International CK-12 Foundation, Georgian Institute for Debate and Education (GIDE), Gordon Academic College of Education, state universities of Georgia, NNLE Innovations for Inclusive Society, national and international consultants and field experts, schools, vocational education and training (VET) institutions, preschools and targeted municipalities. The roles and contributions of each stakeholder:

**UNICEF:** UNICEF defined the needs; managed the programme; contracted partners and/or consultants to help with the implementation; provided technical guidance and quality assurance; carried out policy advocacy with various decision-makers; supported capacity building of central and local authorities; introduced demonstration models and raised awareness of stakeholders and the wider public. UNICEF conducted regular monitoring of activities to inform progress and whether adjustments to programming were needed; and held monthly meetings with MoESY to review the progress made. UNICEF coordinated activities with multiple stakeholders to obtain maximum buy-in, sustainability, and relevance to the varying contexts in the country. UNICEF disseminated



information about the programme through media and the publicity materials, reports and publications acknowledging the donor contribution.

**Statped:** Statped, in close coordination with UNICEF and MoESY, implemented project activities in compliance with the approved project plan and budget. Assisted in capacity building in the new inclusive education system; developed and delivered a leadership development programme for the management of the inclusive education support system and a counsellor training programme.

**MoESY:** MoESY selected model schools for the introduction and piloting of educational innovations; granted accreditation to inclusive and quality education programmes and gave authorization to professional

organizations (NGOs, academia, etc.) to facilitate teacher training activities. MoESY played a key role in strengthening of resource rooms, improving inclusive education practices at preschool and general education levels to provide quality education for children with SEN and CWDs, and ensuring their effective transition from general to vocational/higher education levels.

**MoECS of Adjara A.R.:** MoECS implemented the project ‘Supporting introduction of inclusive education in public schools of Adjara (Keda and Kobuleti)’ in partnership with UNICEF, to expand educational opportunities for children with SEN and disabilities through supporting the establishment of inclusive education centres and development of extracurricular programmes.

**Teacher Professional Development Centre (NCTPD):** Organized training of trainers for 22 professors and trained 400 educators and special educators on inclusive early childhood education (ECE); conducted training of trainers and delivered 200 pictorial communication cards to preschools hosting Ukrainian children.

**Office of Resource Officers of Educational institutions:** Administered the project ‘Strengthening school inclusion and safety’ aimed at building capacities of psychosocial service personnel, supporting professionals in provision of psychosocial services for vulnerable children (multisectoral schools, schools with Ukrainian migrant children), development of professional standards and restorative school component.

**Education for All (EFA) Coalition:** Implemented the ‘Enhancement of Teacher Continuous Professional Development (CPD) System in Georgia’ project to boost educational innovation and ensure sustainability, inclusiveness, and effectiveness of CPD services. EFA also implemented “Enhancement of Digital Learning and Teacher Professional Development System in Georgia” programme consisting of two components”: 1. promoting digital teaching and learning in public schools by customizing Georgian school textbooks and building capacity of teachers and students on application of digital resources; and 2. empowering schoolteachers to take part in developing strategies for improving their professional skills and competencies. **CK-12** Educational Platform was introduced to the academic staff of partner state universities as well.

**Georgian Institute for Debate and Education (GIDE):** Supported central and local authorities in modelling an *inclusive after school programme*, debate clubs in selected municipalities for improved learning and care, especially for disadvantaged children.

**Gordon Academic College of Education:** Provided technical support to MoESY and selected municipalities in the design of non-formal education programmes for children with SEN and disabilities, and from poor families; developed recommendations for the improvement of teachers’ pre-service programmes for preschool and general education teachers and educators and teacher in-service training programmes and approaches in compliance with international standards.

**Innovations for Inclusive Society:** The partner provides technical support to MoESY in increasing the quality of education of students with SEN and/or disabilities by strengthening functional application of resource rooms at schools, introducing effective transition practices from general to vocational/higher education level and establishing school-based parent clubs. The project improves the capacity of the school-based Inclusive Education Support Teams of 10 public schools and inclusive education specialists of 10 vocational education (VET) institutions on inclusive and quality education through providing a series of training and on-the-job professional supervision and guidance. The project also contributes to raising parents' awareness on positive parenting and building a culture of parent-teacher cooperation. The project closely cooperates with MoESY, Teacher Professional Development Center, Vocational Skills Agency and Office of Resource officers of Educational Institutions.

**State universities:** Seven state universities were capacitated to enhance their academic role in reaching schoolteachers and communities for improved capacity on child rights, inclusive and quality education. The universities have undertaken various initiatives aimed at disseminating knowledge and raising awareness about child rights

among different organizations, institutions, and society. The project “Strengthening university capacity for supporting inclusive preschool and general education” aimed to diversify the centralized teacher training system by introducing a new role of universities in training, supervising and coaching existing preschool and general education teachers in their respective municipalities. The academic staff were also capacitated to improve monitoring capacity by conducting research studies about the rights of children in Georgia.

**National Center for Education Quality Enhancement:** The project aimed to support the improvement of the early childhood and preschool education quality and inclusion and the implementation of the related Law and national standards in close cooperation with stakeholders through developing a national authorization system. The project focuses on promoting the development of institutional self-assessment mechanisms of ECE institutions and strengthen the capacity of the system to carry out the authorization process.

**Action Global Communication:** The “See Every Colour” campaign aimed to build on successes in combatting existing public stigma and harmful social norms against children with special educational needs and disabilities. In partnership with Action Global Communication, UNICEF reached 300 students, 300 teachers, and 1,860 mothers, fathers and childcare professionals from local community groups and regional municipalities through a series of educational and info-sharing sessions conducted in 20 schools across 6 regions of Georgia. In addition, resources related to building inclusive education and societies was disseminated through social media (Facebook) daily. For more than three months, almost 350,000 people viewed the content on a campaign webpage and around 15,000 - 20,000 people interacted with it in different ways (long view, comment, like, share etc.). The campaign also targeted traditional media viewers and through participation in different popular TV shows, 300,000 viewers were reached. Five business entities expressed readiness to integrate inclusive education related information in their communication strategies, thus ensuring sustainability of the built cooperation.

**Rights holders:** Children between 3 – 18 years of age, with a specific focus on CWD, national minorities and marginalized children.

**Duty bearers:** Ministry of Education and Science of Georgia, State Universities, Vocational Education and Training Institutions, Schools, Preschools, Teachers, Principals, targeted Municipalities, Teacher Professional Development Center (NCTPD), Educational Resource Centers (ERCs), Vocational Skills Agency and Office of Resource Officers of Educational Institutions, parents, and media.

As the programme is in its final stage of implementation, UNICEF, in agreement with the Government of Norway, is commissioning an external, independent and gender-responsive evaluation of the programme ([UN Women Evaluation Handbook: How to manage gender-responsive evaluation | UN Women – Headquarters](#)).

Findings and recommendations from this evaluation will inform the stakeholders on:

- Accomplishment of the main outcomes.
- Contribution to improving the access and quality of education and services for children with disabilities (CWD) including from ethnic minorities and the most marginalized, identified in the programme description.

- Scalability and sustainability of the interventions.

**Theory of change:** The theory of change (ToC) should be developed retroactively based on the result framework of the project.

**Results Chain:**

**Outcome 1-** A robust overarching and inclusive education support system is progressively in place and functioning, to meet national demands and international standards on inclusive education for CWD including from ethnic minorities

**Output 1.1-** Overarching and inclusive education support system with legal and operational frameworks is designed

**Output 1.2** - Resource schools with supporting structures offer enabling teaching and learning environment to children with disabilities

**Output 1.3** - Children with disabilities, stakeholders and service providers benefit from improved and accessible coordination and monitoring systems of inclusive education

**Output 1.4-** Local authorities in selected municipalities have capacity to assess, plan, implement and monitor local policies and services to ensure full utilization of the benefits of inclusive pre-school and general education and its support system at the local level

**Outcome 2:** Effective teacher education programmes (pre- and in- service) and supportive (teaching and learning resources) systems that meet international standards and practices are functioning to ensure that teaching workforce and management adhere to/abide by inclusive and quality education

**Output 2.1:** University Child Rights Centers - Knowledge Hubs have the capacity (technical and financial) to offer an innovative platform that is tool for collaboration among stockholders for sharing of improved knowledge and skills **Output 2.2:** Content of Bachelor and Master level programmes is enhanced for quality education of prospective teachers in nine state universities

**Output 2.3:** In-service teacher training programmes on inclusive and quality education are aligned with international standards and practices to enable continuous professional development opportunities for teachers

**Output 2.4:** Key stakeholders in line ministries and municipalities have improved capacities on (i) evidence based policy making, (ii) effective governance, (iii) monitoring and evaluation, (iv) professional development of preschool staff and (v) delivery of inclusive services for young children in preschool institutions

**Outcome 3:** Stigma and harmful social norms against children with special educational needs and disabilities reduced to improve access and participation of children into formal and non-formal educational services

**Output 1.3:** Key stakeholders have the capacity to reduce harmful social norms against SEN and CWD

**Impact:** Children in Georgia, especially children with special educational needs (SEN) and disabilities (CWD) benefit from increased access to inclusive and quality education

Detailed results framework with baseline data and targets is enclosed. See Annex 1.

PURPOSE, OBJECTIVES AND SCOPE OF THE EVALUATION

The **purpose** of this evaluation is to measure changes as a result of the programme and provide evidence between the interventions and the outcomes. In addition, the purpose is to define what has worked and what has not in the Programme and what would be the best way forward. The baseline will serve as a point of comparison with the findings from this evaluation.

Timeframe to be covered by the evaluation is from the start of the programme on 1 October 2020 through to present date. The evaluation should be both summative and formative.

The evaluation **objectives** of the Leave No Child Out Programme are as follows:

- Provide an assessment to what extent the programme approaches, and interventions were effective in meeting the needs of the children with SEN and CWD including from ethnic minorities (achieving the outcomes) and girls. This includes identifying what has not been achieved through initiated activities.
- Assess the impact, relevance, effectiveness, efficiency, and sustainability of the programme from its inception to its almost completion, with focus on its ability to respond to the needs of the rights holders: children between 3 – 18 years of age, with a specific focus on CWD ethnic minorities and girls, national minorities and marginalised children.

- Assess how well the main transformative results were accomplished during the programme implementation in terms of: (i) coordination and collaboration to meet national demands and international standards on inclusive education for children with disabilities (CWD) including from ethnic minorities; (ii) quality and delivery of the proposed activities within the programme; (iii) consultation and participation with the stakeholders to promote the participatory approaches; (iv) the internal M&E systems.
- Examine to what extent the activities influenced the improvement of the situation of children with SEN including ethnic minorities and girls identified in the programme document.
- Document and provide recommendations regarding the lessons learned, best practices and innovations that can be applied to other programmes.

**Scope of the evaluation:** The evaluation will mainly focus on the impact of the programme on the quality and inclusiveness of education, access to services for the most vulnerable and reduction of stigma and harmful social norms. The evaluation will also determine the extent to which intervention has incorporated gender, human rights-based and equity-focused approaches.

Geographic coverage: Georgia

**Thematic coverage:** The evaluation will cover the inclusive education reform initiatives aimed at improved quality and inclusiveness of the educational environment and practices to comply with national curriculum, while trying to increase access for children, especially the most disadvantaged groups including children with SEN and CWD, and diversify skills according to their interests, needs and abilities. The programme consists of number of projects that were aimed at achieving the intended outcomes. Because of the time and resource limitations, it is impossible to evaluate all of them thoroughly. Therefore, the evaluation focus will be on the larger scale projects:

- “Inclusive Education Support System”. Implementing partner: Norwegian Government Agency for Special Needs Education (Statped).
- “Supporting the Government of Georgia in improving Inclusive Education Services for Children”. Implementing partner: Israeli based Gorgon College.
- “Strengthening university capacity for supporting inclusive preschool and general education”. Implementing partners: seven state universities and the National Center for Teacher Professional Development.
- “Strengthening resource rooms and improving inclusive education practices at schools”. Implementing partner: Local NGO “Innovations for Inclusive Society” in cooperation with the Ministry of Education and Science of Georgia.
- “Strengthening Municipal Capacity in Implementation of the Law on Early and Preschool Education and Care and National Standards”. Implementing partner: Ministry of Education and Science.
- The “See Every Color” campaign. Implementing partner: Action Global Communication.

**Intended use and intended users:** The evaluation should be both summative and formative. The evaluation results will be used by UNICEF Georgia and the Ministry of Education, Science and Youth of Georgia for defining the future course of action in advancing inclusive, equitable and quality education in Georgia. The audience of the evaluation will be the Government of Norway, UNICEF Georgia, the Ministry of Education and Science of Georgia, and key stakeholders such as the schools, pre-schools, Universities, Teacher Professional Development Center, Parliament of Georgia,



municipalities, Programme implementing organizations, other donors working in this area, and interested civil society organizations (CSOs).

## EVALUATION QUESTIONS

Evaluation evidence will be judged using modified Organization for Economic Co-operation and

Development/Development Assistance Committee (OECD/DAC) criteria of impact, relevance, effectiveness, efficiency, and sustainability, as well as equity, gender equality and human rights considerations. Key evaluation questions (and sub-questions) include (but are not limited to) the following:

**Impact** of the interventions on access to inclusive and quality education for all children in Georgia, especially children with special educational needs (SEN) and disabilities (CWD).

- How did the intervention help children in Georgia, especially children with special educational needs (SEN) and disabilities (CWD) to benefit from increased access to inclusive and quality education?
- How did the programme ensure that all the intended target groups, including the most disadvantaged and vulnerable, benefitted equally?
- To what extent the programme addressed gender issues?
- How did the interventions lead to the establishment of effective teacher learning programmes (pre- and in- service) and supportive (teaching and learning resources) systems that meet international/ EU standards/ practices?
- How did the intervention cause change in harmful social norms against children with special educational needs and disabilities?
- To what extent the intervention is leading to other changes, including “scalable” or “replicable” results?

**Relevance** of the interventions in relation to the national inclusive education priorities and policy and the needs of children with SEN and CWD in Georgia:

- How relevant was the programme to the needs and priorities of the target groups? Are there new needs that need to be addressed?
- Have contextual factors (COVID-19 outbreak) been considered in the design and implementation and adaptation of the programme?
- To what extent the programme contributed to achievement of national development priorities?

**Effectiveness** of the programme in achieving its objectives, including:

- What interventions were effective at addressing the Programme purpose in a sustainable manner?
- What have been the major factors influencing the achievement/or non-achievement of the programme outcomes?
- What interventions were less effective at addressing the programme purpose or objectives?
- To what extent has the programme contributed to accelerating the SDGs at the national level?

**Efficiency** of the programme outcomes and outputs - both qualitative and quantitative - in relation to the inputs provided:

- How efficiently has the programme been managed in terms of its human / financial resources and organizational / governance structure?
- To what extent were actions of various partners complimentary?
- What are the comparative strengths and added values of individual implementing organizations agencies in the frames of the programme?
- Are there more efficient ways and means of achieving outcomes?

**Sustainability** of the benefits of the programme implemented in Georgia:

- To what extent has the strategy adopted by the programme contributed to sustainability of results?
- To what extent has the programme supported the long-term buy-in, leadership and ownership by the Government and other relevant stakeholders?
- How likely will the results be sustained beyond the programme through the action of Government and other stakeholders?
- What are the lessons learned?
- To what extent the programme contributed to promoting girls' education, improving their access to school and quality learning?

EVALUATION DESIGN AND METHODOLOGY

### **Participatory approach**

The evaluation will be based on an inclusive, transparent and participatory approach, involving a broad range of partners and stakeholders at national and sub-national levels. An initial stakeholder map will be developed to identify stakeholders who have been involved in the preparation and implementation of the programme and those partners who do not work directly with UNICEF yet play a key role in a relevant outcome or thematic area in the national context. These stakeholders include government representatives, civil society organizations, implementing partners, the private sector, academia, other United Nations organizations, donors and, most importantly, rights-holders - 3 - 18 years of children, with a specific focus on CWD, national minorities and marginalized children. They can provide information and data that the evaluators should use to assess the contribution of UNICEF support to changes in each thematic area of the programme. Particular attention will be paid to ensuring participation of women, youth and children, especially those from vulnerable and marginalized groups.

### **Mixed-method approach**

The evaluation will primarily use qualitative methods for data collection, including document review, interviews, group discussions and observations during field visits, where appropriate. The qualitative data will be complemented with quantitative data to minimize bias and strengthen the validity of findings. Quantitative data will be compiled through desk review of documents, websites and online databases to obtain relevant financial data and data on key indicators that measure change at output and outcome levels.

### **Methodology**

The approach and methodology of the evaluation should be guided by UNICEF's revised Evaluation Policy ([Revised evaluation policy of UNICEF 2018 | UNICEF Evaluation in UNICEF](#)) and UNEG Ethical Guidelines for Evaluation ([Detail of UNEG Ethical Guidelines for Evaluation \(unevaluation.org\)](#)), the Evaluation Norms and Standards of the United Nations Evaluation Group ([UNICEF-Adapted UNEG Standards.pdf](#)), and UNICEF's reporting standards ([Ethical reporting guidelines | UNICEF](#)). Applications should set out an approach and methodology for gathering and analyzing data allowing theory based evaluation. Moreover, applicants are welcome to suggest ideas about how they would approach this assignment to complete it as efficiently and timely as possible.

The evaluation questions are formulated as per [OECD-DAC evaluation criteria](#). While five criteria will be included (impact, relevance, effectiveness, efficiency and sustainability), additional cross-cutting issues such as relevant human rights, including child rights, equity and gender equality are also examined. The evaluators will be expected to adopt a user driven approach to the development of an evaluation strategy that will guide the work over the next years. It is important to note that the evaluation is focused both on the accountability and learning purposes.

### **Data collection**

The evaluation will consider primary and secondary sources of information:

**Primary data** will be collected through semi-structured interviews with key informants at national and subnational levels (government officials, representatives of implementing partners, civil society organizations, other United Nations organizations, donors, and other stakeholders), as well as focus group discussions with service providers and rights-holders (notably children with SEN and CWD, including ethnic minorities) and direct observation during visits to selected sites. Surveys and questionnaires involving other stakeholders could also be considered.

**Secondary data** will be collected through desk review, primarily focusing on annual work plans, work plan progress reports, monitoring data and results reports, surveys, census. (Official data of the MOESY and Social Service Agency, MoESY Evaluation Report, MoESY annual reports, MoESY,

Statped and UNICEF monitoring reports, School mapping report, MoESY minutes of inter-agency coordination mechanisms, monitoring and evaluation reports, bi-annual reports of state universities, municipal records).

The collected data shall include baseline, indicator, targets, output and outcome data available through progress reports. The evaluator(s) shall ensure that data collected is disaggregated by sex, age, location and other relevant dimensions, such as disability status, to the extent possible. The data collection tools that the evaluator(s) will develop, which may include protocols for semi-

structured interviews and group discussions, checklists for direct observation at sites visited or a protocol for document review, shall be presented in the inception report.

To the extent possible, the evaluation should include the views of not only key stakeholders but also programme direct and indirect beneficiaries. During data collection, where possible, gender and human rights (including child rights) shall be incorporated in the evaluation design and instruments in accordance with UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluations ([Detail of Integrating Human Rights and Gender Equality in Evaluation - Towards UNEG Guidance \(uneval.org\)](#)) and the UN-SWAP Evaluation Performance Indicators ([www.unevaluation.org/document/download/3880](http://www.unevaluation.org/document/download/3880)).

#### Data analysis

The evaluation matrix will be the major framework for analyzing data. The evaluators must enter the qualitative and quantitative data in the evaluation matrix for each evaluation question and each assumption. The evaluation matrix must have indicators, benchmarks, assumptions and/or other processes from which the analysis can be based, and evaluative conclusions drawn. The design should show clearly how the evaluation will assess the path towards outcomes and impact. Once the evaluation matrix is completed, the evaluators should identify common themes and patterns that will help to answer the evaluation questions. The evaluators shall also identify aspects that should be further explored and for which complementary data should be collected, to fully answer all the evaluation questions and thus cover the whole scope of the evaluation adherence to a code of ethics and a human right based and gender sensitive approach in the gathering, treatment and use of data collected should be made explicit in the inception report. Perspective from both rights holders and duty bearers shall be collected.

#### EVALUATION PROCESS

The evaluation process can be broken down into different phases that include different stages and lead to different deliverables: inception phase; field phase; reporting and dissemination phase. The evaluator(s) must undertake quality assurance of each deliverable at each phase and step of the process, with a view to ensuring the production of a credible, useful and timely evaluation.

The Evaluator(s) will be responsible for conducting the evaluation. This entails among other responsibilities designing the evaluation according to this terms of reference; gathering data from different sources of information; analyzing, organizing and triangulating the information; identifying patterns and causal linkages that explain the programme performance; drafting evaluation reports at different stages (inception, draft, final); responding to comments and factual corrections from stakeholders and incorporating them, as appropriate, in subsequent versions; and making briefs and presentations ensuring the evaluation findings, conclusions and recommendations are communicated in a coherent, clear and understandable manner once the report is completed.

The evaluation process is expected to contain three phases: inception (1), data collection and field visit (2); and analysis and reporting (3).

## Inception Phase

In the inception phase, the activities will be carried out by the evaluator(s), in close consultation with UNICEF. The inception phase should include but not be limited to the following:

- Evaluation kick-off meeting between the relevant UNICEF staff and evaluation specialists;
- Desk review of background information and documentation on the programme context, as well as other relevant documentation;
- Conduct the evaluability assessment, examine the available data sources and possible extent of data disaggregation;

- Formulation of a final set of evaluation questions based on the preliminary evaluation questions provided in the ToR;
- Development of the evaluation matrix including indicators, benchmarks, assumptions and/or other processes from which the analysis can be based, and evaluative conclusions drawn;
- Development of a final stakeholder map and a sampling strategy to select sites to be visited and stakeholders to be consulted through interviews and group discussions;
- Development of a data collection and analysis strategy, as well as a concrete and feasible evaluation work plan and agenda for the field phase;
- Development of data collection methods and tools, assessment of limitations to data collection and development of mitigation measures.

At the end of the inception phase, the evaluator(s) will develop an inception report that presents a robust, practical and feasible evaluation approach, detailed methodology and work plan. The Inception Report should include evaluability assessment and examination of the extent of data disaggregation in M&E data, collection and reporting tools and systems, as well as evaluation approach, tools, and protocols. The evaluator(s) will develop the inception report in consultation with the UNICEF and submit for review. The Inception Report will be subject to quality assurance, a review conducted by internal evaluation stakeholders and external quality assurance that requires a satisfactory rating for the field mission to proceed and be considered an acceptable product. The evaluation will proceed to implementation only on acceptance of a quality assured and approved evaluation design. The approval of the inception report will mark the completion of the Inception Phase.

#### **Field Phase**

The evaluator(s) will prepare the data collection schedule, arrange the fieldwork activities and collect the data and information required to answer the evaluation questions in the field phase. Towards the end of the phase, the evaluator(s) will conduct a preliminary analysis of the data to identify emerging findings. This should allow the evaluators sufficient time to collect valid and reliable data to cover the thematic scope of the programme.

At the end of this phase, the evaluator(s) will hold a debriefing meeting with UNICEF to present the emerging findings from the data collection. The meeting will serve as a mechanism for the validation of collected data and information and the exchange of views between the evaluators and important stakeholders and will enable the evaluator(s) to refine the findings, formulate conclusions and develop credible and relevant recommendations.

#### **Reporting Phase**

In the reporting phase, the evaluator(s) will continue the analytical work (initiated during the field phase) and prepare a draft evaluation report, considering the comments and feedback provided at the debriefing meeting at the end of the field phase. The draft report will be circulated to UNICEF for review. The final evaluation report will be subject to a review undertaken by internal as well as external quality assurance that requires a satisfactory rating.

In the event that the quality of the draft report is unsatisfactory, the evaluator(s) will be required to revise the report and produce a second draft. Based on the comments, the evaluator(s) should make appropriate amendments, prepare the final evaluation report, and submit it to UNICEF. The final report should clearly account for the strength of evidence on which findings rest to support the reliability and validity of the evaluation. Conclusions and recommendations need to clearly build on the findings of the evaluation. Each conclusion shall refer to the evaluation question(s) upon which it is based, while each recommendation shall indicate the conclusion(s) from which it logically stems.

The evaluation report is considered final once it is formally approved and agreed with the Evaluation Reference Group (ERG). The final report should be compliant with UNEG quality checklist of evaluation reports.

The evaluator(s) is responsible for developing a PowerPoint presentation of the evaluation results that summarizes the key findings, conclusions and recommendations of the evaluation in an easily understandable and user-friendly way. The evaluation results should be shared with the ERG and implementing partners. The evaluation brief (a concise note) will present the key results of the programme, thereby making them more accessible to a larger audience.



## EVALUATION LIMITATIONS

The evaluation process may pose some limitations stemming from the limited timeframe of the evaluation, availability of primary and secondary data, budget constraints, as well as potential difficulties to include all vulnerable groups during the field phase (data collection). The latter might be challenged by the lack of availability of certain representatives of the disability community and other contextual factors.

**Long-term effects:** While the impact at the beneficiary level may be able to be measured at the end of the programme implementation, the impact at the institutional/systemic level will be evident only in the longer-term. Searching for evidence for longer-term effects of such interventions will be too soon.

**Limited timeframe:** Since the timing of the evaluation coincides with the summer holidays at schools (26 June 2023 to 15 September 2023) there will be limited opportunities for on-site observations. Due to the limited timeframe and budget constraints, it may not be possible to visit all those locations where interventions happened. Therefore, the data may be collected remotely.

**Remote data collection:** Collecting data remotely may be complicated by the connectivity and reception issues, as well as by challenges with reaching the intended key respondents by phone or email.

**Selection bias:** With the remote nature of the data collection, there is also the concern that the citizens that will be reached electronically may be better-off economically, which could also result in selection bias.

**Impact** will be measured at the beneficiary level, the impact at the institutional/systemic level will be evident only in the longer-term. Searching for evidence for longer-term effects of interventions will be too soon.

Every effort should be made by the evaluator(s) to identify the potential limitations and hindrances, come up with the mitigation measures, and ensure that relevant efforts are made to develop high-quality evaluation of the programme.

## ETHICAL STANDARDS

The evaluator(s) is responsible to provide adequate guidance and take appropriate measures to ensure that employees and contractors adhere to the highest ethical standards during all stages of work. Before the commencement of field work, the evaluator(s) will ensure ethical review of full research protocol (that includes all data gathering tools/instruments and methods as well as information on how ethical issues will be dealt with) by an independent and impartial ethics review board as per UNEG Ethical Guidelines ([Detail of UNEG Ethical Guidelines for Evaluation \(unevaluation.org\)](https://www.unevaluation.org)) and UNICEF Procedure for Ethical Standards in Research, Evaluation, Data Collection and Analysis ([UNICEF Procedure on Ethical Standards in Research, Evaluation, Data Collection and Analysis | UNICEF Evaluation in UNICEF](#)). The evaluation will have to go through an ethical review board based on the "Criteria for Ethical Review Checklist". The evaluator(s) can make use of UNICEF regional Long-Term Agreement (LTA) holders – contractors that provide ethical review service (the list of the LTA holders will be provided upon request). The evaluator(s) should keep UNICEF fully informed on measures undertaken to safeguard full observance of ethical standards and provide any additional information on this matter if requested. Proposals should clearly identify any potential ethical issues and approaches, as well as quality assurance/oversight mechanisms. Persons who participate in data collection should be informed of the context and purpose of the impact assessment, as well as the privacy and confidentiality of the information they reveal, their right

to refuse or halt their participation at any time. Special attention should be paid to issues specifically relating to:

- No harm.
- Informed consent.

- Privacy and confidentiality.
- Conflict of interest of the evaluation informants.
- Conflict of interest of the evaluator(s).

Protection protocols and procedure should be in place and fieldworkers should be adequately trained in case a survey participant is in distress or attention of public authorities is required (e.g., in case of domestic violence, crime, etc.). Personal data protection protocols shall be elaborated by the evaluator(s) and strictly adhered by everyone involved in the programme evaluation.

## DESCRIPTION OF WORK AND EVALUATION SCHEDULE

The deliverables associated with this contract must be completed and accepted by UNICEF by 30 September 2023. The international consultant(s) must provide both a briefing upon the commencement of work and prior to the final report submission. The evaluation should take place in:

**Estimated Start Date:** on or about 17 July 2023

**Estimated End Date:** on or about 30 September

**2023 Deadlines for key deliverables:**

- Draft inception report – 2 August 2023.
- Final inception report – 11 August 2023.
- Data collection and draft evaluation report – 20 September 2023.
- Final evaluation report, evaluation brief and presentation of findings – 30 September 2023.
- Project report, describing and documenting the process of the evaluation – 30 September 2023.

### Copyright

All materials/data related to or produced because of the activities envisaged in this ToR and the subsequent contract will be the property of the UNICEF and cannot be reused, transferred to anyone, or otherwise utilized without UNICEF's prior approval.

**All records** from the evaluation (e.g., interview transcripts and summaries, focus group transcripts, databases, etc.) and all quantitative data (datasets and supporting documentation, scope, and methodology used to collect and analyze the data) collected by the Evaluator(s) must be provided to UNICEF and submitted to the UNICEF's Evaluation Database.

## EVALUATION MANAGEMENT

UNICEF Georgia will be responsible for management issues and will liaise between the evaluator(s) and stakeholders to facilitate data collection as necessary.

An Evaluation Reference Group (ERG) will be set up to act a sounding board for the evaluation to foster transparency and participation and to review key evaluation deliverables. The ERG will not have any formal evaluation management responsibilities. It will act in an advisory capacity and provide inputs on all main evaluation deliverables that are expected to strengthen the quality and credibility of the evaluation. The ERG will consist of key partners.

\*Note: the evaluator(s) will be expected to work with a locally contracted person to support data collection, translation (if needed) and in the provision of local context.

## **APPLICATION REQUIREMENTS**

The individual interested to apply must provide:

- Project proposal addressing TOR requirements.
- Documents certifying the above qualification requirements.
- CV of the applicant.
- At least two references.
- Sample(s) of previous work.
- Information of the individual's bank account issued by the bank (stamped).
- Filled VMIP Vendor Registration form (template is attached).
- Tentative project plan in accordance with UNICEF provided timeline.
- Tentative budget in USD–The budget shall be sent in a separate email titled: Financial Proposal or sent printed on paper in sealed envelope to UNICEF Georgia official Address (9 Eristavi street, IV floor, UN House).

## EVALUATION PROCESS

The candidates will be evaluated based on the following criteria:

- Extensive evaluation experience with demonstrated understanding of evaluation principles and methodologies, including evaluability, capacity in an array of qualitative and quantitative evaluation methods, and UNEG Norms and Standards.
- Previous solid experience of designing and leading theory-based evaluation designs and documented professional experience in conducting rigorous independent evaluations that meet professional evaluation standards.
- Demonstrated experience/potential to bring a strong commitment to delivering timely and high-quality results, i.e., credible evaluations that are used for improving strategic decisions.
- Demonstrated commitment to delivering timely and high-quality results.
- Knowledge of the UN's human rights, gender equality and equity agendas.
- Strong training and experience in disability and education field will be an asset.
- Prior experience with UNICEF or other UN agencies will be an asset.

## PAYMENT

The consultancy fee will be negotiated between the applicant and UNICEF Georgia based on an initial proposal. Payment will be carried out in several instalments as agreed between the selected individual and UNICEF, after satisfactory implementation of specific parts of the services and after provision of quality reports on the implemented activities.

To verify the quality, full research protocol, the draft and the final reports will go through UNICEF's external quality review mechanism which assigns ratings. The protocols and the reports must receive at least **Satisfactory** rating to be considered as duly delivered.

UNICEF reserves the right to withhold all or a portion of payment if performance is unsatisfactory, if deliverables are incomplete or not submitted at all, or for failure to meet deadlines.

The payment of fees will be based on the submission of deliverables, as follows: Upon approval of the Inception Report - 30%.

Upon submission of a draft final evaluation report of satisfactory quality - 30%.

Upon approval of the final evaluation report and the PowerPoint presentation of the evaluation results - 40%.

**Child Safeguarding**

Is this project/assignment considered as “[Elevated Risk Role](#)” from a child safeguarding perspective?

YES  NO If YES, check all that apply:

**Direct contact role**  YES  NO

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

Focus group discussions (FGDs) with children with SEN and CWD, including ethnic minorities as well as the direct observation during visits to selected sites will be conducted by the consultant. Number of FGDs/observations will be identified based on the approved project proposal submitted by a selected consultant.

**Child data role**  YES  NO

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

Focus group discussions (FGDs) with children with SEN and CWD, including ethnic minorities as well as the direct observation during visits to selected sites will be conducted by the consultant. Number of FGDs/observations will be identified based on the approved project proposal submitted by a selected consultant.

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

**Work Assignment Overview**

Tasks/Milestone:	Deliverables/Outputs:	Timeline:	
Develop inception report  The inception report should translate the requirements of the ToR into a practical	Quality inception report with a data collection toolkit as an annex	20 days between 17 July and 11 August, 2023	

<p>and feasible evaluation approach, methodology and work plan. The inception report should include evaluation design and explain the methodology for required information collection. It should include (at a minimum): (i) the evaluation approach and methodology</p>			
--	--	--	--

<p>(incl. the theory of change and sampling strategy); (ii) the final stakeholder map; (iii) the evaluation matrix (including the final evaluation questions, indicators, data sources, data collection methods and data analysis plan for each question); (iv) data collection tools and techniques (incl. interview and group discussion protocols); and (v) a detailed evaluation work plan and agenda for the field phase. The evaluation design should consider incorporation of the UN and UNICEF commitment to a human rights-based approach to programming, gender equality, and equity. The workplan should include the schedule and logistics as well as the roles and responsibilities of the evaluator(s). The inception report will be subject to quality assurance: a review conducted by internal evaluation stakeholders and the ERG, an ethical review – should the proposed data gathering involve vulnerable groups, sensitive subjects and/or use of confidential data – and, finally, quality assurance by ECARO external assessment entity that requires a satisfactory rating for the field mission to proceed and be considered an acceptable product. The evaluation will proceed to implementation only on acceptance of a quality assured and approved evaluation design. The approval of the IR will mark the completion of the Inception Phase.</p>			
--	--	--	--

<p>Carry out data collection and processing and develop evaluation report</p> <p>At the end of the field work, the Evaluator(s) will present their draft findings and provisional recommendations through</p>	<p>Quality evaluation report with annexes; Evaluation brief and PowerPoint presentation to share findings</p>	<p>35 days between 14 August and 30 September, 2023</p>	
---	---	---	--



a PowerPoint presentation summarizing the main findings, recommendations and lessons learned and conclusions. The consultant(s) are expected to carry out evaluation in line with the methodology, workplan and timeline described in the inception report and agreed with stakeholders. Throughout the whole process of evaluation there will be meetings and consultations with the key stakeholders to take major decisions, verify findings, monitor, oversee and provide quality assurance to planning/implementation of the evaluation.

--	--	--

<p>A final evaluation report will encompass all key sections required in the draft report and will include additional stakeholder feedback. The final report needs to be clear, understandable to the intended audience and logically organized based on the comments received from stakeholders (around 40-60 pages). The first and revised drafts of final evaluation report (around 40-60 pages plus annexes) at minimum should contain the following:</p> <ul style="list-style-type: none"> <li>• The Executive Summary (4-6 pages) of an evaluation report should present a concise and accurate statement of the most critical elements of the report.</li> <li>• Evaluation report should adequately address all evaluation questions included in the TOR.</li> <li>• Evaluation methodology should be explained in detail and sources of information properly identified.</li> <li>• A theory of change.</li> <li>• Limitations to the evaluation should be adequately released in the report, with particular attention to the limitations associated with the evaluation methodology.</li> <li>• Evaluation findings should be presented as analyzed facts, evidence, and data and not based on anecdotes, hearsay, or opinions.</li> <li>• Findings and conclusions should be specific, concise, and supported by strong quantitative or qualitative evidence.</li> <li>• If evaluation findings assess personlevel outcomes or impact, they should also be separately assessed for both males and females.</li> <li>• Recommendations should be supported by a set of findings and should be specific and practical.</li> <li>• the Report must be compliant with UNICEF-Adapted UNEG Evaluation Reports Standards</li> </ul> <p>The annexes to the evaluation must include:</p> <ul style="list-style-type: none"> <li>• ToR.</li> <li>• List of persons interviewed, and sites visited.</li> <li>• List of documents consulted.</li> </ul>			
---	--	--	--

- |  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• More details on methodology, such as data collection instruments, including details of their reliability and validity.</li><li>• Evaluators' biodata and/or justification of team composition.</li></ul> |  |  |  |
|--|--|--|--|

<ul style="list-style-type: none"> <li>• Evaluation matrix.</li> <li>• Results framework.</li> </ul> <p>The evaluation approach/methodology and methods for data collection used shall be clearly described and explained in detail and a clear distinction between the two shall be made. All limitations to the methodology and methods shall be made explicit and the consequences of these limitations discussed. Findings shall flow logically from the data, showing a clear line of evidence to support the conclusions. Conclusions should be substantiated by findings and analysis. Recommendations and lessons learned should flow logically from conclusions.</p> <p>Recommendations should be specific, directed to relevant stakeholders and categorized as a short-term, medium-term and long-term.</p> <p>Similar to the IR, the evaluation report will be subject to quality assurance: a review conducted by internal evaluation stakeholders and the ERG, and, finally, quality assurance by ECARO external assessment entity that requires a satisfactory rating to be considered an acceptable product.</p> <p>The final evaluation report should be presented in a solid, concise and readable form and be structured around the issues in the Terms of Reference (ToR). All Reports should be prepared according to the UNICEFAdapted UNEG Evaluation Report Standards (2017) (UNICEF-Adapted-UNEG-Evaluation-Report-Standards.pdf) as per Global Evaluation Reports Oversight (GEROS) guidelines (Global Evaluation Reports Oversight System (GEROS) Handbook and Summary [2017]   UNICEF Evaluation in UNICEF). The Evaluator(s) is responsible for editing and quality control and the final report that should be presented in a way that directly enables publication.</p>			
--	--	--	--

<p>The evaluation brief (a concise note) and PowerPoint presentation that will present the key results, conclusions and recommendations, thereby making them more accessible to a larger audience.</p>			
<b>Estimated Consultancy fee</b>			
Travel International (if applicable)			
Travel Local (please include travel plan)			

DSA (if applicable)	N/A		
<b>Total estimated consultancy costs<sup>i</sup></b>			
<b>Minimum Qualifications required:</b> <input type="checkbox"/> Bachelors <input checked="" type="checkbox"/> Masters <input type="checkbox"/> PhD <input type="checkbox"/> Other  Enter Disciplines	<b>Knowledge/Expertise/Skills required:</b> <ul style="list-style-type: none"> <li>• An advanced university degree (master or higher) in social policy, international development, public policy, public administration, or similar.</li> <li>• At least eight years of evaluation experience with an excellent understanding of evaluation principles and methodologies, and UNEG Norms and Standards.</li> <li>• Knowledge and experience of working with or evaluating/reviewing programmes related to education/child rights.</li> <li>• In-depth knowledge of the UN’s human rights, gender equality, disability issues and equity agendas.</li> <li>• Experience in evaluating the implementation of projects in similar complex contexts.</li> <li>• Relevant experience working with UN will be an asset.</li> <li>• Fluency in English is mandatory.</li> <li>• The evaluator(s) must be independent from the evaluation object and evaluated activities and have no stake in the outcome of the evaluation.</li> </ul>		

---

**Text to be added to all TORs:**

Individuals engaged under a consultancy or individual contract will not be considered “staff members” under the Staff Regulations and Rules of the United Nations and UNICEF’s policies and procedures and will not be entitled to benefits provided therein (such as leave entitlements and medical insurance coverage). Their conditions of service will be governed by their contract and the General Conditions of Contracts for the Services of Consultants and Individual Contractors. Consultants and individual contractors are responsible for determining their tax liabilities and for the payment of any taxes and/or duties, in accordance with local or other applicable laws.