

Barriers, which the Schools Face in the Process of Developing Inclusive Education in Georgia

Ekaterine Dgebuaдзе



Thesis for Master of Philosophy in Special Needs
Education

The faculty of Education and Sciences

University of Oslo
Norway

May 2nd 2011

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Master's Thesis

By Ekaterine Dgebuadze

Project Advisor - Jorun Bull Holmberg

Spring 2011

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Abstract

Education system in Georgia has been design and adapted to well observe the leading principles of accessibility of education and the free choice of education opportunities. Consequently, during the span of the recent years important efforts towards decentralization and democratization of the system have been exerted. As a result of these efforts, the structure of the system has been reviewed and reshaped.

The top management of the system involves the parliament of Georgia, the country's government and the Ministry of Education and Science (MoES) of Georgia. Regarding education aspect of its performance, the parliament is responsible to define a state education policy and determine main directions of the education sector. In its turn, the task of the government of Georgia is to adopt national education acts, shape national objectives of education and decide on the methods and scales of funding of the sector. Finally, the MoES is responsible for the crystallization of national education policy into actual performance of education institutions.

Inclusive Education as a new sphere in education system of Georgia, follows the rules that the national and international legislation engages it. The research, which I have chosen concerns the barriers that hinder the developing process of Inclusive Education in Georgia. Every sphere that starts to develop at the beginning always faces the difficulties, which delays implementing process.

The barriers, I have found in my data collection will be analyzed by Bronfenbrenner's "Ecology of Human Development" theory in micro, meso, exso and macro systems.

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Dedication

This study dedicates to my son, who is impatiently waiting for his mother to return to Georgia.

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I would like to express my respect towards my ex-colleague Marika Zakhareishvili who offered me to work at the Inclusive Education programs at the Ministry of Education and Science of Georgia;

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Abbreviations

CWSEN	Child with Special Education Need
MoES	Ministry of Education and Science of Georgia
MDGs	Millennium Development Goals
SNE	Special Need Education
SC	Save the Children
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UDHR	Universal Declaration of Human Rights
UNICEF	Convention on the Rights of Child
NCAC	The National Curriculum and Assessment Center
IDP	Internally Displaced Person

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1 Introduction

It is Government's moral and political responsibility to provide all children with appropriate and quality education. The state of Inclusive Education in any country often reflects its cultural values and a level of education system commitment to these values. Inclusive education ensures that schools are supportive and engaging places for all students; it is about building communities, celebrating and responding to diversity and shaping the society to aspire equality.

The Ministry of Education and Science of Georgia makes attempts to create a thorough legal and regulatory framework that will facilitate inclusive education and develop it as an integral part of the country's education system. The statutes supporting inclusive education on the legal frameworks means that Georgian education system gives ability to the special needs to be escaped from the status of marginalized students.

For the first time in the history of the independent country of Georgia a special national curriculum for the general education level was developed in 2005. The introduction of the plan aimed at facilitating the fulfillment of the national education purposes. Since then, the plan has regularly been updated and brought in alignment with new requirements of the system and its expectations. In its essence, the national curriculum regulates all aspects of education processes taking place at public schools in Georgia. Namely, the plan prompts the orientation of all school processed towards individual students and their achievements. It takes into consideration not only students' learning capacities, but also their physical and psychological abilities. More than that, the plan pays due attention to interests and motivations that drive students' efforts at different levels of their education development. Importantly, the plan promotes the understanding of education as a process of active performance on information and the opportunity for thorough development of individual skills and attitudes.

1.1 Background

For a long time, homogeneity in the educational system was a natural phenomenon for Georgian society, which was part of the Soviet legacy. Students with special educational needs were strictly segregated from society and did not have the opportunity of receiving education in the mainstream educational environment, together with peers. These students were predominantly accommodated in special education institutions. In some cases, they were left behind any education processes.

Incremental changes to the education and integration of education of students with disabilities started to be introduced since 1994 when the civil society began focusing of the education needs of the students. However, the issue of education for students with special education needs still remained beyond the scope of attention of the state.

Education of the children with Special Needs was recognized by the state of Georgia, as a priority, from the year 2004, when a reform of the education system began. Receiving education is a fundamental right of all children. The state is obliged to ensure accessibility of education and equal opportunities for all children, regardless their needs, ethnic, religious or racial origin. When a reform of the education system began, The National Curriculum and Assessment Center of the Ministry of Education and Science implemented the Project: “Introduction of Inclusive Education in 10 Schools of Tbilisi”, which contributed greatly to integration of the children with disabilities and socially isolated children into society.

It must be noted that since 2004 the Ministry of Education and Science of Georgia has initiated promising reform in inclusive education, trying to align definitions and criteria, and develop policy and legal framework through piloting the inclusive education in ten public schools of Georgia. Since 2005 public schools became recognized as legal entities of public law. In consequence of this recognition, public schools have been bestowed an important power of autonomy. Now they have become independent decision makers in the fields of school administration and school budget planning. In its turn, the principle of democratization has been implemented since the same year of 2005 via the introduction of representative school boards and elective principals.

At present, inclusive education aims at engaging all marginalized students in education, integrating them into the society and equipping them with skills and competencies for achievement. This goal is stated in one of the central Ministry of Education and Science documents on inclusive education – the Education Strategy and Action Plan 2007-2011. Verbatim, the document states:

“In accordance with the national education goals and EFA goals, educational system of Georgia shall offer equal opportunity to each citizen to receive full benefits of education at all levels and shall be adjusted to meet individual needs” (Education Strategy and Action Plan 2007-2011, 2009)

The primary categories of the marginalized students in Georgia include:

Disabled students;

Ethnic minority students;

Socially vulnerable students in special education institutions

Poverty students and students from the conflict zones of Abkhazia and South Ossetia

The first inclusive education project implemented by the Ministry of Education and Science was launched in 2006-2008. Funded and supported by the Norwegian Ministry of Education and Research and implemented by the National Curriculum and Assessment Center, the project “Introduction of Inclusive Education in 10 Public Schools of Tbilisi” “contributed greatly to integration of the children with disabilities and socially isolated children into society. US Government support to inclusive education reforms is provided through the USAID project Supporting Equal Opportunities for People with Disabilities, implemented by Save the Children (SC) and its partners Collation for Independent Living and World Vision Georgia.

The “Introduction of Inclusive Education in 10 Schools of Tbilisi” has yielded some important results:

Nearly 105 students with SEN have been introduced to mainstream education processes;

One hundred and fifty teachers have been provided with professional development opportunities in the field of special education. These interventions helped increase the comfort of social and psychological environment for students with SEN;

All the participating general education schools have been adapted to the needs of students with SEN. The schools were provided with equipment that helped created a comfortable physical environment for students with SEN;

A multidisciplinary team (7 members) including psychologists, special education teachers, speech therapists and occupational therapists has been established. The primary tasks of the team includes identification and assessment of students with SEN and their introduction to participating mainstream schools; performance as classroom teacher aids in development and implementation of individual education programs for students with SEN; assessment of academic and social achievements of students with SEN participating in the project; school assistance in the implementation of the inclusive education project.

Another important initiative in the field of inclusive education resulted in the development of the Strategy and Action Plan of Special Needs Education for the years 2009-2011. The strategy was developed as a result of multilateral consultations¹ and cooperation between the Ministry of Education and Science of Georgia, the USAID and the “Save the Children”. This Strategy has been developed based on the Constitution of Georgia, the Law of Georgia on General Education, the Law of Georgia on Vocational Education, the UN Convention on the Rights of the Child, the national curriculum of Georgia for the years 2008-2009 and the international Program “Education For All”.

The most part of activities around the inclusive education was supported by the donor Organization, of course the Ministry of Education and Science carried out financial supports

from the state budget to implement inclusive education but how to support and assist inclusive education generally there is not exists any real plans nowadays.

Since 2009 The Ministry of Education and Science announces the inclusive education compulsory for every school in the capital of Georgia. In 2010 the Minister has gotten a resolution that the schools must be evaluated with the ten point system and each point will be designate with the star. So one of such stars the school will get if it implements Inclusive Education.

1.2 Financial Management

Traditionally, a significant part of financial resources of schools is secured by state budget funds. However, the funding scheme has undergone some important changes. Most recently, a principle of per capita funding has been introduced and a system of vouchers has been applied. The regulations of the new financial system allow schools to receive state funding according to the number of students they serve. The primary intention of this particular reform initiation is to provide fair and effective funding of schools. Per capita funding and consequently monetary calculations per voucher are standardized. Such a system has proved itself quite effective in large city schools where the mere number of students saves sufficient funds for the state provision for school expenses. However, in smaller schools, mostly located in rural areas and the country's highlands, the system turned out to be inefficient. There, the naturally small number of students produced scarcity of vouchers which, in their turn, failed to save sufficient state funds for school provision. Considering these circumstances, certain adjustments have been introduced to the voucher system. Specifically, at present, three types of vouchers with varied financial provision have been made available to schools in urban, rural, and highland. Schools in rural and highland areas of the country receive large state support that schools in urban areas. The table 1 below demonstrates funds secured per

voucher in each type of school. Also it makes a projection into the next years' financial support that the state is willing to provide for school vouchers.

As the table 1 above demonstrates. The largest vouchers are earmarked to be provided for schools in the country's highlands. Specifically, in 2008, the financial support with which their voucher has been underpinned exceeded the financial support of the voucher for urban schools by 210 GEL – the amount which constitutes 70% of the latter. The financial provision for a rural school voucher exceeds the provision for the same urban school voucher by 180 GEL which constitutes 60% of its amount. The financial provision for schools in all areas of the country is planned to be increased. For all types of vouchers, an additional support by 60GEL is intended to be provided starting the beginning of the next 2009 academic year.

Vouchers and state funds with which they are underpinned is not the only financial source that schools can rely on. In fact, the performance of schools themselves is another important source of financial security for schools. The recognized autonomy of schools permits them to seek for other sources of financial support. Specifically, schools are allowed to establish funds and replenish them with the donations from parents and the community to improve their buildings and education services. They also are allowed to address local governments with the requests of financial support. More than that, schools are authorized to perform as profit organizations and resort to commercial undertaking as long as it does not harm education processes in their schools and does not arrest the academic achievement of their students.

Despite the recent national budget increase on school financing, insufficient funding and fair formulas for allocating funds remain a concern. The per-capita funding model currently in use leaves small schools in rural areas severely under-funded, directly affecting education and other spheres of life in those places. Teacher salaries are another continuing issue across the country. Although teacher salaries and social benefits are increasing, the wage in 2008 still remains close to the minimum standard of living (GEL 195 per month is the minimum teacher wage). Such low salaries and lack of financial incentives create a difficult environment for schools to recruit and retain teachers of high quality.

The leaving and capital expenditures of special boarding schools in Georgia is additionally factored in the finance formula, and their per-capita payment is higher than in regular schools.

However, the per-capita model is perceived by special schools as a threat to their existence. The fact that their funding is proportional to the number of enrolled students has created an incentive to attract and keep a maximum number of students, even in those cases when a child has a potential for inclusion in mainstream school.

1.3 Research Problem

As I have already mentioned that the Inclusive Education since 2009 became compulsory for every school in the capital of Georgia. There are 200 public schools in the capital and from here only 10 public schools were adapted and equipped by the Ministry of Education and Science of Georgia and some others by the donor organizations. What are we doing with the schools where Inclusive Education became compulsory to develop by the strategy and action plan 2009-2011? Of course it is stimuli for the schools to get one additional star from the Ministry of education and Science in the framework of the ten point evaluation system if they develop Inclusive Education. Since 2005 public schools became recognized as legal entities of public law and schools became autonomy which gives ability to principals to rule the schools independently, to share the school budget of their point of view in the framework of the “vouchering system” that the Ministry of Education and Science offer them, which is too low to support and develop Inclusive education effectively. One of the most important challenges facing the current reforms is the low level of tolerance of the general public towards the marginalized students. On the parents point of view public schools are not meant to meet the needs of these students and it is only at the special education institutions that these students can develop.

Another problem can be the lack of teacher’s competence. If we have already trained in above mentioned 10 public school’s teachers, what are we doing with other teachers from 190 public schools, who have never had any knowledge and experience who they are and how to teach

them and how to make adapted educational plan for the pupil with special needs? Who are responsible to train them the state or the school administration, who is legal entities of public law and get unimportant sum of money to support schools.

It is perceived that in an attempt to make students meet expectations, the teachers will have to spend more time with the special education students instead of working with the mainstream students and ensuring their achievement and get low salary.

Is it enough to train teachers or it is also important to adapt school environment for example for the pupils with wheelchairs, or make resource room and equip it with useful materials. Is school budget ready to make all these activities? The problem is also transportation how they will get to school when public transports are also unequipped.

In my research I what do discuss barriers which the school face in the process of developing Inclusive Education.

Both policy and financing arrangement should encourage and facilitate the development of Inclusive schools. Barriers that impede movement from special to regular schools should be removed and a common administrative structure organized. (Salamanca framework 2004 Article 23).

1.4 Research goal

According to Strauss and Corbis (1990) Personal goals and experience play an important role in many research studies. I choose research problem through the professional and personal experience, as I was the part of the team who carried out Inclusive Education in Georgia. I hope that my own experience may be validity indicator for my research.

The main goals of the research are:

To show the barriers we meet in the process of carrying out inclusive education;

To show what are the Ministry of Education and Science's responsibility towards Inclusive Education;

To show what are the needs of the schools to develop Inclusive Education.

1.5 Research Question

What are the main barriers that the schools face in the process of developing Inclusive Education in Georgia?

1.5.1 Sub Questions

1. What are the responsibility of the Ministry of education and Science towards Inclusive Education?

2. What are the needs that the Ministry of Education and Science of Georgia must implement in the process of developing Inclusive Education?

I defined my research problem in the process of working at the Ministry of Education and Science, where I was implementing the projects about developing Inclusive Education. time-to-time the problem connected me to the specific objectives, which assists me to directly get the useful information around the problem. Developing inclusive education in Georgia started in 2004 it pasted quite enough time to realize the weaknesses and strength of the sphere. Appreciation of the time phenomenon in connection with change as in other connections is important in the evaluation of one's own and other's energy and expectation. Of course there are changes that spread and manifest themselves quickly in practice. This depends how quickly one aggress on strategy the size of the system and the extend of the interest. The time it takes to change something also depends on how well information is spread, access to

expertise, how much resistance arises and how much the change will effect the routines or power of individuals or group positions (B. H. Johnsen & M. D. Skjørten, (2001). Education – Special Needs Education: An Introduction). The Ministry of Education and Science of Georgia first started to develop Inclusive Education in the capital of Georgia so the geographical collation of my interest is the capital. The amounts of individuals that I want to present in my sampling are people, who directly are concerning to the sphere and have knowledge of the problem they face in everyday life. Special teachers, principals, policy maker around inclusive education are the people, who know best of all details of inclusive education, internal and external problems that exists at school level. The most experience persons to collect information around excited processes around Inclusive Education are teachers who have everyday approach with the pupils and parents. In order to be the thesis valuable I have chosen the interview with four different institutions: Three different public schools and Ministry of Education and Science of Georgia. Two schools, which are supported by the Ministry of Education and Science of Georgia and are involved in governmental programs and the school #1, which started to develop inclusive education with its own budget with small amount and big enthusiasm.

The purpose of the research is to collect the list of barriers/problems and find the reason, which hinders the development of Inclusive education in Georgia.

It is worth to know about barriers/problems, which gives you opportunity to start thinking about improvement. According to Salamanca Statement and Framework (1994),

To show the States to ensure that the education of persons with disabilities is an integral part of the educational system;

Every child has fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning;

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system;

Give the highest policy and budgetary priority to improve their education systems to enable them to include all children regardless of individual difference or difficulties (The Salamanca Statement and Framework 1994)

2 Educational Documents

2.1 The International legal Frameworks

International legal framework shaping inclusive education in Georgia is largely determined by the fundamental international agreements, conventions and declarations. Georgian education laws are brought in through alignment with the principles advocated by these statutes. Most important among these international policy documents are:

Universal Declaration of Human Rights (UDHR): Georgia has signed the Universal Declaration of Human Rights and consequently recognizes all its stances as guiding principles for its development. Among all the many articles, the article 26 can be named as one of the most important piece of the statute guiding the development and establishment of inclusive education in Georgia. It maintains, “Everyone has the right to education” (Universal Declaration of Human Rights, Article 26, point 1). The article also determines the purposes of education being “the full development of the human personality” and “strengthening of respect for human rights and fundamental freedoms” (Universal Declaration of Human Rights, Article 26, point 2).

UNICEF Convention on the Rights of Child: Joining the Convention, Georgia has recognized that the purpose of education being:

“...The development of the child’s personality, talents and mental and physical abilities to their fullest potential” (Article 29)

Also, the given piece of international legislature is particularly valuable for the system of education of Georgia it focuses on a progressive development of children and their capacities (Article 28). Specifically, the convention advocates the engagement of all children in learning on the primary level of education. It encourages education systems to ensure versatility of the next level i.e. general education. The versatility of education on this level is promoted to help

the system become flexible to the needs and preferences of its students. Finally, the levels of higher and vocational education should be accessible to all aspiring students and awarded based on their academic excellence.

At the same time, the Convention focuses on the rights of disabled children. The document expects education become the means for these children to “achieve the fullest possible social integration and individual development” (Article 23, point 3)

The Salamanca Statement and Framework of Action: Georgia was one of the ninety-two countries, which assumed their commitment to Education for All and joined the Salamanca Statement and Framework of Action in June 1994. The statement and the framework seek to create opportunities for all children to become engaged in learning. They urge governments and education system across nations to accommodate “disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups” (The Salamanca Statement and Framework of Action, 1994) and engage them in mainstream education processes. At the same time, the document is particularly focused on the education needs of disabled students.

2.2 The Legal Frameworks for Inclusive Education

Important legal framework has been shaping the scope directions and priorities of inclusive education in Georgia. This framework includes a considerable corpus of both national and international commitments, agreements, conventions and decrees. In this section, the document presents legal frameworks that attempt to support the inclusion of marginalized students in education processes.

2.2.1 The National Legal Frameworks

The Constitution of Georgia: The Constitution of Georgia is “*the first law of the state*” (Article 6, point 1). It determines the fundamental rights of the country’s citizens and guarantees their protection. The principals of inclusive educational and equal opportunities for all are injected in this most important country’s documents. Namely, the documents stipulates following:

“Everyone is born free and is equal before the law, regardless of race, skin color, language, sex, religion, political and other beliefs, national, ethnic and social origin, property and title status or place of residence” (Article 14);

“Everyone has the right to free personal development” (Article 16);

“Each citizen has the right to education. Freedom of choice in education is recognized” (Article 35, point 1);

“The state guarantees that educational programs conform to international standards and rights” (Article 35, point 2);

At the same time, the Constitution of Georgia ensures its compliance with universally recognized norms and principles of international laws. Verbatim, the document states:

“The legislation of Georgia corresponds with universally recognized norms and principles of international law. International treaties or agreements concluded with and by Georgia, if they are not in contradiction to the Constitution of Georgia, have prior legal force over internal normative acts” (Article 6, point 2).

This stance of the Constitution recognizes that international commitments assumed by the country are supreme and they are the priority. Such recognition of the power of international agreements provides Georgian with an opportunity to bring its education reform processes in line with international expectations.

Law of Georgia on Education: The Law of Georgia on Education is a central document that establishes major education policy principles and education standards. It also shapes aims and purposes for every level of education and determines modes of education management. Most importantly, in unison with the Constitution of Georgia it strongly advocates the right of every individual to be provided with education. Specifically, the document states:

“Everyone has an equal right to receive education” (Article 3, point 1).

“Everyone shall have the right to receive education and the right to free choice of a form of education” (Clause 7).

This freedom of access to education is further supported by a non-discriminatory policy of the document. The law forbids discrimination of students on the grounds of their *“social, ethnic, religious, lingual and world outlook belonging”* (Clause 13, point 3). The document particularly protects the rights of minority students. Namely, advocating equity in education, the law ensures that minority students have the right to use their native language (Clause 13, point 3). As long as students with disabilities are concerned, the law secures the provision for their needs by the state. Namely, it maintains that public schools should secure *“special and corrective curricula for pupils with limited abilities, as well as for pupils who need long-term medical treatment, according to which their teaching, education, treatment, social adaptation, integration in social life is carried out”* (Clause 13, point 3). The law recognizes schools to be in charge of the environmental conditions for the students with disabilities (Clause 13, point 6).

The NCAC (The National Curriculum and Assessment Center established in 2006,) is responsible for the development of the national curriculum; development of student assessment system; establishment of national education standards; piloting and approval of textbooks.

Provision of inclusive education is envisaged by the national curriculum. The following categories are identified as having special educational needs:

children with physical and mental disabilities;

representatives of ethnic, language, religious minorities;

children deprived of parental care in residential institutions (i.e. boarding schools and orphanages);

children in conflict with law/ juveniles in prisons;

IDP children;

Children of families with low socio-economic status.

Here, the **National Curriculum** is worthwhile mentioning as it is the primary policy document that determines principles, methods, content and organization of teaching and learning in public schools. It focuses on designing education processes not only for the majority of tradition students, but also for students with special needs. Specifically, it strongly advocates the engagement of students with disabilities in schooling. The document maintains, *“Inclusive education implies the active engagement of all students with special education needs in education processes”* (National Curriculum, 2008). Such engagement is secured by the provision of special environmental conditions and the development of individual learning plans for each special education student. In broader terms, the document advocates the engagement of all students in education processes regardless of their *“aptitude, capability and interest”* (National Curriculum, 2008).

The Strategy and Action Plan of Special Needs Education for the years 2009-2011 (approved 2008). This Strategy and Action Plan document has opened up the mainstream system of education for students with special education needs. The strategy and policy instrument propagates the right of all students, including students with special education needs to receive quality education; enjoy equity of access to education opportunities; receive mainstream instruction. To improve state efforts in the field of education for persons with disabilities, the Ministry of Education and Science has closely been cooperating with the Office of Ombudsmen and its Center for Disability Rights.

2.3 National Visions Inclusive Education

Educational needs of all children must be maximally reflected during planning and implementation of the national educational policy. In the sphere of education of children with special educational needs, countries are guided by the UNESCO Program

“Education for All”, the goal of which is for all children, notwithstanding their educational needs, to have the following opportunities, by the year 2015:

To study in a general educational school, located near the place of the child’s residence;

To receive knowledge through diverse, flexible, academic and social skills-oriented educational programs;

To be involved in an continuous educational process, including preschool education, vocational education, professional education and higher education;

To fully participate in any aspect of the school and public life;

To be an equal-rights student and to maximally develop his/her potential.

By striving towards the abovementioned long-term goals, the Ministry of Education and Science of Georgia, as a result of multilateral consultations² and with support from the USAID and “Save the Children”, developed this Strategy and Action Plan for the years 2009-2011. The indicated period was defined as the transitional, preparatory stage of the process of achieving the long-term goals of education of the children with special educational needs.

Through implementation of the Strategy and Action Plan of the transitional period, the Ministry will contribute to methodological and material-technical perfecting of specialized schools and will begin introduction and development of **inclusive education**³.

For the purpose of preparing the development and introduction of the Strategy, the Ministry will carry out several necessary measures. First of all, the Ministry will renounce the accepted **terminology** and introduce the term: “child with special educational needs.”

Introduction of the term CWSEN enables to avoid, within the education system, the division of children according to the status of disabilities, learning skill, social condition, nationality or any other characteristic.

Consequently, the Ministry defines the following children as the children with special educational needs:

Children with disruptions of physical and mental development;

Children with vision and hearing impairments;

Children with speech, behavior and emotional development disorders;

Children who need long-term treatment/hospitalization;

Children who represent national minorities;

Children who are vulnerable;

Children who are threatened with being excluded from the educational process, due to learning difficulties.

Also, specialized and inclusive education of the children with SEN will not be successful and effective without adequate human/professional, material/technical and financial **resources being supplied**. At this stage, the Ministry will also turn specialized schools into educational **resource-units**, to which there will be assigned the task of facilitating education of the children with SEN, through sharing the approaches, methodologies and effective teaching strategies, developed by the Ministry.

The main goals of the Strategy of education for the children with SEN are as follows:

To develop and introduce the national model of education for the children with SEN;

To ensure accessibility of education for the children with SEN;

To facilitate improvement of the quality of education of the children with SEN at the preschool, primary, basic, high-school, artisan and vocational education levels;

To support formation, between the state sectors, of an agreed, uniform vision.

This research study resulted in a development of the Education Strategy and Action Plan 2009-2010 approved and supported by the Ministry of Education and Science. The purpose of this strategic document is to serve for the improvement of quality education offered to special education students; the maximization of cooperation between the state and the non-governmental organizations performing in the field; the development of an effective national special education model. Finally, the state has determined to promote inclusive education not only on the public school but also on the pre-school level.

The Millennium Development Goals in Georgia is another important policy document that should be considered while reporting state interventions against poverty. The document fundamentally bases on the global and universal Millennium Development Goals (MDGs) which the members of 191 nations outlined in the UN Millennium Declaration in September 2000 and pledged to attain by the year 2015. On a large scale these goals “help governments to better monitor human development, enhance the mobilization and allocation of national resources, and strengthen partnerships for development” (*The Millennium Development Goals in Georgia, 2004*). Georgia, as one of the participating party, has adopted these global and customized them to best fit its needs and circumstances.

Two main factors largely shape the way in which inclusive education is perceived. On the one hand, Georgia recognizes the UNICEF Convention on the Rights of Children as one of the fundamental statutes protecting the happiness of children. Observing the convention since 1994, the state performs as a solid advocate of the rights of children to lead their lives fully and honorably. By analogy, the state recognizes the rights of all children to have their lives and dignity protected, their self-confidence supported, and their participation in a society

encouraged. On the other hand, the state constitution adopted in 1995 recognizes the right of everyone to receive education and chose the form of education. Both the Convention and the Constitution protect the rights of every individual to exercise freedom of choice, enjoy opportunities for development and accumulate abilities to achieve.

These two documents determine central concept of inclusive education. First, inclusive education is quality education. It provides all students with knowledge, skills and competencies that allow them a venue for self-realization, self-sufficiency and self-confidence. Second, inclusive education is accessible education. It offers all aspiring participants broad access to education opportunities. Third, inclusive education is equitable education. It recognizes all students as equal beneficiaries of education processes. Fourth, inclusive education is a merit-based education. It recognizes achievements, academic successes as the exclusive assets of all students. Fifth, inclusive education is education driven on positive reinforcement. It encourages all its students to perform and improve. All in all, inclusive education is education for all. It welcomes, appreciates and values each and every participant.

3 Theory and Empire

The theory of science involves contemplating science as a phenomenon and studying its premises and practices. It is a question of what research does and does not do and question of studying what has happened and continues to take place in the name of science. Befring, E. (2004.)

For analyzing the data I have chosen Bronfenbrenner's ecological approach, which requires that the person, the environment and the relations between them be conceptualized in terms of systems. To create an improved environment for SNE pupil ecology of human development must be concerned not only with the developing child, but also with the developing ecology, that is changes both in the micro- and macrostructures that envelop the child and those in his immediate environment. The purpose of the research is to learn barriers, which the schools face in the process of developing Inclusive education, so developing process of Inclusive Education from micro till macro system is connected to each other.

3.1 The Ecology of Human Development

Bronfenbrenner's Ecological Systems Theory studies child's development that helps us not only looks at the child and her immediate environment, but also at the interaction of the larger environment as well. The ecology of human development involves the scientific study of the progressive, mutual accommodation between an active, growing human being and the changing properties of the immediate setting in which the developing person lives, as this process is affected by relations between these setting, and by the large context in which the settings are embedded.

These three features of this definition are especially worthy of note. First the developing person is viewed not merely as a tabula rasa on which environment makes its impact, but as a

growing, dynamic entity that progressively moves into and restructures the milieu in which it resides. Second, since environment also exerts its influence, require a process of mutual accommodation, the interaction between person and environment is viewed as two directional that is characterized by reciprocity. Third, the environment defined as relevant to developmental processes is not limited to a single, immediate setting but is extended to incorporate interconnections between such settings, as well to external influence emanating from the large surroundings. This extended conception of the environment is considerably broader and differentiated than that found in psychology in general and in developmental psychology in particular.

The ecological environment is conceived topologically as a nested arrangement of concentric structures, each contained within the next. These structures are referred to as the *micro-, meso-, exo-, and macro systems*.

3.1.1 Micro System

“A micro system is a pattern of activities, roles and interpersonal relationships experienced by the developing person in a given setting with particular physical and mental characteristics”. Bronfenbrenner, Urie. (1979) 22p.

Bronfenbrenner in his book “the Ecology of Human Development” discuss Lewin’s explicit, systematic theory. Lewin distinguishes two aspects of every situation that are likely to capture the person’s attention. The first “on going activity” it refers to the tasks or operations in which a person sees himself or others as engaging. The second salient feature involves the perceived interconnections between the people in the setting, in terms not so much of interpersonal feelings as of the relationship of the various parties with each other as members of a group engaged in common, complementary or relatively independent undertaking. These two aspects of the situation highlighted by Lewin. The concept of micro system involves the third feature emphasized in the sociological theories of Mead and Thomason, namely as “the notion of role”. For the present we can make use of the standard definition of role in the social science: a set of behaviors and expectations associated with a position in society, such as that of mother, baby, teacher, friend and so on.

- Setting in which an individual lives;
- Family, peers, school, neighborhood;
- Most direct interactions with agents;
- Individual helps construct settings, not passive;
- Most research has focused on micro system.

The parents, teachers, and anyone in class relationship for a substantial amount of time with the child are in the first ripple. It is called the micro system. The people in the Micro systems have the same immediate effect on the child. Bronfenbrenner uses a term bi-directional to describe the influence interaction that take place between mother and child, child and father, child and teacher, understanding that the influence go both (bi) directions. Bidirectional influences take place when individuals and groups of individuals interact and directly affect others who exist within the same layer, as well as those who are in the layers on either side of them.

In analyzing the data I will pay attention to the Lewin's second feature where it is talking about interconnection between people and setting and people's independent understanding. Also the teacher's role and attitude towards pupil by Bronfenbrenner's bi-directional term where he emphasizes the interaction between child and teacher, because communication, involvement and interaction between teacher and SNE pupil necessarily gives an effective result. The wrong attitude and bad interaction created the barrier between teacher and pupil. I want to reveal how is the approach of the Georgian teachers and parents towards SNE pupil, if they have enough knowledge and experience to teach and communicate with them.

The phenomenological perspective is also relevant at the next and successful levels of ecological structure.

3.1.2 Meso System

Meso system comprises the interrelations among two or more setting in which the developing person actively participates (such as, for a child, the relations home, school and neighborhood peer group, for an adult, among family, work and social life).

A meso system is thus a system of micro systems. It is formed or extended whenever the developing person moves into a new setting. Besides this primary link, interconnections may take a number of additional forms: other persons who participate activity in both setting, intermediate link in a social network, formal and informal communication among setting, and again clearly in the phenomenological domain, the extent and nature of knowledge and attitudes existing in one setting about the other.

Relations between micro systems, connections between contexts

Relation of family experiences to school experiences, school to church, family to peers.

As I have already mentioned in chapter 1, for many years SNE people in Georgia were sitting at home or lived in special schools. The public school environment is new phenomenon for them and adaptation to a new situation is a very important item as for pupils as for teachers. What kind of environment and terms the school administration and the state offers the SNE pupil to get an education also will be my interest of discussion.

3.1.3 Exo System

An exo system refer to one or more setting that do not involve the developing person as an active participant, but in which events occur that effect or are affected by what happens in the setting containing the developing person.

Example of an exo system in the case of a young child might include the parent's place of work a school class attended by an older sibling, the parent's network of friends, the activity of the local school board.

The child may not be directly involved at this level, but they feel the positive or negative force involved with the interaction with his own system. This setting will be my interest, its influence towards pupil.

3.1.4 Macro System

The macro system refers consistencies, in the form and content of lower-order system (micro, meso and exo systems) that exists or could exist at the level of the subculture or culture as a whole, along with any belief systems or ideology underlying such consistencies.

The larger systems of cultural beliefs, societal values, political trends, and “community happenings” act as a powerful source of energy in our lives. The macro systems we live in influence what, how, when and where we carry out our relations Bronfenbrenner, U. (2005)

Describes the culture in which individuals live. Cultural contexts include developing and industrialized countries, socioeconomic status, poverty, and ethnicity.

The macro system refers to the consistency observed within a given culture in the form and content of its constituent micro, meso and exo systems, as well as any belief systems or ideology underlying such consistencies. The kind of settings that persons enter at successive stages of their lives, the content and organization of moral activities, roles and relations found within each type of setting, and the extent and nature of connections existing between settings entered into or affecting the life of the developing person. In addition these consistent patterns of organization and behavior find support in the values generally held by members of the given culture or subculture.

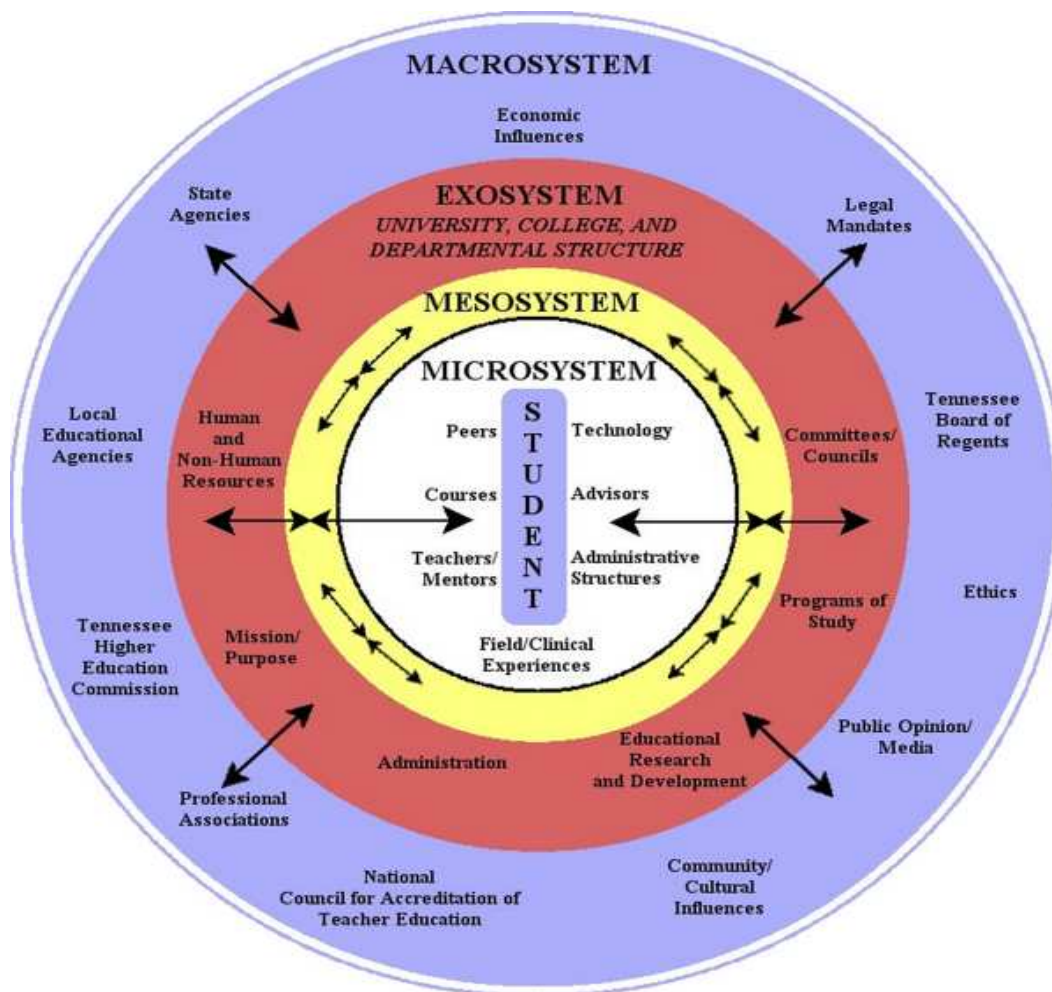
The state’s role and its influence in the process of developing individuals are also great. Without supporting of state agencies, local agencies, education institutions, media, legal mandates, professionals, financial system and etc. it is impossible to develop Inclusive

Education. What are the barriers, which the schools face in the process of developing Inclusive Education on the macro system will be important part of my data analyzes.

The priority that the macro system gives to the needs of children and adults affects the support they receive at inner levels of the environment.

In analyzing data I want to clarify, what are the legal responsibility that the state took on national and International level to develop Inclusive Education, What are the activity that the state implements for effective education process, how is the people's awareness, how is the financial support towards SNE pupils and to find weaknesses in above mention items that creates barriers in the process of developing Inclusive Education.

Bronfenbrenner's Ecological Model



All four micro, meso, exo and macro systems that Bronfenbrenner presents in the ecology of human development reflects the environment where is united from the micro atmosphere that is family, peers, school, neighborhood till the macro system where on the high policy level the state is responsible to create a superior terms to each pupil for development. Family, peers, society, school, the government and etc. as a whole system must care each human's welfare and education.

3.2 Innovation for Inclusion

There are many ways in which to approach the subject area of innovation. In my study I will use two different approaches by Skogen, K. (1997).

The Definition Approach;

Barriers to Innovation.

3.2.1 The Definition Approach

The key word in innovation is changed. Changes can be implemented in relation to all levels and sectors in the field at stake.

Changes may take place coincidentally and unsystematically, but for changes to be called innovations, they must include a strong element of consciousness and reflection. This is where the word planning comes in. This implies that one should know what one wishes to change, why and how. One should know where one wants to be in the future, or in other words: one should have a clear established target. This however does not imply an absolute demand that every step in a change is to be planned in advance. This kind of demand would be difficult to fulfill.

We could have concluded here and defined innovation as a planned change. However for the change to have a purpose it is necessary to relate it to something and that should be something that is to be better than it was. Innovations are about a planned change, which aims to improve.

The term innovation is most commonly used in literature to describe changes and improvements in organization and system. The word is rarely used in connection with individuals. The definition of innovation as a planned change, which aims to improve practice, entails certain problematic relationships. The first question that should be asked is: improvement for whom? This is an important point in all developmental and improvement work. In most innovation changes will lead to an improvement for some, while it will be

irrelevant for others and for a third group the change may lead to a determination of the situation. Those who run innovation business (innovators) must both be aware of this and take this phenomenon into account.

“The Salamanca Statement calls on all governments to adopt as matter of law or policy the principle of Inclusive Education, by enrolling all children in regular schools, unless there are compelling reasons for doing otherwise and to give the highest policy and budgetary priority to improving national education systems so that they cater for all children regardless of individual difference or difficulties”. UNESCO (1995) The Salamanca Statement of 1995.

What I want to do with my research is to find the barriers in the sphere such as Inclusive Education and if there is any of them, to show what kind of barriers exists at school level and why it is important to think about innovation.

3.2.2 Barriers to Innovations

The second approach to innovation work is barriers in relation to innovations. I have chosen to focus on one traditional explanation of resistance, the barrier model. I will describe four different categories of barriers in the context of innovation these are:

Psychological barrier;

Practical barriers;

Value barriers;

Power barriers.

3.2.3 Psychological Barriers

The barriers are found when the psychological condition of individuals becomes a factor of resistance. Psychological barriers have been and are still, key frameworks for understanding what happens when people and system frameworks for understanding what happens when people and systems amount resistance to attempts at change.

In developmental psychology a person's ability to tackle change is largely thought of as being linked to his/her basic self-assurance. Greatly simplified it can be expressed thus: the greater the degree of basic security, the better the person tackles change or turbulence in her or his surroundings. If the person has past experiences of having mastered many different situations and received positive confirmation from the environment, his or her basic security and positive self-image will gradually increase. A strong individual is better able to put up with the tension of new situations. On the other hand, one assumes that a person who has frequently experienced failure will feel more threatened in new situations. This person becomes less flexible and more easily mounts resistance to change.

One may assume that within a given social system, organization, group or collegium, there will be people whose past experience have basically not been positive. According to developing psychologists, this will affect their ability and willpower to meet changes in their work. Fear of something new does not therefore need to be connected to the actual nature of the change, but may be psychologically determined.

First and foremost it is vital to recognize that psychological factors influence innovation work. The sense security or insecurity is especially important to relate to. The innovator can do a great deal to make participants in the innovation feel more secure by providing information. It is important to try to indicate the possible sequences of the innovation both for the organization and the individual. Another way to make principles feel secure is to find out what it is that makes them feel insecure and then to try to do something about it. May be it will become apparent that they don't feel competent enough to take a new tasks, or that they are worried about losing their position in the organization or collegiums. Conversation with each individual is a possible way to ascertain insecurity factors.

Assessment of the possibilities the innovator has to deal with barriers of a psychological nature should also be made on the basis of mapping/observation of contextual relationships. This involves forming a picture of the time, economy, subject expertise and social resources that are needed to substantially reduce psychological barriers.

When the state starts to develop a new sphere in the country, for example Inclusive Education of course not only stakeholders or policy makers, but also people (pupils, teachers, principals, parents, population and etc.) face psychological barriers. It is already 8 years pasted as Ministry of Education and Science of Georgia started to develop Inclusive Education in Georgia and till now it faced serious psychological barrier as from teachers as from parents, because the sphere was absolutely new for them. They never imagined that it was possible that SNE child ever will become a pupil of public school. Teachers did not know how to teach and communicate with them. The professionals must work hard that the people who are involve in this sphere to overcome the barriers and feel secured. In analyzing data I will underline the psychological barrier.

3.2.4 Practical Barriers

Practical barriers refer to resistance factor of more physical nature. To provide example of practical barriers the following factors will be discussed:

Time;

Resources;

System.

Practical barriers may be of special interest in relation to innovations in special education. Special education is as stated a pragmatic and action oriented subject. The plans for the teacher and pre schoolteacher training centers also put great emphasis on these aspects of the

subject. This may indicate a particular concern with the practical craft and of methods that have direct practical use. Innovations in this subject area might therefore arouse resistance connected to, or of a nature that may be redefined as practical barriers. It is reasonable to expect that it will often seem more legitimate to provide practical information regarding possible resistance than to give explanations of psychological factors, or factors of power or values. The point is that the more practical the nature of the subject, the more readily explanations of practical resistance will be asked for. On the other hand, we assume that many people will have experienced that genuine practical barriers are encountered in everyday teaching, which prevent development and renewal of practices. Insufficient resources of an economic, technical and material nature are often mentioned.

Many reform enterprises have been carried out within the educational system, which have afterwards revealed the importance of the time dimension. Reforms are often defined as large, state-driven innovations. Authorities feel that there is a common problem in the country or in the practices of a group that requires change.

Innovation is primarily used for planned changes that take place within a single organization or in other, smaller or larger social systems. For all types of “change-work”, time decisive factor.

Regarding both the planning and implementation of innovations, the amount of knowledge and money available must be taken into account. This is especially true if something significantly different from past practices is to be carried out in other words if there is a major difference between the old and the new. In such cases additional resources in the form of both subject and financial expertise are needed. Experience has shown that it is especially early on and during diffusion of the innovation, that money is required. This may be connected to the fact outside help new equipment, reallocation, textbooks etc. are required during initial phase. Financial resources earmarked for change are often not at one's disposal in the annual budgets. Means for information and follow-up are often needed during the diffusion phase.

In this connection it is necessary to point to the fact that finances alone have rarely proven adequate for improvement in practice. Subject expertise resources such as knowledge and skills of the people involved will be equally important factors for change.

Another factor influencing such a change in attitude towards subject expertise, is the news system of revenue, which implies increased decision making by the council and the allocation authority. This situation may easily arise where teachers have to argue for their economic needs in competition with other groups.

A third type of practical barriers is called system-barriers. The organization or system in itself may be a barrier to innovation. The organization's structure can be a barrier in a particular case when it comes to meeting and solving new problems. B. H. Johnsen & M. D. Skjørtén, (2001).

The ministry of Education and Science of Georgia is built up on bureaucratic patterns, which hinders the developing process of Inclusive Education.

3.2.5 Value and Power Barriers

Another type of innovation barrier, namely power and value barriers. Because these types of barriers are closely connected. Barriers can be positive or negative depending upon one's set of value. Knowledge of power and value barriers has also shown itself to provide great possibilities for manipulation.

Power in itself does not have to be negative or to be seen as a barrier. Power is necessary to preserve interests and values. Power is also an important part of leadership positions. It is meanwhile crucial to realize the existence of this power factors in organizations and social systems and be able to see them and resist them when power is used in an unacceptable way. The problem is that the person in the position of power has great opportunities for manipulation to his own benefit and to maintain structure positions and traditions. Power can easily be used to give certain large groups great advantages over others.

Another phenomenon that often characterizes power is that it may be extremely difficult to see. In social system as well as in organizations, it is often the leaders who possess the most power. Power is a phenomenon that is dependent to a large extent upon the relationship between individuals or groups and the position of superiority and inferiority between them. Power is easier to see from the inferior position than from the leadership position. Power in other words, becomes more noticeable to the person subject to it than to the person exercising it. Power may just as well be achieved by people in inferior positions, and is then referred to as informal power.

Having power has its distinct advantages, because one may implement one's ideas and aims more easily and have control over many of the steps in the decision making process. The people in power or those that strive after power may become barriers in an innovation if personal, professional or economic power allocations are threatened or reduced by changing existing practice.

We feel that being aware of the possibilities of power its advantages and disadvantages, who has it in different situations and awareness of one's own power is central to innovation knowledge. Consciousness of power and power structures in organizations or systems and in society in general is a prerequisite to being able to perform in a professional and ethically justifiable way. Power may be difficult to see, because it is situation dependent and because not everyone wishes to display his or her actual power.

All who participate in the innovative process have a need to know something about the intention, aims and plan that are to be used. Likewise information about what others people are involved the time aspect uses of resources and energy are important factors in their positive or negative stance towards the innovation. What they themselves must do or charge and what they stand to lose in new situation should also made clear. B. H. Johnsen & M. D. Skjørten, (2001).

As in the list of my sampling I have a representative of the Ministry of Education and Science of Georgia, who is responsible in developing Inclusive Education in Georgia. It will be important to listen her view and to analyze her attitude for existing circumstance and how effectively she uses the power to develop the sphere.

4 Methodology

What will we actually do? This issue is not limited to qualitative data collection (primarily participant observation and interview), but also include establishing research relationships with those you study, select sites and participants and analyzing the data that you collect.

Maxwell, J, A. (2005).

4.1 Case Study Design

Using case study for research purpose remains one of the most challenging of all social science endeavors. As a research method, the case study is used in many situations, to contribute our knowledge of individual, group, organizational, social, political and related phenomenon. The case study method allows investigations to retain the holistic and meaningful characteristics of real life events. Case study unique strength is its ability to deal with a full variety of evidence – documents, artifacts, interviews and observations – beyond what might be available in a conventional historical study. A research design is a logical plan for getting from here to there, where here may be defined as an initial set of questions to be answered and there is some set of conclusion about these questions. Between here and there may be found a number of major steps, including the collection and analysis of relevant data.

Yin, K.R. (2009) .

Many social scientists still deeply believe that case studies are only appropriate for the exploratory phase of an investigation, that surveys and histories are appropriate for the descriptive phase and that experiments are the only way of doing explanatory or causal inquiries Yin, K.R. (2009) .

The case can be some event or entity other than a single individual. Case study has been done about decision, programs, the implementation process and organizational change Yin, K.R. (2009) . It can be used to study almost any topic or type of phenomenon, with the entire range of data collection and analytic methods used by qualitative research.

The phenomenon of my study is barriers, which we meet in the process of implementing of Inclusive Education in Georgia.

Yin, K.R. (2009) emphasizes the important of studying a phenomenon in its real-life context. He observes that case studies typically involve investigation of phenomenon for which the boundary between the phenomenon and its context are not clearly evident. Many case study in education are conducted in classroom or other location with in schools. Such sites are real life or natural in the sense that they are where the particular actors participating in the phenomenon of public education normally found Gall, M. D., Gall, J, P., Borg, W, R. (2007).

As six my interviews will be at school setting and the last the seventh at the Ministry of Education and Science of Georgia, it is possible to call the study of a phenomenon in its real-life context.

The purpose of doing case study is to describe the phenomenon. Whose purpose is to description the researcher attempts to depict a phenomenon and conceptualize it. A good depiction will provide what is call thick description of the phenomenon, that is statement that re-create a situation and as much of its context as possible Gall, M. D., Gall, J, P., Borg, W, R. (2007).

My case will be Embedded Single-case study design, which containing more than one sub-unit of analysis (Yin, R. K. 2003) where I use several instances of the same phenomenon and a as a Data-Collection method I have chosen interview as I decided to ask the same questions of all individuals in the sampling and record their answers in verbal form. Interviews typically involve just one respondent at a time. Respondents typically speak in their own words and the interviewer records their responses Gall, M. D., Gall, J, P., Borg, W, R. (2007).

4.2 Research Relationship

To select the useful schools for my study was very significant. Me as researcher with the phone call requested the representative of the Ministry of Education and Science who is responsible of Developing Inclusive Education in Georgia to assist me to choose the schools

and to obtain permission from the principals and the special teachers of the schools to take an interview. After meeting with the representative “Gatekeeper” at the Ministry, we discussed different variants and finely identified the schools, which would be the target schools for my study. The Gatekeeper agreed the method of communication with the respondents (visit the schools and on school setting to record an interview with the principals and special teachers), also arranged the data to visit her for interview. All school principals and special teachers were informed by phone about interview.

4.3 Sampling

To choose respondents purposefully or the people who gives me an exact information was valuable for me. All the people to take an interview had to satisfy three requirements. They should be knowledgeable about the cultural arena or the situation or experience being studied, they should be willing to talk, and when people in the arena have different perspectives the interviewees should represent the range of point of view. Herbert J. Rubin Irene S. Rubin (1995)

My research objectives were clearly stated. I identified the target schools from which my sample was selected.

Interview in four different institutions:

Ministry of Education and Science of Georgia;

Three different public schools;

Interview with 3 special teachers from three different public schools;

Interview with 3 principles of different public schools;

Representative of the Ministry of Education and Science of Georgia;

Totally 7 interviews

Observation official documentations, which concern to the financial system of Education of Georgia.

I identified three groups of persons to get key information, which is related to my questions. In first group there were three special teachers of different public schools, who have the best practical experience and knowledge around everyday life of school and pupils. The second is 3 principals of different public schools where is implementing Inclusive Education. The principals are decision makers who can solve, improve many problems, support and strength inclusive education at school. As I have already mentioned I the first chapter since 2005 public schools became recognized as legal entities of public law. In consequence of this recognition, public schools have been bestowed an important power of autonomy. Now they have become independent decision makers in the fields of school administration and school budget planning. In the third group there is the person who is a policy maker at the Ministry of Education and Science in Georgia.

I choose different categories of schools:

- 1 principals of the public schools which its own budget carries out inclusive education;
- 2 Principals of the public school where implements inclusive education with the support of the programs of the Ministry of Education and Science of Georgia;
- 1 teacher from each public school (totally 3 teachers).

The competent person from the Ministry of Education and Science who is responsible on Developing Inclusive Education in Georgia.

I am sure that the representative of the Ministry of the Education and Science who is responsible to develop, support, plan and implements the programs of Inclusive Education will give me detail information and share the future perspectives around Inclusive Education.

To search official documents from the Ministry of Education and Science strengthen the arguments I have gathered from interviewers. I hope it also gives me possibility to measure the validity and reliability of my research question.

The case will be “purposeful sampling” because the goal to select the case that are likely to be information-rich with respect to the purposes of the study Gall, M. D., Gall, J, P., Borg, W, R. (2007). The schools in Georgia are not rich with special teachers to give me ability to select the best from them. There is one or maximum two teachers at school.

4.3.1 Introduction of the Participants

Six participants are female and one is a male. All participants are different ages. The principals of public schools are middle ages, two special teachers are under 30 and one special teacher is under 40. The representative of the Ministry of Education and Science is 26 years old. As it is sampled three public schools, for confidentiality I change the numbers of the schools and will name them the following:

1. The principals of the public schools that its own budget carries out inclusive education will be the school #1;
2. The principals of the public school where implements inclusive education with the support of the programs of the Ministry of Education and Science of Georgia will be the school #2 and #3;

The names of the persons will not be mentioned in the study.

4.4 Method of the Study

Interview has been used as the study method to collect the data. Interview is often used in qualitative research design and it helps the researcher to find out the informants perspectives. Using qualitative interviews within this particular study emphasizes the importance of the participants' ideas, concerns and views (Patton, Q. P. 2002, p. 341).

The research interview has been defined as a two person conversation initiated by the interviewer for the specific purpose of obtaining research-relevant information and focused by him on content specified by research objectives of systematic description, prediction or explanation Coven, L. (2000)

Bryman, A. (2008) highlights two kinds of interviews for qualitative research. Unstructured and semi structured interviews. The semi-structured interview was chosen in this study to investigate the students' perspectives. Bryman, A. (2008) mentions that it is more expected to use semi-structured interview when the study has a precise focus. The semi structured interview on one hand gives opportunity to have a list of some questions that will help to investigate the research question, and on the other hand is flexible with following the predefined questions during interviewing. This research has the clear focus and the specific research question rather than the general idea about research topics, so semi structure interview corresponds to this research.

4.4.1 Developing the Interview Guide

An interview is a personal conversation between a person who pose questions and a person who responds, it involves a personal contact between an interviewer and an informant. As the interview with the informants carried out at schools and at work, we can call the interview field interview Befring, E., (2004).

Qualitative interview is as an academic as practical tool. It allows us to share the world of others to find out what is going on, why people do what they do and how they understand their world. With such knowledge you can help solve a variety of problems. Herbert J. Rubin Irene S. Rubin (1995)

The major advantage of interview is their adaptability. Skilled interviewers make an effort to build trust and rapport with respondent, thus making it possible to obtain information that the individual probably would not reveal by any other data-collection method. They can also follow up a respondent's answers to obtain more information and clarify vague statement. Gall, M. D., Gall, J. P., Borg, W. R. (2007).

It was not easy to formulate the questions for a topic that could exactly answered to the research question and it would be clear for all respondents. As Steinar Kvale says in his first stage "Thematizing" that formulate the purpose of an investigation and describe the concept of the topic to be investigated before the interview start. Mostly everyday put down a lot of questions on a paper. I changed words, the structure, added and subtracted questions. I knew that I had to introduce a limited number of questions and explore these questions deeply.

Of course I could not study everything interesting about my topic, start make a choice. I access the potential answer of the question and what implication do they have? I think, my experience working in the sphere of inclusive education was also helping me to create and analyze the questions.

It is possible to call the interview evaluation interview, as it is focuses on what is going on, what has been done and what it is important to improve. Evaluation interview attempt to learn whether new programs, projects or other types of intentional changes are living up to expectation. How are these programs working? Why are some schools working so poor. To accounts or justifications are common in this type of interview. Herbert J. Rubin Irene S. (1995).

4.5 Interview

All respondents were informed about the purpose of the interview and the procedures before meeting. In the face-to-face meeting, more detailed information was provided about the research. Before starting with the questions, a short conversation was initiated to establish

relationships with the participants. It was also explained why the recording is important and the issue of confidentiality was confirmed. They all approved the content of the interviews. As me and my respondents are from the same county and from the same culture I did not have to learn interviewees' culture to understand one another.

All interviews were recorded; the recorded material was of good quality and important for transcribing the data. The time for each interview varied from 25 to 35 minutes. All seven interviews were finished on the 10th of December.

4.6 Data Collection

A type of personal involvement debated among case study researchers is the extent to which they should disclose their personal experience, feelings or beliefs to field participants during the data collection Gall, M. D., Gall, J. P., Borg, W, R. (2007).

To answer the research question I will use “ key-information interview” the interviewer collects data from individuals who have special knowledge or perception that would not otherwise be available to the researcher, discuss their own experience working with students, how they feel about work and what they believe is the best approach to help SEN students. Key information's often have more knowledge, better communication skills, or different perspectives than other members of the defined population and observation Gall, M. D., Gall, J. P., Borg, W, R. (2007). My data collection strategies will probably go through a period focusing and revision case study and to enable the interviewers better provide the data that will help me to answer my research question and to address any believable validity threats to these answers.

On my point of view the individuals I have chosen (Principals of the schools and teachers) are the resources who have the best practical experience and knowledge around education system. Gained information assists me to realize. Why does not the school administration refuse to involve special needs in mainstream education, what are the teacher's attitude towards special needs, Do teachers have enough qualification, skills and experience to teach pupils with special needs and if not why, What are the barriers the school face in developing inclusive

education, How influence current financial resources to implement Inclusive Education on micro and macro level.

To implement Inclusive education first of all it is important to know what is Inclusion and what are the main steps to go through and how to develop it. I stopped my attention to the school principles where nowadays are implementing Inclusive education, because they are managers who knows best of all how current financial resources at school level influence on developing Inclusive Education. Special teachers who has everyday approach with the Special Need Education pupils and know all needs which is important for them and finally the representative of the Ministry of Education and Science of Georgia who is responsible for developing Inclusive Education in Georgia.

4.7 Validity, Reliability and Ethical Issue

4.7.1 Validity

Validity is an important key to effective research. Whilst earlier versions of validity were based on the view that it was essentially a demonstration that a particular instrument in fact measures what it purports to measure, more recently validity has taken many forms. For example, in qualitative data validity might be addressed through the honesty, depth, richness and and scope of data achieved, the participants approached, extent triangulation and the disinterestedness or objectivity of the researcher. Cohen, L. Manion, L & Morrison, K (2000).

Validity is a goal rather than a product, it is never something that can be proven or taken for a granted. Validity is also relative: It has to se assessed in relationship to the purposes and circumstances of the research, rather than being a context –independent property of methods or conclusions. Finally, validity threat are made implausible by evidence, not methods,

methods are only a way to getting evidence that can help you rule out these threats. Maxwell, J, A. (2005).

Some major proponents of qualitative case study research reflect a positivist epistemological orientation in their assessment of the quality and rigor of such research. By Yin is exemplified this type of case study researcher. He judges the quality of case study design by three types of validity criteria and reliability: 1. Construct validity, 2. Internal Validity, 3. External Validity and 4 Reliability. Yin, R. K. (2009)

In my study I want to emphasize the construct validity, which identifies correct operational measures for the concepts being studied. Construct validity uses multiple sources of evidence, establishes chain of evidence and have key informants review draft case study report.

I think the formulation of my question helps me to secure the validity in the process of collecting my data.

As I studied the barriers which the schools face in the process of developing Inclusive Education in Georgia, by my respondents such as special teachers and the principles of public schools were displayed different barriers which later were testified by the representative of the Ministry of Education and Science of Georgia. The literature the national and international documents which engages the state to develop Inclusive Education effectively, I use is an indicator of the measure. Demonstrating the construct validity means not only confirming the construction with that given in relevant literature, but looking for counter examples which might falsify my construction Cohen, L. Manion, L & Morrison, K (2000).

In my data collection will be explanted multiple sources of evident, and try to establish the chain of emphasized evidences by using the theory of the Ecology of human development. I will connect the evidences from micro till macro system.

4.7.2 Reliability

In the qualitative research reliability can be regarded as a fit between what researchers record as data and what actually occurs in the natural setting that is being researched, a degree of accuracy and comprehensiveness of coverage. This is not to strive for uniformity, two researchers who are studying a single setting may come up with very different findings but both sets of findings might be reliable.

In qualitative methodologies reliability includes fidelity to real life, context and situation specificity, authenticity, comprehensiveness, details, honesty, depth of response and meaningfulness to the respondents Cohen, L. Manion, L & Morrison, K (2000).

I tried that my attitude, opinion and expectation was justified, misunderstandings on the part of the respondent of what is being asked was clear. When one of my respondents after reading my questions refused to give me an interview I tried to protect the ethical norms, which I will explain in the chapter "ethical issue" and without using any power thanked the respondent and apologized for losing time.

4.7.3 Ethical Issue

The ethical issue is a very important part of research, especially with the interviewers because as we know ethic is how people ought to act towards each other. Education have long relied on the philosophy of ethic, along with other bodies of knowledge including legal policies and regulations to help identify and resolve the many value-laden issues involved in the proper conduct of research Gall, M. D., Gall, J. P., Borg, W, R. (2007) In relationship with individuals whom I will study I will try to avoid, minimize misuse the power, to use appropriate terminology, use such terms that conveys a sense of individual's role as active.

Research ethics are about how to acquire and disseminate trustworthy information in ways that cause no harm to those being studied. To obtain high quality information in interviews, you are dependent on the cooperation of your conversational partners. When you encourage people to talk to you openly frankly, you incur serious ethical obligation on them. Kvale, S. (1996) in his book “An introduction to Qualitative Research Interviewing” presents three ethical guidelines for human research principles, rules and example. They are Informed consent, confidentiality and consequences.

Consent - Before starting the interviews I went through the ethical rules and had gotten the consent from all respondents. By using telephone calls all respondents were informed who am I, what was the purpose of the research, what I was studying? Why I have chosen that school, what was the research question, what kind of information I needed from them and offered to send them the questions by e-mail in advance that their participation was voluntary, but they refused. I guaranteed that the numbers of the schools and names would be treated confidentially. As Steinar Kvale (1996) says, “The protection of subject’s privacy by changing their names and identifying features is an important issue in the reporting of interview”.

Unfortunately my first interview with the school principal was failed. She arranged me meeting at the school setting in her own cabinet, but as soon as she started to read the questions she refused to give me an interview. It was unexpected for me. Of course I did not push her to give me information but I tried carefully to ask her why. The answer was that she could not give me the information, which would be useful for my topic. Without recording and using questions we had quit open conversation about strengths, weaknesses and difficulties of Inclusive Education but I have no right to use that information because it is confidential. As a researcher I had a scientific responsibility to her profession and her subjects that a research project yield knowledge worth knowing and that it is as controlled and verified as possible. It was frustration because by the point of view of the Ministry of Education and Science of Georgia it is the school where Inclusive Education is implemented best of all. This is the school where the Ministry of education and Science with the special support programs provides the cover of the salary of two special teachers and the driver of the bus and the amount of the petrol for the bus to transport SEN pupils to school and back home for home

year. As I mentioned in the previous chapter Georgia is a developing country, it carries out many different reforms in education system and to be open and talk much about difficulties and weaknesses of the policy is not winning for their carrier and are afraid to loose their jobs. People may have a desire to share their experience, knowledge, real information around problems, which exists in the field of Inclusive Education, but for a variety of reasons they are afraid of being interviewed. I think it depends on the person, because fortunately there are people who like to talk about themselves, they enjoy the sociability of a long discussion and are pleased that somebody is interested in them. I revealed one of the schools where the principal started to carry out Inclusive Education with its own initiative and school little budget. She shared her experience and answers the questions with great pleasure. I was astonished that this interview was a positive experience.

Confidentiality – The respondent's names are not mentioned in the study. They are referred by pseudonyms.

Consequence – It is difficult to say that it was comfortable for all my respondents to expose their views about governments attitude towards Inclusive Education and they were 100% open, because some of my questions were concerned to the policy and as we are developing country there are exists a little fear to say truth, but they could answer all research questions according their ability. We human beings always have power over one another, the basic principle of ethics must be that we should use that power for the best and not for our own advantage. Befring, E., (2004).

The role of the Researcher – For me as a researcher It was not difficult to built a conversational partnership, because some years collaboration with the people who were chosen as a respondents for the study made easier to communicate.

5 Analyzing Data During Data Collection

At the beginning I tried to summarize data collection events and used the form of making record of field contacts, (Gall, M. D., Gall, J, P., Borg, W, R. 2007) recommend that the completed forms can reveal missing information and thus indicate the need for further data collection. They also can suggest promising directions for subsequent stages of data collection and analysis. One such form is a contact summary sheet, on which the researcher summarizes what was learned from each field observation or interview. The field notes should be comprehensive and primarily descriptive.

For analyzing data, first of all I collected all the case study data into a computer database. Then I broke the text into meaningful segments and started to develop categories. I founded three categories according my main question and sub-questions:

Main barriers that the schools face in the process of Implementing Inclusive Education

Around this main question I united the following interview questions:

1. What are the main barriers that the school faces in the presses of implementing Inclusive Education?
2. How does the school administration try to arrange the problems it faces during implementing Inclusive education?
3. What kind of financial system exists for supporting inclusive education?
4. How effective is the financial resources programs allocated for the developing inclusive education?
5. How does the school administration try to support inclusive education from its own budget?
6. How do you think is existing system flexible and successful for developing inclusive education in Georgia or it needs reform?

Under first sub-question what are the Ministry of Education and Science of Georgia's responsibility towards Inclusive Education I united first and second questions:

2.1. How is the attitude (vision) of the Ministry of Education and Science towards Inclusive Education?

2.2 How does The Ministry of Education and Science try to implement the responsibility, which it has taken in the framework of the laws of Georgia and international conventions?

3. Under the second sub-question what are the needs that the Ministry of Education and Science of Georgia must implement in the process of developing Inclusive Education? I combined last two questions

3.1 What kind of activates and programs had been carried out from the Ministry of Education and science to support special need education pupils?

3.2 What are the needs that the Ministry of Education and Science of Georgia must implement in the process of developing Inclusive Education?

To protect the school's confidentiality I changed the numbers of schools: the public schools, which carry out inclusive education with its own budget, will be the school # 1;

The public schools where is implementing Inclusive Education with the support of the programs of the Ministry of Education and Science of Georgia will be the school # 2 and the school # 3; we have three public schools with the numbers 1, 2, 3. I will mention school principles as the principle, the special teachers as the special teacher and the person who represents The Ministry of Education and Science is cold representative person.

5.1 Main Barriers

In this chapter I will discuss barriers, difficulties and weaknesses of Inclusive Education at schools level.

I will start my discussion with the barriers that the schools face in the process of developing Inclusive Education. The school #1 is the school, which started to develop Inclusive Education, after the Ministry of Education and Science of Georgia announced that the piloting Inclusive Education in 10 public schools in the capital of Georgia was finished successfully and now by "the Strategy and Action Plan of Special Needs Education, for the years 2009-2011" and the document "The Introduction of Inclusive education and development of the state system of Georgia" (the Chapter - The responsibility of public schools and activity rule for introduction and developing Inclusive Education in Georgia, Article 1) all schools are responsible to provide all SNE pupil's right to get education. Also SNE pupils must have an access to get education in regular schools, which is near to their location. The school #1 with its own desire started to develop Inclusive Education in 2008. School administration did not regard to inform the Ministry about their initiative and did not try to appeal to any institutions for financial, material or methodological assistance. Only after 3 years the Ministry of Education and Science got news about the school, which caused wonder and sympathy for their activity. I emphasize this information because in the capital, there is not much examples when the school administration tries to develop Inclusive Education without additional financial and methodological assistance.

With the point of view of the special teacher of the school #1, Inclusive Education is the sphere, which needs the special knowledge to implement, knowledge about what is Inclusive Education and how to develop it. The school has many examples when teacher refuses to teach a SNE pupil, for the reason that does not know how to approach and communicate with him. Bronfenbrenner in micro system discusses bi-directional term that interaction between teacher and pupil is effective process for developing. She also thinks that the state must look the problems globally, there must not exist the concrete schools, which for the state is priority to support. Nowadays the school does not have a pupil in wheelchair, but if tomorrow he comes it also will be the problem for the school because the school environment is not adapted. Interconnection between pupil and setting assists the pupil to adjust with

environment. The special teacher told that in school there is a boy who has a motor disorder (impairment of the nerves or neurons that cause muscles to contract to produce movement). The first, the boy asked the school administration, if there was a computer in resource room or in the classroom, because he can not hold the pen and write, but with the computer and mouse he can easily write and make different operations, unfortunately nowadays the school has not financial opportunity to purchase the computer for SNE pupils. According to ecology development “the developmental potential of setting in a mesos system is enhanced if the role demands in the different settings compatible and if the role, activities and dyads in which developing person engages encourage the development of mutual trust, a positive orientation, goal consensus between setting and an evolving balance of power in favor of the developing process” Bronfenbrenner, U. (1996)

To develop Inclusive education effectively, it is important that the school administration provide engagement of psychologist, occupational or speech therapist, because only special teacher is not enough for effective education process at school. Told a special teacher of school #1.

In spite of all the barriers the school face, it tries to develop Inclusive education in frame of its possibility. There is almost nothing important materials in the resource room but what they have are bought with the school’s own budget and often the special teacher makes them herself.

To implement all above-mentioned problems it is important that the school has a financial support and knows how to share it for special purpose.

The special teacher all existing problems connects with large cultural context, which is economy.

The principle of the school #1 thinks that the most important thing that had been done in the process of reforming education system in Georgia was developing Inclusive Education.

If yesterday it was shame to have a SNE pupil at school today it is proud.

Unfortunately there are parents, who think that SNE pupil must not be together with their child. Also there is problem with teachers because they had not been trained and have not experience and knowledge how to teach SNE pupil, so may be that's why they try to avoid the responsibility to teach them:

We had an example when the teacher refused to teach SNE pupil, but another teacher took him to her class and now when teacher and classmates acquainted him well, everybody loves him, care and try to help. To grow up with SNE pupil helps children to formulate valuable individuals.

There is only 7 SNE pupils at school, but to support them effectively the school needs psychology or additional special teacher, to train main teachers, of course special materials for resource room and to adapt the school environment, but unfortunately the school budget could not give ability to satisfy all needs and desire.

The principle of the school #1 underlines that: *It is important to increased the financial system, because to implement Inclusive Education effectively it needs additional financial support from the state. But I think that first of all it is important to have a desire to implement Inclusive Education, We three years try to develop this sphere and doing it in the framework of our ability and with heart.*

The principle and the special teacher of the school #1 started discussion with pupil and parents, interaction between teacher and pupil, environment and came to financial system. We went through all ecological system. The most important thing that I found from interview is the school's desire to develop Inclusive Education.

In spite of the Ministry of Education and Science's financial support, the schools #2 and #3 are talking about different kinds of barriers. By the Ministry of Education and Science's financial and methodological support the schools are adapted, the principles and teachers are trained, the resource rooms are equipped with computers and useful materials.

The special teacher of the school #2 thinks that there is a lack of human resources because at school there are 16 SNE pupils and only one special teacher have to services all 16 SNE pupils. She thinks that it must be existed the standard where will be determined how many pupils must work with one special teacher. Other wise for one teacher it is difficult to resistance with different kinds of disable pupils.

With the special program of the Ministry of Education and Science finances the salary of the special teacher of the school #2. Nowadays the school's responsibility is to buy papers and cartridge for the resource room but to hire additional special teacher, the school administration have not enough financial resources, announced the principle of the school #2.

The special teacher of the school #3 also issued the barriers at school setting, she emphasized the lack of human resources and lack of special materials for SNE pupils:

In the school there are different mentally disorder SNE pupils and they need different materials to develop.

There are difficulties with main teachers. It is problem for them to built relationship with SNE pupils and special teachers have to assist them with the communication. It is strange that special teachers also help main teacher to create and adapted special programs for SNE pupils, because these are teachers who were tainted by the Ministry of Education and Science some years ago not only how to communicate with them, but also how to make modified plan for SNE pupil.

The children are different in their way of learning and that some children need more support than others, the teacher and the special need educator have to adapt the learning environment and adapt learning materials that takes time, so the teachers try to avoid such responsibilities and spend less time with SNE pupil because the salary they get is quite low, Declared the principal of the school #2.

“*Knowing does not mean doing*” Teachers do not necessarily implement what they know. This is called the implementation problem B. H. Johnsen & M. D. Skjørten, (2001).

Three possible explanations for the implementation problem have been presented in the literature. 1) Reason for the persistence of pre-existing beliefs about teaching and the word and role of teachers, 2) persisting use of everyday concepts and 3) novice teachers' adaptations to the professional culture and practical realities that they meet as a teachers. B. H. Johnsen & M. D. Skjørten, (2001).

At schools #2 and #3 as in previous school there is a Negative approach from the parents, they say: “*why must be a SNE pupil in my child’s class*”? It is difficult for some parents to understand the meaning Inclusive Education and why it is important that SEN pupil will get education in public school.

The principal of the school #3 thinks that the barrier is also the parents inattentiveness, many of them are not involved in their children’s developing process and parents don’t collaborate neither with teachers nor with special teacher may be this is one of the reason that teachers don’t feel responsibility to teach SNE pupil effectively and don’t spend much time with them.

Finally both principals of the schools #2 and #3 believe that the main reason of all these is the lack of financial resources

The school needs additional budget for the SNE pupil, without special financial system it will be impossible to implement Inclusive Education at school.

I have an action that the principles of the schools #2 and #3 have not the information about their responsibility which the Salamanca Declaration oblige them to implement “Local administrators and school heads can play a major role in making school more responsive to children with special educational needs if they are given necessary authority and adequate training to do so. (Article 35). “School heads have a special responsibility in promoting positive attitudes through out the school community and in arranging for effective cooperation between class teachers and support staff. (Article 36)” and each school should be a community collectively accountable for the success or failure of every student. The education team, rather than the individual teacher, should share the responsibility for the education of special need children. Parents and volunteers should be invited to take an active part in the work of the school. Teachers however play a key role as the managers of the educational process, supporting children through the use of available resources both with in and outside of the classroom (Article 37)

The barriers to inclusion can be reduced through active collaboration between policy-makers, education personnel and other stakeholders, including the active involvement of parents, society, local education officials and the media. All these institutions create a structure each in side the next. The child starts to step from the bottom of spiral staircase. The child’s life

experience will be represented by the trip up the staircase. With each step the child encounters societal expectations, beliefs and values. He grows up in a particular culture. This influences his values and beliefs. He raises within a family of a particular socio-economic status, which refers to a complex combination of educational status and income. Clearly, with each step up the spiral staircase the child experiences through the micro, exo, meso, and macro systems in his life, relationships, and activities that influence the way he thinks and feels.

5.2 Responsibilities

Under first sub-question what are the Ministry of Education and Science of Georgia's responsibility towards Inclusive Education I united first and second question

1. How is the attitude (vision) of the Ministry of Education and Science towards Inclusive Education?
2. How does The Ministry of Education and Science try to implement the responsibility, which it has taken in the framework of the laws of Georgia and international conventions?

All three principals of the schools, who participated in the research, think that developing Inclusive Education is great job from the Ministry of Education and Science of Georgia. The principal of the school #2 underlined that:

To carry out Inclusive Education is the best thing, which happened in the reform of Education system, because parents are very happy that their children became pupils of the public school, found friends.

The school #1 was the school, which mentioned that:

The school gets additional star if it implements Inclusive education that is also stimulus for the school.

But the school principles of #2 and #3 where Inclusive education carries out with the support of the government programs (the salary of the special teachers, the salary of bus drivers and the petrol) instead of respond the raised question and discuss what is the Ministry's attitude, what have been done, according to the Law of General Education, International documents and etc. the answer was that:

If the Ministry of Education and Science does not continue to support the school budget with additional sum, it will be deadly for school.

The principle of the school #3 mentioned that:

The Ministry of Education and Science changed some articles in curriculum where it is talking about modified education plan.

Special teachers are very thankful that government started to develop Inclusive Education and the special teacher of the school #1 says that:

Everything good that is starting to develop, especially in such conservative society, as Georgia is always welcome.

Only the special teacher of #2 emphasized that the Ministry of Education and Science took an interest to developing Inclusive Education not only in the capital, but also in whole Georgia.

Unfortunately the Ministry of Education and Science's responsibility has been seen as financial support of the schools.

5.3 The Needs

Under the second sub-question what are the needs that the Ministry of Education and Science of Georgia must implement in the process of developing Inclusive Education? I combined last two questions

What kind of activates and programs had been carried out from the Ministry of Education and science to support special need education pupils?

What are the needs that the Ministry of Education and Science of Georgia must implement in the process of developing Inclusive Education?

With the last two questions, it became clear that the schools #2 and #3 which gets a program support from the Ministry of Education and Sciences, the schools environment is adapted and technically equipped. But these schools have other needs to implement Inclusive Education effectively. In spite of the schoolteachers are trained and have gotten special knowledge what is Inclusive Education and how to teach, there is not right approach with SNE pupils and desire to teach and spent time for them. The need is the Inclusive Education model where will be explain the special teacher responsibilities, how many SNE pupil must be in the class.

“It is difficult to work together with some pupil with different disabilities, it must be written in document how many pupil is available to be in one class”

The main need I found is improving financial system for SNE pupils.

But the school #1 had never gotten any support from the Ministry of Education and Science. The environment is not adapted, have no any technical equipment and poor special materials for SNE pupils. As I have already mentioned in the barriers, the school has not a computer for SNE pupil, which is very important for the boy with motor disorder. I don't know how but the school tries in the frame of their ability to teach.

The representative of the Ministry of education and Science of Georgia who is responsible to develop Inclusive education on policy level confirmed, that the Ministry of Education and Science implements Inclusive Education in Georgia since 2004. For piloting Inclusive Education there was chosen 10 public schools in the capital. With the financial support of the Ministry of Education and Science of Georgia and the Ministry of Education and Research of Norway was made the following:

Adapted Physical environment of all 10 public schools;

The teachers were trained;

Activities for Public awareness,

The Strategy and Action Plan of Special Needs Education for the years 2009-2011 was approved in 2008, which means that “the state has a vision how to develop Inclusive Education”

In order to continue already developed Inclusive Education in above-mentioned 10 public schools, the state made a decision to support them with the special projects.

Methodological assistance the children get from the multidisciplinary team, which is also financed by the government program. The goal of the team is to assess the educational abilities of special need pupils and give recommendations to the teachers.

She thinks that many important activities have been done for strengthen inclusion on the level of legislation. The Ministry of Education and Science of Georgia and the Public Defender of Georgia has already prepared a document that brings the Laws on “General Education”, “High Education” and “Professional Education” into harmony with the UN Convention on the Rights of Persons with Disabilities. The document is sent to the parliament and waiting to be approved by the members of Parliament of Georgia. The President of Georgia signs the Convention and it needs ratification.

The representative of the Ministry was talking about difficulties that the Ministry face in the process of developing Inclusive Education. She emphasized the following barriers, which it is important to improve:

To grow public awareness;

The parent’s awareness;

To improve physical environment

Lack of human resources (special teachers)

Lack of financial resources

It is important to be determined the status of SNE pupil, then must be accounted a sum of money, which is essential for SNE pupil's education and added it to voucher, which assists the pupil to get better education and the school administration will have a possibility to support SNE pupil at school more effectively". Says the Representative of the Ministry of Education and Science.

There is exists the schools who writes projects to International and Donor Organizations to get additional financial assistance.

There are schools who has many pupils nearly 1000 or more, that means that they have more many then the schools who has 500-600 pupils. Such schools are always waiting for the financial support from the government.

There are schools, which started to develop Inclusive Education with its own initiative and with a little budget but big enthusiasm.

Unfortunately the demand to learn at the faculty of special education at bachelor level, which exists at the I. Chavchavadze University in Tbilisi, is not big. Now the Ministry of Education and Science plans to open the Master degree for the special teachers but the problem is that there is not enough qualified professionals who will teach this course.

The ministry has a The Strategy and Action Plan of Special Needs Education for the years 2009-2011 (approved 2008) and The regulations where is proved by the Minister of Education and Science and where is clearly described the responsibilities of all departments at the ministry, resource centers and school administration who is responsible to develop Inclusive Education in Georgia.

To improve the awareness of the society it needs time, I am sure that the people time to time will perceive disability people as the part of society and their education in public schools will be usual fact for everyone, also bureaucratic system extents the processes of developing Inclusive Education in Georgia in time.

5.4 Summary

Table # 1

In table 1 I represented barriers, responsibilities and needs, which emphasized in the process of analyzing the data.

Questions

	I	II	III
#	The main barriers that the schools face in the process of implementing Inclusive Education	Ministries of Education and Science of Georgia's responsibility towards Inclusive Education	The schools needs in the process of Implementing Inclusive Education
1	Lack of human resources	To implement Inclusive Education effectively	To train teachers
2	Lack of special materials and equipments	Satisfy all needs for developing Inclusive Education	Technical and psychological support
3	Non-adapted environment for SNE pupils	To create effective environment for SNE pupils	Adapted environment
4	Less competency of main teachers		Existence of special teachers, psychologies, speech therapists at schools
5	Negative approach of parents with Inclusive education		Positive attitude of Society
6	The attitude of the society towards Inclusive Education		Activates for public awareness
7	Nonexistence of SNE standard		The existence of SNE model
8	Non-stable financial system		Additional financial support

Categories

6 Presentation and Discussion

As I have already declared in the first chapter The Ministry of Education and Science of Georgia started to develop Inclusive Education in 2004. To start the existence of a new sphere in any field is connected with different difficulties. Till 2004 nearly 95% of Georgian population have never heard the phrase “Inclusive Education” and of course did not know the meaning of this sphere. Unfortunately the state have signed and made a ratification of the documents such as Salamanca Statement and Framework for Action on the Special Need Education And the Convention on the Rights of the Child some years before then it started to develop Inclusive Education in Georgia.

At present, inclusive education aims at engaging all marginalized students in education, integrating them into the society and equipping them with skills and competencies for achievement. This goal is stated in one of the central Ministry of Education and Science documents on inclusive education – the Education Strategy and Action Plan 2007-2011. Verbatim, the document states:

In accordance with the national education goals and EFA goals, educational system of Georgia shall offer equal opportunity to each citizen to receive full benefits of education at all levels and shall be adjusted to meet individual needs (Education Strategy and Action Plan 2007-2011, 2009)

The respondents of the study on the main question, “what are the main barriers that the school face in the process of Implementing Inclusive Education”, was divided in to 8 different categories (the table #1).

One of the most important challenges that the education system faced in the process of the current reforms in education system was the low level of tolerance of the Georgian population towards the marginalized students. For example, frequently enough the parents of the mainstream public school students are unwilling to have a SNE student in the same classroom with their own student. Such an objection is caused by a deeply rooted perception that students with special needs are not equal participants in mainstream education. Public schools

are not meant to meet the needs of these students and it is only at the special education institutions that these students can develop. Another widely spread bias dictates that students with special needs meet at school are teachers which think that they spend more time with the special education students instead of working with the mainstream students and ensuring their achievement.

Another challenge for the implementation of the inclusive education is the commonplace passiveness of the parents to make their students (especially those with disabilities) participate in education processes in public schools. This passiveness is based on the inexperience of both the students and the parents in any form of public participation. For a long time, SNE students and their parents have been lacking opportunities and incentives to become introduced to the society and develop into its active participants. The absence of these opportunities has left both the parents and the students insulated from their surrounding environment and unaware of social inclusion possibilities. Besides being passive, the parents of the disabled students are frequently unwilling to let their students participate in inclusive education. Some parents think that isolation is regarded as the best way to protect and keep the children safe of the insensitive society.

As we have seen, the ecological environment is considered as extended far beyond the situation directly affecting the developing person – the objects to which he responds or the people with whom he intercuts on a face to face basis. Regarded as of equal importance are connections between other persons present in the setting. This complex of interrelations within the immediate setting is referred to the micro system. Bronfenbrenner, U. (1996)

For Raising the awareness and understanding of the needs of special education students the Ministry of Education and Science for educators, parents, teacher and principals started to make presentations, workshops and seminars that became the form of dialogue around Inclusive Education, but it is not systematic and does not gives appropriate effect.

The human capital in public schools is not well qualified to meet the needs of the students with special needs. This deficiency of teachers' skills and competencies is particularly noticeable in reference to SNE students. In case of the former, teachers in public schools are

not qualified to work with disabled students. They must be trained and educated to perform at schools. Social environment it is we.

The lack special equipment and facilities that help students navigate freely within the buildings. At the same time, the lack of transportation to schools considerably slow down the participation of these students in school processes.

Based on wrong individual learning plans developed for these students can run the risk of being inadequate to the capacity of the students.

Unfortunately the system of vouchers has been applied as that the financial resources for inclusive education had not been foreseen. Existed financial system does not justify the effective implementation of the inclusive education, because nowadays the Ministry of Education and Science to those general educational schools, which have started or are starting the process of introduction of inclusive education had to finance by program grants. Such short program grants can be allocated for the purpose of inviting a specialist to the school, for purchasing textbooks and visual aids, adapting the educational environment, environment is everything that surrounds us and is outside us.

The most discouraging factors are the overloaded classes with sometimes over 40 students, general shortage of teachers, lack of teaching equipment and devices, low start-up knowledge of teachers' in inclusive education, inadequate qualifications of teacher's assistants, inadequacy of the school assessment system for children with special needs; usually high absenteeism rate of children with disabilities. The lack of communication and cooperation between an inclusive school and city Mayor's office has been also documented for such specific issue as adapted means of transportation, but nowadays the local government refused to support the schools with the special transports for the pupils of special needs by the reason that there is the lack of financial resources. The parents or guardians in inclusive schools are not engaged in curriculum planning and classroom practices at all. It was also noted that attitudes toward students with disabilities and exclusionary practices still continue interfering

the inclusion process. The motivation of the teachers to have the special needs child is quite low, they refuse to work with special needs with the wage they get from the Ministry of Education and Science, The description of this argument is that it takes them much time and energy.

As many countries as Georgia is also in the process to develop and change their policy and legislation for Inclusive Education, based either upon knowledge and experiences from on-going pilot projects, or by introducing new financing strategies for special needs education, or by implementing new policies/laws regarding quality systems and monitoring for education.

By analyzing and comparing the micro, meso and exo systems characterizing different social classes, ethnic, religious groups or entire societies, it becomes possible to describe systematically and to distinguish the ecological properties of these large social contexts as environments of human development Bronfenbrenner, U. (1996)

In the second question, I will analyze the responsibilities that the Ministry of Education and Science of Georgia has taken for developing Inclusive Education. It was emphasize the following:

Two main factors on international level are largely structured the way in which inclusive education is perceived. On the one hand, Georgia recognizes the UNICEF Convention on the Rights of Children as one of the fundamental statutes protecting the happiness of children.

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (The Article 28)

And the second Salamanca Statement and Framework for Action on the Special Need Education, which calls upon all government and urges them to:

Give the highest policy and budgetary priority to improve their educational system to enable them to include all children regardless of individual differences or difficulties.

Adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise.

Establish decentralize and participatory mechanisms for planning, monitoring and evaluating educational provision for children and adults with special education needs.

Encourage and facilitate the participation of parents, communities and organization of persons with disabilities in the planning and decision-making processes conserving provision for special education needs.

Observing the convention since 1994, the state performs as a solid advocate of the rights of children to lead their lives fully and honorably. By analogy, the state recognizes the rights of all children to have their lives and dignity protected, their self-confidence supported, and their participation in a society encouraged.

Inclusion often requires a shift in people's attitudes and values. Such change takes time and involves significant reassessment of conceptions and role of behavior. Awareness raising should involve both better understanding of inclusive education and that societies become more tolerant and understanding. National policies on inclusion, local support systems and appropriate forms of curriculum and assessment are important to create the necessary context for the development of inclusion.

Educational institutions should not see themselves as the only experts on education. Expertise need not always be available in every school, but it is important to secure access to specific competences when needed. This is reflected in the gradual transition in some countries of special schools into resource centers with outreach services to support the regular school system and offer guidance to families in their efforts to support their children.

Teachers, other educators, non-teaching support staff, parents, communities, school authorities, curriculum developers, educational planners, the private sector and training institutes are all among the actors that can serve as valuable resources in support of inclusion. Some (teachers, parents and communities) are more than just a valuable resource; they are the key to supporting all aspects of the inclusion process. This must be based on a willingness to accept and welcome diversity and to take an active role in the lives of students, both in and out of school (Policy guidelines on Inclusive Education UNESCO 2009).

On the National level, the state constitution adopted in 1995 recognizes the right of everyone to receive education and chose the form of education.

Each citizen has the right to education. Freedom of choice in education is recognized” (Article 35, point 1).

6.1 The Conclusion

The innovative approaches to the education of SNE students, now officially recognized as students with special education needs, have been introduced by the “Strategy and Action Plan of Special Needs Education for the years 2009-2011”. The suggested strategy triggers an introduction of a comprehensively new model of inclusive education developed to effectively address the needs of students with special education needs.

The suggested strategy is based on the widely recognized education values and principles.

These are:

The focus of education should be based on the education interests of students;

Students should be ensured with high quality education;

All students should have equal education opportunities;

Students should have an opportunity to participate in general education public schools with the majority of other students.

The strategy also maintains its won specific, clear-cut goals. These goals are:

To develop and implement a national model of education for students with special needs;

To provide access to education for these students;

To provide the high quality of education on every level, be it pre-school, primary, basic, secondary or vocational education.

Finally, the strategy outlines its priorities. These priorities, eight in total are:

To develop national model of education for students with special education needs;

To introduce the national model of education for students with special education needs;

To develop regulations and guidelines of education for students with special education needs;

To introduce valid and reliable tools to assess education needs of the disabled students

To enhance pre-service education and in-service professional development of teachers;

To improve the quality of education in special education institutions;

To ensure the participation of disabled students in early education;

To enhance vocational education opportunities for students with special education needs.

Unfortunately the Ministry of Education and Science could not set the priorities of the strategy till now.

The president of Georgia has already signed the Convention on the Rights of Persons with Disabilities and now the Ministry of Education and Science is waiting for the ratification of the document. At the same time the Ministry of Education and Science and the Public Defender of Georgia worked to correct “The Law of General education”, “The Law of Professional Education” and “the Law of High Education” to make them in harmony with the Convention on the Rights of Persons with Disabilities. We hope that the Parliament of

Georgia will prove all correction in the laws that is presented by the Ministry and after that it will have possibility to implement all priorities of the strategy.

I tried to re-examine and develop data that I have collected to understanding the features and relation to each other that already had been found.

The needs of schools in the process of Implementing Inclusive Education is totally concur the barriers that is presented in the table #2

To develop Inclusive education effectively there are different important needs, which must be satisfied. In the process of analyzing data it was found the barriers, which were relevant towards the needs.

Negative attitudes towards differences result in discrimination can lead to a serious barrier to learning. Negative attitudes can take the form of social discrimination, lack of awareness and traditional intolerance. If the awareness of the society, teachers, principals, parents, pupils and etc. will not change it will be difficult to carry out Inclusion Education. The main need was exposed the improvement of the public awareness.

As Skogen K. (1997) emphasizes in innovation theory, what we know and what we wish to change? It is clear, we know that public awareness is quit low towards Inclusive Education in Georgia and what we wish is to rise the awareness of society with different ways.

The vast majority of schools are physically inaccessible for many learners, especially to those who have physical disabilities. To improve physical environment at schools is also need.









Teachers' abilities and attitudes can be major limitations for inclusive education. The training of staff at all levels is often not adequate. Where there is training it often tends to be fragmented, uncoordinated and inadequate. If teachers do not have positive attitudes towards learners with special needs, it is unlikely that these children will receive satisfactory education.

A major constraint is serious shortages of resources – lack of schools or inadequate facilities, lack of teachers and/or shortage of qualified staff, lack of learning materials and absence of

support. The inadequacy of resources available to meet the basic needs in education is a persistent theme.

6.2 Implication for Improving Inclusive Education

Table # 2

	I		II
#	Question: <i>The main barriers that the schools face in the process of implementing Inclusive Education</i>		Question: <i>The schools needs in the process of Implementing Inclusive Education</i>
Categories			
1	Lack of human resources		To train teachers
2	Lack of special materials and equipments		Technical and psychological support
3	Non-adapted environment for SNE pupils		Adapted environment
4	Less competency of main teachers		Existence of special teachers, psychologies, speech therapists at schools
5	Negative approach of parents with Inclusive education		Positive attitude of Society
6	The attitude of the society towards Inclusive Education		Activates for public awareness
7	Nonexistence of SNE standard		The existence of SNE model
8	Non-stable financial system		Additional financial support

As I have information, the research around the barriers the state face in the process of developing Inclusive Education have not been done before. I think that it is necessary if the state will see what kind of difficulties the schools face in the process of developing Inclusive education in Georgia. Right consideration of difficulties will help the stakeholders to find the needs, which must be improved. All eight barriers which is emphasized in the table #2 is revealed in the process of analyzing the data as in school as in Ministry of Education and Science of Georgia's level.

The special teacher has an important role in the process of developing Inclusive Education, the representative of the Ministry of Education and Science in her interview mentioned the needs of special teachers and importance of improving the quality of teaching and interest of this sphere.

The schools which resource rooms are already equipped with special materials by the Ministry of Education and Science they have need to purchase materials for different disabilities, when the school #1 have not any financial resources to fill the resource room with important technical and special materials.

When the Ministry of Education and Science engages all 200 public schools in the capital of Georgia to develop Inclusive Education it really brings the need to adapt the schools, otherwise what are we doing the pupils with wheelchair?

In regards of the less competence of the teachers was underlined with all respondents. The teachers have not the enough knowledge and the motivation to teach SNE pupil which is also caused with low salary.

In the research it was conversation about parents attitude towards SNE pupils. It is really difficult for the society who has never had approach and has never seen who they are, what they can do and why is the need to teach them, because till now they were marginalized from the society. I think improve population's awareness towards disability children must play a big role not only the Ministry of Education and Science but Media too.

To have an organized legislation base around Inclusive Education it must be existed the model about Inclusive Education. By the model the state will have an official instrument for assisting SEN pupils and special teachers will know their responsibility.

The research emphasized the need of stable financial system. The state must not have priority schools and support all schools equally to develop inclusive Education. The research has also shown that first of all it is important to have a desire to develop Inclusive Education and then finances will support your wishes to develop it effectively.

It is clear that we must not only develop but also improving what has already been done. When we are talking about improving or change something, I will use the innovation theory and say that it is good that we know “improve for whom”, and if change “To be planed in advance” because if we change it must be better than it was before. B. H. Johnsen & M. D. Skjørten, (2001).

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Appendix 1

Questionnaire

1. How is the attitude (vision) of the Ministry of Education and Science towards Inclusive Education?
2. How does The Ministry of Education and Science try to implement the responsibility, which it has taken in the framework of the laws of Georgia and international conventions?
3. What are the main barriers that the school faces in the presses of implementing Inclusive Education?
4. How does the school administration try to arrange the problems it faces during implementing Inclusive education?
5. What kind of financial system exists for supporting inclusive education?
6. How effective is the financial resources programs allocated for the developing inclusive education?
7. How does the school administration try to support inclusive education from its own budget?
8. How do you think is existed financial system flexible and successful for developing inclusive education in Georgia or it needs reform?
9. What kind of activates and programs had been carried out from the Ministry of Education and science to support special need education pupils?
10. What are the needs that the Ministry of Education and Science of Georgia must implement in the process of developing Inclusive Education?